



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
AGENCY 92400

FISCAL YEAR 2028

Appropriation

Request

FY28 Appropriation Request Checklist

Agency Name: New Mexico Public Education Department

Business Unit: 92400

Reports to Include in PDF Submission

Form #	Title	
☒	Cvr Ltr	Cover Letter <i>Agency Level</i>
☒	S-1	Certification <i>Agency Level</i>
☒	S-2	Organizational Chart <i>Agency/Program Level</i>
☒	S-8	Financial Summary <i>Agency/Program Level</i>
☒	GF	General Fund Budget Change Log <i>Agency/Program Level</i>
☒	S-9	Account Code Revenue / Expenditure Report <i>Agency/Program Level</i>
☒	S-10	Fund Balance Projection <i>Fund Level</i>
☒	S-13	Detail of Rate Line Items (see instructions) <i>Agency Level</i>
☒	P-1	Program Narrative <i>Program Level</i>
☐	R-2	Transfer Report <i>Agency Level</i>
☒	REV/EXP	Revenue-Expenditure Comparison Report <i>Agency/Program Level</i>
☒	FFRW	Detail of Federal Funds Revenue Worksheet <i>Agency/Program Level</i>
☐	EB-1	Expansion Justifications <i>Program Level</i>
☐	EB-2	Expansion Fiscal Summary <i>Program Level</i>
☐	EB-3	Expansion Line Item Detail - <i>Program Level</i>
☒	LFR	Legislating for Results Expansion Tool <i>Program Level</i>
☒	E4	Pcode Detail <i>Program Level</i>
☒	E5	Contract by Pcode <i>Program Level</i>
☒	SAR	Special Appropriation Request Report <i>Agency Level</i>
☒	APR	Annual Performance Report <i>Program Level</i>
☒	Table 2	Table 2 Performance Measure Summary <i>Program Level</i>
☒	SP	Strategic Plan <i>Agency Level</i>
☒	ITP	Information Technology Plan <i>Agency Level</i>
☐	C-1	Base Operating Budget <i>Agency Level</i>
☒	C-2	IT Request Plan <i>Agency Level</i>
☒	Perf Audit	Update to LFC Performance Audits (within last 2 years) <i>Agency Level</i>

Documents to Attach in BFM (PDF Optional)

		Where to Attach
☐	Board Cert	Board or Commission Budget Certification <i>Form 9900</i>
☒	E-6B	Leased Passenger-Related Vehicles <i>Form 3300/4300</i>



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR AVE.
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

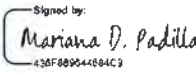
MARIANA D. PADILLA
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

August 27, 2026

MEMORANDUM

TO: Wayne Propst, Department of Finance and Administration (DFA) Cabinet Secretary

FROM: Mariana Padilla, Secretary of Public Education 
Signed by:
Mariana D. Padilla
430F800544584C9

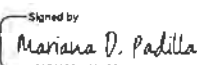
RE: Public Education Department Fiscal Year 2028 (FY28) Budget Request

The Public Education Department respectfully submits its FY28 budget request for your consideration. The request includes approximately \$4.6 million in additional funding to strengthen agency capacity, address required fixed costs, support office space in Albuquerque and Las Cruces, and modernize the information technology infrastructure used to collect, protect, and report education data.

The expansion request includes: \$396,000 for rent; \$1,252,593 for ten new FTE, in critical areas including licensure, investigations, special education, and school budget; \$1,006,300 for the health benefits swap; \$345,625 for health insurance increases, \$800,000 to support DoIT hosting of PED data; and \$789,400 for DoIT and GSD rate increases. These investments will strengthen fiscal oversight, reduce licensure processing times and prosecution backlogs, improve procurement and data support, meet general supervision responsibilities under the Individuals with Disabilities Education Act (IDEA), and improve the security and resilience of PED's data environment.

The FY28 request also aligns PED's budget with the Martinez Yazzie action plan and sustains work to improve student outcomes and reduce achievement gaps. PED continues to advance structured literacy and mathematics instruction, reduce chronic absenteeism, implement a common statewide special education individualized education program template, support school improvement, strengthen kindergarten readiness, and expand Indian Education investments. These efforts are producing measurable results, including a decrease of more than 10 percentage points in statewide chronic absenteeism since the 2021-2022 school year, and 101 of 142 schools exiting federal low-performing accountability designations from the 2022-2023 through 2024-2025 school years. The FY28 budget request supports PED's mission to ensure students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students.

We appreciate your consideration of this request and welcome any questions or feedback. Please feel free to contact me at mariana.padilla@ped.nm.gov for further information or clarification.


Signed by
Mariana D. Padilla
430F800544584C9

S-1

Agency Name: Public Education Department

Business Unit: 92400

I hereby certify that the accompanying summary and detailed statements are true and correct to the best of my knowledge and belief and that the arithmetic accuracy of all numeric information has been verified.

Signed by:

Mariana D. Padilla

436F5806A4684C9...

Mariana D Padilla, Secretary of Public Education

DocuSigned by:

Marian Rael

50DC660EAD447D...

Marian Rael, CFO

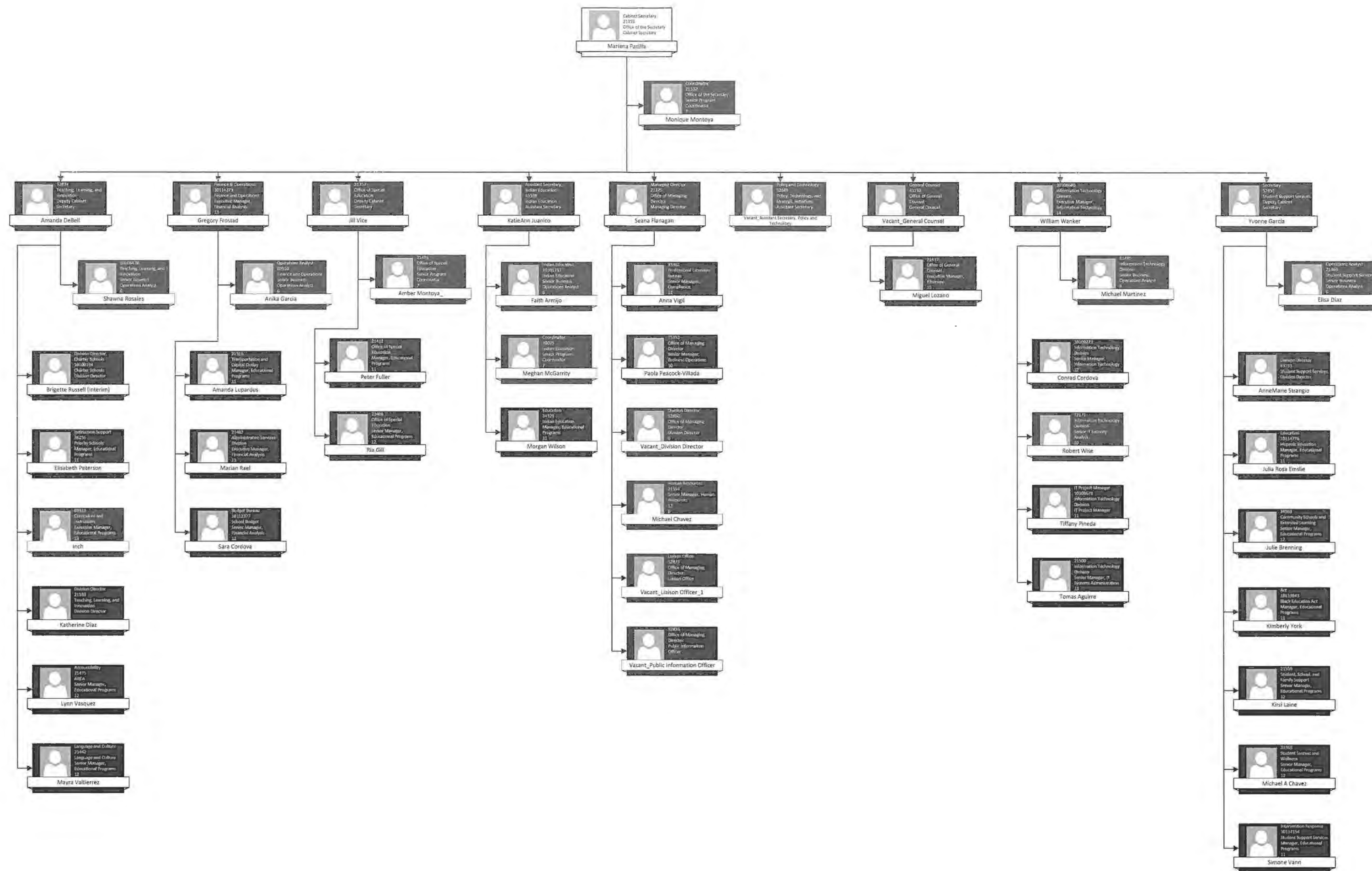
300 Don Gaspar Ave. | Santa Fe, NM 87501

505-695-4223

marian.rael@ped.nm.gov

Note: Appropriation Requests for agencies headed by a board or commission must be approved by the board or commission by official action and signed by the chairperson. Operating Budgets of other agencies must be signed by the director or secretary. Appropriation Requests not properly signed will be returned.

S-2



Public Education Department

State of New Mexico

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
92400 0000 0000000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	26,096.6	25,323.6	27,229.7	0.0	31,819.6	0.0	31,819.6
112	Other Transfers	91.8	8,393.5	91.8	0.0	45.0	0.0	45.0
120	Federal Revenues	34,902.6	49,500.0	35,887.5	0.0	35,887.5	0.0	35,887.5
130	Other Revenues	8,240.7	2,363.9	8,813.7	0.0	8,813.7	0.0	8,813.7
REVENUE, TRANSFERS		69,331.7	85,580.9	72,022.7	0	76,565.8	0.0	76,565.8
REVENUE		69,331.7	85,580.9	72,022.7	0	76,565.8	0.0	76,565.8
EXPENSE								
200	Personal services and employee benefits	38,160.3	38,865.8	39,772.9	34,556.0	42,444.0	0.0	42,444.0
300	Contractual services	25,096.8	40,933.1	25,096.8	0.0	25,109.7	0.0	25,109.7
400	Other	6,074.6	4,740.4	7,153.0	0.0	9,012.1	0.0	9,012.1
EXPENDITURES		69,331.7	84,539.3	72,022.7	34,556.05	76,565.8	0.0	76,565.8
EXPENSE		69,331.7	84,539.3	72,022.7	34,556.05	76,565.8	0.0	76,565.8
FTE POSITIONS								
810	Permanent	200.00	220.93	198.00	261.93	208.00	0.00	208.00
820	Term	160.00	0.00	163.00	0.00	163.00	0.00	163.00
FTEs		360.00	220.93	361.00	261.93	371.00	0.00	371.00
FTE POSITIONS		360.00	220.93	361.00	261.93	371.00	0.00	371.00

Public Education Department-Special Appr

State of New Mexico

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
92500 0000 0000000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	68,701.0	81,471.0	66,701.0	0.0	132,302.8	0.0	132,302.8
112	Other Transfers	500.0	430.1	500.0	0.0	500.0	0.0	500.0
150	Fund Balance	500.0	212.4	500.0	0.0	500.0	0.0	500.0
REVENUE, TRANSFERS		69,701.0	82,113.5	67,701.0	0	133,302.8	0.0	133,302.8
REVENUE		69,701.0	82,113.5	67,701.0	0	133,302.8	0.0	133,302.8

Public Education Department-Special Appr

State of New Mexico

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
92500 0000 0000000000

EXPENSE

300	Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
400	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7090	Early literacy and reading support	14,000.0	13,770.7	14,000.0	0.0	15,500.0	0.0	15,500.0
7094	School leader professional development	5,000.0	5,000.0	5,000.0	0.0	5,000.0	0.0	5,000.0
7096	Teacher professional development	4,000.0	0.0	0.0	0.0	0.0	0.0	0.0
7098	Graduation, reality and dual-role skills progr	1,250.0	1,249.0	1,250.0	0.0	1,250.0	0.0	1,250.0
7100	National board certification assistance	500.0	212.4	500.0	0.0	500.0	0.0	500.0
7102	Advanced placement, international baccala	1,250.0	1,113.5	1,250.0	0.0	1,618.0	0.0	1,618.0
7104	Student nutrition and wellness	42,201.0	42,189.1	42,201.0	0.0	48,134.8	0.0	48,134.8
7586	School safety	1,500.0	1,500.0	1,500.0	0.0	4,500.0	0.0	4,500.0
7631	Literacy coaches	0.0	0.0	2,000.0	0.0	16,600.0	0.0	16,600.0
7635	Accreditation and Distance Learning Audits	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7637	Educator Evaluation System	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7638	Homeless Services	0.0	0.0	0.0	0.0	3,200.0	0.0	3,200.0
7639	Literacy and STEM Institutes (Operations)	0.0	0.0	0.0	0.0	6,000.0	0.0	6,000.0
7640	Reading and Math Summer and School Tim	0.0	0.0	0.0	0.0	29,000.0	0.0	29,000.0
EXPENDITURES		69,701.0	65,034.7	67,701.0	0	133,302.8	0.0	133,302.8
EXPENSE		69,701.0	65,034.7	67,701.0	0	133,302.8	0.0	133,302.8

Regional Education Cooperatives

State of New Mexico

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
93000 0000 0000000000

	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE							
111 General Fund Transfers	1,500.0	1,500.0	1,500.0	0.0	1,500.0	0.0	1,500.0
REVENUE, TRANSFERS	1,500.0	1,500.0	1,500.0	0	1,500.0	0.0	1,500.0
REVENUE	1,500.0	1,500.0	1,500.0	0	1,500.0	0.0	1,500.0
EXPENSE							
7070 Northwest	150.0	150.0	150.0	0.0	150.0	0.0	150.0

Regional Education Cooperatives

State of New Mexico

S-8 Financial Summary

(Dollars in Thousands)

BU	PCode	Department					
93000	0000	0000000000					
7072	Northeast		150.0	150.0	150.0	0.0	150.0
7074	Lea county		150.0	150.0	150.0	0.0	150.0
7076	Pecos valley		150.0	150.0	150.0	0.0	150.0
7078	Southwest		150.0	150.0	150.0	0.0	150.0
7080	Central		150.0	150.0	150.0	0.0	150.0
7082	High plains		150.0	150.0	150.0	0.0	150.0
7084	Clovis		150.0	150.0	150.0	0.0	150.0
7086	Ruidoso		150.0	150.0	150.0	0.0	150.0
7088	Four corners		150.0	150.0	150.0	0.0	150.0
EXPENDITURES			1,500.0	1,500.0	1,500.0	0	1,500.0
EXPENSE			1,500.0	1,500.0	1,500.0	0	1,500.0

Public School Support

State of New Mexico

S-8 Financial Summary

(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	4,672,907.2	4,672,907.2	4,788,553.1	0.0	4,870,530.6	0.0	4,870,530.6
112	Other Transfers	0.0	45.7	0.0	0.0	0.0	0.0	0.0
120	Federal Revenues	579,500.0	490,962.7	579,500.0	0.0	579,500.0	0.0	579,500.0
130	Other Revenues	1,500.0	1,504.8	1,500.0	0.0	1,500.0	0.0	1,500.0
150	Fund Balance	0.0	1,436.6	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS		5,253,907.2	5,166,857.0	5,369,553.1	0	5,451,530.6	0.0	5,451,530.6
REVENUE		5,253,907.2	5,166,857.0	5,369,553.1	0	5,451,530.6	0.0	5,451,530.6
EXPENSE								
200	Personal services and employee benefits	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
300	Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
400	Other	5,252,514.2	5,159,031.6	5,368,160.1	0.0	5,450,032.9	0.0	5,450,032.9
7434	Out-of-state tuition	393.0	393.0	393.0	0.0	497.7	0.0	497.7
7436	Emergency supplemental	1,000.0	1,000.0	1,000.0	0.0	1,000.0	0.0	1,000.0
EXPENDITURES		5,253,907.2	5,160,424.6	5,369,553.1	0	5,451,530.6	0.0	5,451,530.6
EXPENSE		5,253,907.2	5,160,424.6	5,369,553.1	0	5,451,530.6	0.0	5,451,530.6

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
92400 P527 000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	26,096.6	25,323.6	27,229.7	0.0	31,819.6	0.0	31,819.6
112	Other Transfers	91.8	8,393.5	91.8	0.0	45.0	0.0	45.0
120	Federal Revenues	34,902.6	49,500.0	35,887.5	0.0	35,887.5	0.0	35,887.5
130	Other Revenues	8,240.7	2,363.9	8,813.7	0.0	8,813.7	0.0	8,813.7
REVENUE, TRANSFERS		69,331.7	85,580.9	72,022.7	0.0	76,565.8	0.0	76,565.8
REVENUE		69,331.7	85,580.9	72,022.7	0.0	76,565.8	0.0	76,565.8
EXPENSE								
200	Personal services and employee benefits	38,160.3	38,865.8	39,772.9	34,556.0	42,444.0	0.0	42,444.0
300	Contractual services	25,096.8	40,933.1	25,096.8	0.0	25,109.7	0.0	25,109.7
400	Other	6,074.6	4,740.4	7,153.0	0.0	9,012.1	0.0	9,012.1
EXPENDITURES		69,331.7	84,539.3	72,022.7	34,556.05	76,565.8	0.0	76,565.8
EXPENSE		69,331.7	84,539.3	72,022.7	34,556.05	76,565.8	0.0	76,565.8
FTE POSITIONS								
810	Permanent	200.00	220.93	198.00	261.93	208.00	0.00	208.00
820	Term	160.00	0.00	163.00	0.00	163.00	0.00	163.00
FTEs		360.00	220.93	361.00	261.93	371.00	0.00	371.00
FTE POSITIONS		360.00	220.93	361.00	261.93	371.00	0.00	371.00

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
92500 9251 000000

	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE							
111 General Fund Transfers	68,701.0	81,471.0	66,701.0	0.0	132,302.8	0.0	132,302.8
112 Other Transfers	500.0	430.1	500.0	0.0	500.0	0.0	500.0
150 Fund Balance	500.0	212.4	500.0	0.0	500.0	0.0	500.0
REVENUE, TRANSFERS	69,701.0	82,113.5	67,701.0	0.0	133,302.8	0.0	133,302.8
REVENUE	69,701.0	82,113.5	67,701.0	0.0	133,302.8	0.0	133,302.8
EXPENSE							
300 Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
400 Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7090 Early literacy and reading support	14,000.0	13,770.7	14,000.0	0.0	15,500.0	0.0	15,500.0
7094 School leader professional development	5,000.0	5,000.0	5,000.0	0.0	5,000.0	0.0	5,000.0
7096 Teacher professional development	4,000.0	0.0	0.0	0.0	0.0	0.0	0.0
7098 Graduation, reality and dual-role skills progr	1,250.0	1,249.0	1,250.0	0.0	1,250.0	0.0	1,250.0
7100 National board certification assistance	500.0	212.4	500.0	0.0	500.0	0.0	500.0
7102 Advanced placement, international baccala	1,250.0	1,113.5	1,250.0	0.0	1,618.0	0.0	1,618.0
7104 Student nutrition and wellness	42,201.0	42,189.1	42,201.0	0.0	48,134.8	0.0	48,134.8
7586 School safety	1,500.0	1,500.0	1,500.0	0.0	4,500.0	0.0	4,500.0
7631 Literacy coaches	0.0	0.0	2,000.0	0.0	16,600.0	0.0	16,600.0
7635 Accreditation and Distance Learning Audits	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7637 Educator Evaluation System	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7638 Homeless Services	0.0	0.0	0.0	0.0	3,200.0	0.0	3,200.0
7639 Literacy and STEM Institutes (Operations)	0.0	0.0	0.0	0.0	6,000.0	0.0	6,000.0
7640 Reading and Math Summer and School Tim	0.0	0.0	0.0	0.0	29,000.0	0.0	29,000.0
EXPENDITURES	69,701.0	65,034.7	67,701.0	0	133,302.8	0.0	133,302.8
EXPENSE	69,701.0	65,034.7	67,701.0	0	133,302.8	0.0	133,302.8

State of New Mexico
S-8 Financial Summary
(Dollars in Thousands)

BU PCode Department
93000 P930 000000

	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE							
111 General Fund Transfers	1,500.0	1,500.0	1,500.0	0.0	1,500.0	0.0	1,500.0
REVENUE, TRANSFERS	1,500.0	1,500.0	1,500.0	0.0	1,500.0	0.0	1,500.0
REVENUE	1,500.0	1,500.0	1,500.0	0.0	1,500.0	0.0	1,500.0
EXPENSE							
7070 Northwest	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7072 Northeast	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7074 Lea county	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7076 Pecos valley	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7078 Southwest	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7080 Central	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7082 High plains	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7084 Clovis	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7086 Ruidoso	150.0	150.0	150.0	0.0	150.0	0.0	150.0
7088 Four corners	150.0	150.0	150.0	0.0	150.0	0.0	150.0
EXPENDITURES	1,500.0	1,500.0	1,500.0	0	1,500.0	0.0	1,500.0
EXPENSE	1,500.0	1,500.0	1,500.0	0	1,500.0	0.0	1,500.0

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
99300 PSS1 000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	4,497,735.5	4,497,735.5	4,610,409.2	0.0	4,677,409.2	0.0	4,677,409.2
112	Other Transfers	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
120	Federal Revenues	0.0	0.0	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	1,500.0	1,500.0	1,500.0	0.0	1,500.0	0.0	1,500.0
REVENUE, TRANSFERS		4,499,235.5	4,499,235.5	4,611,909.2	0.0	4,678,909.2	0.0	4,678,909.2
REVENUE		4,499,235.5	4,499,235.5	4,611,909.2	0.0	4,678,909.2	0.0	4,678,909.2
EXPENSE								
200	Personal services and employee benefits	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
300	Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
400	Other	4,499,235.5	4,499,046.0	4,611,909.2	0.0	4,678,909.2	0.0	4,678,909.2
EXPENDITURES		4,499,235.5	4,499,046.0	4,611,909.2	0	4,678,909.2	0.0	4,678,909.2
EXPENSE		4,499,235.5	4,499,046.0	4,611,909.2	0	4,678,909.2	0.0	4,678,909.2

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
99300 PSS2 000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	141,008.7	141,008.7	143,980.9	0.0	158,753.7	0.0	158,753.7
112	Other Transfers	0.0	0.0	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS		141,008.7	141,008.7	143,980.9	0.0	158,753.7	0.0	158,753.7
REVENUE		141,008.7	141,008.7	143,980.9	0.0	158,753.7	0.0	158,753.7
EXPENSE								
400	Other	141,008.7	139,453.9	143,980.9	0.0	158,753.7	0.0	158,753.7
EXPENDITURES		141,008.7	139,453.9	143,980.9	0	158,753.7	0.0	158,753.7
EXPENSE		141,008.7	139,453.9	143,980.9	0	158,753.7	0.0	158,753.7

Supplemental Distribution

BU PCode Department
99300 PSS3 000000

State of New Mexico
S-8 Financial Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	1,393.0	1,393.0	1,393.0	0.0	1,497.7	0.0	1,497.7
REVENUE, TRANSFERS		1,393.0	1,393.0	1,393.0	0.0	1,497.7	0.0	1,497.7
REVENUE		1,393.0	1,393.0	1,393.0	0.0	1,497.7	0.0	1,497.7
EXPENSE								
7434	Out-of-state tuition	393.0	393.0	393.0	0.0	497.7	0.0	497.7
7436	Emergency supplemental	1,000.0	1,000.0	1,000.0	0.0	1,000.0	0.0	1,000.0
EXPENDITURES		1,393.0	1,393.0	1,393.0	0	1,497.7	0.0	1,497.7
EXPENSE		1,393.0	1,393.0	1,393.0	0	1,497.7	0.0	1,497.7

Federal Flow-through

State of New Mexico

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
99300 PSS4 000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
120	Federal Revenues	579,500.0	490,962.7	579,500.0	0.0	579,500.0	0.0	579,500.0
REVENUE, TRANSFERS		579,500.0	490,962.7	579,500.0	0.0	579,500.0	0.0	579,500.0
REVENUE		579,500.0	490,962.7	579,500.0	0.0	579,500.0	0.0	579,500.0
EXPENSE								
400	Other	579,500.0	486,274.7	579,500.0	0.0	579,500.0	0.0	579,500.0
EXPENDITURES		579,500.0	486,274.7	579,500.0	0	579,500.0	0.0	579,500.0
EXPENSE		579,500.0	486,274.7	579,500.0	0	579,500.0	0.0	579,500.0

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
99300 PSS5 000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	20,000.0	20,000.0	20,000.0	0.0	20,000.0	0.0	20,000.0
112	Other Transfers	0.0	45.8	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	0.0	4.8	0.0	0.0	0.0	0.0	0.0
150	Fund Balance	0.0	1,436.6	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS		20,000.0	21,487.1	20,000.0	0.0	20,000.0	0.0	20,000.0
REVENUE		20,000.0	21,487.1	20,000.0	0.0	20,000.0	0.0	20,000.0
EXPENSE								
400	Other	20,000.0	21,487.1	20,000.0	0.0	20,000.0	0.0	20,000.0
EXPENDITURES		20,000.0	21,487.1	20,000.0	0	20,000.0	0.0	20,000.0
EXPENSE		20,000.0	21,487.1	20,000.0	0	20,000.0	0.0	20,000.0

State of New Mexico
S-8 Financial Summary
(Dollars in Thousands)

BU PCode Department
99300 PSS6 000000

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	Base	----- FY 2028 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	12,770.0	12,770.0	12,770.0	0.0	12,870.0	0.0	12,870.0
REVENUE, TRANSFERS		12,770.0	12,770.0	12,770.0	0.0	12,870.0	0.0	12,870.0
REVENUE		12,770.0	12,770.0	12,770.0	0.0	12,870.0	0.0	12,870.0
EXPENSE								
400	Other	12,770.0	12,770.0	12,770.0	0.0	12,870.0	0.0	12,870.0
EXPENDITURES		12,770.0	12,770.0	12,770.0	0	12,870.0	0.0	12,870.0
EXPENSE		12,770.0	12,770.0	12,770.0	0	12,870.0	0.0	12,870.0

GF

PUBLIC EDUCATION DEPARTMENT (92400) FY28 RECURRING GENERAL FUND: AGENCY APPROPRIATION REQUEST CHANGES BY PROGRAM AND CATEGORY					
Public Education Department (P527)	Salaries and Benefits (200's)	Contractual Services (300's)	Other (400's)	Other Financing Uses (500's)	TOTAL
FY27 Operating Budget: General Fund	\$22,336.3	\$2,612.5	\$2,280.9	\$0.0	\$27,229.7
Increases (Decreases)					
10 new FTE	\$1,225.0				\$1,225.0
GSD workers compensation insurance premium	\$61.9				\$61.9
GSD liability insurance premium	\$0.1				\$0.1
Backfill Health Care Affordability Fund revenues from implementation of SB376 of 2025, which raised the employer health insurance contribution rate to 80%	\$1,006.3				\$1,006.3
10% employee health benefits premium increase	\$345.6				\$345.6
Rent of building			\$396.0		\$396.0
Audit rate		\$12.9			\$12.9
Increase for DoIT hosting			\$800.0		\$800.0
Increase for auto physical damage insurance			\$626.8		\$626.8
Supplies/equipment for new FTE			\$27.0		\$27.0
DoIT telecomm. rate			\$61.4		\$61.4
Unemployment insurance premium	\$32.2				\$32.2
Decrease to GSD motor pool fees			(\$5.3)		(\$5.3)
					\$0.0
					\$0.0
FY28 Request: General Fund	\$25,007.4	\$2,625.4	\$4,186.8	\$0.0	\$31,819.6
\$ increase over FY27	\$2,671.1	\$12.9	\$1,905.9	\$0.0	\$4,589.9
% increase over FY27	12.0%	0.5%	83.6%	#DIV/0!	16.9%

Public Education Department

State of New Mexico

BU PCode Department
92400 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary

(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
499105	General Fd. Appropriation	26,096.6	25,323.6	27,229.7	0.0	31,819.6	0.0	31,819.6
111	General Fund Transfers	26,096.6	25,323.6	27,229.7	0.0	31,819.6	0.0	31,819.6
422909	Other Fees - Interagency	0.0	6,348.3	0.0	0.0	0.0	0.0	0.0
425909	Other Services - Interagency	0.0	98.7	0.0	0.0	45.0	0.0	45.0
451909	Federal Contract - Interagency	91.8	0.0	91.8	0.0	0.0	0.0	0.0
499905	Other Financing Sources	0.0	1,946.4	0.0	0.0	0.0	0.0	0.0
112	Other Transfers	91.8	8,393.5	91.8	0.0	45.0	0.0	45.0
451903	Federal Direct - Operating	34,902.6	49,500.0	35,887.5	0.0	35,887.5	0.0	35,887.5
120	Federal Revenues	34,902.6	49,500.0	35,887.5	0.0	35,887.5	0.0	35,887.5
416402	Trade & Professions Licenses	2,539.3	2,352.8	2,557.3	0.0	2,557.3	0.0	2,557.3
422902	Other Fees	5,701.4	9.9	6,256.4	0.0	6,256.4	0.0	6,256.4
496901	Miscellaneous Revenue	0.0	1.1	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	8,240.7	2,363.9	8,813.7	0.0	8,813.7	0.0	8,813.7
TOTAL REVENUE		69,331.7	85,580.9	72,022.7	0	76,565.8	0.0	76,565.8
520100	Exempt Perm Positions P/T&F/T	1,293.6	1,827.7	1,423.6	2,145.7	1,423.6	0.0	1,423.6
520200	Term Positions	14,023.2	11,582.4	14,731.0	47.8	14,730.5	0.0	14,730.5
520300	Classified Perm Positions F/T	12,194.0	13,628.7	11,914.0	22,440.6	12,799.6	0.0	12,799.6
520500	Temporary Positions F/T & P/T	130.0	2.8	0.0	0.3	0.0	0.0	0.0
520600	Paid Unused Sick Leave	0.0	8.4	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	150.1	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	0.0	113.8	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	3,184.8	3,264.8	3,298.4	3,377.9	4,650.3	0.0	4,650.3
521200	Retirement Contributions	4,454.4	5,104.7	4,811.5	4,533.4	5,151.4	0.0	5,151.4
521300	F I C A	1,811.0	2,027.0	1,914.5	1,515.7	1,914.5	0.0	1,914.5
521400	Workers' Comp Assessment Fee	3.3	3.7	3.3	0.0	3.3	0.0	3.3
521410	GSD Work Comp Insur Premium	75.9	75.8	82.6	0.0	144.5	0.0	144.5
521500	Unemployment Comp Premium	10.7	10.6	10.6	0.0	42.8	0.0	42.8
521600	Employee Liability Ins Premium	529.2	529.2	1,052.9	0.0	1,053.0	0.0	1,053.0
521700	RHC Act Contributions	450.2	536.3	530.5	494.6	530.5	0.0	530.5
200	Personal services and employee benef	38,160.3	38,865.8	39,772.9	34,556.0	42,444.0	0.0	42,444.0
535200	Professional Services	1,921.3	2,545.5	1,642.4	0.0	1,271.8	0.0	1,271.8
535209	Professional Svcs - Interagenc	0.0	69.7	0.0	0.0	0.0	0.0	0.0
535300	Other Services	18,711.7	32,266.3	19,049.7	0.0	18,679.3	0.0	18,679.3

Public Education Department

State of New Mexico

BU PCode Department
92400 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2025-26	2025-26	2026-27	2027-28	----- FY 2028 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
535309	Other Services - Interagency	534.1	5.0	58.0	0.0	23.9	0.0	23.9
535400	Audit Services	301.0	337.6	345.0	0.0	357.9	0.0	357.9
535500	Attorney Services	607.2	427.7	419.5	0.0	601.4	0.0	601.4
535600	IT Services	3,021.5	5,281.3	3,582.2	0.0	4,175.4	0.0	4,175.4
535999	Prior Year Expense Contractual	0.0	0.0	0.0	0.0	0.0	0.0	0.0
300	Contractual services	25,096.8	40,933.1	25,096.8	0.0	25,109.7	0.0	25,109.7
542100	Employee I/S Mileage & Fares	494.0	94.1	541.0	0.0	541.0	0.0	541.0
542200	Employee I/S Meals & Lodging	106.7	204.8	181.7	0.0	141.7	0.0	141.7
542300	Brd & Comm Mbr Meals & Lodging	274.0	55.4	160.2	0.0	137.0	0.0	137.0
542310	Brd & Comm Mbr Mileage & Fares	118.0	29.6	124.0	0.0	99.0	0.0	99.0
542500	Transp - Fuel & Oil	40.1	2.9	5.1	0.0	35.0	0.0	35.0
542600	Transp - Parts & Supplies	5.0	0.0	5.0	0.0	5.0	0.0	5.0
542700	Transp - Transp Insurance	0.5	0.4	0.4	0.0	627.2	0.0	627.2
542800	State Transp Pool Charges	23.1	38.9	19.9	0.0	30.4	0.0	30.4
543200	Maint - Furn, Fixt, Equipment	213.1	0.0	138.7	0.0	133.1	0.0	133.1
543300	Maint - Buildings & Structures	20.0	33.6	20.0	0.0	40.0	0.0	40.0
543400	Maint - Property Insurance	0.1	0.0	0.0	0.0	0.0	0.0	0.0
543500	Maint - Supplies	31.8	2.9	0.0	0.0	8.9	0.0	8.9
543700	Maintenance Services	2.0	14.8	0.0	0.0	15.0	0.0	15.0
543820	Maintenance IT	0.7	31.7	3.1	0.0	53.1	0.0	53.1
543830	IT HW/SW Agreements	1,405.1	1,038.5	1,548.0	0.0	1,548.5	0.0	1,548.5
544000	Supply Inventory IT	264.5	321.7	385.6	0.0	425.6	0.0	425.6
544100	Supplies-Office Supplies	304.4	47.3	331.8	0.0	351.8	0.0	351.8
544200	Supplies-Medical, Lab, Personal	95.8	0.0	0.0	0.0	0.0	0.0	0.0
544400	Supplies-Field Supplies	16.6	0.1	1.6	0.0	2.6	0.0	2.6
544800	Supplies-Education&Recreation	0.0	16.1	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	50.5	128.7	76.2	0.0	128.2	0.0	128.2
545600	Reporting & Recording	124.9	53.2	178.0	0.0	188.0	0.0	188.0
545700	ISD Services	84.1	308.8	408.5	0.0	1,324.8	0.0	1,324.8
545710	DOIT HCM Assessment Fees	24.3	126.0	135.3	0.0	135.4	0.0	135.4
545900	Printing & Photo Services	231.3	43.9	297.2	0.0	297.2	0.0	297.2
546100	Postage & Mail Services	65.0	0.0	125.0	0.0	125.0	0.0	125.0
546300	Utilities	45.0	0.0	0.0	0.0	0.0	0.0	0.0

Public Education Department

State of New Mexico

BU PCode Department
92400 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary

(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
546310	Utilities - Sewer/Garbage	11.0	0.0	0.0	0.0	0.0	0.0	0.0
546400	Rent Of Land & Buildings	440.9	460.0	396.0	0.0	396.0	0.0	396.0
546500	Rent Of Equipment	106.5	95.7	94.0	0.0	194.0	0.0	194.0
546600	Communications	0.7	5.3	0.7	0.0	0.7	0.0	0.7
546610	DOIT Telecommunications	350.0	321.7	370.5	0.0	314.7	0.0	314.7
546700	Subscriptions/Dues/License Fee	359.4	431.2	561.6	0.0	620.5	0.0	620.5
546800	Employee Training & Education	124.1	184.4	130.4	0.0	155.4	0.0	155.4
546810	Board Member Training	1.8	0.0	4.3	0.0	4.3	0.0	4.3
546900	Advertising	36.7	22.5	26.7	0.0	36.7	0.0	36.7
547000	Legal Settlements	28.1	2.8	0.0	0.0	25.0	0.0	25.0
547410	Grants To Public Schools&Univ	382.9	51.6	382.9	0.0	382.9	0.0	382.9
547900	Miscellaneous Expense	0.4	79.3	5.0	0.0	5.0	0.0	5.0
547999	Request to Pay Prior Year	112.8	168.1	2.8	0.0	2.8	0.0	2.8
548200	Furniture & Fixtures	0.0	0.0	200.3	0.0	200.3	0.0	200.3
548300	Information Tech Equipment	0.0	142.0	0.0	0.0	24.0	0.0	24.0
549600	Employee O/S Mileage & Fares	26.3	60.0	82.5	0.0	88.3	0.0	88.3
549700	Employee O/S Meals & Lodging	25.6	101.9	93.1	0.0	98.9	0.0	98.9
549800	Brd & Comm O/S Mileage & Fares	14.2	8.7	55.9	0.0	9.1	0.0	9.1
549900	Brd & Comm O/S Meals & Lodging	12.6	11.6	60.0	0.0	60.0	0.0	60.0
400	Other	6,074.6	4,740.4	7,153.0	0.0	9,012.1	0.0	9,012.1
TOTAL EXPENSE		69,331.7	84,539.3	72,022.7	34,556.05	76,565.8	0.0	76,565.8
810	Permanent	200.00	220.93	200.00	261.93	208.00	0.00	208.00
810	Permanent	200.00	220.93	200.00	261.93	208.00	0.00	208.00
820	Term	160.00	0.00	160.00	0.00	163.00	0.00	163.00
820	Term	160.00	0.00	160.00	0.00	163.00	0.00	163.00
TOTAL FTE POSITIONS		360.00	220.93	360.00	261.93	371.00	0.00	371.00

Public Education Department-Special Appr

State of New Mexico

BU PCode Department
92500 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary

(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total

BU PCode Department
92500 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
499105	General Fd. Appropriation	68,701.0	81,471.0	66,701.0	0.0	132,302.8	0.0	132,302.8
111	General Fund Transfers	68,701.0	81,471.0	66,701.0	0.0	132,302.8	0.0	132,302.8
451909	Federal Contract - Interagency	500.0	430.1	500.0	0.0	500.0	0.0	500.0
112	Other Transfers	500.0	430.1	500.0	0.0	500.0	0.0	500.0
325900	Restricted FB - Gov	500.0	212.4	500.0	0.0	500.0	0.0	500.0
150	Fund Balance	500.0	212.4	500.0	0.0	500.0	0.0	500.0
TOTAL REVENUE		69,701.0	82,113.5	67,701.0	0	133,302.8	0.0	133,302.8
535200	Professional Services	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
535300	Other Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
535600	IT Services	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
300	Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
542100	Employee I/S Mileage & Fares	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542200	Employee I/S Meals & Lodging	0.0	0.0	0.0	0.0	0.0	0.0	0.0
542800	State Transp Pool Charges	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
543500	Maint - Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
543830	IT HW/SW Agreements	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544000	Supply Inventory IT	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544100	Supplies-Office Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544800	Supplies-Education&Recreation	0.0	0.0	0.0	0.0	0.0	0.0	0.0
546800	Employee Training & Education	0.0	0.0	0.0	0.0	0.0	0.0	0.0
547410	Grants To Public Schools&Univ	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547900	Miscellaneous Expense	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
549600	Employee O/S Mileage & Fares	0.0	0.0	0.0	0.0	0.0	0.0	0.0
549700	Employee O/S Meals & Lodging	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
400	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7090	Early literacy and reading support	14,000.0	13,770.7	14,000.0	0.0	15,500.0	0.0	15,500.0
7090	Early literacy and reading support	14,000.0	13,770.7	14,000.0	0.0	15,500.0	0.0	15,500.0
7094	School leader professional development	5,000.0	5,000.0	5,000.0	0.0	5,000.0	0.0	5,000.0
7094	School leader professional developme	5,000.0	5,000.0	5,000.0	0.0	5,000.0	0.0	5,000.0
7096	Teacher professional development	4,000.0	0.0	0.0	0.0	0.0	0.0	0.0
7096	Teacher professional development	4,000.0	0.0	0.0	0.0	0.0	0.0	0.0
7098	Graduation, reality and dual-role skills prc	1,250.0	1,249.0	1,250.0	0.0	1,250.0	0.0	1,250.0
7098	Graduation, reality and dual-role skills	1,250.0	1,249.0	1,250.0	0.0	1,250.0	0.0	1,250.0

Public Education Department-Special Appr

State of New Mexico

BU PCode Department
92500 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request ----- Base Expansion Total	
7100	National board certification assistance	500.0	212.4	500.0	0.0	500.0 0.0	500.0
7100	National board certification assistance	500.0	212.4	500.0	0.0	500.0 0.0	500.0
7102	Advanced placement, international bacca	1,250.0	1,113.5	1,250.0	0.0	1,618.0 0.0	1,618.0
7102	Advanced placement, international ba	1,250.0	1,113.5	1,250.0	0.0	1,618.0 0.0	1,618.0
7104	Student nutrition and wellness	42,201.0	42,189.1	42,201.0	0.0	48,134.8 0.0	48,134.8
7104	Student nutrition and wellness	42,201.0	42,189.1	42,201.0	0.0	48,134.8 0.0	48,134.8
7586	School safety	1,500.0	1,500.0	1,500.0	0.0	4,500.0 0.0	4,500.0
7586	School safety	1,500.0	1,500.0	1,500.0	0.0	4,500.0 0.0	4,500.0
7631	Literacy coaches	0.0	0.0	2,000.0	0.0	16,600.0 0.0	16,600.0
7631	Literacy coaches	0.0	0.0	2,000.0	0.0	16,600.0 0.0	16,600.0
7635	Accreditation and Distance Learning Audi	0.0	0.0	0.0	0.0	1,000.0 0.0	1,000.0
7635	Accreditation and Distance Learning A	0.0	0.0	0.0	0.0	1,000.0 0.0	1,000.0
7637	Educator Evaluation System	0.0	0.0	0.0	0.0	1,000.0 0.0	1,000.0
7637	Educator Evaluation System	0.0	0.0	0.0	0.0	1,000.0 0.0	1,000.0
7638	Homeless Services	0.0	0.0	0.0	0.0	3,200.0 0.0	3,200.0
7638	Homeless Services	0.0	0.0	0.0	0.0	3,200.0 0.0	3,200.0
7639	Literacy and STEM Institutes (Operations	0.0	0.0	0.0	0.0	6,000.0 0.0	6,000.0
7639	Literacy and STEM Institutes (Operatio	0.0	0.0	0.0	0.0	6,000.0 0.0	6,000.0
7640	Reading and Math Summer and School T	0.0	0.0	0.0	0.0	29,000.0 0.0	29,000.0
7640	Reading and Math Summer and Schoo	0.0	0.0	0.0	0.0	29,000.0 0.0	29,000.0
TOTAL EXPENSE		69,701.0	65,034.7	67,701.0	0	133,302.8 0.0	133,302.8

Regional Education Cooperatives

State of New Mexico

BU PCode Department
93000 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request ----- Base Expansion Total	
499105	General Fd. Appropriation	1,500.0	1,500.0	1,500.0	0.0	1,500.0 0.0	1,500.0
111	General Fund Transfers	1,500.0	1,500.0	1,500.0	0.0	1,500.0 0.0	1,500.0
TOTAL REVENUE		1,500.0	1,500.0	1,500.0	0	1,500.0 0.0	1,500.0
7070	Northwest	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7070	Northwest	150.0	150.0	150.0	0.0	150.0 0.0	150.0

Public School Support

State of New Mexico

BU PCode Department
99300 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
417802	Driving School Fees	1,500.0	1,500.0	1,500.0	0.0	1,500.0	0.0	1,500.0
431602	Textbooks	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
441201	Interest On Investments	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
496901	Miscellaneous Revenue	0.0	4.8	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	1,500.0	1,504.8	1,500.0	0.0	1,500.0	0.0	1,500.0
326900	Committed FB - Gov	0.0	1,436.6	0.0	0.0	0.0	0.0	0.0
150	Fund Balance	0.0	1,436.6	0.0	0.0	0.0	0.0	0.0
TOTAL REVENUE		5,253,907.2	5,166,857.0	5,369,553.1	0	5,451,530.6	0.0	5,451,530.6
520300	Classified Perm Positions F/T	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	0.0	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
521200	Retirement Contributions	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
521300	F I C A	0.0	0.0	0.0	0.0	0.0	0.0	0.0
521700	RHC Act Contributions	0.0	0.0	0.0	0.0	0.0	0.0	0.0
200	Personal services and employee benef	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
535200	Professional Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
535300	Other Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
535999	Prior Year Expense Contractual	0.0	0.0	0.0	0.0	0.0	0.0	0.0
300	Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
540000	Other Expenses	592,270.0	499,044.7	592,270.0	0.0	592,370.0	0.0	592,370.0
542100	Employee I/S Mileage & Fares	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542200	Employee I/S Meals & Lodging	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542300	Brd & Comm Mbr Meals & Lodging	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542310	Brd & Comm Mbr Mileage & Fares	0.0	0.0	0.0	0.0	0.0	0.0	0.0
542500	Transp - Fuel & Oil	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542800	State Transp Pool Charges	0.0	0.0	0.0	0.0	0.0	0.0	0.0
543830	IT HW/SW Agreements	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544000	Supply Inventory IT	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
544100	Supplies-Office Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544800	Supplies-Education&Recreation	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
546800	Employee Training & Education	0.0	0.0	0.0	0.0	0.0	0.0	0.0
547400	Grants To Local Governments	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Public School Support

State of New Mexico

BU PCode Department
99300 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2025-26	2025-26	2026-27	2027-28	----- FY 2028 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
547410	Grants To Public Schools&Univ	4,640,244.2	4,638,499.9	4,755,890.1	0.0	4,837,662.9	0.0	4,837,662.9
547420	Grants -Higher Ed (in CAFR)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
547430	Grants to Native Amer Indians	20,000.0	21,487.1	20,000.0	0.0	20,000.0	0.0	20,000.0
547440	Grants To Other Entities	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547450	Grants to Other Agencies	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547909	Misc Expense Interagency	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547999	Request to Pay Prior Year	0.0	0.0	0.0	0.0	0.0	0.0	0.0
549600	Employee O/S Mileage & Fares	0.0	0.0	0.0	0.0	0.0	0.0	0.0
549700	Employee O/S Meals & Lodging	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
400	Other	5,252,514.2	5,159,031.6	5,368,160.1	0.0	5,450,032.9	0.0	5,450,032.9
7434	Out-of-state tuition	393.0	393.0	393.0	0.0	497.7	0.0	497.7
7434	Out-of-state tuition	393.0	393.0	393.0	0.0	497.7	0.0	497.7
7436	Emergency supplemental	1,000.0	1,000.0	1,000.0	0.0	1,000.0	0.0	1,000.0
7436	Emergency supplemental	1,000.0	1,000.0	1,000.0	0.0	1,000.0	0.0	1,000.0
TOTAL EXPENSE		5,253,907.2	5,160,424.6	5,369,553.1	0	5,451,530.6	0.0	5,451,530.6

Public Education Department

BU PCode Department
92400 0000 000000000

State of New Mexico

S-9 Account Code Revenue Summary
(Dollars in Thousands)

	Provider PCode	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
499105	General Fd. Appropriation	26,096.6	25,323.6	0.0	0.0	31,819.6	0.0	31,819.6
111	General Fund Transfers	26,096.6	25,323.6	27,229.7	0.0	31,819.6	0.0	31,819.6
422909	Other Fees - Interagency	0.0	6,348.3	0.0	0.0	0.0	0.0	0.0
425909	Other Services - Interagency	0.0	98.7	0.0	0.0	0.0	0.0	0.0
425909	Other Services - Interagency	P524	0.0	0.0	0.0	45.0	0.0	45.0
451909	Federal Contract - Interagency		46.8	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	P524	45.0	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	0.0	1,946.4	0.0	0.0	0.0	0.0	0.0
112	Other Transfers	91.8	8,393.5	91.8	0.0	45.0	0.0	45.0
451903	Federal Direct - Operating	34,902.6	49,500.0	0.0	0.0	35,887.5	0.0	35,887.5
120	Federal Revenues	34,902.6	49,500.0	35,887.5	0.0	35,887.5	0.0	35,887.5
416402	Trade & Professions Licenses	2,539.3	2,352.8	0.0	0.0	2,557.3	0.0	2,557.3
422902	Other Fees	5,701.4	9.9	0.0	0.0	6,256.4	0.0	6,256.4
496901	Miscellaneous Revenue	0.0	1.1	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	8,240.7	2,363.9	8,813.7	0.0	8,813.7	0.0	8,813.7
TOTAL REVENUE		69,331.7	85,580.9	72,022.7	0	76,565.8	0.0	76,565.8

Public Education Department-Special Appr

BU PCode Department
92500 0000 000000000

State of New Mexico

S-9 Account Code Revenue Summary
(Dollars in Thousands)

	Provider PCode	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
499105	General Fd. Appropriation	68,701.0	81,471.0	0.0	0.0	132,302.8	0.0	132,302.8
111	General Fund Transfers	68,701.0	81,471.0	66,701.0	0.0	132,302.8	0.0	132,302.8
451909	Federal Contract - Interagency	0.0	430.1	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	P525	500.0	0.0	0.0	500.0	0.0	500.0
112	Other Transfers	500.0	430.1	500.0	0.0	500.0	0.0	500.0
325900	Restricted FB - Gov	500.0	212.4	0.0	0.0	500.0	0.0	500.0
150	Fund Balance	500.0	212.4	500.0	0.0	500.0	0.0	500.0
TOTAL REVENUE		69,701.0	82,113.5	67,701.0	0	133,302.8	0.0	133,302.8

Regional Education Cooperatives

BU PCode Department
93000 0000 000000000

State of New Mexico

S-9 Account Code Revenue Summary
(Dollars in Thousands)

	Provider PCode	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request ----- Base Expansion Total
499105	General Fd. Appropriation	1,500.0	1,500.0	0.0	0.0	1,500.0 0.0 1,500.0
111	General Fund Transfers	1,500.0	1,500.0	1,500.0	0.0	1,500.0 0.0 1,500.0
TOTAL REVENUE		1,500.0	1,500.0	1,500.0	0	1,500.0 0.0 1,500.0

Public School Support

BU PCode Department
99300 0000 000000000

State of New Mexico

S-9 Account Code Revenue Summary
(Dollars in Thousands)

	Provider PCode	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request ----- Base Expansion Total
499105	General Fd. Appropriation	4,672,907.2	4,672,907.2	0.0	0.0	4,870,530.6 0.0 4,870,530.6
111	General Fund Transfers	4,672,907.2	4,672,907.2	4,788,553.1	0.0	4,870,530.6 0.0 4,870,530.6
475109	Other Gifts-Grants-Interagency	0.0	45.7	0.0	0.0	0.0 0.0 0.0
499905	Other Financing Sources	0.0	0.0	0.0	0.0	0.0 0.0 0.0
112	Other Transfers	0.0	45.7	0.0	0.0	0.0 0.0 0.0
451903	Federal Direct - Operating	579,500.0	490,962.7	0.0	0.0	579,500.0 0.0 579,500.0
120	Federal Revenues	579,500.0	490,962.7	579,500.0	0.0	579,500.0 0.0 579,500.0
417802	Driving School Fees	1,500.0	1,500.0	0.0	0.0	1,500.0 0.0 1,500.0
431602	Textbooks	0.0	(0.0)	0.0	0.0	0.0 0.0 0.0
441201	Interest On Investments	0.0	(0.0)	0.0	0.0	0.0 0.0 0.0
496901	Miscellaneous Revenue	0.0	4.8	0.0	0.0	0.0 0.0 0.0
130	Other Revenues	1,500.0	1,504.8	1,500.0	0.0	1,500.0 0.0 1,500.0
326900	Committed FB - Gov	0.0	1,436.6	0.0	0.0	0.0 0.0 0.0
150	Fund Balance	0.0	1,436.6	0.0	0.0	0.0 0.0 0.0
TOTAL REVENUE		5,253,907.2	5,166,857.0	5,369,553.1	0	5,451,530.6 0.0 5,451,530.6

Public Education Department

BU PCode Department
92400 0000 0000000000

State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
520100	Exempt Perm Positions P/T&F/T	1,293.6	1,827.7	1,423.6	2,145.7	1,423.6	0.0	1,423.6
520200	Term Positions	14,023.2	11,582.4	14,731.0	47.8	14,730.5	0.0	14,730.5
520300	Classified Perm Positions F/T	12,194.0	13,628.7	11,914.0	22,440.6	12,799.6	0.0	12,799.6
520500	Temporary Positions F/T & P/T	130.0	2.8	0.0	0.3	0.0	0.0	0.0
520600	Paid Unused Sick Leave	0.0	8.4	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	150.1	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	0.0	113.8	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	3,184.8	3,264.8	3,298.4	3,377.9	4,650.3	0.0	4,650.3
521200	Retirement Contributions	4,454.4	5,104.7	4,811.5	4,533.4	5,151.4	0.0	5,151.4
521300	F I C A	1,811.0	2,027.0	1,914.5	1,515.7	1,914.5	0.0	1,914.5
521400	Workers' Comp Assessment Fee	3.3	3.7	3.3	0.0	3.3	0.0	3.3
521410	GSD Work Comp Insur Premium	75.9	75.8	82.6	0.0	144.5	0.0	144.5
521500	Unemployment Comp Premium	10.7	10.6	10.6	0.0	42.8	0.0	42.8
521600	Employee Liability Ins Premium	529.2	529.2	1,052.9	0.0	1,053.0	0.0	1,053.0
521700	RHC Act Contributions	450.2	536.3	530.5	494.6	530.5	0.0	530.5
200	Personal services and employee benefits	38,160.3	38,865.8	39,772.9	34,556.0	42,444.0	0.0	42,444.0
535200	Professional Services	1,921.3	2,545.5	1,642.4	0.0	1,271.8	0.0	1,271.8
535209	Professional Svcs - Interagenc	0.0	69.7	0.0	0.0	0.0	0.0	0.0
535300	Other Services	18,711.7	32,266.3	19,049.7	0.0	18,679.3	0.0	18,679.3
535309	Other Services - Interagency	534.1	5.0	58.0	0.0	23.9	0.0	23.9
535400	Audit Services	301.0	337.6	345.0	0.0	357.9	0.0	357.9
535500	Attorney Services	607.2	427.7	419.5	0.0	601.4	0.0	601.4
535600	IT Services	3,021.5	5,281.3	3,582.2	0.0	4,175.4	0.0	4,175.4
535999	Prior Year Expense Contractual	0.0	0.0	0.0	0.0	0.0	0.0	0.0
300	Contractual services	25,096.8	40,933.1	25,096.8	0.0	25,109.7	0.0	25,109.7
542100	Employee I/S Mileage & Fares	494.0	94.1	541.0	0.0	541.0	0.0	541.0
542200	Employee I/S Meals & Lodging	106.7	204.8	181.7	0.0	141.7	0.0	141.7
542300	Brd & Comm Mbr Meals & Lodgin	274.0	55.4	160.2	0.0	137.0	0.0	137.0
542310	Brd & Comm Mbr Mileage & Fares	118.0	29.6	124.0	0.0	99.0	0.0	99.0
542500	Transp - Fuel & Oil	40.1	2.9	5.1	0.0	35.0	0.0	35.0
542600	Transp - Parts & Supplies	5.0	0.0	5.0	0.0	5.0	0.0	5.0
542700	Transp - Transp Insurance	0.5	0.4	0.4	0.0	627.2	0.0	627.2

Public Education Department

BU PCode Department
92400 0000 0000000000

State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
542800	State Transp Pool Charges	23.1	38.9	19.9	0.0	30.4	0.0	30.4
543200	Maint - Furn, Fixt, Equipment	213.1	0.0	138.7	0.0	133.1	0.0	133.1
543300	Maint - Buildings & Structures	20.0	33.6	20.0	0.0	40.0	0.0	40.0
543400	Maint - Property Insurance	0.1	0.0	0.0	0.0	0.0	0.0	0.0
543500	Maint - Supplies	31.8	2.9	0.0	0.0	8.9	0.0	8.9
543700	Maintenance Services	2.0	14.8	0.0	0.0	15.0	0.0	15.0
543820	Maintenance IT	0.7	31.7	3.1	0.0	53.1	0.0	53.1
543830	IT HW/SW Agreements	1,405.1	1,038.5	1,548.0	0.0	1,548.5	0.0	1,548.5
544000	Supply Inventory IT	264.5	321.7	385.6	0.0	425.6	0.0	425.6
544100	Supplies-Office Supplies	304.4	47.3	331.8	0.0	351.8	0.0	351.8
544200	Supplies-Medical, Lab, Personal	95.8	0.0	0.0	0.0	0.0	0.0	0.0
544400	Supplies-Field Supplies	16.6	0.1	1.6	0.0	2.6	0.0	2.6
544800	Supplies-Education&Recreation	0.0	16.1	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	50.5	128.7	76.2	0.0	128.2	0.0	128.2
545600	Reporting & Recording	124.9	53.2	178.0	0.0	188.0	0.0	188.0
545700	ISD Services	84.1	308.8	408.5	0.0	1,324.8	0.0	1,324.8
545710	DOIT HCM Assessment Fees	24.3	126.0	135.3	0.0	135.4	0.0	135.4
545900	Printing & Photo Services	231.3	43.9	297.2	0.0	297.2	0.0	297.2
546100	Postage & Mail Services	65.0	0.0	125.0	0.0	125.0	0.0	125.0
546300	Utilities	45.0	0.0	0.0	0.0	0.0	0.0	0.0
546310	Utilities - Sewer/Garbage	11.0	0.0	0.0	0.0	0.0	0.0	0.0
546400	Rent Of Land & Buildings	440.9	460.0	396.0	0.0	396.0	0.0	396.0
546500	Rent Of Equipment	106.5	95.7	94.0	0.0	194.0	0.0	194.0
546600	Communications	0.7	5.3	0.7	0.0	0.7	0.0	0.7
546610	DOIT Telecommunications	350.0	321.7	370.5	0.0	314.7	0.0	314.7
546700	Subscriptions/Dues/License Fee	359.4	431.2	561.6	0.0	620.5	0.0	620.5
546800	Employee Training & Education	124.1	184.4	130.4	0.0	155.4	0.0	155.4
546810	Board Member Training	1.8	0.0	4.3	0.0	4.3	0.0	4.3
546900	Advertising	36.7	22.5	26.7	0.0	36.7	0.0	36.7
547000	Legal Settlements	28.1	2.8	0.0	0.0	25.0	0.0	25.0
547410	Grants To Public Schools&Univ	382.9	51.6	382.9	0.0	382.9	0.0	382.9
547900	Miscellaneous Expense	0.4	79.3	5.0	0.0	5.0	0.0	5.0
547999	Request to Pay Prior Year	112.8	168.1	2.8	0.0	2.8	0.0	2.8

Public Education Department

BU PCode Department
92400 0000 0000000000

State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
					Base	Expansion	Total
548200 Furniture & Fixtures	0.0	0.0	200.3	0.0	200.3	0.0	200.3
548300 Information Tech Equipment	0.0	142.0	0.0	0.0	24.0	0.0	24.0
549600 Employee O/S Mileage & Fares	26.3	60.0	82.5	0.0	88.3	0.0	88.3
549700 Employee O/S Meals & Lodging	25.6	101.9	93.1	0.0	98.9	0.0	98.9
549800 Brd & Comm O/S Mileage & Fares	14.2	8.7	55.9	0.0	9.1	0.0	9.1
549900 Brd & Comm O/S Meals & Lodgin	12.6	11.6	60.0	0.0	60.0	0.0	60.0
400 Other	6,074.6	4,740.4	7,153.0	0.0	9,012.1	0.0	9,012.1
TOTAL EXPENSE	69,331.7	84,539.3	72,022.7	34,556.05	76,565.8	0.0	76,565.8

Public Education Department-Special Appr

BU PCode Department
92500 0000 0000000000

State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

	2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
					Base	Expansion	Total
535200 Professional Services	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
535300 Other Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
535600 IT Services	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
300 Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
542100 Employee I/S Mileage & Fares	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542200 Employee I/S Meals & Lodging	0.0	0.0	0.0	0.0	0.0	0.0	0.0
542800 State Transp Pool Charges	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
543500 Maint - Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
543830 IT HW/SW Agreements	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544000 Supply Inventory IT	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544100 Supplies-Office Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544800 Supplies-Education&Recreation	0.0	0.0	0.0	0.0	0.0	0.0	0.0
546800 Employee Training & Education	0.0	0.0	0.0	0.0	0.0	0.0	0.0
547410 Grants To Public Schools&Univ	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547900 Miscellaneous Expense	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
549600 Employee O/S Mileage & Fares	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Public Education Department-Special Appr

State of New Mexico

BU PCode Department
92500 0000 0000000000

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
549700	Employee O/S Meals & Lodging	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
400	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7090	Early literacy and reading support	14,000.0	13,770.7	14,000.0	0.0	15,500.0	0.0	15,500.0
7090	Early literacy and reading support	14,000.0	13,770.7	14,000.0	0.0	15,500.0	0.0	15,500.0
7094	School leader professional develo	5,000.0	5,000.0	5,000.0	0.0	5,000.0	0.0	5,000.0
7094	School leader professional development	5,000.0	5,000.0	5,000.0	0.0	5,000.0	0.0	5,000.0
7096	Teacher professional development	4,000.0	0.0	0.0	0.0	0.0	0.0	0.0
7096	Teacher professional development	4,000.0	0.0	0.0	0.0	0.0	0.0	0.0
7098	Graduation, reality and dual-role s	1,250.0	1,249.0	1,250.0	0.0	1,250.0	0.0	1,250.0
7098	Graduation, reality and dual-role skills program	1,250.0	1,249.0	1,250.0	0.0	1,250.0	0.0	1,250.0
7100	National board certification assista	500.0	212.4	500.0	0.0	500.0	0.0	500.0
7100	National board certification assistance	500.0	212.4	500.0	0.0	500.0	0.0	500.0
7102	Advanced placement, international	1,250.0	1,113.5	1,250.0	0.0	1,618.0	0.0	1,618.0
7102	Advanced placement, international baccalaureate and PSAT 11th grade test assistance	1,250.0	1,113.5	1,250.0	0.0	1,618.0	0.0	1,618.0
7104	Student nutrition and wellness	42,201.0	42,189.1	42,201.0	0.0	48,134.8	0.0	48,134.8
7104	Student nutrition and wellness	42,201.0	42,189.1	42,201.0	0.0	48,134.8	0.0	48,134.8
7586	School safety	1,500.0	1,500.0	1,500.0	0.0	4,500.0	0.0	4,500.0
7586	School safety	1,500.0	1,500.0	1,500.0	0.0	4,500.0	0.0	4,500.0
7631	Literacy coaches	0.0	0.0	2,000.0	0.0	16,600.0	0.0	16,600.0
7631	Literacy coaches	0.0	0.0	2,000.0	0.0	16,600.0	0.0	16,600.0
7635	Accreditation and Distance Learni	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7635	Accreditation and Distance Learning Audits	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7637	Educator Evaluation System	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7637	Educator Evaluation System	0.0	0.0	0.0	0.0	1,000.0	0.0	1,000.0
7638	Homeless Services	0.0	0.0	0.0	0.0	3,200.0	0.0	3,200.0
7638	Homeless Services	0.0	0.0	0.0	0.0	3,200.0	0.0	3,200.0
7639	Literacy and STEM Institutes (Ope	0.0	0.0	0.0	0.0	6,000.0	0.0	6,000.0

Public Education Department-Special Appr

State of New Mexico

BU PCode Department
92500 0000 0000000000

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request ----- Base Expansion Total	
7639	Literacy and STEM Institutes (Operations)	0.0	0.0	0.0	0.0	6,000.0 0.0	6,000.0
7640	Reading and Math Summer and S	0.0	0.0	0.0	0.0	29,000.0 0.0	29,000.0
7640	Reading and Math Summer and School Time Programs	0.0	0.0	0.0	0.0	29,000.0 0.0	29,000.0
TOTAL EXPENSE		69,701.0	65,034.7	67,701.0	0	133,302.8 0.0	133,302.8

Regional Education Cooperatives

State of New Mexico

BU PCode Department
93000 0000 0000000000

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request ----- Base Expansion Total	
7070	Northwest	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7070	Northwest	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7072	Northeast	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7072	Northeast	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7074	Lea county	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7074	Lea county	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7076	Pecos valley	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7076	Pecos valley	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7078	Southwest	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7078	Southwest	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7080	Central	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7080	Central	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7082	High plains	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7082	High plains	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7084	Clovis	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7084	Clovis	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7086	Ruidoso	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7086	Ruidoso	150.0	150.0	150.0	0.0	150.0 0.0	150.0
7088	Four corners	150.0	150.0	150.0	0.0	150.0 0.0	150.0

Regional Education Cooperatives

BU PCode Department
93000 0000 0000000000

State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
7088	Four corners	150.0	150.0	150.0	0.0	150.0	0.0	150.0
TOTAL EXPENSE		1,500.0	1,500.0	1,500.0	0	1,500.0	0.0	1,500.0

Public School Support

BU PCode Department
99300 0000 0000000000

State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26 Opbud	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	----- FY 2028 Agency Request -----		
						Base	Expansion	Total
520300	Classified Perm Positions F/T	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	0.0	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
521200	Retirement Contributions	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
521300	F I C A	0.0	0.0	0.0	0.0	0.0	0.0	0.0
521700	RHC Act Contributions	0.0	0.0	0.0	0.0	0.0	0.0	0.0
200	Personal services and employee benefits	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
535200	Professional Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
535300	Other Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
535999	Prior Year Expense Contractual	0.0	0.0	0.0	0.0	0.0	0.0	0.0
300	Contractual services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
540000	Other Expenses	592,270.0	499,044.7	592,270.0	0.0	592,370.0	0.0	592,370.0
542100	Employee I/S Mileage & Fares	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542200	Employee I/S Meals & Lodging	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542300	Brd & Comm Mbr Meals & Lodgin	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542310	Brd & Comm Mbr Mileage & Fares	0.0	0.0	0.0	0.0	0.0	0.0	0.0
542500	Transp - Fuel & Oil	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
542800	State Transp Pool Charges	0.0	0.0	0.0	0.0	0.0	0.0	0.0
543830	IT HW/SW Agreements	0.0	0.0	0.0	0.0	0.0	0.0	0.0
544000	Supply Inventory IT	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
544100	Supplies-Office Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Public School Support

BU PCode Department
99300 0000 0000000000

State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2025-26	2025-26	2026-27	2027-28	----- FY 2028 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
544800	Supplies-Education&Recreation	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
546800	Employee Training & Education	0.0	0.0	0.0	0.0	0.0	0.0	0.0
547400	Grants To Local Governments	0.0	0.0	0.0	0.0	0.0	0.0	0.0
547410	Grants To Public Schools&Univ	4,640,244.2	4,638,499.9	4,755,890.1	0.0	4,837,662.9	0.0	4,837,662.9
547420	Grants -Higher Ed (in CAFR)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
547430	Grants to Native Amer Indians	20,000.0	21,487.1	20,000.0	0.0	20,000.0	0.0	20,000.0
547440	Grants To Other Entities	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547450	Grants to Other Agencies	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547909	Misc Expense Interagency	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
547999	Request to Pay Prior Year	0.0	0.0	0.0	0.0	0.0	0.0	0.0
549600	Employee O/S Mileage & Fares	0.0	0.0	0.0	0.0	0.0	0.0	0.0
549700	Employee O/S Meals & Lodging	0.0	(0.0)	0.0	0.0	0.0	0.0	0.0
400	Other	5,252,514.2	5,159,031.6	5,368,160.1	0.0	5,450,032.9	0.0	5,450,032.9
7434	Out-of-state tuition	393.0	393.0	393.0	0.0	497.7	0.0	497.7
7434	Out-of-state tuition	393.0	393.0	393.0	0.0	497.7	0.0	497.7
7436	Emergency supplemental	1,000.0	1,000.0	1,000.0	0.0	1,000.0	0.0	1,000.0
7436	Emergency supplemental	1,000.0	1,000.0	1,000.0	0.0	1,000.0	0.0	1,000.0
TOTAL EXPENSE		5,253,907.2	5,160,424.6	5,369,553.1	0	5,451,530.6	0.0	5,451,530.6

S-10

APPROPRIATION REQUEST

FORM S-10 FUND BALANCE PROJECTION

(In Whole Dollars)

Agency:	Public Education Department	Business Unit:	92400
Fund Name:	EDUCATOR LICENSURE FUND	Fund Number:	39700
Legal Auth.	LEAVE IN STAGE 1 - ACCIDENTAL DUPLICATE		
Agency:	Public Education Department	Business Unit:	92400
Fund Name:	EDUCATOR LICENSURE FUND	Fund Number:	39700
Legal Auth.	NMSA 22-8-44		

BEGINNING BALANCE

Unreserved, undesignated fund balance (not cash balance) from SHARE NMS006GL Balance Sheet Report at close of FY26	1,227,400
--	-----------

ADJUSTMENTS

Add:

Interfund receivables, accounts receivables, and other assets not reflected in fund balance from FCD Reports at close of FY26	0
Other (explain in detail)	0

Deduct:

Liabilities not reflected in FCD Reports at close of FY26	0
Fund balance designated by law for future expenditure (non-reverting funds)	0
Amount due to State General Fund or other fund designated by statute	0
Other (explain in detail)	0
FY26 revision not reflected in liabilities	0

Total Adjustments	0
-------------------	---

ADJUSTED UNRESERVED, UNDESIGNATED FUND BALANCE at close of FY26	1,227,400
---	-----------

Add:

Projected revenue/sources (less fund balance budgeted) for FY27	2,557,300
---	-----------

Deduct:

Projected total expenditures for FY27	(2,557,300)
---------------------------------------	-------------

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY27	1,227,400
--	-----------

Add:

Projected revenue/sources (less fund balance requested) for FY28	0
--	---

Deduct:

Total expenditures budgeted in appropriation request	0
--	---

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY28	1,227,400
--	-----------

APPROPRIATION REQUEST

FORM S-10 FUND BALANCE PROJECTION

(In Whole Dollars)

Agency:	Public Education Department	Business Unit:	92400
Fund Name:	Ed. Dept./Driving Safety Fees	Fund Number:	57300
Legal Auth.	NMSA 1978, Section 66-5-44		

BEGINNING BALANCE

Unreserved, undesignated fund balance (not cash balance) from SHARE NMS006GL Balance Sheet Report at close of FY26	1,383,700
--	-----------

ADJUSTMENTS

Add:

Interfund receivables, accounts receivables, and other assets not reflected in fund balance from FCD Reports at close of FY26	0
Other (explain in detail)	2,038,900

Deduct:

Liabilities not reflected in FCD Reports at close of FY26	0
Fund balance designated by law for future expenditure (non-reverting funds)	0
Amount due to State General Fund or other fund designated by statute	0
Other (explain in detail)	(1,500,000)
FY26 revision not reflected in liabilities	0

Total Adjustments	538,900
-------------------	---------

ADJUSTED UNRESERVED, UNDESIGNATED FUND BALANCE at close of FY26	1,922,600
---	-----------

Add:

Projected revenue/sources (less fund balance budgeted) for FY27	1,500,000
---	-----------

Deduct:

Projected total expenditures for FY27	(1,500,000)
---------------------------------------	-------------

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY27	1,922,600
--	-----------

Add:

Projected revenue/sources (less fund balance requested) for FY28	0
--	---

Deduct:

Total expenditures budgeted in appropriation request	0
--	---

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY28	1,922,600
--	-----------

APPROPRIATION REQUEST

FORM S-10 FUND BALANCE PROJECTION

(In Whole Dollars)

Agency:	Public Education Department	Business Unit:	92400
Fund Name:	Indian Education	Fund Number:	63300
Legal Auth.	NMSA 1978, Section 22-23A-8		

BEGINNING BALANCE

Unreserved, undesignated fund balance (not cash balance) from SHARE NMS006GL Balance Sheet Report at close of FY26	17,539,400
--	------------

ADJUSTMENTS

Add:

Interfund receivables, accounts receivables, and other assets not reflected in fund balance from FCD Reports at close of FY26	20,050,500
Other (explain in detail)	0

Deduct:

Liabilities not reflected in FCD Reports at close of FY26	0
Fund balance designated by law for future expenditure (non-reverting funds)	0
Amount due to State General Fund or other fund designated by statute	0
Other (explain in detail)	(21,521,800)
FY26 revision not reflected in liabilities	0
Total Adjustments	(1,471,300)

ADJUSTED UNRESERVED, UNDESIGNATED FUND BALANCE at close of FY26	16,068,100
--	-------------------

Add:

Projected revenue/sources (less fund balance budgeted) for FY27	20,000,000
---	------------

Deduct:

Projected total expenditures for FY27	(20,000,000)
---------------------------------------	--------------

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY27	16,068,100
---	-------------------

Add:

Projected revenue/sources (less fund balance requested) for FY28	0
--	---

Deduct:

Total expenditures budgeted in appropriation request	0
--	---

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY28	16,068,100
---	-------------------

APPROPRIATION REQUEST

FORM S-10 FUND BALANCE PROJECTION

(In Whole Dollars)

Agency:	Public Education Department	Business Unit:	92400
Fund Name:	Education Reform Fund	Fund Number:	68110
Legal Auth.	NMSA 1978 Section 22-8-23.13		

BEGINNING BALANCE

Unreserved, undesignated fund balance (not cash balance) from SHARE NMS006GL Balance Sheet Report at close of FY26	18,305,100
--	------------

ADJUSTMENTS

Add:

Interfund receivables, accounts receivables, and other assets not reflected in fund balance from FCD Reports at close of FY26	0
Other (explain in detail)	63,904,400

Deduct:

Liabilities not reflected in FCD Reports at close of FY26	0
Fund balance designated by law for future expenditure (non-reverting funds)	0
Amount due to State General Fund or other fund designated by statute	0
Other (explain in detail)	(23,281,900)
FY26 revision not reflected in liabilities	0
Total Adjustments	40,622,500

ADJUSTED UNRESERVED, UNDESIGNATED FUND BALANCE at close of FY26	58,927,600
--	-------------------

Add:

Projected revenue/sources (less fund balance budgeted) for FY27	175,700,000
---	-------------

Deduct:

Projected total expenditures for FY27	(193,700,000)
ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY27	40,927,600

Add:

Projected revenue/sources (less fund balance requested) for FY28	0
--	---

Deduct:

Total expenditures budgeted in appropriation request	0
ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY28	40,927,600

APPROPRIATION REQUEST

FORM S-10 FUND BALANCE PROJECTION

(In Whole Dollars)

Agency:	Public Education Department-Special Appropriations	Business Unit:	92500
Fund Name:	National Board Certification	Fund Number:	68140
Legal Auth.	NMSA 22-10C-4		

BEGINNING BALANCE

Unreserved, undesignated fund balance (not cash balance) from SHARE NMS006GL Balance Sheet Report at close of FY26	4,539,300
--	-----------

ADJUSTMENTS

Add:

Interfund receivables, accounts receivables, and other assets not reflected in fund balance from FCD Reports at close of FY26	0
Other (explain in detail)	0

Deduct:

Liabilities not reflected in FCD Reports at close of FY26	0
Fund balance designated by law for future expenditure (non-reverting funds)	0
Amount due to State General Fund or other fund designated by statute	0
Other (explain in detail)	0
FY26 revision not reflected in liabilities	0

Total Adjustments	0
-------------------	---

ADJUSTED UNRESERVED, UNDESIGNATED FUND BALANCE at close of FY26	4,539,300
---	-----------

Add:

Projected revenue/sources (less fund balance budgeted) for FY27	0
---	---

Deduct:

Projected total expenditures for FY27	(500,000)
---------------------------------------	-----------

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY27	4,039,300
--	-----------

Add:

Projected revenue/sources (less fund balance requested) for FY28	0
--	---

Deduct:

Total expenditures budgeted in appropriation request	0
--	---

ADJUSTED UNRESERVED/UNDESIGNATED FUND BALANCE at close of FY28	4,039,300
--	-----------

S-13

State of New Mexico
S-13 Line Items by Business Unit Expenditures
(Dollars in Thousands)

BusUnit					2025-26	2026-27	Request		Recommendation		
					Actuals	Opbud	Base	Expansion	Base	Expansion	
92500	9251-R	Public Education Department-S	535200	Professional Services	0	0	0	0	0	0	0.0
			535300	Other Services	0	0	0	0	0	0	0.0
			535600	IT Services	0	0	0	0	0	0	0.0
			542100	Employee I/S Mileage & Fares	0	0	0	0	0	0	0.0
			542800	State Transp Pool Charges	0	0	0	0	0	0	0.0
			543500	Maint - Supplies	0	0	0	0	0	0	0.0
			543830	IT HW/SW Agreements	0	0	0	0	0	0	0.0
			544000	Supply Inventory IT	0	0	0	0	0	0	0.0
			544100	Supplies-Office Supplies	0	0	0	0	0	0	0.0
			547410	Grants To Public Schools&Univ	0	0	0	0	0	0	0.0
			547900	Miscellaneous Expense	0	0	0	0	0	0	0.0
			549600	Employee O/S Mileage & Fares	0	0	0	0	0	0	0.0
			549700	Employee O/S Meals & Lodging	0	0	0	0	0	0	0.0
			7090	Early literacy and reading support	13,770.65	14,000	15,500	0	0	0	0.0
			7094	School leader professional develo	5,000	5,000	5,000	0	0	0	0.0
			7098	Graduation, reality and dual-role s	1,249.04	1,250	1,250	0	0	0	0.0
			7100	National board certification assista	212.38	500	500	0	0	0	0.0
			7102	Advanced placement, international	1,113.48	1,250	1,618	0	0	0	0.0
			7104	Student nutrition and wellness	42,189.13	42,201	48,134.8	0	0	0	0.0
			7586	School safety	1,499.99	1,500	4,500	0	0	0	0.0
			7631	Literacy coaches	0	2,000	16,600	0	0	0	0.0
			7635	Accreditation and Distance Learni	0	0	1,000	0	0	0	0.0
			7637	Educator Evaluation System	0	0	1,000	0	0	0	0.0
			7638	Homeless Services	0	0	3,200	0	0	0	0.0
			7639	Literacy and STEM Institutes (Ope	0	0	6,000	0	0	0	0.0
			7640	Reading and Math Summer and S	0	0	29,000	0	0	0	0.0
Subtotal for:	92500	9251-R	Public Education Department-Sp		65,034.66	67,701	133,302.8	0	0	0	0.0

BusUnit			Line Item		2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	
92400	P527-R	Public Education Department	520100	Exempt Perm Positions P/T&F/T	1,827.66	1,423.6	1,423.6	0	0	0	0.0
			520200	Term Positions	11,582.36	14,731	14,730.5	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

520300	Classified Perm Positions F/T	13,628.69	11,914	12,799.6	0	0	0	0.0
520500	Temporary Positions F/T & P/T	2.81	0	0	0	0	0	0.0
520600	Paid Unused Sick Leave	8.36	0	0	0	0	0	0.0
520700	Overtime & Other Premium Pay	150.06	0	0	0	0	0	0.0
520800	Annl & Comp Paid At Separation	113.76	0	0	0	0	0	0.0
521100	Group Insurance Premium	3,264.82	3,298.4	4,650.3	0	0	0	0.0
521200	Retirement Contributions	5,104.74	4,811.5	5,151.4	0	0	0	0.0
521300	F I C A	2,027.01	1,914.5	1,914.5	0	0	0	0.0
521400	Workers' Comp Assessment Fee	3.67	3.3	3.3	0	0	0	0.0
521410	GSD Work Comp Insur Premium	75.83	82.6	144.5	0	0	0	0.0
521500	Unemployment Comp Premium	10.63	10.6	42.8	0	0	0	0.0
521600	Employee Liability Ins Premium	529.17	1,052.9	1,053	0	0	0	0.0
521700	RHC Act Contributions	536.28	530.5	530.5	0	0	0	0.0
535200	Professional Services	2,545.5	1,642.4	1,271.8	0	0	0	0.0
535209	Professional Svcs - Interagenc	69.7	0	0	0	0	0	0.0
535300	Other Services	32,266.3	19,049.7	18,679.3	0	0	0	0.0
535309	Other Services - Interagency	5	58	23.9	0	0	0	0.0
535400	Audit Services	337.6	345	357.9	0	0	0	0.0
535500	Attorney Services	427.68	419.5	601.4	0	0	0	0.0
535600	IT Services	5,281.32	3,582.2	4,175.4	0	0	0	0.0
542100	Employee I/S Mileage & Fares	94.06	541	541	0	0	0	0.0
542200	Employee I/S Meals & Lodging	204.8	181.7	141.7	0	0	0	0.0
542300	Brd & Comm Mbr Meals & Lodgin	55.38	160.2	137	0	0	0	0.0
542310	Brd & Comm Mbr Mileage & Fares	29.59	124	99	0	0	0	0.0
542500	Transp - Fuel & Oil	2.92	5.1	35	0	0	0	0.0
542600	Transp - Parts & Supplies	0	5	5	0	0	0	0.0
542700	Transp - Transp Insurance	0.42	0.4	627.2	0	0	0	0.0
542800	State Transp Pool Charges	38.89	19.9	30.4	0	0	0	0.0
543200	Maint - Furn, Fixt, Equipment	0	138.7	133.1	0	0	0	0.0
543300	Maint - Buildings & Structures	33.65	20	40	0	0	0	0.0
543500	Maint - Supplies	2.86	0	8.9	0	0	0	0.0
543700	Maintenance Services	14.84	0	15	0	0	0	0.0
543820	Maintenance IT	31.71	3.1	53.1	0	0	0	0.0
543830	IT HW/SW Agreements	1,038.54	1,548	1,548.5	0	0	0	0.0
544000	Supply Inventory IT	321.67	385.6	425.6	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

				544100	Supplies-Office Supplies	47.34	331.8	351.8	0	0	0	0.0
				544400	Supplies-Field Supplies	0.12	1.6	2.6	0	0	0	0.0
				544800	Supplies-Education&Recreation	16.13	0	0	0	0	0	0.0
				544900	Supplies-Inventory Exempt	128.74	76.2	128.2	0	0	0	0.0
				545600	Reporting & Recording	53.22	178	188	0	0	0	0.0
				545700	ISD Services	308.79	408.5	1,324.8	0	0	0	0.0
				545710	DOIT HCM Assessment Fees	126	135.3	135.4	0	0	0	0.0
				545900	Printing & Photo Services	43.88	297.2	297.2	0	0	0	0.0
				546100	Postage & Mail Services	0	125	125	0	0	0	0.0
				546400	Rent Of Land & Buildings	460.04	396	396	0	0	0	0.0
				546500	Rent Of Equipment	95.74	94	194	0	0	0	0.0
				546600	Communications	5.34	0.7	0.7	0	0	0	0.0
				546610	DOIT Telecommunications	321.66	370.5	314.7	0	0	0	0.0
				546700	Subscriptions/Dues/License Fee	431.23	561.6	620.5	0	0	0	0.0
				546800	Employee Training & Education	184.44	130.4	155.4	0	0	0	0.0
				546810	Board Member Training	0	4.3	4.3	0	0	0	0.0
				546900	Advertising	22.5	26.7	36.7	0	0	0	0.0
				547000	Legal Settlements	2.76	0	25	0	0	0	0.0
				547410	Grants To Public Schools&Univ	51.62	382.9	382.9	0	0	0	0.0
				547900	Miscellaneous Expense	79.32	5	5	0	0	0	0.0
				547999	Request to Pay Prior Year	168.12	2.8	2.8	0	0	0	0.0
				548200	Furniture & Fixtures	0	200.3	200.3	0	0	0	0.0
				548300	Information Tech Equipment	141.96	0	24	0	0	0	0.0
				549600	Employee O/S Mileage & Fares	60.01	82.5	88.3	0	0	0	0.0
				549700	Employee O/S Meals & Lodging	101.87	93.1	98.9	0	0	0	0.0
				549800	Brd & Comm O/S Mileage & Fares	8.66	55.9	9.1	0	0	0	0.0
				549900	Brd & Comm O/S Meals & Lodgin	11.56	60	60	0	0	0	0.0
Subtotal for:	92400	P527-R	Public Education Department			84,539.3	72,022.7	76,565.8	0	0	0	0.0

					2025-26	2026-27	Request		Recommendation		
BusUnit	Line Item				Actuals	Opbud	Base	Expansion	Base	Expansion	Opbud
93000	P930-R	Regional Education Cooperative	7070	Northwest	150	150	150	0	0	0	0.0
			7072	Northeast	150	150	150	0	0	0	0.0
			7074	Lea county	150	150	150	0	0	0	0.0
			7076	Pecos valley	150	150	150	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

			7078	Southwest	150	150	150	0	0	0	0.0
			7080	Central	150	150	150	0	0	0	0.0
			7082	High plains	150	150	150	0	0	0	0.0
			7084	Clovis	150	150	150	0	0	0	0.0
			7086	Ruidoso	150	150	150	0	0	0	0.0
			7088	Four corners	150	150	150	0	0	0	0.0
Subtotal for:	93000	P930-R	Regional Education Cooperative		1,500	1,500	1,500	0	0	0	0.0

BusUnit				Line Item	2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	
99300	PSS1-R	State Equalization Guarantee	520300	Classified Perm Positions F/T	0	0	0	0	0	0	0.0
			520700	Overtime & Other Premium Pay	0	0	0	0	0	0	0.0
			521100	Group Insurance Premium	0	0	0	0	0	0	0.0
			521200	Retirement Contributions	0	0	0	0	0	0	0.0
			521300	F I C A	0	0	0	0	0	0	0.0
			521700	RHC Act Contributions	0	0	0	0	0	0	0.0
			535200	Professional Services	0	0	0	0	0	0	0.0
			535300	Other Services	0	0	0	0	0	0	0.0
			535999	Prior Year Expense Contractual	0	0	0	0	0	0	0.0
			542100	Employee I/S Mileage & Fares	0	0	0	0	0	0	0.0
			542200	Employee I/S Meals & Lodging	0	0	0	0	0	0	0.0
			542300	Brd & Comm Mbr Meals & Lodgin	0	0	0	0	0	0	0.0
			542310	Brd & Comm Mbr Mileage & Fares	0	0	0	0	0	0	0.0
			542500	Transp - Fuel & Oil	0	0	0	0	0	0	0.0
			542800	State Transp Pool Charges	0	0	0	0	0	0	0.0
			543830	IT HW/SW Agreements	0	0	0	0	0	0	0.0
			544000	Supply Inventory IT	0	0	0	0	0	0	0.0
			544100	Supplies-Office Supplies	0	0	0	0	0	0	0.0
			544800	Supplies-Education&Recreation	0	0	0	0	0	0	0.0
			544900	Supplies-Inventory Exempt	0	0	0	0	0	0	0.0
			547400	Grants To Local Governments	0	0	0	0	0	0	0.0
			547410	Grants To Public Schools&Univ	4,499,045.99	4,611,909.2	4,678,909.2	0	0	0	0.0
			547420	Grants -Higher Ed (in CAFR)	0	0	0	0	0	0	0.0
			547430	Grants to Native Amer Indians	0	0	0	0	0	0	0.0
			547440	Grants To Other Entities	0	0	0	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

				547450	Grants to Other Agencies	0	0	0	0	0	0	0.0
				547909	Misc Expense Interagency	0	0	0	0	0	0	0.0
				547999	Request to Pay Prior Year	0	0	0	0	0	0	0.0
				549600	Employee O/S Mileage & Fares	0	0	0	0	0	0	0.0
				549700	Employee O/S Meals & Lodging	0	0	0	0	0	0	0.0
Subtotal for:	99300	PSS1-R	State Equalization Guarantee			4,499,045.99	4,611,909.2	4,678,909.2	0	0	0	0.0

BusUnit	Line Item				2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	
99300	PSS2-R	Transportation Distribution	547410	Grants To Public Schools&Univ	139,453.92	143,980.9	158,753.7	0	0	0	0.0
Subtotal for:	99300	PSS2-R	Transportation Distribution		139,453.92	143,980.9	158,753.7	0	0	0	0.0

BusUnit	Line Item				2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	
99300	PSS3-R	Supplemental Distribution	7434	Out-of-state tuition	393	393	497.7	0	0	0	0.0
			7436	Emergency supplemental	1,000	1,000	1,000	0	0	0	0.0
Subtotal for:	99300	PSS3-R	Supplemental Distribution		1,393	1,393	1,497.7	0	0	0	0.0

BusUnit	Line Item				2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	
99300	PSS4-R	Federal Flow-through	540000	Other Expenses	486,274.65	579,500	579,500	0	0	0	0.0
Subtotal for:	99300	PSS4-R	Federal Flow-through		486,274.65	579,500	579,500	0	0	0	0.0

BusUnit	Line Item				2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	
99300	PSS5-R	Indian Education Fund	547430	Grants to Native Amer Indians	21,487.07	20,000	20,000	0	0	0	0.0
Subtotal for:	99300	PSS5-R	Indian Education Fund		21,487.07	20,000	20,000	0	0	0	0.0

BusUnit	Line Item				2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	
99300	PSS6-R	Standards-Based Assessments	540000	Other Expenses	12,770	12,770	12,870	0	0	0	0.0
Subtotal for:	99300	PSS6-R	Standards-Based Assessments		12,770	12,770	12,870	0	0	0	0.0

BusUnit	Line Item				2025-26	2026-27	Request		Recommendation		Opbud
					Actuals	Opbud	Base	Expansion	Base	Expansion	

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

92400	S-CODES-92400	Public Education Department -	520200	Term Positions	3,331.76	0	0	0	0	0	0.0
			520300	Classified Perm Positions F/T	232.9	0	0	0	0	0	0.0
			520700	Overtime & Other Premium Pay	13.81	0	0	0	0	0	0.0
			520800	Annl & Comp Paid At Separation	7.81	0	0	0	0	0	0.0
			521100	Group Insurance Premium	371.82	0	0	0	0	0	0.0
			521200	Retirement Contributions	691.09	0	0	0	0	0	0.0
			521300	F I C A	267.29	0	0	0	0	0	0.0
			521400	Workers' Comp Assessment Fee	0.44	0	0	0	0	0	0.0
			521700	RHC Act Contributions	71.32	0	0	0	0	0	0.0
			535200	Professional Services	1,966.02	0	0	0	0	0	0.0
			535209	Professional Svcs - Interagenc	69.66	0	0	0	0	0	0.0
			535300	Other Services	9,153.49	0	0	0	0	0	0.0
			535309	Other Services - Interagency	5	0	0	0	0	0	0.0
			535600	IT Services	443.43	0	0	0	0	0	0.0
			542100	Employee I/S Mileage & Fares	7.32	0	0	0	0	0	0.0
			542200	Employee I/S Meals & Lodging	17.35	0	0	0	0	0	0.0
			542800	State Transp Pool Charges	2.92	0	0	0	0	0	0.0
			544000	Supply Inventory IT	17.73	0	0	0	0	0	0.0
			544100	Supplies-Office Supplies	1.28	0	0	0	0	0	0.0
			544400	Supplies-Field Supplies	0.12	0	0	0	0	0	0.0
			544900	Supplies-Inventory Exempt	9.25	0	0	0	0	0	0.0
			545900	Printing & Photo Services	0.68	0	0	0	0	0	0.0
			546400	Rent Of Land & Buildings	3.21	0	0	0	0	0	0.0
			546500	Rent Of Equipment	0.25	0	0	0	0	0	0.0
			546700	Subscriptions/Dues/License Fee	42	0	0	0	0	0	0.0
			546800	Employee Training & Education	5.52	0	0	0	0	0	0.0
			547410	Grants To Public Schools&Univ	40,405.1	0	0	0	0	0	0.0
			547430	Grants to Native Amer Indians	353.52	0	0	0	0	0	0.0
			547440	Grants To Other Entities	890.38	0	0	0	0	0	0.0
			547900	Miscellaneous Expense	0.54	0	0	0	0	0	0.0
			547999	Request to Pay Prior Year	1.35	0	0	0	0	0	0.0
			549600	Employee O/S Mileage & Fares	6.58	0	0	0	0	0	0.0
			549700	Employee O/S Meals & Lodging	9.96	0	0	0	0	0	0.0
Subtotal for:	92400	S-CODES-92400	Public Education Depa		58,400.91	0	0	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

BusUnit			Line Item	2025-26	2026-27	Request		Recommendation		Opbud
				Actuals	Opbud	Base	Expansion	Base	Expansion	
92400	Z-CODES-92400	Public Education Department -	520200	Term Positions	164.64	0	0	0	0	0.0
			521100	Group Insurance Premium	25.98	0	0	0	0	0.0
			521200	Retirement Contributions	30.75	0	0	0	0	0.0
			521300	F I C A	12.1	0	0	0	0	0.0
			521400	Workers' Comp Assessment Fee	0.01	0	0	0	0	0.0
			521700	RHC Act Contributions	3.29	0	0	0	0	0.0
			535200	Professional Services	455	0	0	0	0	0.0
			535300	Other Services	46,045.52	0	0	0	0	0.0
			535600	IT Services	3,364.29	0	0	0	0	0.0
			542100	Employee I/S Mileage & Fares	9.82	0	0	0	0	0.0
			542200	Employee I/S Meals & Lodging	21.72	0	0	0	0	0.0
			542800	State Transp Pool Charges	2.92	0	0	0	0	0.0
			543820	Maintenance IT	0	0	0	0	0	0.0
			543830	IT HW/SW Agreements	267.56	0	0	0	0	0.0
			544000	Supply Inventory IT	24.37	0	0	0	0	0.0
			544100	Supplies-Office Supplies	1.75	0	0	0	0	0.0
			544800	Supplies-Education&Recreation	477.95	0	0	0	0	0.0
			544900	Supplies-Inventory Exempt	4.41	0	0	0	0	0.0
			545700	ISD Services	800	0	0	0	0	0.0
			545900	Printing & Photo Services	0.33	0	0	0	0	0.0
			546700	Subscriptions/Dues/License Fee	8.45	0	0	0	0	0.0
			546800	Employee Training & Education	44.15	0	0	0	0	0.0
			547410	Grants To Public Schools&Univ	3,136.26	0	0	0	0	0.0
			547430	Grants to Native Amer Indians	2,268.85	0	0	0	0	0.0
			547900	Miscellaneous Expense	1.08	0	0	0	0	0.0
			548300	Information Tech Equipment	354.02	0	0	0	0	0.0
			549600	Employee O/S Mileage & Fares	6.24	0	0	0	0	0.0
			549700	Employee O/S Meals & Lodging	13	0	0	0	0	0.0
Subtotal for:	92400	Z-CODES-92400	Public Education Depai	57,544.45	0	0	0	0	0	0.0
#MULTIVALUE				#####	5,510,776.8	5,662,899.2	0	0	0	0.0

State of New Mexico
S-13 Line Items by Business Unit Expenditures
(Dollars in Thousands)

Totals by Line Item

BusUnit	Line Item	2025-26	2026-27	Request		Recommendation		Opbud
		Actuals	Opbud	Base	Expansion	Base	Expansion	
92400	520100 Exempt Perm Positions P/T&F/T	1,827.66	1,423.6	1,423.6	0	0	0	0.0
	520200 Term Positions	15,078.76	14,731	14,730.5	0	0	0	0.0
	520300 Classified Perm Positions F/T	13,861.59	11,914	12,799.6	0	0	0	0.0
	520500 Temporary Positions F/T & P/T	2.81	0	0	0	0	0	0.0
	520600 Paid Unused Sick Leave	8.36	0	0	0	0	0	0.0
	520700 Overtime & Other Premium Pay	163.87	0	0	0	0	0	0.0
	520800 Annl & Comp Paid At Separation	121.56	0	0	0	0	0	0.0
	521100 Group Insurance Premium	3,662.62	3,298.4	4,650.3	0	0	0	0.0
	521200 Retirement Contributions	5,826.58	4,811.5	5,151.4	0	0	0	0.0
	521300 F I C A	2,306.4	1,914.5	1,914.5	0	0	0	0.0
	521400 Workers' Comp Assessment Fee	4.12	3.3	3.3	0	0	0	0.0
	521410 GSD Work Comp Insur Premium	75.83	82.6	144.5	0	0	0	0.0
	521500 Unemployment Comp Premium	10.63	10.6	42.8	0	0	0	0.0
	521600 Employee Liability Ins Premium	529.17	1,052.9	1,053	0	0	0	0.0
	521700 RHC Act Contributions	610.89	530.5	530.5	0	0	0	0.0
	535200 Professional Services	4,966.52	1,642.4	1,271.8	0	0	0	0.0
	535209 Professional Svcs - Interagenc	139.36	0	0	0	0	0	0.0
	535300 Other Services	87,465.31	19,049.7	18,679.3	0	0	0	0.0
	535309 Other Services - Interagency	10	58	23.9	0	0	0	0.0
	535400 Audit Services	337.6	345	357.9	0	0	0	0.0
	535500 Attorney Services	427.68	419.5	601.4	0	0	0	0.0
	535600 IT Services	9,089.04	3,582.2	4,175.4	0	0	0	0.0
	542100 Employee I/S Mileage & Fares	111.19	541	541	0	0	0	0.0
	542200 Employee I/S Meals & Lodging	243.87	181.7	141.7	0	0	0	0.0
	542300 Brd & Comm Mbr Meals & Lodging	55.38	160.2	137	0	0	0	0.0
	542310 Brd & Comm Mbr Mileage & Fares	29.59	124	99	0	0	0	0.0
	542500 Transp - Fuel & Oil	2.92	5.1	35	0	0	0	0.0
	542600 Transp - Parts & Supplies	0	5	5	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

542700	Transp - Transp Insurance	0.42	0.4	627.2	0	0	0	0.0
542800	State Transp Pool Charges	44.74	19.9	30.4	0	0	0	0.0
543200	Maint - Furn, Fixt, Equipment	0	138.7	133.1	0	0	0	0.0
543300	Maint - Buildings & Structures	33.65	20	40	0	0	0	0.0
543500	Maint - Supplies	2.86	0	8.9	0	0	0	0.0
543700	Maintenance Services	14.84	0	15	0	0	0	0.0
543820	Maintenance IT	31.71	3.1	53.1	0	0	0	0.0
543830	IT HW/SW Agreements	1,306.1	1,548	1,548.5	0	0	0	0.0
544000	Supply Inventory IT	363.77	385.6	425.6	0	0	0	0.0
544100	Supplies-Office Supplies	50.36	331.8	351.8	0	0	0	0.0
544400	Supplies-Field Supplies	0.24	1.6	2.6	0	0	0	0.0
544800	Supplies-Education&Recreation	494.08	0	0	0	0	0	0.0
544900	Supplies-Inventory Exempt	142.4	76.2	128.2	0	0	0	0.0
545600	Reporting & Recording	53.22	178	188	0	0	0	0.0
545700	ISD Services	1,108.79	408.5	1,324.8	0	0	0	0.0
545710	DOIT HCM Assessment Fees	126	135.3	135.4	0	0	0	0.0
545900	Printing & Photo Services	44.88	297.2	297.2	0	0	0	0.0
546100	Postage & Mail Services	0	125	125	0	0	0	0.0
546400	Rent Of Land & Buildings	463.26	396	396	0	0	0	0.0
546500	Rent Of Equipment	95.99	94	194	0	0	0	0.0
546600	Communications	5.34	0.7	0.7	0	0	0	0.0
546610	DOIT Telecommunications	321.66	370.5	314.7	0	0	0	0.0
546700	Subscriptions/Dues/License Fee	481.68	561.6	620.5	0	0	0	0.0
546800	Employee Training & Education	234.1	130.4	155.4	0	0	0	0.0
546810	Board Member Training	0	4.3	4.3	0	0	0	0.0
546900	Advertising	22.5	26.7	36.7	0	0	0	0.0
547000	Legal Settlements	2.76	0	25	0	0	0	0.0
547410	Grants To Public Schools&Univ	43,592.98	382.9	382.9	0	0	0	0.0
547430	Grants to Native Amer Indians	2,622.37	0	0	0	0	0	0.0
547440	Grants To Other Entities	890.38	0	0	0	0	0	0.0
547900	Miscellaneous Expense	80.94	5	5	0	0	0	0.0
547999	Request to Pay Prior Year	169.47	2.8	2.8	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

548200	Furniture & Fixtures	0	200.3	200.3	0	0	0	0.0
548300	Information Tech Equipment	495.97	0	24	0	0	0	0.0
549600	Employee O/S Mileage & Fares	72.83	82.5	88.3	0	0	0	0.0
549700	Employee O/S Meals & Lodging	124.83	93.1	98.9	0	0	0	0.0
549800	Brd & Comm O/S Mileage & Fares	8.66	55.9	9.1	0	0	0	0.0
549900	Brd & Comm O/S Meals & Lodging	11.56	60	60	0	0	0	0.0

Totals by Line Item

BusUnit	Line Item	2025-26	2026-27	Request		Recommendation		Opbud
		Actuals	Opbud	Base	Expansion	Base	Expansion	
92500	535200 Professional Services	0	0	0	0	0	0	0.0
	535300 Other Services	0	0	0	0	0	0	0.0
	535600 IT Services	0	0	0	0	0	0	0.0
	542100 Employee I/S Mileage & Fares	0	0	0	0	0	0	0.0
	542800 State Transp Pool Charges	0	0	0	0	0	0	0.0
	543500 Maint - Supplies	0	0	0	0	0	0	0.0
	543830 IT HW/SW Agreements	0	0	0	0	0	0	0.0
	544000 Supply Inventory IT	0	0	0	0	0	0	0.0
	544100 Supplies-Office Supplies	0	0	0	0	0	0	0.0
	547410 Grants To Public Schools&Univ	0	0	0	0	0	0	0.0
	547900 Miscellaneous Expense	0	0	0	0	0	0	0.0
	549600 Employee O/S Mileage & Fares	0	0	0	0	0	0	0.0
	549700 Employee O/S Meals & Lodging	0	0	0	0	0	0	0.0
	7090 Early literacy and reading support	13,770.65	14,000	15,500	0	0	0	0.0
	7094 School leader professional development	5,000	5,000	5,000	0	0	0	0.0
	7098 Graduation, reality and dual-role skills program	1,249.04	1,250	1,250	0	0	0	0.0
	7100 National board certification assistance	212.38	500	500	0	0	0	0.0
	7102 Advanced placement, international baccalaureate and PSAT 11th grade	1,113.48	1,250	1,618	0	0	0	0.0
	7104 Student nutrition and wellness	42,189.13	42,201	48,134.8	0	0	0	0.0
	7586 School safety	1,499.99	1,500	4,500	0	0	0	0.0
	7631 Literacy coaches	0	2,000	16,600	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

7635	Accreditation and Distance Learning Audits	0	0	1,000	0	0	0	0.0
7637	Educator Evaluation System	0	0	1,000	0	0	0	0.0
7638	Homeless Services	0	0	3,200	0	0	0	0.0
7639	Literacy and STEM Institutes (Operations)	0	0	6,000	0	0	0	0.0
7640	Reading and Math Summer and School Time Programs	0	0	29,000	0	0	0	0.0

Totals by Line Item

BusUnit	Line Item	2025-26	2026-27	Request		Recommendation		Opbud
		Actuals	Opbud	Base	Expansion	Base	Expansion	
93000	7070 Northwest	150	150	150	0	0	0	0.0
	7072 Northeast	150	150	150	0	0	0	0.0
	7074 Lea county	150	150	150	0	0	0	0.0
	7076 Pecos valley	150	150	150	0	0	0	0.0
	7078 Southwest	150	150	150	0	0	0	0.0
	7080 Central	150	150	150	0	0	0	0.0
	7082 High plains	150	150	150	0	0	0	0.0
	7084 Clovis	150	150	150	0	0	0	0.0
	7086 Ruidoso	150	150	150	0	0	0	0.0
	7088 Four corners	150	150	150	0	0	0	0.0

Totals by Line Item

BusUnit	Line Item	2025-26	2026-27	Request		Recommendation		Opbud
		Actuals	Opbud	Base	Expansion	Base	Expansion	
99300	520300 Classified Perm Positions F/T	0	0	0	0	0	0	0.0
	520700 Overtime & Other Premium Pay	0	0	0	0	0	0	0.0
	521100 Group Insurance Premium	0	0	0	0	0	0	0.0
	521200 Retirement Contributions	0	0	0	0	0	0	0.0
	521300 F I C A	0	0	0	0	0	0	0.0
	521700 RHC Act Contributions	0	0	0	0	0	0	0.0
	535200 Professional Services	0	0	0	0	0	0	0.0
	535300 Other Services	0	0	0	0	0	0	0.0

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

535999	Prior Year Expense Contractual	0	0	0	0	0	0	0.0
540000	Other Expenses	499,044.65	592,270	592,370	0	0	0	0.0
542100	Employee I/S Mileage & Fares	0	0	0	0	0	0	0.0
542200	Employee I/S Meals & Lodging	0	0	0	0	0	0	0.0
542300	Brd & Comm Mbr Meals & Lodging	0	0	0	0	0	0	0.0
542310	Brd & Comm Mbr Mileage & Fares	0	0	0	0	0	0	0.0
542500	Transp - Fuel & Oil	0	0	0	0	0	0	0.0
542800	State Transp Pool Charges	0	0	0	0	0	0	0.0
543830	IT HW/SW Agreements	0	0	0	0	0	0	0.0
544000	Supply Inventory IT	0	0	0	0	0	0	0.0
544100	Supplies-Office Supplies	0	0	0	0	0	0	0.0
544800	Supplies-Education&Recreation	0	0	0	0	0	0	0.0
544900	Supplies-Inventory Exempt	0	0	0	0	0	0	0.0
547400	Grants To Local Governments	0	0	0	0	0	0	0.0
547410	Grants To Public Schools&Univ	4,638,499.91	4,755,890.1	4,837,662.9	0	0	0	0.0
547420	Grants -Higher Ed (in CAFR)	0	0	0	0	0	0	0.0
547430	Grants to Native Amer Indians	21,487.07	20,000	20,000	0	0	0	0.0
547440	Grants To Other Entities	0	0	0	0	0	0	0.0
547450	Grants to Other Agencies	0	0	0	0	0	0	0.0
547909	Misc Expense Interagency	0	0	0	0	0	0	0.0
547999	Request to Pay Prior Year	0	0	0	0	0	0	0.0
549600	Employee O/S Mileage & Fares	0	0	0	0	0	0	0.0
549700	Employee O/S Meals & Lodging	0	0	0	0	0	0	0.0
7434	Out-of-state tuition	393	393	497.7	0	0	0	0.0
7436	Emergency supplemental	1,000	1,000	1,000	0	0	0	0.0

Grand Total

5,510,776.8 5,662,899.2 0 0 0 0.0

State of New Mexico

Rate Report - Selected Line Items for Rates

(Dollars in Thousands)

				-----FY 2028-----					
			2025-26	2026-27	Request		Recommendation		
Org Unit	Line		Actuals	OpBud	Base	Expansion	Base	Expansion	Opbud
92400 P527 Public Education Department	521410	GSD Work Comp Insur Premium	75.83	82.6	144.5	0	0	0.0	0.0
	521500	Unemployment Comp Premium	10.63	10.6	42.8	0	0	0.0	0.0
	521600	Employee Liability Ins Premium	529.17	1,052.9	1,053	0	0	0.0	0.0
	535400	Audit Services	337.6	345	357.9	0	0	0.0	0.0
	542700	Transp - Transp Insurance	0.42	0.4	627.2	0	0	0.0	0.0
	542800	State Transp Pool Charges	38.89	19.9	30.4	0	0	0.0	0.0
	545700	ISD Services	308.79	408.5	1,324.8	0	0	0.0	0.0
	545710	DOIT HCM Assessment Fees	126	135.3	135.4	0	0	0.0	0.0
	546610	DOIT Telecommunications	321.66	370.5	314.7	0	0	0.0	0.0
92400	P527	Public Education Department	1,748.99	2,425.7	4,030.7	0	0	0.0	0.0
92500 9251	Public Education Department-Special A	542800 State Transp Pool Charges	0	0	0	0	0	0.0	0.0
92500	9251	Public Education Department-Special A	0	0	0	0	0	0.0	0.0
99300 PSS1	State Equalization Guarantee	542800 State Transp Pool Charges	0	0	0	0	0	0.0	0.0
99300	PSS1	State Equalization Guarantee	0	0	0	0	0	0.0	0.0
			1,748.99	2,425.7	4,030.7	0	0	0	0.0

P-1

Program Description:

The New Mexico Public Education Department (PED) is the state agency responsible for establishing a quality public education system in New Mexico. The department's responsibilities include requesting funding for public education, distributing funds to school districts, determining curriculum standards, implementing effective educational programs, determining minimum educator qualifications, and managing federal education programs, transportation, capital outlay, and other duties as outlined in state statute.

PED Mission: Equity, Excellence and Relevance - PED partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

PED Vision: To create a culturally and linguistically responsive education system that meets the social, emotional, and academic needs of all students.

Major Issues and Accomplishments:**Equity**

Equity in education means recognizing every student goes to school with an array of backgrounds, experiences, and resources that help or hinder their academic journey, and providing the tools, services, or means necessary to leverage their strengths or address their obstacles. Doing so allows our students to choose their own path. PED is committed to supporting the appropriate conditions where every student receives the best possible education.

Literacy

The 2024 inaugural New Mexico Summer Reading Program provided structured literacy instruction aligned with the Science of Reading to students in kindergarten to 8th grade. In partnership with higher education institutions, tribal entities, schools, and early childhood providers, the PED established 117 reading program sites and enrolled more than 9,500 students. Over 1,000 instructors were trained in structured literacy and provided high impact literacy instruction to students in small group settings. During the 2024–2025 school year, the PED provided structured literacy training for secondary educators, so they are prepared to teach the foundational literacy skills for students who are not reading at grade level. As we focus on literacy skills for all grades, the PED partners with districts, schools, and charter schools to directly support our vision that all students will be guaranteed the access to literacy education, empowering them to access their full potential and future choices. These efforts have been reinforced by the PED's commitment to structured literacy. From 2022 to 2026, the number of participating schools has nearly quadrupled, from 24 to 82 schools, reaching all corners of the state. Furthermore, the number of coaches supporting these schools has more than doubled during this timeframe. Overall, more than 1,400 teachers have received high-impact coaching, affecting instruction for approximately 25,000 students. Structured Literacy grant recipient schools surpass expected growth benchmarks within their respective districts.

Math

During the 2023–24 school year, the PED contracted with the Teaching Lab to provide teachers from Cuba and Pecos elementary schools professional development and coaching in mathematical practices, standards, and instruction. Coaches provided weekly instructional coaching with feedback cycles for every teacher in grades K–6. The results were overwhelmingly positive. Also during the 2023–2024 school year, the PED implemented the Focus on Algebra initiative for 6th through 9th grade educators. The two-year project focuses on building teachers' algebraic content knowledge and on integrating social-emotional and culturally and linguistically responsive instruction. A total of 150 educators from 18 school districts engaged in this learning series. During the 2025–26 school year approximately 60 New Mexico educators participated in a series of working groups to review and revise the New Mexico instructional scopes for both math and science. Furthermore, PED has supported the Building Science Leaders Network, which expanded to include 70 educators across 19 different LEAs. NUMeRos, another professional learning opportunity organized by the department, had 226 participants who reported positive math engagement in their classrooms.

Attendance

The PED has taken a multifaceted approach to decreasing statewide chronic absenteeism rates. This approach includes providing additional support and resources for educators and families, targeted interventions for at-risk students, and awarding \$2.5 million to school districts to implement comprehensive support systems. The PED also invested \$1 million in professional learning and coaching for schools seeking to improve attendance and graduation rates during the 2023–2024 school year. These targeted investments have demonstrated measurable outcomes, decreasing the statewide chronic absenteeism rate by more than 10 percentage points since the 2021–2022 school year. In the 2025-26 school year, two programs, the Graduation Reengagement Internship Program (GRIP) and ENGAGE NM, demonstrated strong results. These programs focus on high school juniors and seniors with significant attendance and credit barriers to earning a high school diploma. Through credit-recovery focused, paid internships, intensive coaching, home visits, and academic support more than 2200 students across 39 schools achieved an 82% graduation rate, on par with their peers across the state.

Shared Accountability Common IEP Template -

In 2024, the Office of Special Education met with a diverse coalition of stakeholders, including school leaders, special education experts, and community representatives, to address the challenges associated with the Individual Education Program (IEP) template—a document which outlines the necessary services and supports for students in special education. The need for a standardized approach became clear due to the existing variations in multiple versions of IEPs, with lengths exceeding 50 pages, resulting in confusion, inconsistency, and students not receiving the necessary services to be successful. For example, recently, out of 57 investigations by PED through the IDEA-B complaint process, 68% of those with corrective actions were due to administrative errors in the IEP document. With the goal of streamlining the IEP process, we gathered extensive feedback to develop a more cohesive and effective framework. In school year 2025-26, PED has partnered with Regional Education Cooperatives (RECs) to deliver professional development, coaching, and accountability tools to support consistent and compliant development of IEPs statewide. The common IEP template has been released for the 2026-27 school year.

School Improvement –

The PED's school improvement initiatives have fostered remarkable improvements in schools across New Mexico. Its NAVIGATE program, which provides coaching, structured planning support, and progress monitoring to schools identified as needing additional intervention, assisted 101 of the 142 schools (71.1 percent) in exiting federal accountability designation for low-performing schools from the 2022-2023 through 2024-2025 school years. Participating schools saw substantial gains in graduation rates, with an average rate increase of 13.1 percentage points. These results demonstrate the impacts of dedicated resources, coaching, and targeted professional development on student outcomes, particularly in alternative, charter, and re-engagement schools serving New Mexico's highest-need students.

Cradle to Career

In the spring of 2024, the PED, in partnership with the Early Childhood Education and Care Department (ECECD) and districts and state charters, established the first statewide measure of kindergarten readiness with the creation of the Early Development Instrument (EDI). The EDI measures kindergarten readiness using five domains: 1) physical health and well-being, 2) social competence, 3) emotional maturity, 4) language and cognitive development, 5) communication skills and general knowledge. During New Mexico's first statewide administration of the Early Development Instrument in spring 2024, the PED and ECECD partnered with UCLA to assess 18,974 kindergartners across 116 school districts (98% of the state's kindergarten population). Results showed the majority of children on track in each individual readiness domain, ranging from 71% in language and cognitive development to 74% in both physical health/well-being and social competence. However, only 47% of children were on track across all five domains simultaneously, with 27% showing vulnerability in at least one area. This baseline data is now being used by local early childhood systems-building coalitions across the state to target resources and support where they are needed most.

BU PCode
92400 P527**Indian Education**

School districts across New Mexico are implementing diverse strategies to improve education outcomes for Native American students.

Overview of Request: PED is committed to delivering a high-quality education for all students by aligning its FY28 budget to the Martinez Yazzie action plan for engendering key student outcomes and reducing achievement gaps.

Programmatic Changes: PED is requesting an increase for Fiscal Year 2028 in the following areas:

- \$396,000 is requested from the General Fund to pay rent for offices in Albuquerque and Las Cruces;
- \$885,644 is requested from the General Fund for ten new FTE in critical areas including licensure, investigations, special education, and school budget;
- \$1,006,300 is requested from the general fund for the health benefits swap;
- \$800,000 is requested for DoIT to host PED data; and
- \$789,350 is requested from the General Fund to cover DoIT and GSD rate increases.

Base Budget Justification: Rent
PED does not have sufficient office space in Santa Fe for all of the agency's employees. Additionally, the satellite offices in Albuquerque and Las Cruces have helped reduce the agency's vacancy rate.

New Positions
School budget. An additional position is needed to strengthen the bureau's capacity to provide fiscal oversight to school districts and charter schools. The position will also provide business leadership for the proposed State Equalization Guarantee (SEG) Modernization project, supporting business process improvements, data quality, and financial transparency.

Licensure. Two additional positions are needed to support with the increased workload. This will allow for a quicker turn around time for application review and issuance. In fiscal year 2026 the bureau received and reviewed 24,912 license applications with an average processing time of 4-6 weeks. Adding two additional staff would significantly improve the average processing time.

One attorney is needed as licensure prosecutions are backed up years and the PED needs additional resources to be able to clear the backlog.

Office of General Counsel. One senior compliance officer is needed in licensure, because prosecutions are backed up years and the PED need additional resources to be able to clear the backlog.

Procurement. One position is needed to reduce the time it takes the agency to move money to school districts and charter schools. The position will also support bringing more Requests for Proposals in house, thereby reducing administrative costs to the state.

IT. Nova remains the fundamental source of data for program, state, and federal reporting and just one employee leads the project. PED needs an additional position to support Nova to, among other things, reduce the time it takes for legislative data requests.

Special Education. Two additional positions are necessary to fulfill the agency's general supervision responsibilities under the Individuals with Disabilities Education Act. Expanded staffing will strengthen the Office of Special Education's capacity to monitor compliance, provide timely technical assistance, ensure accurate data reporting, address disputes and corrective actions, support local educational agencies, and implement sustainable statewide systems that improve outcomes for students with disabilities.

Required Rate Increases

The health benefits swap, the increase to health benefits, and the DoIT and GSD rate increases are fixed costs that the agency is responsible for.

DoIT Data Hosting

PED's on-premise data center was outdated and vulnerable to malicious actors, which created an immense risk given the amount of personally identifiable information collected and reported by the agency. Not only would the state and districts save money by using a single system, but new investments needed to support the statewide system could be made. It was identified that the most efficient and cost-effective approach to meet this need would be made by moving to a DoIT hosted environment.

By moving into the DoIT environment and its VXRail, DoIT would provide more sophisticated disaster recovery and backup than was available through the on-premise data center currently being used. DoIT will also required new firewalls and VPN tunnels be architected and installed to protect the data flowing from districts into PED and out for required state and federal reporting as well as the use of tools that would securely visualize the data. This funding will also support server upgrades: some 40+ NMPED servers were primarily running 2012 versions, which needed to be upgraded to the most recent version, 2025, to allow certain platforms, systems, and applications to run securely. Moving into DoIT's environment allowed this upgrade to happen in a more secure environment capable of engaging testing and automation outside of a production environment, something which PED did not have on-premise. The same was true of the need to upgrade PED's VMs and Active Directory (AD), which in DoIT's environment could also be automated. Finally, the upgrade required PED to move from its present approach of encoded IP addresses tied to certain systems and applications to a more modern DNS approach, the migration and upgrade of which could also be automated.

While PED retains administrative control over security settings, DoIT is responsible for upgrading its environment to meet any future needs of NMPED – acts which collectively serve to increase efficiency and security of PED's platforms, systems, applications, and data collection and reporting framework, protecting personally identifiable information of students, teachers, and parents. And, with PED becoming the largest client within the DoIT environment, any future costs – for PED and any other agency wishing to be hosted by DoIT – will be significantly reduced as so much of the upgraded work will be done as a result of this migration

R-2

This page
left intentionally
blank

REV/EXP

REV EXP COMPARISON

(Dollars in Thousands)

92400 - Public Education Department

P527 - Public Education Department					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	31,819.6	8,813.7	45.0	35,887.5	76,565.8
Personal services and employee benefits	25,007.4	5,333.3	45.0	12,058.3	42,444
Contractual services	2,625.4	2,227.2	0.0	20,257.1	25,109.7
Other	4,186.8	1,253.2	0.0	3,572.1	9,012.1
USES Total:	31,819.6	8,813.7	45.0	35,887.5	76,565.8
Net:	0.0	0.0	0.0	0.0	0.0

REV EXP COMPARISON

(Dollars in Thousands)

92500 - Public Education Department-Special Appropriations

9251 - Public Education Department-Special Appropriations					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	132,302.8	500.0	500.0	0.0	133,302.8
Early literacy and reading support	15,500.0	0.0	0.0	0.0	15,500
School leader professional development	5,000.0	0.0	0.0	0.0	5,000
Graduation, reality and dual-role skills program	750.0	0.0	500.0	0.0	1,250
National board certification assistance	0.0	500.0	0.0	0.0	500
Advanced placement, international baccalaureate and PSAT 11th grade test assistance	1,618.0	0.0	0.0	0.0	1,618
Student nutrition and wellness	48,134.8	0.0	0.0	0.0	48,134.8
School safety	4,500.0	0.0	0.0	0.0	4,500
Literacy coaches	16,600.0	0.0	0.0	0.0	16,600
Accreditation and Distance Learning Audits	1,000.0	0.0	0.0	0.0	1,000
Educator Evaluation System	1,000.0	0.0	0.0	0.0	1,000
Homeless Services	3,200.0	0.0	0.0	0.0	3,200
Literacy and STEM Institutes (Operations)	6,000.0	0.0	0.0	0.0	6,000
Reading and Math Summer and School Time Programs	29,000.0	0.0	0.0	0.0	29,000
USES Total:	132,302.8	500.0	500.0	0.0	133,302.8
Net:	0.0	0.0	0.0	0.0	0.0

REV EXP COMPARISON

(Dollars in Thousands)

93000 - Regional Education Cooperatives

P930 - Regional Education Cooperatives

	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	1,500.0	0.0	0.0	0.0	1,500.0
Northwest	150.0	0.0	0.0	0.0	150
Northeast	150.0	0.0	0.0	0.0	150
Lea county	150.0	0.0	0.0	0.0	150
Pecos valley	150.0	0.0	0.0	0.0	150
Southwest	150.0	0.0	0.0	0.0	150
Central	150.0	0.0	0.0	0.0	150
High plains	150.0	0.0	0.0	0.0	150
Clovis	150.0	0.0	0.0	0.0	150
Ruidoso	150.0	0.0	0.0	0.0	150
Four corners	150.0	0.0	0.0	0.0	150
USES Total:	1,500.0	0.0	0.0	0.0	1,500.0
Net:	0.0	0.0	0.0	0.0	0.0

REV EXP COMPARISON

(Dollars in Thousands)

99300 - Public School Support

PSS1 - State Equalization Guarantee					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	4,677,409.2	1,500.0	0.0	0.0	4,678,909.2
Other	4,677,409.2	1,500.0	0.0	0.0	4,678,909.2
USES Total:	4,677,409.2	1,500.0	0.0	0.0	4,678,909.2
Net:	0.0	0.0	0.0	0.0	0.0

REV EXP COMPARISON

(Dollars in Thousands)

99300 - Public School Support

PSS2 - Transportation Distribution					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	158,753.7	0.0	0.0	0.0	158,753.7
Other	158,753.7	0.0	0.0	0.0	158,753.7
USES Total:	158,753.7	0.0	0.0	0.0	158,753.7
Net:	0.0	0.0	0.0	0.0	0.0

REV EXP COMPARISON

(Dollars in Thousands)

99300 - Public School Support

PSS3 - Supplemental Distribution					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	1,497.7	0.0	0.0	0.0	1,497.7
Out-of-state tuition	497.7	0.0	0.0	0.0	497.7
Emergency supplemental	1,000.0	0.0	0.0	0.0	1,000
USES Total:	1,497.7	0.0	0.0	0.0	1,497.7
Net:	0.0	0.0	0.0	0.0	0.0

REV EXP COMPARISON

(Dollars in Thousands)

99300 - Public School Support

PSS4 - Federal Flow-through					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	0.0	0.0	0.0	579,500.0	579,500.0
Other	0.0	0.0	0.0	579,500.0	579,500
USES Total:	0.0	0.0	0.0	579,500.0	579,500.0

Net:	0.0	0.0	0.0	0.0	0.0
------	-----	-----	-----	-----	-----

REV EXP COMPARISON

(Dollars in Thousands)

99300 - Public School Support

PSS5 - Indian Education Fund					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	20,000.0	0.0	0.0	0.0	20,000.0
Other	20,000.0	0.0	0.0	0.0	20,000.0
USES Total:	20,000.0	0.0	0.0	0.0	20,000.0
Net:	0.0	0.0	0.0	0.0	0.0

REV EXP COMPARISON

(Dollars in Thousands)

99300 - Public School Support

PSS6 - Standards-Based Assessments					
	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES Totals	12,870.0	0.0	0.0	0.0	12,870.0
Other	12,870.0	0.0	0.0	0.0	12,870.0
USES Total:	12,870.0	0.0	0.0	0.0	12,870.0
Net:	0.0	0.0	0.0	0.0	0.0

FFRW

Detail of Federal Funds Revenue (numbers in thousands)

Agency: NM Public Education Department
 BU: 92400
 Program: ASD
 Program Code: P527

FUND	VENUE ACCOUNT	GRANT NAME	MATCH RATIO	EXP. DATE	TOTAL GRANT AMOUNT	FY26 ACTUALS	FY27 OPBUD	FY28 REQUEST		
								BASE	EXPANSION	TOTAL
84400	451903	21st Century Admin	100% FF	9/30/2028	\$ 495.7	\$ 159.7	\$ 495.4	\$ 495.4		495.4
84400	451903	Career-Connected Learning New Mexico	100% FF	9/30/2028	\$ 2,448.6	\$ 1,591.5	\$ 2,071.2	\$ 2,071.2		2,071.2
84400	451903	Carl Perkins Admin	5% GF/95% FF	9/30/2028	\$ 1,395.7	\$ 1,238.3	\$ 1,177.3	\$ 1,177.3		1,177.3
84400	451903	CDC Grant	100% FF	6/29/2028	\$ 360.0	\$ 358.6	\$ 350.0	\$ 350.0		350.0
84400	451903	CLSD Grant Admin	100% FF	9/30/2028	\$ 400.0	\$ 551.4	\$ 350.0	\$ 350.0		350.0
84400	451903	ECLIPSE/RDA	100% FF	9/30/2028	\$ 500.5	\$ 1,533.5	\$ 2,140.4	\$ 2,140.4		2,140.4
84400	451903	Education for Homeless Children & Youth- ADMIN	100% FF	9/30/2028	\$ 251.2	\$ 245.4	\$ 233.4	\$ 233.4		233.4
84400	451903	Educator Apprenticeships New Mexico	100% FF	9/30/2028	\$ 902.3	\$ 803.1	\$ 1,003.1	\$ 1,003.1		1,003.1
84400	451903	IDEA B Pre-School	100% FF	9/30/2028	\$ 425.2	\$ 357.9	\$ 817.4	\$ 817.4		817.4
84400	451903	IDEA B Special Education	100% FF	9/30/2028	\$ 12,993.6	\$ 13,383.2	\$ 12,597.6	\$ 12,597.6		12,597.6
84400	451903	National Assessment of Educational Progress (NAEP)/NCES	100% FF	9/30/2028	\$ 146.8	\$ 225.5	\$ 162.1	\$ 162.1		162.1
84400	451903	NM Ready & Equitable (RECTE)	100% FF	9/30/2028	\$ 2,152.4	\$ 306.5	\$ 1,802.2	\$ 1,802.2		1,802.2
84400	451903	NM Teacher Residencies	100% FF	9/30/2028	\$ 1,152.3	\$ 2,374.0	\$ 1,214.4	\$ 1,214.4		1,214.4
84400	451903	Rural & Low Income	100% FF	9/30/2028	\$ 142.1	\$ 55.1	\$ 127.3	\$ 127.3		127.3
84400	451903	SLDS- State of The Art-Longitudinal Data System	100% FF	9/30/2028	\$ 996.6	\$ 690.8	\$ 1,011.3	\$ 1,011.3		1,011.3
84400	451903	SSAE	100% FF	9/30/2028	\$ 364.2	\$ 590.6	\$ 502.1	\$ 502.1		502.1
84400	451903	State Assessment	100% FF	9/30/2028	\$ 4,148.2	\$ 2,131.5	\$ 3,347.2	\$ 3,347.2		3,347.2
84400	451903	StrongerConnections Grant 7705 & 7706	100% FF	9/30/2028	\$ 374.2	\$ 123.3	\$ 324.2	\$ 324.2		324.2
84400	451903	Title I - Basic	100% FF	9/30/2028	\$ 1,407.1	\$ 985.7	\$ 1,001.1	\$ 1,001.1		1,001.1
84400	451903	Title I Part C - Unique MEP Program	100% FF	9/30/2028	\$ 502.1	\$ 758.9	\$ 502.1	\$ 502.1		502.1
84400	451903	Title I School Improvement	100% FF	9/30/2028	\$ 194.3	\$ 1,052.6	\$ 411.3	\$ 411.3		411.3
84400	451903	Title II Spt. Eff. Inst. Admin	100% FF	9/30/2028	\$ 1,560.6	\$ 1,245.0	\$ 1,160.2	\$ 1,160.2		1,160.2
84400	451903	Title III Part A - Language Acquisition	100% FF	9/30/2028	\$ 291.5	\$ 342.1	\$ 291.1	\$ 291.1		291.1
84400	451903	USDA - SAE	3% GF/98% FF	9/30/2028	\$ 2,178.3	\$ 3,190.9	\$ 1,695.1	\$ 1,695.1		1,695.1
84400	451903	USDA Fresh Fruit & Vegetable	100% FF	9/30/2028	\$ 100.0	\$ 443.9	\$ 100.0	\$ 100.0		100.0
84400	451903	ARP EANS	100% FF	1/30/2025	\$	\$				0.0
84400	451903	Project Aware	100% FF	1/30/2025	\$	\$ 1,312.2				0.0
84400	451903	School-Based Mental Health	100% FF	1/30/2026	\$	\$ 1,904.8				0.0
84400	451903	EANS	100% FI	1/30/2025	\$	\$ 774.4				0.0
84400	451903	ESSER III	100% FF	12/30/2024	\$	\$ 0.4				0.0
84400	451903	Federal A/R	100% FF		\$	\$ 11,329.4				
84400	451903	PEDA IDC	100% FF		\$ 500.0	\$ 39.7	\$ 1,000.0	\$ 1,000		1,000.0
Totals					\$ 35,887.5	\$ 49,500.0	\$ 35,887.5	\$ 35,887.5	\$	\$ 35,887.5

LFR

Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Education Administrator

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Education Administrator

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Education Administrator Specialist

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Education Administrator Specialist

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Senior Budget Analyst: P3-Senior

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Senior Compliance Officer

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Senior Compliance Officer

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Financial Analyst Specialist

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: Attorney

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: Public Education Department

Short Title of Request: IT Application Developer

Point of contact for follow-up information:

Name: Gregory Frostad

Title: Division Director

Phone: 505-470- 5752

E-Mail: Gregory.Frostad@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

1

2

3

4

Public Education Department

BU PCode
92400 P527

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
00000	520300	Classified Perm Positions F/T	0.0	0.0	652.72	0.0	0.0	0.0	0.0	0.0	
00000	521100	Group Insurance Premium	0.0	0.0	49.1	0.0	0.0	0.0	0.0	0.0	
00000	521200	Retirement Contributions	0.0	0.0	124.63	0.0	0.0	0.0	0.0	0.0	
00000	521300	F I C A	0.0	0.0	40.16	0.0	0.0	0.0	0.0	0.0	
00000	521700	RHC Act Contributions	0.0	0.0	16.19	0.0	0.0	0.0	0.0	0.0	
05700	520100	Exempt Perm Positions P/T&F/T	1,752.2	1,423.6	2,145.73	1,348.6	75.0	0.0	0.0	1,423.6	
05700	520200	Term Positions	4,624.4	5,248.7	40.08	4,120.9	1,082.3	45.0	0.0	5,248.2	
05700	520300	Classified Perm Positions F/T	11,364.1	10,466.4	19,332.11	9,777.8	1,574.2	0.0	0.0	11,352.0	
05700	520500	Temporary Positions F/T & P/T	2.8	0.0	0.33	0.0	0.0	0.0	0.0	0.0	
05700	520600	Paid Unused Sick Leave	5.6	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	520700	Overtime & Other Premium Pay	100.8	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	520800	Annl & Comp Paid At Separation	84.5	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	521100	Group Insurance Premium	2,215.6	2,478.3	2,983.16	3,577.6	252.6	0.0	0.0	3,830.2	
05700	521200	Retirement Contributions	3,390.3	3,361.9	3,955.34	3,428.4	273.4	0.0	0.0	3,701.8	
05700	521300	F I C A	1,346.1	1,343.3	1,323.95	1,219.3	124.0	0.0	0.0	1,343.3	
05700	521400	Workers' Comp Assessment Fee	1.5	3.3	0	3.3	0.0	0.0	0.0	3.3	
05700	521410	GSD Work Comp Insur Premium	75.8	82.6	0	144.5	0.0	0.0	0.0	144.5	
05700	521500	Unemployment Comp Premium	10.6	10.6	0	42.8	0.0	0.0	0.0	42.8	
05700	521600	Employee Liability Ins Premium	529.2	1,052.9	0	1,053.0	0.0	0.0	0.0	1,053.0	
05700	521700	RHC Act Contributions	358.7	323.7	427.18	291.2	32.5	0.0	0.0	323.7	
39700	520200	Term Positions	953.3	1,009.6	7.74	0.0	1,009.6	0.0	0.0	1,009.6	
39700	520300	Classified Perm Positions F/T	478.1	382.1	1,649.26	0.0	382.1	0.0	0.0	382.1	
39700	520600	Paid Unused Sick Leave	2.4	0.0	0	0.0	0.0	0.0	0.0	0.0	
39700	520700	Overtime & Other Premium Pay	11.8	0.0	0	0.0	0.0	0.0	0.0	0.0	
39700	520800	Annl & Comp Paid At Separation	8.6	0.0	0	0.0	0.0	0.0	0.0	0.0	
39700	521100	Group Insurance Premium	226.5	229.1	289.12	0.0	229.1	0.0	0.0	229.1	
39700	521200	Retirement Contributions	265.9	194.1	299.47	0.0	194.1	0.0	0.0	194.1	
39700	521300	F I C A	107.2	82.7	101.95	0.0	82.7	0.0	0.0	82.7	
39700	521400	Workers' Comp Assessment Fee	0.2	0.0	0	0.0	0.0	0.0	0.0	0.0	
39700	521700	RHC Act Contributions	27.7	21.7	31.25	0.0	21.7	0.0	0.0	21.7	
63300	520300	Classified Perm Positions F/T	0.0	0.0	95.45	0.0	0.0	0.0	0.0	0.0	
63300	521100	Group Insurance Premium	0.0	0.0	6.14	0.0	0.0	0.0	0.0	0.0	
63300	521200	Retirement Contributions	0.0	0.0	18.22	0.0	0.0	0.0	0.0	0.0	

Public Education Department

State of New Mexico

BU PCode
92400 P527F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
63300	521300	F I C A	0.0	0.0	5.87	0.0	0.0	0.0	0.0	0.0	
63300	521700	RHC Act Contributions	0.0	0.0	2.37	0.0	0.0	0.0	0.0	0.0	
79000	520300	Classified Perm Positions F/T	0.0	0.0	109.77	0.0	0.0	0.0	0.0	0.0	
79000	521100	Group Insurance Premium	0.0	0.0	6.14	0.0	0.0	0.0	0.0	0.0	
79000	521200	Retirement Contributions	0.0	0.0	20.96	0.0	0.0	0.0	0.0	0.0	
79000	521300	F I C A	0.0	0.0	6.75	0.0	0.0	0.0	0.0	0.0	
79000	521700	RHC Act Contributions	0.0	0.0	2.72	0.0	0.0	0.0	0.0	0.0	
84400	520100	Exempt Perm Positions P/T&F/T	75.5	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	520200	Term Positions	6,004.7	8,472.7	0	0.0	0.0	0.0	8,472.7	8,472.7	
84400	520300	Classified Perm Positions F/T	1,786.4	1,065.5	601.28	0.0	0.0	0.0	1,065.5	1,065.5	
84400	520600	Paid Unused Sick Leave	0.3	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	520700	Overtime & Other Premium Pay	37.5	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	520800	Annl & Comp Paid At Separation	20.7	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	521100	Group Insurance Premium	822.7	591.0	44.2	0.0	0.0	0.0	591.0	591.0	
84400	521200	Retirement Contributions	1,448.5	1,255.5	114.8	0.0	0.0	0.0	1,255.5	1,255.5	
84400	521300	F I C A	573.7	488.5	37	0.0	0.0	0.0	488.5	488.5	
84400	521400	Workers' Comp Assessment Fee	2.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	521700	RHC Act Contributions	149.8	185.1	14.92	0.0	0.0	0.0	185.1	185.1	
	200	Personal services and employee benef	38,865.8	39,772.9	34,556.05	25,007.4	5,333.3	45.0	12,058.3	42,444.0	
05700	542100	Employee I/S Mileage & Fares	26.8	92.0	0	12.0	80.0	0.0	0.0	92.0	
05700	542200	Employee I/S Meals & Lodging	58.1	170.0	0	40.0	90.0	0.0	0.0	130.0	
05700	542300	Brd & Comm Mbr Meals & Lodging	55.4	160.2	0	0.0	137.0	0.0	0.0	137.0	
05700	542310	Brd & Comm Mbr Mileage & Fares	29.6	124.0	0	0.0	99.0	0.0	0.0	99.0	
05700	542500	Transp - Fuel & Oil	2.9	5.1	0	0.0	35.0	0.0	0.0	35.0	
05700	542600	Transp - Parts & Supplies	0.0	5.0	0	5.0	0.0	0.0	0.0	5.0	
05700	542700	Transp - Transp Insurance	0.4	0.4	0	627.2	0.0	0.0	0.0	627.2	
05700	542800	State Transp Pool Charges	21.9	19.9	0	16.7	3.2	0.0	0.0	19.9	
05700	543200	Maint - Furn, Fixt, Equipment	0.0	0.0	0	0.0	4.9	0.0	0.0	4.9	
05700	543300	Maint - Buildings & Structures	14.5	0.0	0	20.0	0.0	0.0	0.0	20.0	
05700	543400	Maint - Property Insurance	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	543500	Maint - Supplies	2.9	0.0	0	3.0	5.9	0.0	0.0	8.9	
05700	543700	Maintenance Services	14.8	0.0	0	15.0	0.0	0.0	0.0	15.0	
05700	543820	Maintenance IT	31.7	3.1	0	53.1	0.0	0.0	0.0	53.1	
05700	543830	IT HW/SW Agreements	210.8	477.7	0	478.2	0.0	0.0	0.0	478.2	

Public Education Department

State of New Mexico

BU PCode
92400 P527F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
05700	544000	Supply Inventory IT	227.6	82.5	0	77.5	45.0	0.0	0.0	122.5	
05700	544100	Supplies-Office Supplies	26.2	102.5	0	92.5	30.0	0.0	0.0	122.5	
05700	544400	Supplies-Field Supplies	0.0	0.0	0	0.0	1.0	0.0	0.0	1.0	
05700	544800	Supplies-Education&Recreation	1.3	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	544900	Supplies-Inventory Exempt	95.5	26.0	0	58.0	20.0	0.0	0.0	78.0	
05700	545600	Reporting & Recording	30.1	146.9	0	52.9	104.0	0.0	0.0	156.9	
05700	545700	ISD Services	82.1	333.3	0	1,249.6	0.0	0.0	0.0	1,249.6	
05700	545710	DOIT HCM Assessment Fees	50.4	135.3	0	135.4	0.0	0.0	0.0	135.4	
05700	545900	Printing & Photo Services	33.9	44.1	0	39.1	5.0	0.0	0.0	44.1	
05700	546100	Postage & Mail Services	0.0	65.0	0	65.0	0.0	0.0	0.0	65.0	
05700	546400	Rent Of Land & Buildings	382.8	396.0	0	396.0	0.0	0.0	0.0	396.0	
05700	546500	Rent Of Equipment	89.5	52.8	0	146.3	6.5	0.0	0.0	152.8	
05700	546600	Communications	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	546610	DOIT Telecommunications	85.1	311.6	0	314.7	0.0	0.0	0.0	314.7	
05700	546700	Subscriptions/Dues/License Fee	182.3	338.9	0	214.8	124.1	0.0	0.0	338.9	
05700	546800	Employee Training & Education	88.5	87.9	0	21.3	91.6	0.0	0.0	112.9	
05700	546810	Board Member Training	0.0	4.3	0	3.4	0.9	0.0	0.0	4.3	
05700	546900	Advertising	8.8	10.0	0	5.0	15.0	0.0	0.0	20.0	
05700	547000	Legal Settlements	1.0	0.0	0	0.0	25.0	0.0	0.0	25.0	
05700	547900	Miscellaneous Expense	5.2	4.8	0	0.0	4.8	0.0	0.0	4.8	
05700	547999	Request to Pay Prior Year	50.9	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	548200	Furniture & Fixtures	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
05700	548300	Information Tech Equipment	132.4	0.0	0	0.0	24.0	0.0	0.0	24.0	
05700	549600	Employee O/S Mileage & Fares	21.7	73.2	0	9.0	70.0	0.0	0.0	79.0	
05700	549700	Employee O/S Meals & Lodging	38.8	84.5	0	30.3	60.0	0.0	0.0	90.3	
05700	549800	Brd & Comm O/S Mileage & Fares	8.7	55.9	0	2.1	7.0	0.0	0.0	9.1	
05700	549900	Brd & Comm O/S Meals & Lodging	11.6	60.0	0	3.7	56.3	0.0	0.0	60.0	
39700	542100	Employee I/S Mileage & Fares	1.8	3.1	0	0.0	3.1	0.0	0.0	3.1	
39700	542200	Employee I/S Meals & Lodging	0.8	2.5	0	0.0	2.5	0.0	0.0	2.5	
39700	543200	Maint - Furn, Fixt, Equipment	0.0	22.8	0	0.0	22.8	0.0	0.0	22.8	
39700	543830	IT HW/SW Agreements	547.2	0.0	0	0.0	0.0	0.0	0.0	0.0	
39700	544000	Supply Inventory IT	0.9	0.1	0	0.0	0.1	0.0	0.0	0.1	
39700	544100	Supplies-Office Supplies	6.3	3.7	0	0.0	3.7	0.0	0.0	3.7	
39700	544400	Supplies-Field Supplies	0.0	0.9	0	0.0	0.9	0.0	0.0	0.9	

Public Education Department

BU PCode
92400 P527

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
39700	544900	Supplies-Inventory Exempt	0.0	0.2	0	0.0	0.2	0.0	0.0	0.2	
39700	545600	Reporting & Recording	23.1	31.1	0	0.0	31.1	0.0	0.0	31.1	
39700	545900	Printing & Photo Services	0.0	3.1	0	0.0	3.1	0.0	0.0	3.1	
39700	546500	Rent Of Equipment	0.0	11.2	0	0.0	11.2	0.0	0.0	11.2	
39700	546600	Communications	0.0	0.7	0	0.0	0.7	0.0	0.0	0.7	
39700	546700	Subscriptions/Dues/License Fee	51.5	22.7	0	0.0	22.7	0.0	0.0	22.7	
39700	546800	Employee Training & Education	0.0	0.9	0	0.0	0.9	0.0	0.0	0.9	
39700	547900	Miscellaneous Expense	0.2	0.1	0	0.0	0.1	0.0	0.0	0.1	
39700	547999	Request to Pay Prior Year	21.1	2.8	0	0.0	2.8	0.0	0.0	2.8	
39700	549600	Employee O/S Mileage & Fares	0.0	0.9	0	0.0	0.9	0.0	0.0	0.9	
39700	549700	Employee O/S Meals & Lodging	0.0	1.2	0	0.0	1.2	0.0	0.0	1.2	
84400	542100	Employee I/S Mileage & Fares	65.5	445.9	0	0.0	0.0	0.0	445.9	445.9	
84400	542200	Employee I/S Meals & Lodging	145.9	9.2	0	0.0	0.0	0.0	9.2	9.2	
84400	542800	State Transp Pool Charges	17.0	0.0	0	0.0	0.0	0.0	10.5	10.5	
84400	543200	Maint - Furn, Fixt, Equipment	0.0	115.9	0	0.0	0.0	0.0	105.4	105.4	
84400	543300	Maint - Buildings & Structures	19.1	20.0	0	0.0	0.0	0.0	20.0	20.0	
84400	543830	IT HW/SW Agreements	280.5	1,070.3	0	0.0	0.0	0.0	1,070.3	1,070.3	
84400	544000	Supply Inventory IT	93.2	303.0	0	0.0	0.0	0.0	303.0	303.0	
84400	544100	Supplies-Office Supplies	14.8	225.6	0	0.0	0.0	0.0	225.6	225.6	
84400	544400	Supplies-Field Supplies	0.1	0.7	0	0.0	0.0	0.0	0.7	0.7	
84400	544800	Supplies-Education&Recreation	14.8	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	544900	Supplies-Inventory Exempt	33.2	50.0	0	0.0	0.0	0.0	50.0	50.0	
84400	545700	ISD Services	226.7	75.2	0	0.0	0.0	0.0	75.2	75.2	
84400	545710	DOIT HCM Assessment Fees	75.6	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	545900	Printing & Photo Services	10.0	250.0	0	0.0	0.0	0.0	250.0	250.0	
84400	546100	Postage & Mail Services	0.0	60.0	0	0.0	0.0	0.0	60.0	60.0	
84400	546400	Rent Of Land & Buildings	77.3	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	546500	Rent Of Equipment	6.3	30.0	0	0.0	0.0	0.0	30.0	30.0	
84400	546600	Communications	5.3	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	546610	DOIT Telecommunications	236.5	58.9	0	0.0	0.0	0.0	0.0	0.0	
84400	546700	Subscriptions/Dues/License Fee	197.4	200.0	0	0.0	0.0	0.0	258.9	258.9	
84400	546800	Employee Training & Education	96.0	41.6	0	0.0	0.0	0.0	41.6	41.6	
84400	546900	Advertising	13.7	16.7	0	0.0	0.0	0.0	16.7	16.7	
84400	547000	Legal Settlements	1.8	0.0	0	0.0	0.0	0.0	0.0	0.0	

Public Education Department

State of New Mexico

BU PCode
92400 P527F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request					Justification
						GF	OSF	ISF/IAT	FF	Total	
84400	547410	Grants To Public Schools&Univ	51.6	382.9	0	0.0	0.0	0.0	382.9	382.9	
84400	547900	Miscellaneous Expense	74.0	0.1	0	0.0	0.0	0.0	0.1	0.1	
84400	547999	Request to Pay Prior Year	96.1	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	548200	Furniture & Fixtures	0.0	200.3	0	0.0	0.0	0.0	200.3	200.3	
84400	548300	Information Tech Equipment	9.6	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	549600	Employee O/S Mileage & Fares	38.3	8.4	0	0.0	0.0	0.0	8.4	8.4	
84400	549700	Employee O/S Meals & Lodging	63.1	7.4	0	0.0	0.0	0.0	7.4	7.4	
	400	Other	4,740.4	7,153.0	0	4,186.8	1,253.2	0.0	3,572.1	9,012.1	
TOTAL EXPENSE			43,606.2	46,925.9		29,194.2	6,586.5	45.0	15,630.4	51,456.1	

BU PCode
92500 9251E4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26	2026-27	2027-28	FY 2028 Agency Request				Total	Justification
			Actuals	Opbud	PCF Proj	GF	OSF	ISF/IAT	FF		
79000	542100	Employee I/S Mileage & Fares	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	542200	Employee I/S Meals & Lodging	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	542800	State Transp Pool Charges	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	543500	Maint - Supplies	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	543830	IT HW/SW Agreements	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	544000	Supply Inventory IT	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	544100	Supplies-Office Supplies	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	544800	Supplies-Education&Recreation	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	546800	Employee Training & Education	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	547410	Grants To Public Schools&Univ	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	547900	Miscellaneous Expense	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	549600	Employee O/S Mileage & Fares	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	549700	Employee O/S Meals & Lodging	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
	400	Other	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	7090	Early literacy and reading support	13,770.7	14,000.0	0	15,500.0	0.0	0.0	0.0	15,500.0	The FY28 funding request will support the full implementation of SB37, the High-Quality Literacy Instruction Act, through a comprehensive system of instructional support, assessment, and family engagement. Funding will be used to hire and deploy approximately 20 literacy instructional coaches to schools identified in the bottom quartile for reading proficiency. These coaches will provide job-embedded professional learning, instructional coaching, and implementation support to ensure evidence-based literacy practices are consistently implemented in classrooms. (This PSSR is paired with the PSSR on hiring of literacy coaches to fully staff 120 schools in the bottom quartile, per SB37).
	7090	Early literacy and reading support	13,770.7	14,000.0	0	15,500.0	0.0	0.0	0.0	15,500.0	
79000	7094	School leader professional development	5,000.0	5,000.0	0	5,000.0	0.0	0.0	0.0	5,000.0	\$5 million is needed to sustain statewide school leadership development and strengthen leadership capacity in New Mexico's highest-need schools. Effective school leaders are essential to improving instruction, retaining educators, strengthening school culture, and sustaining school improvement.
	7094	School leader professional developme	5,000.0	5,000.0	0	5,000.0	0.0	0.0	0.0	5,000.0	

BU PCode
92500 9251**E4 PCode Detail**
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
79000	7098	Graduation, reality and dual-role skills pro	1,249.0	1,250.0	0	750.0	0.0	500.0	0.0	1,250.0	The New Mexico Graduation Reality and Dual-role Skills (NM GRADS) program provides school-based services, including classroom instruction, case management, and childcare for expectant and parenting youth to improve academic outcomes and improve graduation rates for participants. Since its inception, the NM GRADS program has existed through a subcontract with an LEA and provides services to enrolled participants throughout the school year and supports the program staff year-round.
	7098	Graduation, reality and dual-role skills	1,249.0	1,250.0	0	750.0	0.0	500.0	0.0	1,250.0	
68140	7100	National board certification assistance	212.4	500.0	0	0.0	500.0	0.0	0.0	500.0	This appropriation continues the National Board Certification Scholarship, reimbursing eligible teachers for certification fees charged by the National Board for Professional Teaching Standards for up to three years of active participation. Losing this funding would eliminate one of the state's few direct financial incentives for advanced licensure, undermining efforts to retain experienced, highly qualified teachers in New Mexico classrooms. Sustained funding signals the state's investment in educators who pursue the highest standard of professional teaching credentials.
	7100	National board certification assistance	212.4	500.0	0	0.0	500.0	0.0	0.0	500.0	
79000	7102	Advanced placement, international bacca	1,113.5	1,250.0	0	1,618.0	0.0	0.0	0.0	1,618.0	This expansion is needed to maintain current program support for Advanced Placement activities both test assistance for all AP exams across the state, PSAT/ NMSQT for 10th graders and qualifying 11th graders and professional development for AP teachers. Increased student and adult participation in the program increases all components of Advanced Placement. In addition, test assistance for International Baccalaureate was added to the Advanced Placement line item, which decreases the amount of funding available for Advanced Placement.
	7102	Advanced placement, international ba	1,113.5	1,250.0	0	1,618.0	0.0	0.0	0.0	1,618.0	

BU PCode
92500 9251**E4 PCode Detail**
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
79000	7104	Student nutrition and wellness	42,189.1	42,201.0	0	48,134.8	0.0	0.0	0.0	48,134.8	Funding is needed to sustain core HUSM operations and staffing, support the continued implementation of scratch cooking and local food purchasing requirements, provide culinary training and program evaluation, and ensure sufficient funding for school meal reimbursements, including the anticipated shortfall in school meal reimbursements.
	7104	Student nutrition and wellness	42,189.1	42,201.0	0	48,134.8	0.0	0.0	0.0	48,134.8	
79000	7586	School safety	1,500.0	1,500.0	0	4,500.0	0.0	0.0	0.0	4,500.0	This request provides the opportunity to? Expand the number of schools currently receiving extensive support in developing comprehensive behavioral health models (CBHMs)? Create capacity-building supports related to behavioral health provided to specific local education agencies (LEAs) statewide (beyond those participating in the BHP); to include a system to utilize Medicaid funds for sustainable CBHMs.? Create capacity-building supports related to behavioral health made available to all—or the majority of—LEAs statewide.
	7586	School safety	1,500.0	1,500.0	0	4,500.0	0.0	0.0	0.0	4,500.0	
79000	7631	Literacy coaches	0.0	2,000.0	0	16,600.0	0.0	0.0	0.0	16,600.0	New Mexico needs continued FY28 funding for literacy coaches to ensure educators receive sustained, job-embedded support in implementing evidence-based reading instruction, Structured Literacy, and high-quality instructional materials with fidelity. Literacy coaches are essential to the successful statewide implementation of the High-Quality Literacy Instruction Act (SB37), particularly in schools with the greatest literacy needs, by using student data to strengthen instruction, model effective practices, and build teacher capacity. Continued investment in literacy coaching will help New Mexico accelerate reading achievement, reduce persistent opportunity gaps, and ensure that every student, regardless of school or community, has access to effective literacy instruction.?
	7631	Literacy coaches	0.0	2,000.0	0	16,600.0	0.0	0.0	0.0	16,600.0	

BU PCode
92500 9251**E4 PCode Detail**
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
79000	7635	Accreditation and Distance Learning Audi	0.0	0.0	0	1,000.0	0.0	0.0	0.0	1,000.0	State funding of accreditation and distance learning certification is necessary for PED to:? ensure educational adequacy pursuant to state statute, including the Distance Learning Act; ? meet its strategic plan goal for shared accountability through which all stakeholders—students, educators, families, school administrators, communities and PED—share responsibility for educational outcomes, working collaboratively to support each other's growth and success, ultimately strengthening the educational system across New Mexico; and? achieve the goals of the Martinez-Yazzie Action Plan, which includes actions that provide for an equitable education for students with disabilities, English Learners, Native American students, and economically disadvantaged students.?
	7635	Accreditation and Distance Learning A	0.0	0.0	0	1,000.0	0.0	0.0	0.0	1,000.0	
79000	7637	Educator Evaluation System	0.0	0.0	0	1,000.0	0.0	0.0	0.0	1,000.0	New Mexico administered Elevate NM teacher evaluations and Excel NM site-administrator evaluations in Canvas, a learning-management system that was not designed for evaluation workflows. The navigation is difficult and data analysis is CSV-based/manual; the system delays access to usable data, with burdensome reporting and compliance risks. A purpose-built statewide platform is needed for secure role-based workflows, timely feedback, accurate data, real-time dashboards, and state and LEA oversight. The funding is need to uphold educator evaluations for both state and federal requirements. This program is critical for New Mexico as it assists in assuring there are high-quality teachers and administrators working with our students for increased academic outcomes.
	7637	Educator Evaluation System	0.0	0.0	0	1,000.0	0.0	0.0	0.0	1,000.0	

BU PCode
92500 9251**E4 PCode Detail**
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
79000	7638	Homeless Services	0.0	0.0	0	3,200.0	0.0	0.0	0.0	3,200.0	Guaranteed Payment for Attendance (GPA) funding helps fill some of these gaps by providing resources directly to students to address immediate needs, remove barriers to school participation, and improve educational outcomes. However, GPA funding is also limited. It currently serves only 340 students in grades 10-12 across 27 designated schools in 16 districts and state charter schools. The funding is tied to those participating students and schools - not to districts and state charter schools as a whole - so the vast majority of students experiencing homelessness across New Mexico still have no dedicated funding available to meet their basic educational needs. Districts and state charter schools also must find additional funding to support the staffing needs of GPA.
	7638	Homeless Services	0.0	0.0	0	3,200.0	0.0	0.0	0.0	3,200.0	
79000	7639	Literacy and STEM Institutes (Operations	0.0	0.0	0	6,000.0	0.0	0.0	0.0	6,000.0	The appropriation is needed to establish and operate the New Mexico Literacy Institute as a statewide hub for evidence-based literacy support, professional learning, family and community engagement, research, and regional services. Without continued funding, New Mexico would lose the capacity to build and sustain these coordinated statewide supports, particularly for rural, Tribal, multilingual, and underserved communities, limiting the state's ability to improve literacy outcomes and advance the goals of Yazzie/Martinez. Additionally, funding supports the STEM Institute. Funding split evenly between the two institutes.
	7639	Literacy and STEM Institutes (Operatio	0.0	0.0	0	6,000.0	0.0	0.0	0.0	6,000.0	
79000	7640	Reading and Math Summer and School T	0.0	0.0	0	29,000.0	0.0	0.0	0.0	29,000.0	This direct state-to-school service provides four hours of high-dosage tutoring each day for four to six weeks during the summer and 18–24 weeks of high-impact tutoring during the school day. The program supports students in becoming proficient in reading and mathematics and complements the year-round work established through recent literacy and mathematics legislation, including SB 29 and SB 37. Without continued funding, students would lose access to free, intensive summer and school-year academic support.

BU PCode
92500 9251

E4 PCode Detail
(Dollars in Thousands)

Fund	Account	2025-26	2026-27	2027-28	FY 2028 Agency Request				Total	Justification
		Actuals	Opbud	PCF Proj	GF	OSF	ISF/IAT	FF		
	7640 Reading and Math Summer and Schoo	0.0	0.0	0	29,000.0	0.0	0.0	0.0	29,000.0	
	TOTAL EXPENSE	65,034.7	67,701.0		132,302.8	500.0	500.0	0.0	133,302.8	

State Equalization Guarantee

BU PCode
99300 PSS1

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26	2026-27	2027-28	FY 2028 Agency Request				Total	Justification
			Actuals	Opbud	PCF Proj	GF	OSF	ISF/AT	FF		
44030	520300	Classified Perm Positions F/T	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
44030	520700	Overtime & Other Premium Pay	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
44030	521100	Group Insurance Premium	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
44030	521200	Retirement Contributions	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
44030	521300	F I C A	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
44030	521700	RHC Act Contributions	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
	200	Personal services and employee benef	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
44030	547410	Grants To Public Schools&Univ	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	542100	Employee I/S Mileage & Fares	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	542200	Employee I/S Meals & Lodging	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	542300	Brd & Comm Mbr Meals & Lodging	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	542310	Brd & Comm Mbr Mileage & Fares	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	542500	Transp - Fuel & Oil	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	542800	State Transp Pool Charges	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	543830	IT HW/SW Agreements	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	544000	Supply Inventory IT	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	544100	Supplies-Office Supplies	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	544900	Supplies-Inventory Exempt	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	546800	Employee Training & Education	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	547400	Grants To Local Governments	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	547410	Grants To Public Schools&Univ	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	547420	Grants -Higher Ed (in CAFR)	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	547430	Grants to Native Amer Indians	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	547440	Grants To Other Entities	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	547999	Request to Pay Prior Year	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	549600	Employee O/S Mileage & Fares	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
63300	549700	Employee O/S Meals & Lodging	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
67200	547410	Grants To Public Schools&Univ	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
67200	547430	Grants to Native Amer Indians	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
67200	547440	Grants To Other Entities	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
67200	547450	Grants to Other Agencies	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
67200	547999	Request to Pay Prior Year	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
67300	542100	Employee I/S Mileage & Fares	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	

State Equalization Guarantee

BU PCode
99300 PSS1

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
						GF	OSF	ISF/IAT	FF		
67300	542200	Employee I/S Meals & Lodging	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
67300	544800	Supplies-Education&Recreation	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
67300	547410	Grants To Public Schools&Univ	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
67400	547410	Grants To Public Schools&Univ	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
85800	547410	Grants To Public Schools&Univ	4,499,046.0	4,611,909.2	0	4,677,409.2	1,500.0	0.0	0.0	4,678,909.2	Funding is needed to support the projected increase in K-12 Plus units generated under Section 22-8-23.14 NMSA 1978. Without sufficient funding, the SEG appropriation would not fully account for the additional units generated by eligible school calendars.?
85800	547909	Misc Expense interagency	(0.0)	0.0	0	0.0	0.0	0.0	0.0	0.0	
	400	Other	4,499,046.0	4,611,909.2	0	4,677,409.2	1,500.0	0.0	0.0	4,678,909.2	
		TOTAL EXPENSE	4,499,046.0	4,611,909.2		4,677,409.2	1,500.0	0.0	0.0	4,678,909.2	

Transportation Distribution

BU PCode
99300 PSS2

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
					GF	OSF	ISF/IAT	FF		
85800	547410 Grants To Public Schools&Univ	139,453.9	143,980.9	0	158,753.7	0.0	0.0	0.0	158,753.7	The appropriation is needed to ensure students of NM have a safe and accessible way to get to school. If services are lost, students would not be able to attend school.
	400 Other	139,453.9	143,980.9	0	158,753.7	0.0	0.0	0.0	158,753.7	
	TOTAL EXPENSE	139,453.9	143,980.9		158,753.7	0.0	0.0	0.0	158,753.7	

Supplemental Distribution

BU PCode
99300 PSS3

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
					GF	OSF	ISF/IAT	FF		
85800	7434 Out-of-state tuition	393.0	393.0	0	497.7	0.0	0.0	0.0	497.7	Funding is needed to meet the state's statutory obligation to pay tuition for eligible students when appropriate educational facilities are not reasonably available in their New Mexico district of residence. Without this appropriation, PED would lack sufficient funding to meet these required tuition obligations.?
	7434 Out-of-state tuition	393.0	393.0	0	497.7	0.0	0.0	0.0	497.7	
85800	7436 Emergency supplemental	1,000.0	1,000.0	0	1,000.0	0.0	0.0	0.0	1,000.0	Funding is needed to assist eligible school districts and state-chartered charter schools experiencing unforeseen fiscal emergencies. Without this appropriation, entities facing severe financial distress may be unable to maintain essential educational services and operations.?
	7436 Emergency supplemental	1,000.0	1,000.0	0	1,000.0	0.0	0.0	0.0	1,000.0	
TOTAL EXPENSE		1,393.0	1,393.0		1,497.7	0.0	0.0	0.0	1,497.7	

Federal Flow-through

BU PCode
99300 PSS4

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request					Justification
					GF	OSF	ISF/IAT	FF	Total	
67200	540000 Other Expenses	486,274.7	579,500.0	0	0.0	0.0	0.0	579,500.0	579,500.0	Federal funds are requested to be budgeted at the state level to ensure they can be distributed timely and accurately to eligible local educational agencies in accordance with federal program requirements. Establishing this budget authority will support the state's ability to fulfill grant obligations, maintain compliance, and provide LEAs with the resources necessary to implement authorized educational programs and services.
	400 Other	486,274.7	579,500.0	0	0.0	0.0	0.0	579,500.0	579,500.0	
	TOTAL EXPENSE	486,274.7	579,500.0		0.0	0.0	0.0	579,500.0	579,500.0	

Indian Education Fund

BU PCode
99300 PSS5

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26	2026-27	2027-28	FY 2028 Agency Request					Justification
			Actuals	Opbud	PCF Proj	GF	OSF	ISF/IAT	FF	Total	
63300	547430	Grants to Native Amer Indians	21,487.1	20,000.0	0	20,000.0	0.0	0.0	0.0	20,000.0	The appropriation is needed to maintain the increased level of investment required to implement the Indian Education Act and address persistent disparities affecting Native American students. Without sustained funding, grantees could lose culturally and linguistically responsive programs, direct student supports, professional development, and tribal collaboration activities. This is an existing statutory program that remains critical to advancing equitable educational opportunities and Martinez-Yazzie goals.?
	400	Other	21,487.1	20,000.0	0	20,000.0	0.0	0.0	0.0	20,000.0	
	TOTAL EXPENSE		21,487.1	20,000.0		20,000.0	0.0	0.0	0.0	20,000.0	

Standards-Based Assessments

BU PCode
99300 PSS6

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account	2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request				Total	Justification
					GF	OSF	ISF/IAT	FF		
79000	540000 Other Expenses	12,770.0	12,770.0	0	12,870.0	0.0	0.0	0.0	12,870.0	The purpose of the statewide assessment program is to provide valid and reliable measures of student proficiency and growth to determine how well agency programs are serving our students. This data is also used for federal accountability by providing annual meaningful differentiation, or ratings, of New Mexico schools.?
	400 Other	12,770.0	12,770.0	0	12,870.0	0.0	0.0	0.0	12,870.0	
	TOTAL EXPENSE	12,770.0	12,770.0		12,870.0	0.0	0.0	0.0	12,870.0	

Public Education Department - S-Codes

BU PCode
92400 S-CO

State of New Mexico

F4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request					Justification
						GF	OSF	ISF/AT	FF	Total	
79000	520200	Term Positions	252.7	0.0	2	0.0	0.0	0.0	0.0	0.0	
79000	520300	Classified Perm Positions F/T	0.0	0.0	259.77	0.0	0.0	0.0	0.0	0.0	
79000	521100	Group Insurance Premium	25.3	0.0	30.22	0.0	0.0	0.0	0.0	0.0	
79000	521200	Retirement Contributions	48.6	0.0	49.98	0.0	0.0	0.0	0.0	0.0	
79000	521300	F I C A	18.7	0.0	16.11	0.0	0.0	0.0	0.0	0.0	
79000	521400	Workers' Comp Assessment Fee	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	521700	RHC Act Contributions	5.1	0.0	5.2	0.0	0.0	0.0	0.0	0.0	
84400	520200	Term Positions	3,079.1	0.0	33.53	0.0	0.0	0.0	0.0	0.0	
84400	520300	Classified Perm Positions F/T	232.9	0.0	4,757.63	0.0	0.0	0.0	0.0	0.0	
84400	520700	Overtime & Other Premium Pay	13.8	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	520800	Annl & Comp Paid At Separation	7.8	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	521100	Group Insurance Premium	346.5	0.0	566.25	0.0	0.0	0.0	0.0	0.0	
84400	521200	Retirement Contributions	642.5	0.0	903.99	0.0	0.0	0.0	0.0	0.0	
84400	521300	F I C A	248.6	0.0	294.78	0.0	0.0	0.0	0.0	0.0	
84400	521400	Workers' Comp Assessment Fee	0.4	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	521700	RHC Act Contributions	66.3	0.0	95.09	0.0	0.0	0.0	0.0	0.0	
	200	Personal services and employee benef	4,988.2	0.0	7,014.54	0.0	0.0	0.0	0.0	0.0	
79000	542100	Employee I/S Mileage & Fares	1.9	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	542200	Employee I/S Meals & Lodging	6.6	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	547410	Grants To Public Schools&Univ	40,405.1	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	547430	Grants to Native Amer Indians	353.5	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	547440	Grants To Other Entities	890.4	0.0	0	0.0	0.0	0.0	0.0	0.0	
79000	547999	Request to Pay Prior Year	1.4	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	542100	Employee I/S Mileage & Fares	5.4	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	542200	Employee I/S Meals & Lodging	10.7	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	542800	State Transp Pool Charges	2.9	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	544000	Supply Inventory IT	17.7	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	544100	Supplies-Office Supplies	1.3	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	544400	Supplies-Field Supplies	0.1	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	544900	Supplies-Inventory Exempt	9.2	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	545900	Printing & Photo Services	0.7	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	546400	Rent Of Land & Buildings	3.2	0.0	0	0.0	0.0	0.0	0.0	0.0	
84400	546500	Rent Of Equipment	0.3	0.0	0	0.0	0.0	0.0	0.0	0.0	

Public Education Department - S-Codes

State of New Mexico

BU PCode
92400 S-COF4 PCode Detail
(Dollars in Thousands)

Fund	Account		2025-26 Actuals	2026-27 Opbud	2027-28 PCF Proj	FY 2028 Agency Request					Total	Justification
						GF	OSF	ISF/IAT	FF			
84400	546700	Subscriptions/Dues/License Fee	42.0	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	
84400	546800	Employee Training & Education	5.5	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	
84400	547900	Miscellaneous Expense	0.5	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	
84400	549600	Employee O/S Mileage & Fares	6.6	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	
84400	549700	Employee O/S Meals & Lodging	10.0	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	
	400	Other	41,775.1	0.0	0	0.0	0.0	0.0	0.0	0.0	0.0	
TOTAL EXPENSE			46,763.3	0.0		0.0	0.0	0.0	0.0	0.0	0.0	

Public Education Department

State of New Mexico

Contract by PCode Detail

(Dollars in Thousands)

BU PCode
92400 P527

Fund	Account	#	Contract Purpose	Actuals	FY 2028 Agency Request				Total	Justification
					GF	OSF	ISF/IAT	FF		
05700	535200	Professional Services	1000	361.4	224.0	137.3	0.0	0.0	361.3	
05700	535300	Other Services	1000	1,956.8	695.0	982.6	0.0	0.0	1,677.6	
05700	535400	Audit Services	1000	337.6	357.9	0.0	0.0	0.0	357.9	
05700	535500	Attorney Services	1000	420.3	229.0	166.0	0.0	0.0	395.0	
05700	535600	IT Services	1000	2,186.4	1,119.5	411.3	0.0	0.0	1,530.8	
05700	535999	Prior Year Expense Contractu	1000	0.0	0.0	0.0	0.0	0.0	0.0	
39700	535200	Professional Services	1000	0.0	0.0	100.0	0.0	0.0	100.0	
39700	535300	Other Services	1000	(0.0)	0.0	0.0	0.0	0.0	0.0	
39700	535500	Attorney Services	1000	0.0	0.0	200.0	0.0	0.0	200.0	
39700	535600	IT Services	1000	236.3	0.0	230.0	0.0	0.0	230.0	
84400	535200	Professional Services	1000	2,184.1	0.0	0.0	0.0	810.5	810.5	
84400	535209	Professional Svcs - Interagen	1000	69.7	0.0	0.0	0.0	0.0	0.0	
84400	535300	Other Services	1000	30,309.5	0.0	0.0	0.0	17,001.7	17,001.7	
84400	535309	Other Services - Interagency	1000	5.0	0.0	0.0	0.0	23.9	23.9	
84400	535500	Attorney Services	1000	7.4	0.0	0.0	0.0	6.4	6.4	
84400	535600	IT Services	1000	2,858.6	0.0	0.0	0.0	2,414.6	2,414.6	
TOTAL EXPENSE				40,933.1	2,625.4	2,227.2	0.0	20,257.1	25,109.7	

Public Education Department

BU PCode Department
92400 P527 P527

F5 Contract by DentID Detail
(Dollars in Thousands)

Fund	Account	#	Contract Purpose	Actuals	FY 2028 Agency Request					Total	Justification
					GF	OSF	ISF/IAT	FF			
05700	535200	Professional Services	1000	Agency-wide activities to include: audit, legal guidance, temporary staffing, document destruction, moving services, preparation of the indirect cost proposal, etc.	361.4	224.0	137.3	0.0	0.0	361.3	
05700	535300	Other Services	1000	Agency-wide activities to include: audit, legal guidance, temporary staffing, document destruction, moving services, preparation of the indirect cost proposal, etc.	1,956.8	695.0	982.6	0.0	0.0	1,677.6	
05700	535309	Other Services - Interagency	1000	To support other interagency contracts.	0.0	0.0	0.0	0.0	0.0	0.0	
05700	535400	Audit Services	1000	Annual Financial Statement Audit	337.6	357.9	0.0	0.0	0.0	357.9	
05700	535500	Attorney Services	1000	Legal services to support investigations, examinations, and other legal matters	394.5	229.0	166.0	0.0	0.0	395.0	
05700	535600	IT Services	1000	Software maintenance, technical support, web design and development, disaster recovery, security assessment, NCES, etc.	2,145.4	1,119.5	411.3	0.0	0.0	1,530.8	
39700	535200	Professional Services	1000	Hearing officers for revocation of educator license, dossier reviewers, legal services, maintenance and support of on-base soft- ware, fees for licensure revenue account, temporary staffing, Security Posture Assessment, etc.	0.0	0.0	100.0	0.0	0.0	100.0	
39700	535500	Attorney Services	1000	Legal services to support investigations, examinations, and other legal matters	0.0	0.0	200.0	0.0	0.0	200.0	
39700	535600	IT Services	1000	Software maintenance, technical support, web design and development, disaster recovery, security assessment, NCES, etc.	236.3	0.0	230.0	0.0	0.0	230.0	

Public Education Department

BU PCode Department
92400 P527 P527

F5 Contract by DeptID Detail
(Dollars in Thousands)

Fund	Account	#	Contract Purpose	Actuals	FY 2028 Agency Request					Total	Justification
					GF	OSF	ISF/IAT	FF			
84400	535200	Professional Services	1000	Provide statewide administration, oversight, training, technical assistance, data collection and reporting, legal and fiscal guidance, monitoring, compliance reviews, technology support for federal education grants. Services also support accountability, grant compliance, professional development, student organizations, testing accommodations, school report cards, and improved educational access and outcomes statewide.	2,184.1	0.0	0.0	0.0	810.5	810.5	
84400	535209	Professional Svcs - Interagen	1000	Obesity, Nutrition and Physical Activity (ONAPA) Program or other interagency contract.	69.7	0.0	0.0	0.0	0.0	0.0	
84400	535300	Other Services	1000	Provide statewide administration, oversight, training, technical assistance, data collection and reporting, legal and fiscal guidance, monitoring, compliance reviews, technology support for federal education grants. Services also support accountability, grant compliance, professional development, student organizations, testing accommodations, school report cards, and improved educational access and outcomes statewide.	30,309.5	0.0	0.0	0.0	17,001.7	17,001.7	
84400	535309	Other Services - Interagency	1000	FFATA Training	5.0	0.0	0.0	0.0	23.9	23.9	
84400	535500	Attorney Services	1000	Legal services to support investigations, examinations, and other legal matters	7.4	0.0	0.0	0.0	6.4	6.4	
84400	535600	IT Services	1000	Software maintenance, technical support, web design and development, disaster recovery, security assessment, NCES, etc.	2,858.6	0.0	0.0	0.0	2,414.6	2,414.6	
TOTAL EXPENSE				40,866.3	2,625.4	2,227.2	0.0	20,257.1	25,109.7		

SAR

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 18**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	5,167.0	Other	5,167.0
Total Sources	5,167.0	Total Uses	5,167.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For educational devices for at-risk students.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

1:1 device program for secondary school students who meet needs articulated in Martinez Yazzie findings. The funding request is for \$5.167 million to LEAs and charters for the purchase of devices for qualified Martinez Yazzie secondary school students, which would effectively fund 10,334 devices at a cost of \$500 per device. This would be a recurring cost, as the \$5.167 million would become available across each year for five consecutive years (resulting in a total of 51,670 devices being provided across that five-year period).

Request: How the dollars will be spent.

Devices for Martinez Yazzie students identified by districts in need of such.

Request: Explain why request is nonrecurring need.

This program should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

At-risk students will continue to suffer inequitable access to the curriculum.

Performance: How will agency performance be affected.

This appropriation will provide at-risk students will have greater access to the curriculum.

Performance: How will agency performance will be improved.

Academic outcomes will increase for at-risk students.

Brief description of problem agency is addressing.

To provide equitable access to modern, efficient devices for eligible secondary students as defined by Martinez Yazzie. Research and real-world examples show that 1:1 device programs—where each student has a personal, school-issued device—can significantly enhance learning when implemented with strong support, infrastructure, and professional development. With individual devices, teachers can tailor instruction to each student's skill level, offering enrichment for advanced learners and targeted support for those needing extra help. Built-in accessibility tools also benefit students with disabilities, promoting inclusion. Devices enable interactive lessons, real-time collaboration, and instant feedback, replacing passive instruction with active participation. Students can work with multimedia, simulations, and shared documents, which studies show improve focus and involvement 1:1 environment foster skills in collaboration, communication, and critical thinking through regular use of technology. Teachers report using devices to build digital literacy alongside academic content. Unlike shared devices, 1:1 program ensure every student has daily access to digital curriculum, assessments, and research tools, both in class and at home, reducing barriers to learning.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 21**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	1,500.0	Contractual Services	1,500.0
Total Sources	1,500.0	Total Uses	1,500.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For supplies and equipment to store wireless communication devices.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

each school district and charter school must adopt and implement a wireless communication device policy that adheres to minimum requirements issued by the PED. In support of schools that implement bell-to-bell bans on cellphones and wireless devices, school districts and charter schools may apply for grant funding to purchase physical items and/or services necessary to implement their Wireless Communication Device Policy.

Request: How the dollars will be spent.

This project will provide grant funding to school districts and charter schools to purchase physical items necessary to implement their Wireless Communication Device Policy.

Request: Explain why request is nonrecurring need.

This funding would be used to purchase both durable equipment as well as supplies.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Schools will not have the equipment or supplies necessary to implement required anti-distraction policies.

Performance: How will agency performance be affected.

This appropriation will reduce classroom distractions.

Performance: How will agency performance will be improved.

Student academic and social outcomes will improve.

Brief description of problem agency is addressing.

Because of the increasing prevalence of wireless communication devices in schools, ensuring that students have access to safe, high-quality education without disruptions from personal wireless communication devices is key. Support of policies that restrict the use of these devices has been shown to support anti-bullying efforts and promote social emotional health amongst students.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 11

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	1,700.0	Contractual Services	1,500.0
Total Sources	1,700.0	Other	200.0
Full Time Equivalents (FTE)		Total Uses	1,700.0
Type	Amount of FTE	Request is related to a recurring expense	No
		Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For purposes pursuant to the Bilingual Multicultural Education Act and to support migrant students.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

Implementation of bilingual multicultural education programs and increased accountability to implement provisions of the BMEA

Request: How the dollars will be spent.

Materials associated with professional learning opportunities totaling less than \$5,000

Request: Explain why request is nonrecurring need.

This essential program, required by statute, should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Monitoring of bilingual programs will not occur and migrant students will not receive supports.

Performance: How will agency performance be affected.

This appropriation will support implementation and monitoring of bilingual programs and will provide supports for migrant students.

Performance: How will agency performance will be improved.

Academic outcomes will improve for students in bilingual programs and migrant students

Brief description of problem agency is addressing.

In addition to supporting the continuous improvement of existing BMEPs that primarily serve multigenerational students, the request will contribute to expanded access to BMEPs and culturally responsive instruction. BMEPs will include more languages beyond Spanish and Native American languages to meet the needs of newcomer English Learners as well. The request also supports with improving the implementation on culturally responsive instruction through professional learning opportunities.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 9**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	500.0	Contractual Services	333.9
Total Sources	500.0	Other	166.1
Full Time Equivalents (FTE)		Total Uses	500.0
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For purposes pursuant to the Black Education Act.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

The bill's goal is to improve graduation rates for African American students graduating from high school and post-secondary institutions. Our vision is to be recognized as a national model for holistic culturally relevant best practices that help to improve educational outcomes for black students.

Request: How the dollars will be spent.

"Culturally Relevant Materials
Open Education Resource
ARAO portal platform (new portal)
Business Operations Specialist contract
Program marketing materials"

Request: Explain why request is nonrecurring need.

This essential program, required by statute, should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Black students will not receive supports.

Performance: How will agency performance be affected.

This appropriation will provide supports for Black students.

Performance: How will agency performance will be improved.

Academic outcomes will improve for Black students.

Brief description of problem agency is addressing.

In fulfillment of HB 43 (The Black Education Act) requirements, the work is centered on improving educational outcomes for Black students in a holistic way.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 4

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
Fund Balance	35,000.0	Contractual Services	13,000.0
Other Transfers	0.0	Other	20,600.0
Total Sources	35,000.0	Personal Services & Employee Be	1,400.0
Full Time Equivalents (FTE)		Total Uses	35,000.0
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For career technical education pilot programs, including work-based learning. The other state funds appropriation is from the public education reform fund.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

For the career technical education pilot project, including career technical student organizations, innovation zones and work-based learning initiatives. The other state funds appropriation is from the career technical education fund.

Request: How the dollars will be spent.

Similar to FY26 and FY27: flowthrough award, staff salary support, contractors, statewide travel, event facilitation, PSAT/NMSQT for 11th graders, support for Near Peer Tutoring, Dual Credit Program, and Early College High School (we hope International Baccalaureate has its own funding).

Request: Explain why request is nonrecurring need.

CTE continues to be a pilot program, pending a comprehensive evaluation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Student engagement will not improve, and students will be less prepared for the workforce.

Performance: How will agency performance be affected.

This appropriation will improve student engagement.

Performance: How will agency performance will be improved.

Four-year graduation rates will improve.

Brief description of problem agency is addressing.

"Support LEAs as they remove barriers and offer opportunities to improve student outcomes.

1. Administer diverse programs and resources, such as college acceleration options and CTE
2. Effectively flow state and federal funds to LEAs to support their implementation of high-quality programs
3. Implement legislative mandates to support student college and career readiness, such as graduation requirements"

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 2**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	20,000.0	Contractual Services	19,830.0
Total Sources	20,000.0	Other	40.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	130.0
		Request is related to a recurring expense	No
Type	Amount of FTE	Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For educator clinical practice programs.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

Provide paid clinical practice experiences for teacher candidates including Teacher Residents and Paid Student Teaching

Request: How the dollars will be spent.

"Continue to grow and scale residency mode
 365 Teacher Resident stipends (FY27)
 388 Co-Teacher stipends (FY27)
 412 Campus Administrator stipends (support Residency and Student Teaching)
 Student Teaching stipends:
 433 Student Teaching stipends (FY27)
 465 Student Teaching mentor stipends (FY27)
 Educator Preparation Programs (EPP) and LEA support including the following:
 1265 Cooperating teacher/ Co-Teacher and LEA stipends
 Technical assistance
 Community of Practice and professional learning for LEAs
 Site Visits
 Recruitment support
 Coordinator salaries"

Request: Explain why request is nonrecurring need.

This essential program should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The number of and quality of teachers will not improve.

Performance: How will agency performance be affected.

This appropriation will increase the number and quality of teachers in New Mexico classrooms.

Performance: How will agency performance will be improved.

Student academic outcomes will increase.

Brief description of problem agency is addressing.

"Increase number of teachers entering the classroom day-one ready with the skills and dispositions to meet the needs of student in NM.

Continue to grow and scale residency model so that by 2032 the number of teachers who have extended clinical practice experiences equal the average number of retirees (average of 1,000 annually)"

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 3**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	6,131.0	Contractual Services	5,970.0
Total Sources	6,131.0	Other	30.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	131.0
		Request is related to a recurring expense	No 6,131.0
Type	Amount of FTE	Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For principal and superintendent preparation, coaching and residencies pursuant to the School Personnel Act.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

Creating new licenses for principals and superintendents and providing enhanced qualifications and requirements for principal and superintendent preparation. Providing high-quality mentorship training for mentors.

Request: How the dollars will be spent.

"Fund 50 principal residencies
 1.0 FTE Principal Residency Coordinator
 Principal residency external program evaluation
 SAPP communities of practice facilitation
 SAPP Approval Process – create process for on-going review of new programs
 Stipends for SAPP principal mentors
 ASA communities of practice facilitation
 ASA Approval Process – create tools, provide training, facilitate meetings, compile reports
 ASA Special Projects Manager (part-time) – assist with ASA Approval process
 1st Year Induction/Mentoring Program Approval Process - create tools, provide training, facilitate meetings, compile reports, create curriculum
 ASA tuition incentives – recruit aspiring superintendents
 Licensure Renewal Professional Learning Task Force – facilitation to create guidance and approval process
 Development of Professional Learning Courses for licensure renewal
 Council for the Accreditation of Educator Preparation (CAEP) membership for PED
 Mentorship Communities of Practice/Coaching facilitation. M&I: Revise and maintain two existing courses, develop a third-year mentorship course, and provide contractor-led webinars, Communities of Practice, and individual coaching.
 Cover travel expenses for staff to conduct on-site EPP accreditation visits "

Request: Explain why request is nonrecurring need.

This essential program should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The number of and quality of school administrators will not improve.

Performance: How will agency performance be affected.

This appropriation will increase the number and quality of administrators in New Mexico schools.

Performance: How will agency performance will be improved.

Student academic outcomes will increase.

Brief description of problem agency is addressing.

Implement HB157 (2025), which changes licensing requirements for principals and superintendents beginning July 1, 2029; Redesign SAPP programs across the state for more rigorous, focused preparation of aspiring principals; Establish Aspiring Superintendents Academies for those seeking to become superintendents. The appropriation would also continue implementation of high-quality Induction and mentorship coursework, Communities of Practice, and one-on-one coaching to create a statewide network of highly effective and efficient mentors for our new to career teachers in the state.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 1**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	25,040.0	Contractual Services	25,000.0
Total Sources	25,040.0	Other	40.0
Full Time Equivalents (FTE)		Total Uses	25,040.0
Type	Amount of FTE	Request is related to a recurring expense	No
		Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For teacher recruitment programs to improve the teacher workforce pipeline. The public education department shall prioritize awards to school districts and charter schools that provide local matching funds for participating educators.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

Grow your Own educator pathways that recruits, trains and funds community members to become licensed teachers.

Request: How the dollars will be spent.

"Expand and scale Educator Fellows from 375 to 425 where members of the community are recruited and prepared to become licensed educators serving in their local schools ("Grow Your Own").

Recruitment for all educator pathway programs with TEACH NM

Wrap around support for HS and early college students wanting to become teachers "

Request: Explain why request is nonrecurring need.

This essential program should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The number of and quality of teachers will not improve.

Performance: How will agency performance be affected.

This appropriation will increase the number and quality of teachers in New Mexico classrooms.

Performance: How will agency performance will be improved.

Student academic outcomes will increase.

Brief description of problem agency is addressing.

"Increase number of teachers entering the classroom day-one ready with the skills and dispositions to meet the needs of student in NM.

Continue to grow and scale residency model so that by 2032 the number of teachers who have extended clinical practice experiences equally the average number of retirees (average 1,000)"

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 15**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	3,670.0	Contractual Services	3,670.0
Total Sources	3,670.0	Total Uses	3,670.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To modernize and secure fiscal systems.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

Modernizes PED's fiscal systems by upgrading legacy OBMS modules and implementing modern tools for SEG calculations, projections, budgeting, workflows, reporting, and fiscal oversight. The integrated modernization will reduce manual processes, improve transparency and forecasting, and provide PED and LEAs with more efficient tools for managing public school funding.

Request: How the dollars will be spent.

Modernization of OBMS and SEG fiscal systems, including legacy module replacement, automated SEG calculations, budget development and forecasting tools, workflow automation, dashboards, reporting, system integration, and software licensing.

Request: Explain why request is nonrecurring need.

This funding will be used to upgrade current systems and build new systems.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The agency and schools will continue to rely on legacy systems and spreadsheets to manage nearly half of the state's annual budget.

Performance: How will agency performance be affected.

This appropriation will provide for a system to manage the \$5 billion state equalization guarantee, which is currently managed through spreadsheets; it will also modernize and secure the financial system used by schools and the agency.

Performance: How will agency performance will be improved.

Security and transparency of financial information will be increased. Significant human hours will be saved. Longitudinal data will be available. Schools will have a better view into the funding formula.

Brief description of problem agency is addressing.

PED relies on aging OBMS technology and complex spreadsheet-based processes to manage LEA budgets and more than \$4 billion in annual SEG funding. Modernization will integrate budgeting and funding processes, reduce manual work, improve transparency, and strengthen fiscal planning and oversight.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 10**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	1,500.0	Contractual Services	1,165.0
Total Sources	1,500.0	Other	35.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	300.0
		Request is related to a recurring expense	No 1,500.0
Type	Amount of FTE	Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For purposes pursuant to the Hispanic Education Act.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

Leadership and Arts/Music programming for K-12 Hispanic students, Family Engagement professional development for schools and families, protection and preservation of New Mexico's Spanish Heritage Language, biannual summits, and mileage and per diem for the Advisory Council.

Request: How the dollars will be spent.

The Hispanic Education Bureau will provide funding to schools through mini grants for arts, civics, dance, heritage language & culture, leadership, and music programs.

Request: Explain why request is nonrecurring need.

This essential program, required by statute, should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Hispanic students will not receive supports.

Performance: How will agency performance be affected.

This appropriation will provide supports for Hispanic students.

Performance: How will agency performance will be improved.

Academic outcomes will improve for Hispanic students.

Brief description of problem agency is addressing.

Hispanic students continue to experience disparities in academic achievement, graduation rates, and postsecondary readiness. This request supports culturally relevant educational opportunities, family engagement, and student supports that improve educational outcomes for Hispanic students.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 23**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	650.0	Contractual Services	650.0
Total Sources	650.0	Total Uses	650.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To develop an instructional scope for fine arts.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

The development of an instructional scope for the New Mexico Core Arts Standards. The project will include high-level professional learning for participating fine arts educators and will result in a tool designed to provide guidance and support to assure that all students in New Mexico have access to impactful, grade level instruction.

Request: How the dollars will be spent.

"Vendor to support NM Educators in the creation of the NMIS for the Arts Standards – contractor, teacher training and teacher work. Contract a Fine Arts Specialist to support professional learning, FAEA monitoring and support, art integrations across content areas"

Request: Explain why request is nonrecurring need.

This funding would be used to develop an instructional scope.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Fine arts teachers may not be aligned to best practices in fine arts education.

Performance: How will agency performance be affected.

This appropriation will support alignment of instruction for fine arts teachers and improved instruction.

Performance: How will agency performance will be improved.

Student engagement with school will increase.

Brief description of problem agency is addressing.

Currently, all other content standards, ELA, mathematics, SLA, science and social studies are supported by content-specific NMIS. The New Mexico Core Arts standards are not. The lack of a robust instructional scope allows for inconsistencies in instruction of music, visual art, dance, theater, and media arts.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 6

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	10,000.0	Contractual Services	10,000.0
Total Sources	10,000.0	Total Uses	10,000.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For summer internship opportunities for working-age high school students.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

An 8-week summer internship opportunity for high school students that provides up to 160 paid internship hours that include employability skills, financial literacy, digital literacy and career exploration trainings and a hands-on, work-based learning experience within a community-based business organization.

Request: How the dollars will be spent.

Program infrastructure and statewide coordination including systems and staffing to manage placements, support host sites and ensure program consistency across all participants and partners. Student wages for 2,500 paid internships, wages for 139 internship coordinators, 19 regional directors, \$378.84 per student program operator support, professional development materials, learning guides, and related curriculum. A statewide system for matching students to opportunities, tracking participation, maintaining data and data collection, reporting and analytics and payroll processing.

Request: Explain why request is nonrecurring need.

The internship program is a pilot program, pending a comprehensive evaluation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Student delinquency may increase over the summer as students may not have access to employment.

Performance: How will agency performance be affected.

This appropriation will keep students engaged in employment opportunities over the summer and help students to recognize the link between school and employment.

Performance: How will agency performance will be improved.

The four-year graduation rate will increase.

Brief description of problem agency is addressing.

Eliminate inconsistent and fragmented internship offerings across the state by developing a unified statewide system. This system will provide a consistent, high-quality structure that supports both students and employers, ensures safety and meaningful structured learning, builds a strong pipeline of early talent, exposes students to career fields, and expands access to internship opportunities in all regions, including rural and underserved communities.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 20**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	1,500.0	Contractual Services	1,500.0
Total Sources	1,500.0	Total Uses	1,500.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	
	0.00	Request is related to a capital request	
Total FTE	0.00	Request is related to proposed legislation	
		No	
		No	
		No	

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To develop a dashboard that provides teachers with recommended student interventions.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

The development of the ILIAD fulfills the vision of Yazzie/Martinez Goal 1.4a by creating a statewide intervention dashboard that transforms assessment and student information into timely instructional guidance. The system integrates multiple measures of student learning and engagement, identifies students requiring additional support, and provides educators and families with evidence-based recommendations to inform intervention, monitor progress, and improve outcomes. Through common proficiency scales and AI-assisted data synthesis, ILIAD enables educators to spend less time interpreting disconnected reports and more time delivering targeted instruction to students who need it most.

Request: How the dollars will be spent.

"The FY28 PSSR request will fund the remainder of the development of ILIAD for teachers and students/families in grades 4-12, building from the K-3 development that occurs in FY27:

Integrated Data Infrastructure: Connecting screening, interim, progress-monitoring, diagnostic and instructional data into one system that tracks students' progress over time.

Student-Specific Intervention Identification: Integrate multiple assessment and instructional data points to identify specific student skill gaps and areas of need to inform teachers and families.

Evidence-Based Intervention Strategies: Connect identified skill gaps to PED-vetted, evidence-based interventions and high-quality instructional materials (HQIM) to support teacher decision-making."

Request: Explain why request is nonrecurring need.

This funding will be used to build the dashboard.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Teacher will not have additional information about which interventions are most likely to support an individual student's academic outcomes.

Performance: How will agency performance be affected.

This appropriation will provide teachers with more information about which interventions are most likely to engender student academic outcomes for specific students.

Performance: How will agency performance will be improved.

Student academic outcomes will increase.

Brief description of problem agency is addressing.

New Mexico educators rely on multiple disconnected data systems to identify student learning needs, making it difficult to quickly determine which students need additional support, identify specific skill gaps, monitor progress, and evaluate the effectiveness of interventions. This fragmented approach delays instructional decision-making and limits the state's ability to provide timely, targeted support to students.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 14**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	3,800.0	Contractual Services	2,378.5
Total Sources	3,800.0	Other	1,211.5
Full Time Equivalents (FTE)		Personal Services & Employee Be	210.0
		Request is related to a recurring expense	No 3,800.0
Type	Amount of FTE	Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For a learning management system that delivers learning resources to students, educators and administrators outside of the classroom setting, including support for teacher credentialing and implementing artificial intelligence.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The Canvas Learning Management System (LMS) is a statewide platform that supports classroom instruction, integration of High-Quality Instructional Materials (HQIM), and professional learning, while ensuring accessible learning for all students. It houses Elevate NM, Excel NM, the Advanced Program Level (APL) micro credentials, and agency-developed learning, giving educators and students consistent access to resources and evaluation tools

Request: How the dollars will be spent.

"Implementation Fees
Additional Technical hours for implementation and/or LEAs in need
Training Materials and other associated costs
SIS Conversion Fees
In Person Training Costs
Venue space for regional PD
Stipends for participating teachers in cohorts training"

Request: Explain why request is nonrecurring need.

The learning management system and teacher credentialing should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The state would be forced to find another way to credential teachers and provide for licensure advancement.

Performance: How will agency performance be affected.

This appropriation allows the state to credential teachers and provide for licensure advancement.

Performance: How will agency performance will be improved.

The state is able to credential teachers and provide for licensure advancement.

Brief description of problem agency is addressing.

"Increase LEA and agency utilization of Canvas to support HQIM implementation, improve access for students with disabilities, promote data-informed decision-making, strengthen educator capacity, and expand the effective use of digital learning tools across New Mexico.

Strengthen agency use of Canvas for professional learning, employee onboarding, and workforce development.

Increase teacher efficacy in the use of educational technology to enhance instruction, specifically AI.

For APL credentials: Level I teachers are required to advance their license within three years of it being issued and are eligible to receive a \$10,000 increase to the minimum salary. Level II teachers may choose to advance if they want an increase in salary and responsibilities. "

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 7

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	500.0	Contractual Services	500.0
Total Sources	500.0	Total Uses	500.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For defending the state in Martinez v. state of New Mexico No. D-101-CV-2014-00793 and Yazzie v. state of New Mexico No. D-101-CV-2014-02224.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

To support PED with litigation expenses arising from the Martinez Yazzie consolidated lawsuit as well the compliance monitoring and implementation of the remedial action plan developed by the PED.

Request: How the dollars will be spent.

The funds will primarily be directed at litigation costs but will also include resources for compliance monitoring and coordination of the remedial action plan.

Request: Explain why request is nonrecurring need.

This funding is only necessary until the Martinez and Yazzie lawsuit is ended.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The state would not have the resources to defend itself in court.

Performance: How will agency performance be affected.

This appropriation will allow for the agency to pay for legal representation.

Performance: How will agency performance will be improved.

The state will be able to respond to judicial requirements and to defend itself in court.

Brief description of problem agency is addressing.

Ongoing defense of PED in Martinez Yazzie consolidated lawsuit as well as ensuring compliance with the court ordered remedial action plan. The remedial action plan was developed to remedy identified deficiencies in the provision of a free and uniform public education to MY students.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 0**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
Fund Balance	6,000.0	Contractual Services	5,750.0
Other Transfers	0.0	Other	150.0
Total Sources	6,000.0	Personal Services & Employee Be	100.0
Full Time Equivalents (FTE)		Total Uses	6,000.0
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To conduct a trial on multilayered system of supports. The other state funds appropriation is from the public education reform fund.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

The Multi-Layered system of supports is a three-layer model of student intervention serving proactively as early intervention for any student demonstrating a need for educational support for learning or behavior; or demonstrate a need for advanced learning supports.

Request: How the dollars will be spent.

"Development of Proficiency Measures to guide standards-based learning in Grades K-2 math and language arts, 9-12 CTE, and grades K-12 Spanish Language Arts
Professional Development to implement Proficiency Measures into core instruction
Stipends for participants in professional development
Consulting services to guide PED staff in implementation practices aligned with other key initiatives (Structured Literacy, Numeros, HQIM)"

Request: Explain why request is nonrecurring need.

This program has not yet had a comprehensive evaluation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Schools may not have the resources needed to implement the statutorily required multilayered systems of supports.

Performance: How will agency performance be affected.

This appropriation will support implementation of statutorily required multilayered systems of supports in schools and will provide for evaluation of the multilayered systems of supports

Performance: How will agency performance will be improved.

Students will receive the interventions they need to be successful with grade-level curriculum.

Brief description of problem agency is addressing.

NM requires all districts to implement a student intervention system which is known as multi-layered system of supports. Despite heavy investment at the state and district level in intervention, student outcomes remain inequitable. This project aims to improve student outcomes across all students and create more equitable student outcomes through implementation of proficiency models to enhance classroom instruction and connect supplementary supports to core instruction.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 0

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
Fund Balance	60,000.0	Contractual Services	1,789.9
Other Transfers	0.0	Other	57,810.1
Total Sources	60,000.0	Personal Services & Employee Be	400.0
Full Time Equivalents (FTE)		Total Uses	60,000.0
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To conduct a trial on out-of-school time programming for school-aged youth. The other state funds appropriation is from the public education reform fund.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

Out-of-School Time (OST) program provides state-funded after-school, before-school, and summer learning opportunities for students across New Mexico. Through grants to local education agencies (LEAs) and community-based organizations (CBOs), the program supports academic enrichment, youth development, and family engagement to expand access to safe, high-quality learning beyond the regular school day.

Request: How the dollars will be spent.

"Funding Request in the IGA:
Allocation of all OST Funding to both Local Education Agencies and Community Based Organizations
0.5 FTE for Senior Manager, 1.0 FTE for OST Grants and Program Coordinator, 1.0 FTE for Fiscal Support
Additional Staff (10 Quality Management Consultants)
Evaluation Partners
Program Implementation Partners (New Mexico Out of School Time [NMOST])

PERF Partners for Qualitative Research (West Ed and MC2)"

Request: Explain why request is nonrecurring need.

This program is pending a comprehensive evaluation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Current out-of-school time programs will shutter and there will be an increase in adverse childhood experiences for New Mexico students.

Performance: How will agency performance be affected.

This appropriation will provide funding for the agency to provide funding for out-of-school time programs and to evaluate the effectiveness of out-of-school time programs on student outcomes.

Performance: How will agency performance will be improved.

Students will have increased access to curriculum, nutrition, and safe environments outside of school hours.

Brief description of problem agency is addressing.

Out of School Time funding addresses gaps in whole-child growth and development opportunities through the design and implementation of high-quality extra and co-curricular programs that are otherwise out of reach for many New Mexico students.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 0

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
Fund Balance	30,000.0	Contractual Services	30,000.0
Other Transfers	0.0	Total Uses	30,000.0
Total Sources	30,000.0		
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To conduct a trial on school improvement and transformation activities. The other state funds appropriation is from the public education reform fund.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

provides targeted support to identified schools through root-cause analysis, leadership development, organizational systems improvement, evidence-based strategies, and ongoing monitoring to strengthen implementation and improve student outcomes.

Request: How the dollars will be spent.

The \$10M in requested funding sustains NMPED's school improvement and transformation support for New Mexico's highest-need schools. It provides the coaching, technical assistance, monitoring, and implementation support needed to turn improvement plans into measurable results.

Request: Explain why request is nonrecurring need.

This program is pending a comprehensive evaluation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Fewer low-performing schools will exit improvement status and more will be required to close or be reconstituted.

Performance: How will agency performance be affected.

This appropriation will provide training and technical assistance for low-performing schools to implement improvement and transformation activities and to evaluate the effectiveness of school improvement and transformation activities on student outcomes.

Performance: How will agency performance will be improved.

Low-performing schools will implement school improvement and transformation activities.

Brief description of problem agency is addressing.

Schools need sustained support to address achievement gaps, attendance challenges, and system-level barriers impacting student success.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 22

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	200.5	Contractual Services	200.0
Total Sources	200.5	Other	0.5
Full Time Equivalents (FTE)		Total Uses	200.5
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For regional and statewide school safety summits.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The New Mexico Safe School Summit is an annual event that provides opportunities for school staff and emergency response personnel throughout the state to attend seminars and training on national best practices and collaborate with strategic partners from all disciplines of statewide school safety and security. The audience for the summit includes School Safety Personnel, School Resource Officers (SROs), first responders, school superintendents, teachers, and all staff that interface with students, behavioral health providers, and community partners that assist and support school safety. Speakers selected for the Summit focus on providing information about best practice school safety policies and tabletop exercises to enhance and reinvasion collaboration efforts necessary to address a wide array of school threats.

Request: How the dollars will be spent.

"Funding is used to support an event management contractor for the summit, who serves as the fiscal agent to subcontract for the following event activities:

Speaker honorariums and expenses
Venue costs (meeting & exhibitor space, A/V, lodging, & catering)
Cover the cost of conference registration & lodging (free to participants)
Conference marketing and agenda materials"

Request: Explain why request is nonrecurring need.

This appropriation is pending a comprehensive evaluation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Schools will have less information about how to maintain a safe campus.

Performance: How will agency performance be affected.

This appropriation will provide for schools to learn more about maintaining a s safe school campus.

Performance: How will agency performance will be improved.

Students will feel safer in school.

Brief description of problem agency is addressing.

Provide opportunities for school staff and emergency response personnel throughout the state to attend seminars and training on national best practices and collaborate with strategic partners from all disciplines of statewide school safety and security.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 5**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	4,000.0	Contractual Services	4,000.0
Total Sources	4,000.0	Total Uses	4,000.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To implement special education initiatives.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

This request supports improved educational access, engagement, graduation outcomes, postsecondary readiness, and inclusive opportunities for students with disabilities throughout New Mexico.

Request: How the dollars will be spent.

"Inclusive Practices training, coaching, and implementation supports
 Behavior initiatives, PBIS supports, and de-escalation training
 Future Focused Education capstone projects and transition Communities of Practice
 Postsecondary transition planning and work-based learning supports
 High-Quality IEP implementation and technical assistance
 Family engagement and parent training activities
 Leadership development and administrator support
 Statewide Communities of Practice
 Related services training and technical assistance
 Cross-agency collaboration and implementation support"

Request: Explain why request is nonrecurring need.

This essential program should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Teacher effectiveness will not improve and compliance with state statute and federal law will not improve.

Performance: How will agency performance be affected.

This appropriation will increase teacher effectiveness in the area of special education and will increase compliance with state statute and federal law.

Performance: How will agency performance will be improved.

Academic outcomes will improve for students with disabilities.

Brief description of problem agency is addressing.

"The Office of Special Education requests continued funding to support statewide initiatives that strengthen educator capacity and improve outcomes for students with disabilities. Funding will support implementation of evidence-based practices aligned with IDEA and the Martinez/Yazzie Action Plan, including Inclusive Practices, Behavior Supports, Transition and Graduation Readiness, High-Quality IEPs, Leadership Development, and statewide technical assistance.

"

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 16

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	5,000.0	Contractual Services	5,000.0
Total Sources	5,000.0	Total Uses	5,000.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For salary differentials to support recruitment and retention of special educators.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

supports workforce stability by targeting educators with established experience who have demonstrated commitment to their districts and students with disabilities.

Request: How the dollars will be spent.

Retention stipends for eligible special education personnel

Request: Explain why request is nonrecurring need.

An ongoing evaluation needs completed prior to this program moving to a statewide recurring appropriation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The number of special education teachers will not increase.

Performance: How will agency performance be affected.

This appropriation will increase the number of teachers for students with disabilities.

Performance: How will agency performance will be improved.

Academic outcomes will increase for students with disabilities.

Brief description of problem agency is addressing.

New Mexico continues to face shortages of qualified special education personnel, particularly in rural and hard-to-staff districts. High vacancy rates and staff turnover can disrupt services for students with disabilities and place additional strain on existing personnel. The Hard-to-Staff Special Education Workforce Initiative seeks to improve recruitment and retention of qualified professionals by providing financial incentives and professional support structures that encourage educators to remain in the field.

State of New Mexico

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Gregory Frostad
Phone: 505-470-5752

Request Type: Special (FY 28)

Rank: 17

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	750.0	Contractual Services	750.0
Total Sources	750.0	Total Uses	750.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To maintain an integrated digital system for school districts and charter schools to manage funding from certain state and federal grant programs.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The Unified Application (UA) is New Mexico's consolidated grants management system for federal education programs, including Title I-A, Title I-C, Title I-D, Title II-A, Title III English Learner, Title III Immigrant, Title IV-A, Title V-RLIS, IDEA 611, and IDEA 619. The UA streamlines grant planning, budgeting, compliance, and application review within a single platform for LEAs and PED staff. The system is currently being expanded to include state-funded grant programs, beginning with the Community Schools Grant and High-Impact Tutoring Grant, with future integration planned for the Innovation Zone CTE Grant and the Bilingual Multicultural Education Program (BMEP) Grant

Request: How the dollars will be spent.

These funds will support the software development and technical assistance necessary to maintain our Unified Application platform, ensuring that federal programs and applicable state grant applications function seamlessly. Continued investment in the Unified Application platform enables LEAs to complete and submit grant application accurately and efficiently, reducing administrative burden and allowing them to devote more time and resources to supporting students.

Request: Explain why request is nonrecurring need.

This program should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The agency would need to provide another means of applying for federal and state grants and schools would spend more time applying for grants.

Performance: How will agency performance be affected.

This appropriation provides a single site to apply for state and federal funds.

Performance: How will agency performance will be improved.

Schools will spend less time applying for federal and state grants and their grant applications and grant programs will be more aligned with one another.

Brief description of problem agency is addressing.

The challenge we are addressing is the ongoing enhancement of the Unified Application's federal and state grant programs. By consolidating grants into a single system, the UA reduces administrative burden; however, continued updates and improvements are necessary to meet evolving program needs and maintain an efficient user experience.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 12**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	8,250.0	Contractual Services	1,300.0
Total Sources	8,250.0	Other	6,950.0
Full Time Equivalents (FTE)		Total Uses	8,250.0
Type	Amount of FTE	Request is related to a recurring expense	No
		Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For a statewide student information system and connected educational data systems.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

The statewide student information system and related supports (infrastructure, cyber security, dashboard reporting). Funding will provide training and support for the first and second cohort of schools to use the statewide student information system.

Request: How the dollars will be spent.

Edupoint / Synergy SIS and NMPED Sfs w/ Analytics, NMPED contractor staff support, project management & IV&V support services, operation and maintenance services of the data center migration, operation and maintenance support services, operation and maintenance of the teacher evaluation system, purchase of additional locker licenses, increased network security applications.

Request: Explain why request is nonrecurring need.

This essential program should move to a recurring appropriation when the budget allows for additional recurring funding.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Schools may opt out of the statewide student information system after exerting much effort to implement the system.

Performance: How will agency performance be affected.

This appropriation will provide schools with a common student information system and will reduce the cost the state pays for student information systems.

Performance: How will agency performance will be improved.

This appropriation will improve the quality of student data and support earlier reporting.

Brief description of problem agency is addressing.

There are currently six different student information systems (SIS) being used by districts within the state, with different and oftentimes limited education and administrative offerings, at costs ranging from \$14 to \$153 per student. By paying for districts to use a Statewide Student Information Implementation (SSIS), the state can provide a standardized but extremely robust education, administrative, and data collection platform from Edupoint at approximately \$11 per student in 2027 – producing overall cost savings to districts and the state. For example, this platform offers not only a comprehensive student information system, but an expansive special education component and extensive teaching and learning suite. For districts implementing such a system – of which there were 103 districts which successfully implemented the platform in Cohort 1 (representing approx. 65% of students statewide) and 40+ signing up to do so in Cohort 2 to date, though the deadline for which to do is 9/30/26 (bringing total to approx. 85%) – this approach also facilitates the transfer of student records between participating schools, standardizes administrative operations, allows more efficient and accurate data collection and reporting aligned with Ed-FI reporting standards, creates the ability to schedule information and data pulls between districts & the state, and produces data visualized dashboards at the district & state level for informed decision making.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 8**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	6,190.0	Contractual Services	4,630.0
Total Sources	6,190.0	Other	1,320.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	240.0
		Request is related to a recurring expense	No 6,190.0
Type	Amount of FTE	Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For science, technology, engineering, arts and mathematics initiatives.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

Strengthening the teaching and learning of science, technology, engineering and mathematics in the K–12 system. The Outdoor Learning Initiative empowers and inspires New Mexico's students, educators, and communities by connecting them to the outdoors. The initiative promotes community and place-based education through academic success and overall well-being. Aligned with the PED Strategic Plan, the Martinez/Yazzie Action Plan, SB37 High-Quality Literacy Instruction Act, and SB29 Math Requirement, this funding will support districts and schools with adopting and implementing high-quality instructional materials and for PED to monitor compliance with their implementation.

Request: How the dollars will be spent.

"Technical assistance and leadership training on SB 29 guidance (PL plans, screeners, student support plans)
Supporting math leaders in implementing Math Instructional Leader Guide and rubrics through focused professional learning
Training leaders in using tools to monitor evidence-based math instruction
Supporting cadres of science leaders to provide professional learning and build capacity for enhancing science instruction in schools and districts
Build the capacity for implementing quality computer science instruction through focused professional learning
Develop a process for evaluating mathematics and science professional learning program and instructional programs"

Request: Explain why request is nonrecurring need.

The agency's STEAM program is a pilot program and needs a comprehensive evaluation prior to going statewide as a recurring appropriation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Teacher effectiveness will not improve.

Performance: How will agency performance be affected.

This appropriation will increase teacher effectiveness in the area of STEAM.

Performance: How will agency performance will be improved.

Student science and math scores will increase in participating schools.

Brief description of problem agency is addressing.

Improving quality of STEM instruction in classrooms and improve student proficiency in STEM subjects. Schools lack coherent STEM systems where students have access to high-quality STEM education. New Mexico students do not have equitable access to high-quality outdoor learning experiences. Educators express interest in taking learning outdoors, but face barriers such as limited professional learning opportunities, safety concerns, understanding of standards alignment, and lack of implementation guidance. We have seen the adoption of high-quality instructional materials increase across the state as displayed on the NM Materials Matter dashboard. However, simply adopting HQIM is not enough on their own. Districts need to implement those HQIM and provide curriculum-based professional learning so their teachers can more intensively and effectively use those materials.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 13**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	3,000.0	Contractual Services	3,000.0
Total Sources	3,000.0	Total Uses	3,000.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For a science, technology, engineering and mathematics network.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

Establish a science, technology, engineering and math (STEM) network to improve systemic coherence in STEM and improve content/pedagogy for PreK–20 STEM educators. The Network will connect systems and create cohesive infrastructure for NM's STEM PreK-college pipelines that develop STEM talent in NM for 21st Century STEM Careers.

Request: How the dollars will be spent.

"Staffing and operational funds for regional hubs/principal hub to provide access to high-quality professional learning and technical assistance in their regions
Stipends for teachers/leaders to participate in high-quality professional learning in their regions "

Request: Explain why request is nonrecurring need.

The STEM network is a pilot program needing a comprehensive evaluation prior to going statewide as a recurring appropriation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Teacher effectiveness will not improve.

Performance: How will agency performance be affected.

This appropriation will increase teacher effectiveness in the area of STEAM.

Performance: How will agency performance will be improved.

Student science and math scores will increase in participating schools.

Brief description of problem agency is addressing.

Rural areas do not have access to high-quality STEM resources, professional learning and technical supports. There is a lack of quality STEM instruction happening in classrooms statewide.

SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA*(Prepare separate forms for each request)*

BU: 92400

Agency: Public Education Department

Program:

Analyst: Gregory Frostad

Phone: 505-470-5752

Request Type: Special (FY 28)**Rank:** 19**TOTAL SOURCES MUST EQUAL TOTAL USES**

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	500.0	Contractual Services	50.0
Total Sources	500.0	Other	40.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	410.0
		Request is related to a recurring expense	No 500.0
Type	Amount of FTE	Request is related to a capital request	No
	0.00	Request is related to proposed legislation	No
Total FTE	0.00		

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For student academic supports and interventions.

Justification Quantitative Data (Description)**Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.**

This program will implement an academic support program that covers the cost of educational expenses for eligible students. The program will allow families to identify eligible student needs, allow the department to track and monitor such educational expenses that inform the state about areas of student needs.

Request: How the dollars will be spent.

"Three FTE to manage and administer the implementation of the Student Academic Supports and Interventions implementation including one senior manager and two education administrators.
Contracts for services to include developing and maintaining an online transparency dashboard and evaluation services
Travel, equipment and supplies for program staff"

Request: Explain why request is nonrecurring need.

This program is pending a comprehensive evaluation.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

New Mexico will not have increased funding for student supports and interventions.

Performance: How will agency performance be affected.

This appropriation will provide students with greater access to academic supports and interventions.

Performance: How will agency performance will be improved.

Student academic outcomes will increase.

Brief description of problem agency is addressing.

Improving academic proficiency has been an issue in New Mexico for several years, driven in a large part by limited access to funding and socioeconomic gaps compared to other states. This funding would provide resources to target specific areas of need.

APR

DFA Performance Based Budgeting Data System

Annual Performance Report

Agency: 92400 Public Education Department

Program: P527 Public Education Department

The purpose of the public education department program is to provide a public education to all students, including administering and enforcing the laws with which the department is charged, through a focus on leadership and support, productivity, accountability, communication and fiscal responsibility.

Performance Measures:		2025-26 Target	2025-26 Result	Met Target	Year End Result Narrative
Explanatory	Number of eligible children served in K-5 plus	N/A	0	N/A	
Explanatory	Number of eligible children served in state-funded prekindergarten	N/A	0	N/A	
Explanatory	Percent of eligible children served in kindergarten-five-plus	N/A	0.0%	N/A	
Explanatory	Percent of eligible children served in state-funded prekindergarten	N/A	0.0%	N/A	
Explanatory	Percent of students in K-5 plus meeting benchmark on early reading skills	N/A	0%	N/A	
Explanatory	Percent of teachers passing all strands of professional dossiers on the first submittal	N/A	0.0%	N/A	
Outcome	Average number of days to process federal reimbursements to grantees after receipt of complete and verified invoices	22.00	19.50	Yes	Average of 19.50 is lower than the target of 22 days for FY26.
Outcome	Average number of days to process school district budget adjustment requests processed	6.00	7.50	No	7.5 days is higher than the target of 6 days for FY26. The increase is due to a high volume of BARs being submitted in the last quarter of the fiscal year due to the issuing of final awards.
Outcome	Number of local education agencies and charter schools audited for program compliance and funding formula components, including at-risk, English learner, special education and gifted education funding	0	188	Yes	This year, accreditation annual review audited all accountable schools for program compliance and funding formula components.
Outcome	Number of local education agencies and charter schools audited for program compliance and funding formula components, including at-risk, English learner, special education and gifted education funding	30	0	No	This year, accreditation annual review audited all accountable schools for program compliance and funding formula components.
Outcome	Number of local education agencies and charter schools with annual funding formula and program compliance audit findings	Discont	0	Yes	
Outcome	Number of students with access to a digital device	309,000	277,056	No	includes all types and school issued as well as family owned)
Outcome	Number of students with a high-speed internet connection	309,000	203,748	No	includes all types and school issued as well as family owned)
Outcome	Percent of elementary teachers who have completed the science of reading training	New	No Data	Yes	We do not have a numerator or denominator for this PM. Until we are able to collect staff unique ID on this training, we will not be able to match them with those currently assigned to elementary grades.
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act that revert annually	1.00%	TBD	Yes	Statute requires reversions to be reported by 9/30 each year

DFA Performance Based Budgeting Data System

Annual Performance Report

Program: P527 Public Education Department

Performance Measures:		2025-26 Target	2025-26 Result	Met Target	Year End Result Narrative
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act to the public education department for the current fiscal year awarded by September 30 annually	95.00%	82.00%	No	Total average of 82% is 13% less than target of 95% for FY26 .
Outcome	Percent of state flow-through grants that are awarded to districts and charters prior to September 30th annually.	0	82.00%	Yes	Total average of 82% is 13% less than target of 95% for FY26 .
Outcome	Percent of students with access to a digital device	100.0%	93.0%	No	includes all types and school issued as well as family owned)
Outcome	Percent of students with a high-speed internet connection	100.0%	68.4%	No	The state broadband office has spent nearly \$30 million on their NM Student Connect program and the total numbers and percentage will not show up until the next school year

Agency: 99300 Public School Support

Program: PSS1 State Equalization Guarantee

The purpose of public school support is to carry out the mandate to establish and maintain a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.

Performance Measures:		2025-26 Target	2025-26 Result	Met Target	Year End Result Narrative
Explanatory	Average amount of local spending per pupil	N/A	\$450.44	N/A	
Explanatory	Average federal spending per pupil	N/A	\$2,642.16	N/A	FY25 Actual Expenditures as this is the most complete dataset, (20 entities pending submission for FY26)
Explanatory	Average number of instructional days for students with kindergarten-twelve plus calendars	N/A	177	N/A	FY26 Final Funded Run Calendar sheet using FY26 40D (weighted average and only instructional days without professional work days)
Explanatory	Average state spending per pupil	N/A	\$16,180.06	N/A	FY25 Actual Expenditures as this is the most complete dataset, (20 entities pending submission for FY26)
Explanatory	Number of additional instructional hours generated per pupil through the kindergarten-twelve plus program	N/A	-2	N/A	FY25 vs FY26 (weighted average and only instructional hours without professional work hours)
Explanatory	Number of certified teacher vacancies	N/A	604	N/A	High need vacancies only recorded.
Explanatory	Number of eligible children served in kindergarten-five plus	N/A	0	N/A	
Explanatory	Percent of dollars budgeted by charter schools for instructional support in the budget categories for instruction, student support services and instruction support services	N/A	687%	N/A	FY26 Adjusted Budget and FY26 40D

DFA Performance Based Budgeting Data System

Annual Performance Report

Program: PSS1 State Equalization Guarantee

Performance Measures:		2025-26 Target	2025-26 Result	Met Target	Year End Result Narrative
Explanatory	Percent of dollars budgeted by districts with fewer than seven hundred fifty members for instructional support in the budget categories for instruction, student support services and instruction support services	N/A	64%	N/A	FY26 Adjusted Budget and FY26 40D
Explanatory	Percent of dollars budgeted by districts with seven hundred fifty members or greater for instructional support in the budget categories for instruction, student support services and instruction support services	N/A	73%	N/A	FY26 Adjusted Budget and FY26 40D
Explanatory	Percent of eligible children served in kindergarten-five plus	N/A	0.0%	N/A	
Explanatory	Percent of eligible children served in kindergarten-twelve plus	N/A	84.0%	N/A	FY26 Final Funded Run - CalendarF 40D K12+ Mem over total 40D K-12
Explanatory	Percent of funds generated by the at-risk index associated with at-risk services	N/A	75%	N/A	FY26 Adjust Budget 4020 / FY26 Final Funded Run At-Risk and EL Program Cost
Explanatory	Percent of funds generated by the at-risk index budgeted to provide at-risk services	N/A	75.1%	N/A	FY26 Adjust Budget 4020 / FY26 Final Funded Run At-Risk and EL Program Cost
Explanatory	Percent of school board members and governing council members who have completed required annual training	N/A	0%	N/A	
Explanatory	Percent of students in kindergarten-five plus meeting benchmark on early reading skills	N/A	0.0%	N/A	
Explanatory	Percent of students who are distance learning students	N/A	0%	N/A	
Outcome	Additional instructional hours generated per pupil through extended learning time programs	Discont	Discont	Yes	
Outcome	Average number of days lost per student due to out-of-school suspensions	0	0	Yes	The average days lost per student among all students is 0. The average number of dayslost per student among 2593 non-deduplicated students who were suspended is 2.6
Outcome	Average number of instructional hours for students in kindergarten through twelfth grade	New	0	No	
Outcome	Average number of school days for students in kindergarten through twelfth grade	New	0	No	
Outcome	Change in percent of students scoring proficient on early reading benchmark at the beginning of year to end of year in kindergarten through third grade	20.00	TBD	Yes	
Outcome	Eighth-grade math achievement gap between economically disadvantaged students and all other students, in percentage points	5%	18%	Yes	Direct-cert identifier
Outcome	Fourth-grade reading achievement gap between economically disadvantaged students and all other students, in percentage points	5%	21%	Yes	Direct-cert identifier
Outcome	Graduation rate of current four-year cohort of Native American students using shared accountability	0	78.02%	Yes	

DFA Performance Based Budgeting Data System

Annual Performance Report

Program: PSS1 State Equalization Guarantee

Performance Measures:		2025-26 Target	2025-26 Result	Met Target	Year End Result Narrative
Outcome	Math achievement gap for eighth grade economically disadvantaged students	5.00	18.16	No	Direct-cert identified
Outcome	Math achievement gap for eleventh grade economically disadvantaged students	5.00	12.00	No	Direct-cert identifier
Outcome	Math achievement gap for fifth grade economically disadvantaged students	5.00	21.61	No	Direct-cert identifier
Outcome	Math achievement gap for third grade economically disadvantaged students	5.00	19.00	No	Direct-cert identifier
Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	39%	12%	No	
Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in reading	39%	34%	No	
Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in science	39.0%	24.3%	No	Direct-cert identifier
Outcome	Percent of economically disadvantaged fifth-grade students who achieve proficiency or above on the standards-based assessment in science	39.0%	22.9%	No	
Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	39%	19%	No	
Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in reading	39%	42%	Yes	
Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in science	Discont	Discont	Yes	
Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	39%	20%	No	
Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in reading	46%	43%	No	
Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in science	40.0%	33.7%	No	
Outcome	Percent of elementary school students exiting English language learner status	10.00%	6.84%	No	Grade K-6 only.
Outcome	Percent of fifth-grade Native American students who achieve proficiency or above on standards-based assessment in science	39.0%	20.2%	No	
Outcome	Percent of fifth-grade students who achieve proficiency or above on the standards-based assessment in science	39.0%	31.6%	No	
Outcome	Percent of fourth-grade Native American students who achieve proficiency or above on standards-based assessment in math	39.0%	17.0%	No	

DFA Performance Based Budgeting Data System

Annual Performance Report

Program: PSS1 State Equalization Guarantee

Performance Measures:		2025-26 Target	2025-26 Result	Met Target	Year End Result Narrative
Outcome	Percent of fourth-grade Native American students who achieve proficiency or above on standards-based assessment in reading	39.0%	37.9%	No	
Outcome	Percent of fourth-grade Native American students who achieve proficiency or above on standards-based assessment in science	Discont	0.0%	No	
Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	39%	27%	No	
Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in reading	47%	50%	Yes	
Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in science	Discont	Discont	Yes	
Outcome	Percent of high school students identified as English learners exiting English language learner status	10.00%	4.01%	No	Grades 9-12
Outcome	Percent of kindergarten-five plus students scoring at grade level or above on math assessments	Discont	0%	No	
Outcome	Percent of kindergarten-five plus students scoring at grade level or above on reading assessments	Discont	0%	No	
Outcome	Percent of middle school students exiting English language learner status	10.00%	2.53%	No	Grades 7-8
Outcome	Percent of minor behavioral infractions resulting in expulsion	5.0%	No Data	Yes	Schools do not report minor behavioral infractions to the state.
Outcome	Percent of minor behavioral infractions resulting in out-of-school suspension	5	No Data	Yes	Schools do not report minor behavioral infractions to the state.
Outcome	Percent of New Mexico high school graduates who enroll in and complete a postsecondary pathway	Discont	Discont	Yes	
Outcome	Percent of recent high school graduates who graduate with a workforce certification or industry-recognized credential	11.0%	22.2%	Yes	This calculation is problematic.
Outcome	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year schools	29%	42%	Yes	
Outcome	Percent of schools with approved accreditation status	New	0	No	
Outcome	Percent of third-grade Native American students who achieve proficiency or above on standards-based assessment in reading	39.00%	33.41%	No	
Outcome	Percent of third-grade students who achieve proficiency or above on standards-based assessments in mathematics	39.00%	25.77%	No	
Outcome	Percent of third-grade students who achieve proficiency or above on standards-based assessments in reading	39.00%	43.83%	Yes	
Outcome	Rate of chronic absenteeism among students in elementary school	10%	26%	No	Grades K-6
Outcome	Rate of chronic absenteeism among students in high school	10%	34%	No	Grades 9-12

DFA Performance Based Budgeting Data System

Annual Performance Report

Program: PSS1 State Equalization Guarantee

Performance Measures:		2025-26 Target	2025-26 Result	Met Target	Year End Result Narrative
Outcome	Rate of chronic absenteeism among students in middle school	10%	30%	No	Grades 7-8
Outcome	Reading achievement gap for eighth grade economically disadvantaged students	5.00	21.85	No	Direct-cert identifier
Outcome	Reading achievement gap for eleventh grade economically disadvantaged students	5.00	21.01	No	Direct-cert identifier
Outcome	Reading achievement gap for fifth grade economically disadvantaged students	5.00	21.71	No	Direct-cert identifier
Outcome	Reading achievement gap for third grade economically disadvantaged students	5.00	21.00	No	Direct-cert identifier
Quality	Graduation rate of current five-year cohort using shared accountability	86.00%	82.65%	No	
Quality	Graduation rate of current four-year cohort using shared accountability	81%	81%	No	

TABLE 2

Continued from Table 1

Source: Author's calculations.

Note: All figures are in U.S. dollars.

Abbreviations: GDP, gross domestic product; GDP/capita, gross domestic product per capita; GDP/capita/100,000, gross domestic product per capita per 100,000 people.

1. The number of people per 100,000 who are employed in the manufacturing sector.

2. The number of people per 100,000 who are employed in the services sector.

3. The number of people per 100,000 who are employed in the agriculture sector.

4. The number of people per 100,000 who are employed in the construction sector.

5. The number of people per 100,000 who are employed in the health sector.

6. The number of people per 100,000 who are employed in the education sector.

7. The number of people per 100,000 who are employed in the government sector.

8. The number of people per 100,000 who are employed in the non-governmental sector.

9. The number of people per 100,000 who are employed in the private sector.

10. The number of people per 100,000 who are employed in the public sector.

11. The number of people per 100,000 who are employed in the informal sector.

12. The number of people per 100,000 who are employed in the formal sector.

13. The number of people per 100,000 who are employed in the self-employed sector.

14. The number of people per 100,000 who are employed in the wage sector.

15. The number of people per 100,000 who are employed in the non-wage sector.

16. The number of people per 100,000 who are employed in the full-time sector.

17. The number of people per 100,000 who are employed in the part-time sector.

18. The number of people per 100,000 who are employed in the temporary sector.

19. The number of people per 100,000 who are employed in the permanent sector.

20. The number of people per 100,000 who are employed in the contract sector.

21. The number of people per 100,000 who are employed in the casual sector.

22. The number of people per 100,000 who are employed in the regular sector.

23. The number of people per 100,000 who are employed in the irregular sector.

24. The number of people per 100,000 who are employed in the seasonal sector.

25. The number of people per 100,000 who are employed in the non-seasonal sector.

26. The number of people per 100,000 who are employed in the full-time seasonal sector.

27. The number of people per 100,000 who are employed in the part-time seasonal sector.

28. The number of people per 100,000 who are employed in the temporary seasonal sector.

29. The number of people per 100,000 who are employed in the permanent seasonal sector.

30. The number of people per 100,000 who are employed in the contract seasonal sector.

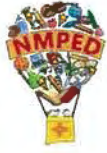
P527	Public Education Department					
Purpose:	The purpose of the public education department program is to provide a public education to all students, including administering and enforcing the laws with which the department is charged, through a focus on leadership and support, productivity, accountability, communication and fiscal responsibility.					
Performance Measures:		2024-25 Actual	2025-26 Actual	2026-27 Budget	2027-28 Request	2027-28 Recomm
Outcome	Average number of days to process school district budget adjustment requests processed	7.80	7.50	10.00	10.00	
Outcome	Average number of days to process federal reimbursements to grantees after receipt of complete and verified invoices	16.00	19.50	22.00	22.00	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act that revert annually	TBD	TBD	1.0%	1.0%	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act to the public education department for the current fiscal year awarded by September 30 annually	85.0%	82.0%	95.0%	95.0%	
Outcome	Percent of students with access to a digital device	95.0%	93.0%	100.0%	Discont	
Outcome	Percent of students with a high-speed internet connection	67.0%	68.4%	100.0%	Discont	
Outcome	Number of students with access to a digital device	290,166	277,056	300,000	Discont	
Outcome	Number of students with a high-speed internet connection	205,106	203,748	300,000	Discont	
Outcome	Percent of elementary teachers who have completed the science of reading training	18.9%	No Data	20.0%	Discont	
Outcome	Number of local education agencies and charter schools audited for program compliance and funding formula components, including at-risk, English learner, special education and gifted education funding	New	188	15	Discont	
Outcome	Percent of state flow-through grants that are awarded to districts and charters prior to September 30th annually.	New	82.0%	95.0%	95.0%	
Explanatory	Number of onsite monitoring visits for compliance with statute and regulation	New	New	N/A	N/A	

PSS1	State Equalization Guarantee					
Purpose:	The purpose of public school support is to carry out the mandate to establish and maintain a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.					
Performance Measures:		2024-25 Actual	2025-26 Actual	2026-27 Budget	2027-28 Request	2027-28 Recomm
Quality	Graduation rate of current five-year cohort using shared accountability	TBD	82.7%	86.0%	86.0%	
Quality	Graduation rate of current four-year cohort using shared accountability	TBD	81%	81%	81%	
Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in reading	TBD	50%	50%	50%	
Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	TBD	27%	39%	39%	
Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in reading	TBD	43%	50%	50%	
Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	TBD	20%	39%	39%	
Outcome	Percent of third-grade students who achieve proficiency or above on standards-based assessments in reading	TBD	43.8%	45.0%	45.0%	
Outcome	Percent of third-grade students who achieve proficiency or above on standards-based assessments in mathematics	TBD	25.8%	39.0%	39.0%	
Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	TBD	12%	39%	39%	
Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in reading	TBD	34%	40%	40%	
Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in reading	TBD	42%	41%	41%	
Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	TBD	19%	39%	39%	
Outcome	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year schools	39%	42%	29%	29%	
Outcome	Change in percent of students scoring proficient on early reading benchmark at the beginning of year to end of year in kindergarten through third grade	TBD	TBD	20.00	20.00	
Outcome	Percent of third-grade Native American students who achieve proficiency or above on standards-based assessment in reading	TBD	33.4%	39.0%	39.0%	
Outcome	Graduation rate of current four-year cohort of Native American students using shared accountability	TBD	78.0%	80.0%	80.0%	
Outcome	Math achievement gap for third grade economically disadvantaged students	TBD	19.00	5.00	5.00	
Outcome	Percent of elementary school students exiting English language learner status	TBD	6.8%	10.0%	10.0%	
Outcome	Reading achievement gap for third grade economically disadvantaged students	TBD	21.00	5.00	5.00	
Outcome	Percent of middle school students exiting English language learner status	TBD	2.5%	10.0%	10.0%	

Performance Measures:		2024-25 Actual	2025-26 Actual	2026-27 Budget	2027-28 Request	2027-28 Recomm
Outcome	Math achievement gap for eleventh grade economically disadvantaged students	TBD	12.00	5.00	5.00	
Outcome	Percent of New Mexico high school graduates who enroll in and complete a postsecondary pathway	TBD	Discont	Discont	Discont	
Outcome	Math achievement gap for eighth grade economically disadvantaged students	TBD	18.16	5.00	5.00	
Outcome	Percent of high school students identified as English learners exiting English language learner status	TBD	4.0%	10.0%	10.0%	
Outcome	Additional instructional hours generated per pupil through extended learning time programs	TBD	Discont	Discont	Discont	
Outcome	Reading achievement gap for eleventh grade economically disadvantaged students	TBD	21.01	5.00	5.00	
Outcome	Reading achievement gap for eighth grade economically disadvantaged students	TBD	21.85	5.00	5.00	
Outcome	Rate of chronic absenteeism among students in middle school	TBD	30%	10%	10%	
Outcome	Math achievement gap for fifth grade economically disadvantaged students	TBD	21.61	5.00	5.00	
Outcome	Reading achievement gap for fifth grade economically disadvantaged students	TBD	21.71	5.00	5.00	
Outcome	Rate of chronic absenteeism among students in high school	TBD	34%	10%	10%	
Outcome	Rate of chronic absenteeism among students in elementary school	TBD	26%	10%	10%	
Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in science	TBD	33.7%	40.0%	40.0%	
Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in science	TBD	Discont	Discont	Discont	
Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in science	TBD	Discont	Discont	Discont	
Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in science	TBD	24.3%	39.0%	0.0%	
Outcome	Percent of recent high school graduates who graduate with a workforce certification or industry-recognized credential	TBD	22.2%	40.0%	40.0%	
Outcome	Percent of fourth-grade Native American students who achieve proficiency or above on standards-based assessment in reading	TBD	37.9%	39.0%	39.0%	
Outcome	Percent of fourth-grade Native American students who achieve proficiency or above on standards-based assessment in math	TBD	17.0%	39.0%	39.0%	
Outcome	Fourth-grade reading achievement gap between economically disadvantaged students and all other students, in percentage points	TBD	21%	5%	5%	
Outcome	Eighth-grade math achievement gap between economically disadvantaged students and all other students, in percentage points	TBD	18%	5%	5%	
Outcome	Percent of minor behavioral infractions resulting in out-of-school suspension	0	No Data	Discont	Discont	
Outcome	Percent of minor behavioral infractions resulting in expulsion	0.0%	No Data	Discont	Discont	

Performance Measures:		2024-25 Actual	2025-26 Actual	2026-27 Budget	2027-28 Request	2027-28 Recomm
Outcome	Percent of fifth-grade students who achieve proficiency or above on the standards-based assessment in science	TBD	31.6%	39.0%	39.0%	
Outcome	Percent of economically disadvantaged fifth-grade students who achieve proficiency or above on the standards-based assessment in science	TBD	22.9%	39.0%	39.0%	
Outcome	Percent of fifth-grade Native American students who achieve proficiency or above on standards-based assessment in science	TBD	20.2%	39.0%	39.0%	
Outcome	Average number of days lost per student due to out-of-school suspensions	New	0	0	0	
Outcome	Average number of instructional hours for students in kindergarten through twelfth grade	New	New	New	1,200	
Outcome	Percent of schools with approved accreditation status	New	New	New	100	
Outcome	Percent of school calendars with regular school days, inclusive of lunch, that are six and a half hours or less	New	New	New	6.0%	
Explanatory	Percent of dollars budgeted by districts with fewer than seven hundred fifty members for instructional support in the budget categories for instruction, student support services and instruction support services	TBD	64%	N/A	N/A	
Explanatory	Percent of dollars budgeted by districts with seven hundred fifty members or greater for instructional support in the budget categories for instruction, student support services and instruction support services	TBD	73%	N/A	N/A	
Explanatory	Percent of dollars budgeted by charter schools for instructional support in the budget categories for instruction, student support services and instruction support services	TBD	687%	N/A	N/A	
Explanatory	Number of certified teacher vacancies	619	604	N/A	N/A	
Explanatory	Percent of funds generated by the at-risk index associated with at-risk services	TBD	75%	N/A	N/A	
Explanatory	Average state spending per pupil	TBD	\$16,180.06	N/A	N/A	
Explanatory	Average federal spending per pupil	TBD	\$2,642.16	N/A	N/A	
Explanatory	Average amount of local spending per pupil	TBD	\$450.44	N/A	N/A	
Explanatory	Number of additional instructional hours generated per pupil through the kindergarten-twelve plus program	TBD	-2	N/A	N/A	
Explanatory	Percent of funds generated by the at-risk index budgeted to provide at-risk services	TBD	75.1%	N/A	N/A	
Explanatory	Percent of eligible children served in kindergarten-twelve plus	TBD	84.0%	N/A	N/A	
Explanatory	Average number of instructional days for students with kindergarten-twelve plus calendars	New	177	N/A	N/A	
Explanatory	Percent of school board members and governing council members who have completed required annual training	New	New	N/A	N/A	
Explanatory	Percent of students who are distance learning students	New	New	N/A	N/A	

SP

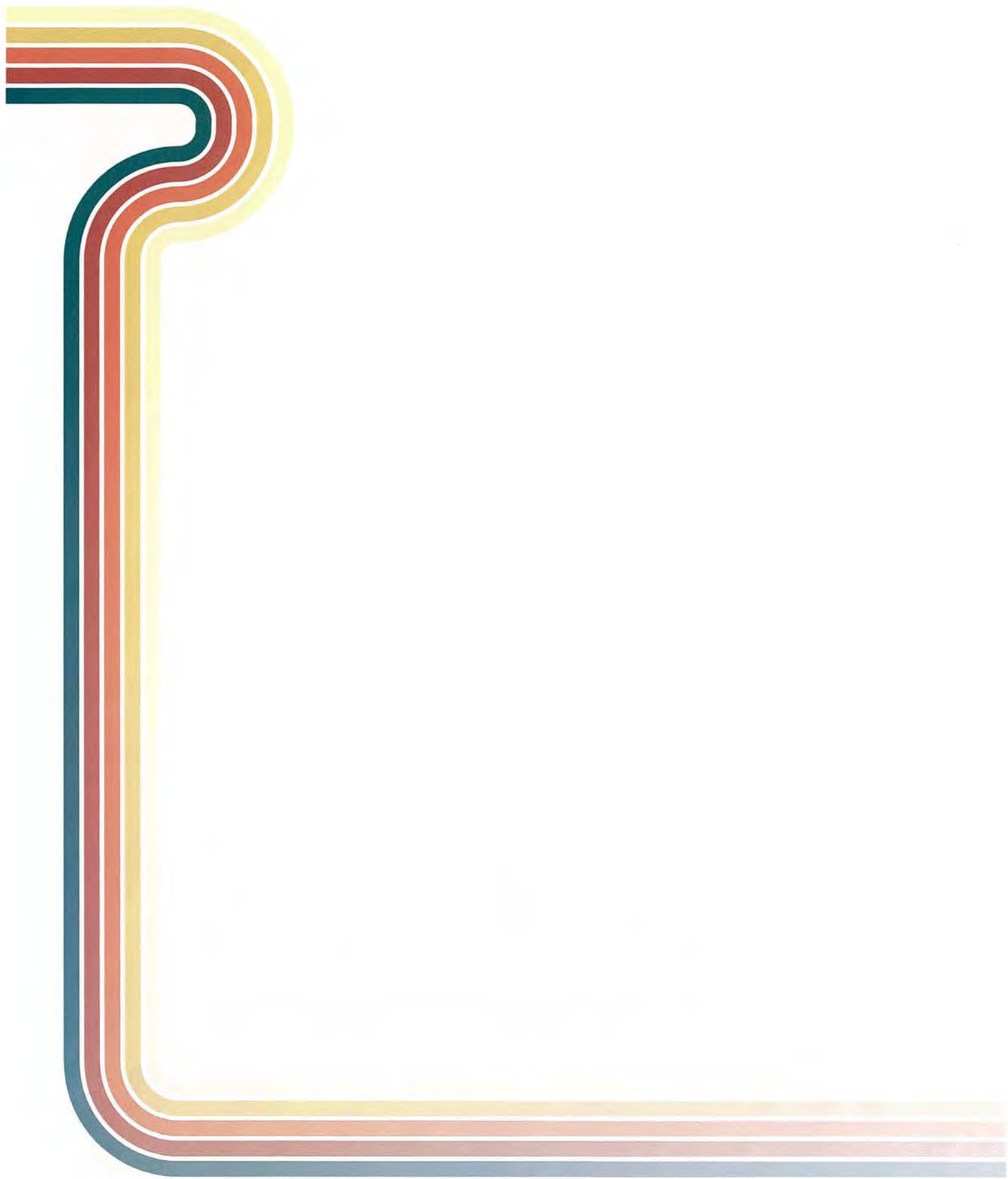


Education is Calling

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Strategic Plan for Success





Education is Calling

As the Secretary Designate of the Public Education Department (PED), I am honored to present our **Strategic Plan for Success**. This plan represents our collective commitment to providing a high-quality, equitable education for every student in New Mexico. It is a testament to our belief in the potential of our children and the unwavering dedication of our educators, families, and communities.

This plan is grounded in the deeply held belief that **New Mexico's students deserve a world-class education** and **ALL students are capable of achieving** anything they set their minds to. It is our responsibility to provide them with the tools and opportunities to thrive.

Our vision is clear: **To create a culturally and linguistically responsive education system that meets the social, emotional, and academic needs of all students**. This vision is brought to life through the **Big 5 Goals** which serve as the foundation of our strategic plan:



Mariana D. Padilla

1. **Accelerate Literacy Achievement:** Improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and that every student graduates with the literacy foundation essential for lifelong learning and success in college and career.
2. **Accelerate Mathematics Achievement:** Improve mathematics proficiency across all grade levels by fostering critical thinking, problem-solving skills, and mathematical reasoning. This goal ensures that all students graduate with a strong mathematical foundation essential for success in higher education or the modern workforce in New Mexico.
3. **Improve Student Attendance:** Improve student attendance across all grade levels by fostering a culture of engagement and accountability, ensuring that every student in New Mexico has the opportunity to fully participate in their education and achieve their academic potential.
4. **Increase Graduation Rates:** Increase graduation rates by providing comprehensive support and resources to ensure that every student is equipped to complete their educational journey and graduate ready for success in higher education, careers, and civic life in New Mexico.
5. **Foster Shared Accountability:** All stakeholders—students, educators, families, school administrators, communities and the PED—share responsibility for educational outcomes, working collaboratively to support each other's growth and success, ultimately strengthening the educational system across New Mexico.

I am confident that together we can achieve these goals. This plan is a living document, a testament to our commitment to continuous improvement and adaptability. It will evolve as we learn and grow, guided by data, evidence, and the voices of our communities. I invite you to **join us on this journey to transform education in New Mexico and empower every student to reach their full potential**.

Thank you,

Mariana D. Padilla
Secretary of Public Education

Table of Contents

Student-Centered Equity Strategy	7
The Four Strategic Pillars	8
Goal I - Accelerate Literacy Achievement	9
Goal II - Accelerate Mathematics Achievement	11
Goal III - Improve Student Attendance	13
Goal IV - Increase Graduation Rates	15
Goal V - Foster Reciprocal Accountability	17

Driving Student-Centered Equity by Fully Implementing the New Mexico Education Acts & Initiatives

What is equity?

Equity in education means giving every child the support they need to succeed, no matter who they are or where they come from. It recognizes that some students face additional challenges, whether it's because of their language, disability, or family income. Equity ensures that each student gets the right resources and opportunities to thrive in school and life.

Why does equity matter?

When we place equity at the center of our efforts, we are not just helping students graduate from school—we're helping build stronger communities. Equity in education leads to better opportunities for our kids, ensuring they can pursue higher education, get good jobs, and contribute to a healthy economy. More importantly, equity is about fairness. It's about making sure every student—no matter their family's income, their language, or their abilities—has the same opportunity to achieve success.

PED's commitment to educational equity

The New Mexico Public Education Department (PED) is committed to supporting the appropriate conditions where every student receives the best possible education. We recognize that equity is not just an ideal—it's a responsibility. Our efforts focus on addressing the specific needs of historically underserved student groups, such as Native American students, Hispanic students, English language learners, students with disabilities, and students from low-income families.

Equity in action for our students and schools

For students, equity in action means their diversity is their strength and it is celebrated and supported. It means that their culture and language are honored and encouraged as part of their learning experience, as evidenced by the Indian Education Act, Hispanic Education Act, Bilingual Multicultural Education Act, and Black Education Act. It means that their exceptionality is seen as an opportunity to receive personalized support for their learning ability and that their basic needs are met. Whether it's extra



help in the classroom, programs celebrating their culture and language, or ensuring no child is left hungry, equity touches all areas of a student's school experience. For families, equity in action means they can trust that schools are actively working to support their child's unique needs and that schools receive the necessary resources to support students facing economic disadvantages, so they can overcome barriers to learning.

In all these efforts, the PED values students' identities and ensures they receive the comprehensive support they need to thrive academically and personally. The journey toward equity in New Mexico's schools is ongoing, and the PED is committed to ensuring every child has a fair chance of success. With strong initiatives and support systems in place, we are moving closer to a future where every student can thrive.

Key Legislation and Initiatives

- Indian Education Act
- Hispanic Education Act
- Black Education Act
- Bilingual Multicultural Education Act
- Office of Special Education
- At-Risk Intervention Response
- English Language Development

The Four Strategic Pillars

The PED's Four Strategic Pillars serve as a foundational element of the strategic plan focused on vastly improving educational outcomes for all students in New Mexico by 2027. These pillars align with the Martinez/Yazzie findings and are intended to guide the work of the PED, as well as inform its budgetary and programmatic decision-making.

			
1	2	3	4
Educator Ecosystem Ensure every student has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development. KEY COMPONENTS • Recruitment and retention of educators • High-quality teacher preparation • Professional development • Principal and superintendent leadership development	Whole Student & Culturally Responsive Education Support schools and classrooms in providing students with deeper, enriched academic learning that is integrated with social-emotional learning and is culturally and linguistically responsive. KEY COMPONENTS • Culturally responsive instruction • Social-emotional learning • Positive school climates	College & Career Readiness Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and to contribute as productive members of their communities. KEY COMPONENTS • Career-connected learning • Community-centered opportunities • College acceleration programs • Post-secondary readiness	Student Supports & Opportunities Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status. KEY COMPONENTS • Health services • Attendance supports • Extended learning opportunities

Goal I:

Accelerate Literacy Achievement



Improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and graduates with the literacy foundation essential for lifelong learning and success in college and career.

	Strategies	Outcomes
1	Provide high-impact tutoring for literacy	By 2027, increase the percentage, of students scoring proficient or advanced in Early Literacy and Reading from 38% (2022) to 42% in kindergarten, 32% (2022) to 36% in first grade, and 37% (2022) to 42% in second grade.
2	Train all elementary and middle school teachers in the Science of Reading and structured literacy	All kindergarten through eighth grade teachers will be trained in the Science of Reading and structured literacy by the end of the 2027 school year.
3	Provide coaching to all K-6 teachers in the implementation of high-quality instructional materials	At least 90% of all LEAs will utilize high-quality instructional materials with professional learning for teachers by 2027.
4	Ensure all educator preparation programs (EPPs) are fully aligned with the principles and best practices of the Science of Reading	Conduct a Science of Reading review of all NM approved EPPs to ensure syllabi and primary text alignment with evidence-based reading instruction by 2027. Set high-quality standards so that all new educators are adequately prepared with the necessary evidence-based literacy competencies. Increase first time pass rates of the Praxis 5205: Elementary Teaching of Reading exam from 60% in 2022 to 80% by 2027.

Literacy Highlights

New Mexico's Summer Reading Program

The 2024 inaugural New Mexico Summer Reading Program provided structured literacy instruction aligned with the Science of Reading to students in kindergarten to 8th grade. In partnership with higher education institutions, tribal entities, schools, and early childhood providers, the PED established 117 reading program sites and enrolled more than 9,500 students. Over 1,000 instructors were trained in structured literacy and provided high impact literacy instruction to students in small group settings. Families from across the state were eager for their children participate in a free literacy program that demonstrated meaningful outcomes for students.



Literacy Supports for All Students

During the 2024–2025 school year, the PED is providing structured literacy training for secondary educators so they are prepared to teach the foundational literacy skills for students who are not reading at grade level. This professional learning focuses on disciplinary or content area literacy strategies that build community by guiding participants through inquiry, collaboration, and reflection with their colleagues around reading that will support readers as their content area reading becomes increasingly important to their academic success.

As we focus on literacy skills for all grades, the PED partners with districts, schools, and charter schools to directly support our vision that all students will be guaranteed the access to literacy education, empowering them to access their full potential and future choices. This starts with our dyslexia screening in first grade and continues with our work with structured literacy supports and coaching. Model schools can offer a path to other schools for holistic literacy implementation via coaching and structured literacy training. We support schools with our Literacy Support Model, where schools have access to regional coaches and administrator communities of practice. Our belief is that by making transformational systemic change, the work around structured literacy is sustainable and improves literacy for all students.

Goal II:

Accelerate Mathematics Achievement



Improve mathematics proficiency across all grade levels by fostering critical thinking, problem-solving skills, and mathematical reasoning. This goal ensures that all students graduate with a strong mathematical foundation essential for success in higher education or the modern workforce in New Mexico.

	Strategies	Outcomes
1	Improve mathematics proficiency for ALL students	By 2027, increase the percentage of students scoring proficient or advanced in mathematics from 24% (2022) to 31%.
2	Provide elementary teachers professional development to support mathematics instruction	Provide yearly professional development to 2,500 math educators, focusing on up-to-date research and evidence to enhance mathematics teaching and learning with the best curriculum materials for all students.
3	Reduce mathematics content area teacher vacancies	By 2027, reduce mathematics content area teacher vacancies by 50%.
4	Boost adoption of high-quality instructional materials for mathematics	By 2027, increase the percentage of local educational agencies adopting high-quality instructional materials (HQIM) for mathematics from the state-adopted list from 43% (2022) to 60%, ensuring that students in grades K-12 engage in standards-aligned instruction.
5	Ensure all educator preparation programs are fully aligned with the principles and best practices of teaching mathematics	Incorporate rigorous teacher preparation competencies for the teaching of mathematics that are aligned to standards and based on up-to-date research, and ensure a robust mathematics methods course is added to coursework for all teacher candidates by 2027.

Mathematics Highlights

Math Coaching

During the 2023–24 school year, the PED contracted with the Teaching Lab to provide teachers from Cuba and Pecos elementary schools professional development and coaching in mathematical practices, standards, and instruction. Coaches provided weekly instructional coaching with feedback cycles for every teacher in grades K–6. The results were overwhelmingly positive. The PED will be extending this strategy to 50 additional schools over the next three years. The below data demonstrates the impact the mathematics coaching had on student academic performance.

	Strategies		Outcomes	
	BOY Beginning of year	EOY End of year	BOY Beginning of year	EOY End of year
Core Action 1 Standards-aligned content and rigor	69%	100%	67%	94%
Core Action 2 Effective instructional strategies	30%	87%	26%	65%
Core Action 3 Students engaging in math practices and lessons	20%	83%	23%	63%
Overall	41%	89%	37%	72%

Focus on Algebra

During the 2023–2024 school year, the PED implemented the Focus on Algebra initiative for 6th through 9th grade educators. The two-year project focuses on building teachers’ algebraic content knowledge and integration of social-emotional and culturally and linguistically responsive instruction. A total of 150 educators from 18 school districts engaged in this learning series. We aim to engage 54 additional schools in the next three years. You can hear more from school leaders and teachers on the impact of this work in their everyday instructional practice through the video code to the right.



Goal III:

Improve Student Attendance



Improve student attendance across all grade levels by fostering a culture of engagement and accountability, ensuring that every student in New Mexico has the opportunity to fully participate in their education and achieve their academic potential.

	Strategies	Outcomes
1	Reduce the statewide student chronic absenteeism rate	By 2027, reduce the chronic absenteeism rate from 39.22% (2022) to 22%.
2	Increase family and community engagement opportunities	Support family engagement by increasing access and opportunities to help parents support their child's success in school, from less than 100 participants per year in 2022 to at least 3,000 participants from across the state in 2027.
3	Improve the sense of belonging for all students	By 2027, increase the percentage of students with a strong sense of belonging at their school from 36% (2022) to 50%.



Attendance Highlights

Stunning Attendance Improvement in Santa Fe Public Schools

Santa Fe Public Schools reduced their chronic absenteeism rate by 20 percentage points in 2023-2024 by prioritizing attendance and leveraging attendance coaches to collaborate with families of students with a 10% or more absence rate to create student success plans. Additionally, Santa Fe Public Schools provides a social services specialist to support high-needs schools and facilitate smooth transitions for students returning to class. Best practices showing results:

- Ensure consistent implementation of attendance interventions and support.
- Stipends for attendance teams with additional duties to tackle attendance challenges.
- Attendance coaches to build relationships with individual students and their families.

Manzano High School Leading with Student Success Systems

Manzano High School in Albuquerque Public Schools (APS) integrated attendance and academic supports into the school's attendance teams. School staff get trained and certified in brain development, trauma-informed instruction, and restorative practices to support the complex needs of students. APS has recently expanded Student Success Systems training districtwide.

From a Parent's Voice:

- *Thank You! Manzano High School has really helped my family. I didn't want to ask for help, but when I did, you were there. I never expected to get this much help.* – Parent at Manzano HS
- *Thank you for helping my son get back on track and believing in himself. He really is smart and can do this!* – Parent at Manzano HS

Statewide Improvements in Chronic Absenteeism

The PED has taken a multifaceted approach to decreasing statewide chronic absenteeism rates. This approach includes providing additional support and resources for educators and families, targeted interventions for at-risk students, and awarding \$2.5 million to school districts to implement comprehensive support systems. The PED also invested \$1 million in professional learning and coaching for schools seeking to improve attendance and graduation rates during the 2023-2024 school year. These targeted investments have demonstrated measurable outcomes, decreasing the statewide chronic absenteeism rate by 6.4 percentage points since the 2021-2022 school year.

Percent of Chronically Absent Students by Year



Goal IV:

Increase Graduation Rates



Increase graduation rates by providing comprehensive support and resources to ensure that every student is equipped to complete their educational journey and graduate ready for success in higher education, careers, and civic life in New Mexico.

	Strategies	Outcomes
1	Increase the four, five, and six year graduation rate	By 2027, increase 4-year, 5-year, and 6-year graduation rates for all students from 76.2% (2022) to 80.0%.
2	Improve participation in CTE programs	By 2027, increase participation in career and technical education (CTE) programs from 66.8% (2022) to 70.1% (2027).
3	Increase preparation for and enrollment in postsecondary education	By 2027, increase the percentage of students who enroll in postsecondary education after graduation from 51% (2022) to 53.6% (2027).
4	Increase student enrollment in early college coursework	By 2027, increase the percentage of students who complete their high school degree with credit from at least one college course to 75%.

Graduation Highlights

Spotlight: Gadsden Independent School District's Approach to Career and Technical Education

Gadsden Independent Schools (GISD) has participated in career and technical education (CTE) programming for two decades. GISD has nearly 4,200 students enrolled in the four high schools offering CTE programming. Minority student enrollment is 97% districtwide. GISD boasts an 83% graduation rate across all high schools, placing them in the top 20% of NM.

GISD offers 17 CTE pathways across all 16 career clusters. Programming includes Agriculture, Creative Media, Architecture, Computer Science, Automotive Technology, Engineering, Culinary Arts, Law Enforcement, Construction Trades, Welding, Marketing, and more. Within the 17 CTE pathways, 85% of all high school students participate and 98.8% of CTE concentrators in the district graduate in four years. In one year, students participating in CTE programs earned 195 industry-recognized certifications.

GISD hosts eight career and technical student organizations (CTSOs), including Business Professionals of America (BPA), DECA Inc., SkillsUSA, Technology Student Association (TSA), EdRising, FCCLA, FFA, and HOSA. Providing access to the CTSOs that align with the career pathways creates opportunities for students to gain hands-on and real-world work experiences that supplement what they learn in the classroom.

Stay in School Project in Deming

The Stay in School Project was an Office of Special Education homegrown project based on evidence-based education practices and supports to students with disabilities, which included:

- Attendance supports
- Interventions for failing grades
- Behavioral interventions
- Work study opportunities
- Job exploration opportunities

Deming Public Schools—one of the program's participating districts—hired a transition coordinator who served as a graduation interventionist for students with disabilities. This individual monitored students' grades, attendance, and behavior. Participating students note that project staff enriched their sense of belonging and helped them through their academic and personal struggles.

Four Year Cohort Graduation Rates for Deming:

Graduation rates before the project: **42.6%**

Graduation rates after the project: **74.0%**

School Spotlight: Charlie Y. Brown High School in Bloomfield

Between 2018–2022, Charlie Y. Brown High School in Bloomfield increased graduation rates from 37.8% to 74%. This alternative school's focus on providing a positive and supportive learning environment contributes to overall student success by offering resources such as small class sizes, dual-credit and college courses, and a friendly, supportive staff. By offering a variety of support services, the school can help students overcome challenges that typically get in the way of graduation and academic success.

Charlie Y. Brown High School demonstrates how a school can improve graduation rates by utilizing a solid school improvement plan and data, while working alongside students and families.



Goal V:

Shared Accountability



All stakeholders—students, educators, families, and communities—share responsibility for educational outcomes, working collaboratively to support each other's growth and success, ultimately strengthening the educational system across New Mexico.

	Strategies	Outcomes
1	School improvement	Increase the number of schools with a spotlight or traditional designation to 300 and reduce the number of schools in need of improvement (CSI and MRI) by 100 by 2027.
2	Office of Special Education	The Office of Special Education will implement a statewide monitoring system to accomplish the below outcomes within two years: 1. Reduce the number of schools requiring corrective action plans by 30%. 2. Decrease parental and state complaints related to students with disabilities by 25%. 3. Facilitate regular training sessions for educators and establish collaborative feedback loops with all stakeholders.
3	Indian Education Act	By the end of school year 2027, the New Mexico Public Education Department will assist districts and charter schools achieve the following outcomes for Native American students: • The four-year graduation rate for Native American students shall meet or surpass the state average four-year graduation rate. • Each school year, at least 100 Native American students shall earn a state bilingual seal upon graduating from high school. • Reading, math, and science proficiency rates for Native American students shall meet or surpass the state average. • The number of 520-certified Native American language and culture teachers shall increase to 200.
4	Cradle to Career	Create systems working alongside of preschool programming to evaluate at least 95% of all kindergarten students for school readiness. The programming will contain developmental domains of preschool children entering kindergarten: physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills, and general knowledge.
5	Educator mentorship and retention	Increase the percentage of teachers receiving mentorship during their first year to 100% with a viable measurement tool by 2027.

Shared Accountability Highlights

Office of Special Education's Unified IEP Template

In 2024, the Office of Special Education met with a diverse coalition of stakeholders, including school leaders, special education experts, and community representatives, to address the challenges associated with the Individual Education Program (IEP) template—a document which outlines the necessary services and supports for students in special education. The need for a standardized approach became clear due to the existing variations in multiple versions of IEPs, with lengths exceeding 50 pages, resulting in confusion, inconsistency, and students not receiving the necessary services to be successful. With the goal of streamlining the IEP process, we gathered extensive feedback to develop a more cohesive and effective framework.

The proposed unified IEP template is designed to:

- Streamline the IEP process: Simplify the process so that the IEP is easier to implement.
- Promote ease of use and interpretation: Standardize the format to improve communication and collaboration among educators, parents, and students.
- Facilitate clear measurable goal setting: Establish goals that are measurable and tailored to student needs, improving the ability to track a student's progress.
- Provide a unified approach across districts: Adopt a consistent IEP template to ensure equal access to quality education, expedite services for transferring students, and prevent any loss of services during transitions.

The implementation of this unified IEP template is scheduled for implementation during the 2024–2025 school year, marking a significant milestone in the PED's ongoing commitment to enhancing educational outcomes for students with disabilities across New Mexico.

This initiative exemplifies the power of shared accountability and collaboration, bringing together diverse perspectives to create a solution that addresses the needs of our students and families. Together, we are fostering a more inclusive and more supportive educational environment where every student can thrive.



Shared Accountability Highlights

Supporting School Improvement and Leadership Development

Priority Schools Bureau leadership development program has fostered remarkable improvements in schools across New Mexico. One striking example is Blanco Elementary School, where Principal Lynda Spencer sought to address learning loss in math stemming from the COVID-19 pandemic. Partnering with the Math Teacher Leader Network through Los Alamos National Lab, Principal Spencer secured funding for dedicated math instructional planning time and professional development opportunities, including coaching and modeling. This focused



initiative yielded substantial gains, with Blanco Elementary students increasing their math proficiency by an impressive 25–30% in just one year. This success underscores the profound impact that dedicated resources and targeted professional development can have on student outcomes.

Beyond academic achievements, this leadership development program cultivates a culture of ambition and excellence. At East Picacho Elementary, Principal Michael Chaires, along with his staff and students, embraced a shared vision encapsulated in their inspiring motto: “We are educated, empowered, and persistent.” This collective commitment translated into tangible results, with the school boosting its 2023–24 School Accountability Score (www.NMVISTAS.org) by 10 points in a single school year. Their dedication was further acknowledged by the broader community, as East Picacho was honored as the “Best Elementary School” by the Las Cruces Bulletin. Principal Chaires also received well-deserved recognition as the NM Elementary School Principal of the Year for 2024. These accomplishments illustrate the transformative power of a shared vision and dedicated leadership in driving both academic progress and community recognition.

Cradle to Career

In the spring of 2024, the PED, in partnership with the Early Childhood Education and Care Department (ECECD) and districts and state charters, established the first statewide measure of kindergarten readiness with the creation of the [Early Development Instrument \(EDI\)](#). The EDI measures kindergarten readiness using five domains: 1) physical health and well-being, 2) social competence, 3) emotional maturity, 4) language and cognitive development, 5) communication skills and general knowledge. EDI results reflect 98% of all kindergarteners in New Mexico. The EDI results provide the percent of children who are developmentally vulnerable and developmentally on track in each neighborhood and for each of the five EDI domains. EDI results are shared with the local communities to describe how well the early childhood system has been supporting children in the lead up to kindergarten. The PED’s work in school readiness demonstrates our commitment to delivering a world class education to all New Mexico students.

Shared Accountability Highlights

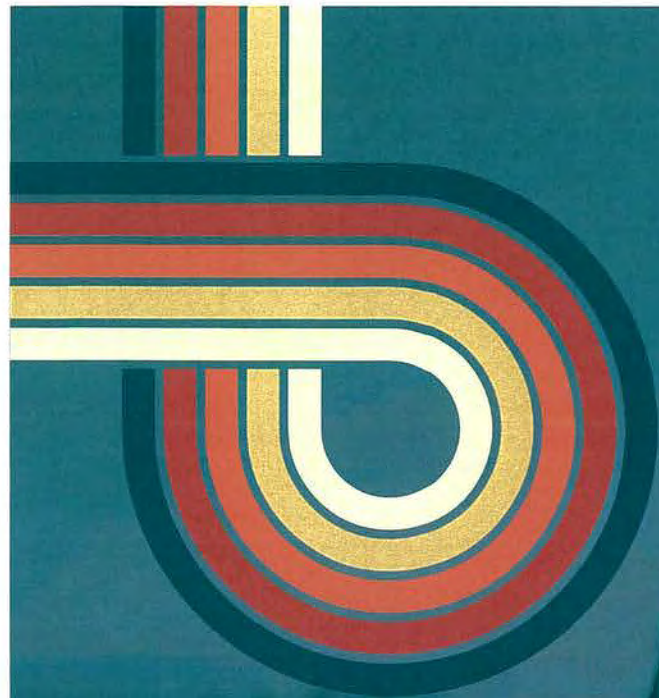
Indian Education Act

School districts across New Mexico are implementing diverse strategies to improve education outcomes for Native American students, as evidenced by end-of-year reports submitted by school districts, charter schools, Pueblos, Tribes, and Nations that received funding through IED grants. Several districts are emphasizing culturally relevant learning experiences to foster student engagement and a stronger sense of cultural identity. For example, Gallup McKinley County Schools offers a Heritage Language & Culture program in which fifth grade students research and deliver presentations in their heritage language (Navajo, Zuni, and Spanish). Dzit Dít Lool School of Empowerment Action and Perseverance (DEAP) has also set a goal that 90% or more of its students will complete a Diné studies course that incorporates core cultural competencies. These programs aim to connect learning to students' cultural backgrounds, promoting a sense of belonging and pride.

Beyond cultural programs, districts are focusing on improving academic performance in core subject areas. Hozho Academy has implemented a targeted SEL curriculum for its 6th grade class based on data from interim assessments, office referrals, and parent/teacher surveys. This initiative has led to a significant decrease in disciplinary issues and improved student behavior. Dream Dine is addressing learning loss stemming from the COVID-19 pandemic by providing reading intervention and math supports, aiming to help all students progress on schedule. Central Consolidated School District is working to implement culturally and linguistically responsive teaching and learning district-wide through collaboration with principals and PED's Curriculum and Instruction Bureau.

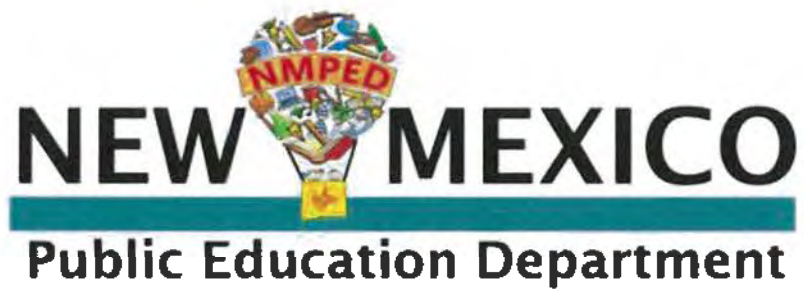
Furthermore, several districts are expanding access to college and career readiness programs, which have shown promising impacts on graduation rates and post-secondary enrollment. Jemez Valley Public Schools offers numerous opportunities for college visits, career fairs, and summer programs, with high participation among Native American students. Middle College High School reports that 11% of its Native American students participate in college campus-based summer programs, and 76% of its Native American graduates enroll in two- or four-year college programs. These initiatives not only prepare Native American students with the skills and resources needed for higher education and future careers but also contribute to improved graduation rates and increased enrollment in post-secondary education after high school.

Twenty-two Pueblos, Tribes, and Nations actively engage in implementing afterschool programs, including tutoring services, early career development, and language classes, which provide valuable educational opportunities that enhance academic outcomes and foster greater student engagement in school. Students who participate in these targeted programs gain more personalized support and culturally relevant learning experiences, which can deepen their connection to their studies and improve overall achievement. Additionally, some Pueblos, Tribes, and Nations are working to increase the number of certified language teachers who can teach Indigenous languages and cultural practices within the community or within a local education agency (LEA). For example, the Pueblo of San Felipe has certified 15 community members with a 520 Native American Language and Culture certification. Language teachers play a vital role in preserving and revitalizing Indigenous languages, fostering cultural pride, and strengthening community bonds—benefits that extend to students' self-identity and confidence, which are closely linked to their academic success and engagement.



NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Strategic Plan for Success



Fiscal Year 2028

PUBLIC EDUCATION DEPARTMENT

IT STRATEGIC PLAN

September 1, 2026

William Wanker

Chief Information Officer

Table of Contents

I. EXECUTIVE SUMMARY.....3

II. AGENCY OVERVIEW.....4

 A. Agency Mission..... 4

 B. Agency Goals 4

 C. Vision and Priorities 5

 D. Agency Description and IT Organization Structure 8

III. IT ENVIRONMENT9

 E. Major Applications 9

 F. Security 12

 G. Agency IT Certified Projects..... 13

 H. Workforce 15

 i. Full-Time Internal IT Employees..... 15

 ii. IT Professional Services Contractors 15

 I. Challenges..... 17

IV. FY26 KEY ACCOMPLISHMENTS.....18

 J. FY26 Strategic IT Accomplishments 18

 K. FY26 Other Key IT Accomplishments 20

V. FY28 IT STRATEGIC GOALS AND STRATEGIES.....21

VI. IT FISCAL AND BUDGET MANAGEMENT.....25

APPENDICES.....26

 APPENDIX I: AGENCY ORGANIZATION CHART..... 26

 APPENDIX II: IT ORGANIZATION CHART.....27

I. EXECUTIVE SUMMARY

The New Mexico Public Education Department (NMPED) is committed to improving educational outcomes for all students in New Mexico and ensuring that every student has the opportunity to succeed. PED's strategic framework establishes the Big 5 Goals as the foundation for the Department's work and identifies Four Strategic Pillars as foundational areas of work necessary to achieve improved educational outcomes.

PED's Big 5 Goals are:

1. Accelerate Literacy Achievement
2. Accelerate Mathematics Achievement
3. Improve Student Attendance
4. Increase Graduation Rates
5. Foster Shared Accountability

PED's Four Strategic Pillars:

1. Educator Ecosystem
2. Whole Student & Culturally Responsive Education
3. College & Career Readiness
4. Student Supports & Opportunities

The Four Strategic Pillars provide a framework for strengthening the education system and guiding the work of the Department. The pillars align with the Martinez/Yazzie findings and are intended to inform PED's programmatic and budgetary decision-making.

PED Information Technology (IT) serves as an enterprise enabler of this strategic framework. IT provides the technology, data, systems, security, and digital services necessary for PED to implement programs, monitor outcomes, foster shared accountability, and make informed decisions.

The FY28 Agency IT Strategic Plan establishes the technology priorities and strategies that will guide PED IT investments, projects, operations, and resource decisions. The plan focuses on ensuring that technology investments directly support PED's educational mission and strategic priorities while providing sustainable, secure, accessible, and reliable services.

During FY28, PED IT will focus on five interconnected areas:

1. Data, Measurement & Shared Accountability
2. Modernized Systems & Digital Services
3. Equity, Accessibility & Student-Centered Technology
4. Cybersecurity, Privacy & Operational Resilience
5. Sustainable IT Capacity & Resource Stewardship

These priorities support the continued modernization of PED's technology environment, including the Statewide Student Information System (SSIS), Nova, the Licensure System, Nova Space Telescope, enterprise data capabilities, service management, cybersecurity, and related infrastructure.

PED IT recognizes that successful modernization requires more than implementing new technology. Sustainable staffing, funding, data governance, cybersecurity, system integration, accessibility, change management, and ongoing operational support are essential to ensuring that technology investments provide lasting value.

Accordingly, FY28 IT investments will be evaluated based on their ability to advance PED's strategic priorities, improve services and outcomes, reduce operational and security risk, and provide sustainable value to students, families, educators, LEAs, PED programs, and the State of New Mexico.

II.AGENCY OVERVIEW

A. Agency Mission

Our Mission: The New Mexico Public Education Department partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

The PED IT Strategic Plan supports this mission by enhancing and securing data collection and information systems; improving data quality and accessibility; using business intelligence and analytics to monitor and measure progress; supporting technology-enabled program delivery; strengthening interoperability among systems; and connecting New Mexico education stakeholders with accurate, timely, and actionable information.

B. Agency Goals

PED's Big 5 Goals serve as the foundation of the Department's strategic plan and establish the primary educational outcomes the Department seeks to improve.

1. Accelerate Literacy Achievement

PED seeks to improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and that every student graduates with the literacy foundation essential for lifelong learning and success in college and career.

PED IT supports literacy achievement by providing reliable systems and data capabilities that allow PED to collect, validate, analyze, report, and monitor literacy-related information.

2. Accelerate Mathematics Achievement

PED seeks to improve mathematics proficiency across all grade levels by fostering critical thinking, problem-solving skills, and mathematical reasoning. This goal ensures that all students graduate with a strong mathematical foundation essential for success in higher education or the modern workforce in New Mexico.

PED IT supports mathematics achievement through education data systems, analytics, reporting, and data integration capabilities.

3. Improve Student Attendance

PED seeks to improve student attendance across all grade levels by fostering a culture of engagement and accountability, ensuring that every student in New Mexico has the opportunity to fully participate in their education and achieve their academic potential.

PED IT supports attendance initiatives through systems and data capabilities that enable the Department to collect, validate, analyze, and report attendance information.

4. Increase Graduation Rates

PED seeks to increase graduation rates by providing comprehensive support and resources to ensure that every student is equipped to complete their educational journey and graduate ready for success in higher education, careers, and civic life in New Mexico.

PED IT supports graduation and college- and career-readiness initiatives through student information systems (SIS), data integration, reporting, analytics, and other business applications.

5. Foster Shared Accountability

PED recognizes that all stakeholders—students, educators, families, school administrators, communities and the PED—share responsibility for educational outcomes, working collaboratively to support each other's growth and success, ultimately strengthening the educational system across New Mexico.

Foster Shared Accountability is particularly dependent upon accurate, accessible, timely, and secure information. PED IT supports shared accountability through data governance, data quality and validation, dashboards and analytics, transparent reporting, secure data sharing, reliable technology services, and improved access to actionable information.

C. Vision and Priorities

Our Vision: To create a culturally and linguistically responsive education system that meets the social, emotional, and academic needs of all students. This vision is supported by the Department's strategic framework and its commitment to improving educational outcomes for students across New Mexico.

PED's Four Strategic Pillars serve as a foundational element of this strategic framework. PED identifies the pillars as supporting the goal of vastly improving educational outcomes for all students and notes that they align with the Martinez/Yazzie findings and are intended to guide PED's work and inform budgetary and programmatic decision-making.

The Four Strategic Pillars are:

1. Educator Ecosystem

Ensure every student has well-prepared, well-supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide learning and development.

Key components include the following: Educator recruitment and retention, high-quality teacher preparation, professional development, and principal and superintendent leadership development.

PED IT supports the Educator Ecosystem through educator data, licensure systems, secure access, reporting, and technology services supporting educator-facing programs.

2. Whole Student & Culturally Responsive Education

Support schools and classrooms in providing students with deeper, enriched academic learning that is integrated with social-emotional learning and is culturally and linguistically responsive.

Key components include the following: Culturally responsive instruction, social-emotional learning, and positive school climates.

PED IT supports Whole Student & Culturally Responsive Education through secure, integrated student data, reporting, analytics, and technology that support the understanding of student needs and the monitoring of program outcomes.

3. College & Career Readiness

Increase students' successful completion of high school through research-based, relevant, applied, and experiential learning opportunities that support students in becoming college- and career-ready and contributing as productive members of their communities.

Key components include the following: Career-connected learning, community-centered opportunities, college acceleration programs, and post-secondary readiness.

PED IT supports College & Career Readiness through SISs, data integration, reporting, analytics, and applications supporting student progress and postsecondary readiness.

4. Student Supports & Opportunities

Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting, regardless of demographics, family income level, or disability status.

Key components include the following: Health services, attendance supports, and extended learning opportunities.

PED IT supports Student Supports & Opportunities through student data, attendance information, reporting, analytics, data integration, and technology-enabled services supporting equitable access and student success.

Priority 1 – Data, Measurement & Shared Accountability

PED IT will strengthen the Department's ability to collect, validate, integrate, analyze, protect, and share reliable education data.

Focus Areas:

- Data quality and validation.
- Data governance and stewardship.
- Data ownership and accountability.

- Enterprise data integration.
- Analytics and dashboards.
- Transparent reporting.
- Secure data sharing.
- Program evaluation and continuous improvement.

This priority supports all five Big 5 Goals and is particularly important to Foster Shared Accountability.

Priority 2 – Modernized Systems & Digital Services

PED IT will modernize and integrate mission-critical systems so PED programs can operate more effectively and provide improved services to stakeholders.

Focus Areas:

- SSIS/Synergy.
- Nova.
- Licensure System.
- Nova Space Telescope.
- Enterprise data platform capabilities.
- System interoperability.
- Business process modernization.
- Application lifecycle management.
- HelpDesk and IT service management.
- Digital accessibility and usability.

Priority 3 – Equity, Accessibility & Student-Centered Technology

PED IT will ensure technology investments support PED's commitment to equity and culturally and linguistically responsive education.

Focus Areas:

- Accessible digital services.
- Assessment and remediation.
- Equitable access to information.
- Data disaggregation and analysis.
- Protection of sensitive student information.
- Technology supporting culturally and linguistically responsive programs.
- Consideration of student-group impacts in technology and data initiatives.

Priority 4 – Cybersecurity, Privacy & Operational Resilience

PED IT will protect the information and technology resources entrusted to the Department while ensuring critical systems remain secure, available, and resilient.

Focus Areas:

- Cybersecurity.
- Identity and access management.

- Privacy.
- Protection of personally identifiable information.
- Vulnerability management.
- Security awareness.
- Vendor and third-party risk.
- Business continuity.
- Disaster recovery.
- System lifecycle management.

Priority 5 – Sustainable IT Capacity & Resource Stewardship

PED IT will align technology investments with PED's strategic priorities, available resources, and long-term operational needs.

Focus Areas:

- Internal IT staffing.
- Strategic use of professional services.
- Sustainable recurring technology funding.
- Cloud and infrastructure management.
- Software licensing and maintenance.
- Application lifecycle planning.
- Vendor and contract management.
- Long-term support models.

PED IT's FY28 priorities are designed to directly support the Department's Big 5 Goals and Four Strategic Pillars. By strengthening data, modernizing systems, improving accessibility and digital services, protecting information, and building sustainable technology capacity, PED IT provides the infrastructure necessary for the Department to measure progress, foster shared accountability, support educators, address student needs, and improve educational outcomes. Technology investments will be evaluated based on their ability to advance PED's strategic priorities, improve services and outcomes, reduce risk, and provide sustainable value to the Department and the students, families, educators, and communities it serves.

D. Agency Description and IT Organization Structure

NMPED is responsible for supporting a high-quality, equitable, and culturally and linguistically responsive education system for all students in New Mexico. PED works with school districts, charter schools, educators, families, communities, and other partners to advance its Big 5 Goals and Four Strategic Pillars. The Department's primary operations are located in Santa Fe and remote offices in Albuquerque, with programs and services supporting stakeholders statewide.

Offices and Programs: Major areas include Accountability and Assessment; Accreditation; Administrative Services; College and Career Readiness; Curriculum and Instruction; Educational Technology; Educator Quality, Growth, and Pathways; Information Technology; Licensure; Literacy and Humanities; Math and Science; Policy and Legislative Affairs; School Budget and Capital Outlay; Special Education; Student, School, and Family Supports; Student Success and Wellness; Transportation; and Options for Parents and Families, along with specialized programs such as Black Education Act, Hispanic Education Act, Indian Education,

ESSA, ESEA Equitable Services, Title I, Title II, Part A, At-Risk Intervention Response, Community Schools, Priority Schools, Unified Application, Learning Management System (Canvas), and the Childhood Experiences Questionnaire (CHEQ) and Early Development Instrument (EDI). NMPED also works in coordination with the Division of Vocational Rehabilitation, Public Education Commission, General Counsel, Constituent Services, and Public Information Office to support the agency's statewide mission.

The PED Agency Organization Chart (*Appendix A-I*) provides the Department's organizational structure through the bureau level and identifies major programs and reporting relationships.

IT Organization

PED IT provides technology, data, cybersecurity, project management, application support, infrastructure, and IT service management to support PED's programs and strategic priorities. Major IT-supported systems include SSIS/Synergy, Nova, the Licensure System, and enterprise data and analytics capabilities.

The PED IT Organization Chart (*Appendix A-II*) provides the IT organizational structure and reporting relationships. Current staffing levels by program and IT function will be reflected in the FY28 organizational charts and staffing information.

III. IT ENVIRONMENT

E. Major Applications

PED relies on several mission-critical and enterprise applications to support statewide education programs, data collection and reporting, educator services, and daily agency operations. These systems support student, educator, and agency data and require appropriate security, privacy, access controls, and data governance.

The table below identifies PED's major applications and their primary functions, data types, hosting environments, and vendors.

TABLE 1.1: Major Applications

Application Name	Purpose / What It Does	Mission Critical? (Yes/No)	Data Types Handled	Hosting Type (On-Prem / Cloud / SaaS)	Vendor or Internal
Nova	Supports statewide education data collection, validation, reporting, and related program functions.	Yes	Student and education data; PII	On-Prem	Vendor / Internal

SSIS / Synergy	Supports statewide student information, enrollment, attendance, student records, and related education data.	Yes	Student PII; education records	Cloud	Vendor
Licensure System (Salesforce / Microsoft Entra ID / MuleSoft)	Supports educator licensure, certification, application processing, user authentication, secure access, and system integration.	Yes	Educator PII; licensure and professional information	Cloud / SaaS	Vendor
Nova Space Telescope	Supports education data analytics, visualization, and reporting to inform program and agency decision-making.	Yes	Student and education data; PII	Cloud	Vendor / Internal
Operating Budget Management System (OBMS)	Supports state agency budgeting, budget management, financial transactions, related fiscal processes, and contracts.	Yes	Financial, employee, vendor, and agency data	Cloud / SaaS	Internal / Vendor
Attendance Improvement Plan (AIP)	Supports development, submission, monitoring, and reporting of school and district attendance	Yes	Student and school/district data; PII	Cloud / SaaS	Vendor / Internal

	improvement plans.				
Educator Preparation Program (EPP)	Supports educator preparation program information, reporting, monitoring, and related educator preparation activities.	Yes	Educator, student, and program data; PII	Cloud / SaaS	Vendor / Internal
IT HelpDesk / Nova FreshDesk	Supports IT service requests, incidents, asset tracking, and customer support.	Yes	Employee/user and IT service data	Cloud / SaaS	Vendor
Teacher Evaluation System	Supports teacher evaluation processes, data collection, reporting, and program monitoring.	Yes	Educator PII; evaluation and professional information	Cloud / SaaS	Vendor / Internal
Data Center Migration	Modernizes core infrastructure, strengthens cybersecurity controls, reduces dependence on aging platforms, and provides a more resilient and supportable operating environment.	Yes	Agency systems and infrastructure data	On-Prem / Cloud	Vendor / Internal

F. Security

Cybersecurity and privacy are foundational to PED's ability to achieve its strategic goals.

PED IT will protect the confidentiality, integrity, and availability of the information required to measure educational outcomes, provide services, support educators and students, and foster shared accountability.

FY28 priorities include:

- Data center migration
- Identity and access management.
- Protection of personally identifiable information.
- Vulnerability and patch management.
- Security awareness.
- Security assessments.
- Secure system integrations.
- Vendor security.
- Third-party risk management.
- Incident response.
- Business continuity.
- Disaster recovery.

NMPED's on-premise data center was outdated and vulnerable to malicious actors, which created an immense risk given the amount of personally identifiable information collected and reported by the agency. With funding for a new statewide student information system, the opportunity presented itself whereby not only would the state and districts save a great deal of money by using a single system, but new investments needed to support the statewide system and the data collected and reported could be made. It was identified that the most efficient and cost-effective approach to meet this need would be made by moving to a DoIT-hosted environment. For example, by moving into the DoIT environment and its VXRail, DoIT would provide more sophisticated disaster recovery and backup than was available through the on-premises data center currently being used by NMPED. Equally, DoIT required new firewalls and VPN tunnels to be architected and installed to protect the data flowing from districts into NMPED and out for required state and federal reporting, not to mention use of tools that would securely visualize the data. Also, required were server upgrades: some 40+ NMPED servers were primarily running 2012 versions, which needed to be upgraded to the most recent version 2025 to allow for certain platforms, systems, and applications to run securely. Moving into DoIT's environment allowed this upgrade to happen in a more secure environment capable of engaging testing and automation outside of a production environment, something which NMPED did not have on-premises. The same was true of the need to upgrade NMPED's VMs and Active Directory (AD), which in DoIT's environment could also be automated. Finally, the upgrade required NMPED to move from its present approach of encoded IP addresses tied to certain systems and applications to a more modern DNS approach, the migration and upgrade of which could also be automated. While NMPED retains administrative control over security settings, DoIT is responsible for upgrading its environment to meet any future needs of NMPED

– acts which collectively served/s to increase efficiency and security of NMPED’s platforms, systems, applications, and data collection and reporting framework, protecting personally identifiable information of students, teachers, and parents. And, with NMPED becoming the largest client within the DoIT environment, any future costs – for NMPED and any other agency wishing to be hosted by DoIT – will be significantly reduced as so much of the upgraded work will be done as a result of this migration.

Security and privacy requirements will be incorporated into technology planning, procurement, implementation, system development, data management, and vendor management.

G. Agency IT Certified Projects

All certified projects support the agency’s purpose by providing improved collection, analysis, reporting, and sharing of data.

TABLE 1.2: Current Certified IT Projects

Educator Preparation Program (EPP) Data Collaboration Project	
Project Description	Eliminate the manual data movement process of 13 post-secondary schools participating in the EPP. It will improve accreditation and programs via a data feedback loop, offer greater transparency for program support and accountability, and provide additional opportunities for data sharing between EPP and PED.
Estimated Project Costs	254,253
Current Funding	254,253
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	Educator Ecosystem
Statewide Real-Time Data Management Solution (Nova)	
Project Description	Implementation of Data Management System tools to be used for real-time collection and validation of data from Student Information Systems at New Mexico School Districts and Charter Schools.
Estimated Project Costs	1,144,600
Current Funding	1,144,600
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	College & Career Readiness
Supplemental Collection Portal: Attendance Improvement Plan (AIP)	
Project Description	To replace our Attendance Improvement Plan application with a version using the SharePoint Online platform. The replacement will enable Local Education Agencies (LEAs) to review absentee rates for

	their schools and implement remediation plans for chronic absenteeism rates. The product would also allow PED to review the LEA plans and monitor their efficacy. It will furthermore promote transparency as parents will be able to monitor absentee rates via a public facing dashboard.
Estimated Project Costs	1,405,000
Current Funding	1,135,00
Certified Project Phase	Closeout
Estimated Completion	31 July 2025
Strategic Priority	College & Career Readiness
Nova Space Telescope	
Project Description	Utilize Google Cloud Platform tools to integrate data systems into a single portal/dashboard that allows users to see longitudinal metrics and trends across space and time. The project builds on work completed from previous projects and includes data/work from: Nova (STARS replacement); Open Books (financial transparency); BIIR (Looker Reporting); Vistas, Assessment Data; High Quality Instructional Materials.
Estimated Project Costs	3,041,240
Current Funding	2,873,759
Certified Project Phase	Implementation
Estimated Completion	31 July 2026
Strategic Priority	College & Career Readiness
Licensure System	
Project Description	To replace our existing Licensure Portal with a new system: • To utilize existing technology (Salesforce) for our new Licensure platform to create an intuitive and dynamic solution that is easier to navigate, automates mundane tasks, reduces the margins of error, provides real-time data and reports for both internal and external users (licensure applicants and school/district administrators) and provides a secure space to store data. • To address the needs of the Office of General Counsel (OGC)'s Investigations team. This team directly supports the Licensure Bureau and complaints submitted with regards to licensed educators and staff. The Investigations team needs a system to manage their caseloads and provide secure data storage. They currently do not have a system which provides these functions. • To publish a public-facing dashboard to allow New Mexico constituents the ability to look up what licenses/endorsements are held by district and school staff.
Estimated Project Costs	4,000,000

Current Funding	1,249,881
Certified Project Phase	Implementation
Estimated Completion	31 July 2027
Strategic Priority	Educator Ecosystem
Statewide Student Information System (SSIS)	
Project Description	To align PED and all LEAs onto a singular SSIS, which continues to utilize the Ed-Fi Data Standard (that was implemented with Nova).
Estimated Project Costs	12,000,000
Current Funding	4,912,795
Certified Project Phase	Implementation
Estimated Completion	28 June 2028
Strategic Priority	College & Career Readiness

H. Workforce

i. Full-Time Internal IT Employees

PED IT contains a total of 29 positions, 18 of which are filled and 11 are vacant. Our division is comprised of four strategic teams: the Project Management Office (PMO); IT Operations; Data Warehouse and System Integration (Application Development); and the Information Security Office. An outline of positions within these teams can be found in Appendix A-II.

All IT staff are required to work on-site unless they have an approved accommodation. Below is the percentage of those who are currently teleworking.

Category	Ratio	Percent
Onsite	16/18	89%
Telework	02/18	11%
Hybrid	00/18	0%

ii. IT Professional Services Contractors

Professional services contractors provide specialized and supplemental capacity in areas such as application development, project management, data, quality assurance, infrastructure, cybersecurity, and specialized system administration.

PED will continue to evaluate contractor resources based on critical business needs, available funding, knowledge transfer opportunities, and the long-term sustainability of the services being supported.

Contractor Name	Vendor	Category of services
Sriram	BVM	Application Support and Development
Takeshi	BVM	IT Project Management, Planning, & Analysis
Sesha	BVM	Application Support and Development
Reni	BVM	Application Support and Development
Jincy	BVM	Database Administrator
Rithika	BVM	System Administration and Database Administration
Praveen	BVM	System Administration and Database Administration
Mahesh R.	BVM	Application Support and Development
Nivedita	BVM	Business Analyst
Suribabu	BVM	Business Analyst
Ganta	BVM	Database Administrator
Mounika	BVM	Business Analyst
Sanjana	BVM	Business Analyst
Jon	BVM	Ed-Fi Data Integration Engineer
Peri	BVM	Network & Systems Administrator
Joy	BVM	Cybersecurity Engineer
Mahesh K.	BVM	Technical and Delivery Manager
Rob / Gustavo	Synergy (Edupoint) / Cooperative Educational Services (CES)	Statewide Student Information System
Amber	Kyra Solutions, Inc.	Project Management
Vijay	Kyra Solutions, Inc.	Application Support and Development
Greg	Real Time Solutions, Inc.	Project Management

Dessis	Real Time Solutions, Inc.	Business Intelligence Analyst
Imad	Real Time Solutions, Inc.	Business Intelligence Analyst
George	Real Time Solutions, Inc.	Business Intelligence Analyst
Chris	Real Time Solutions, Inc.	Web Developer
David	RESPEC Company, LLC.	Principal consultant and Business Intelligence Analyst
Kamari	RESPEC Company, LLC.	IV&V
Joann	RESPEC Company, LLC.	IV&V
Letticia	RESPEC Company, LLC.	IV&V
Kristina	RESPEC Company, LLC.	Application Support and Development
Samuel	TEKsystems, Inc.	Application Support and Development
Dhwani	TEKsystems, Inc.	Business Analyst
Shreelakshmi	vTech Solution, Inc.	IV&V

I. Challenges

1. Workforce and Capacity

Limited internal IT capacity affects PED's ability to simultaneously modernize systems, maintain existing operations, manage vendors, and provide timely support.

2. Data Integration and Quality

PED's ability to measure and improve educational outcomes depends upon consistent, accurate, timely, and interoperable data across multiple systems.

3. Legacy and Modern Systems

PED must maintain existing systems while transitioning to modern platforms, creating integration, operational, and resource challenges.

4. Sustainable Funding

Technology modernization creates recurring costs for licensing, cloud services, maintenance, security, support, and staffing that must be considered alongside one-time implementation costs.

5. Cybersecurity and Privacy

Increasing cyber threats and security requirements require continued investment in security controls, monitoring, training, and risk management.

6. Data Governance and Shared Accountability

Effective use of education data requires clearly defined ownership, stewardship, standards, and processes across PED programs and external partners.

7. Accessibility and Equity

PED must ensure technology and digital services do not create barriers for students, families, educators, or communities.

IV. FY26 KEY ACCOMPLISHMENTS

During FY26 going into FY27, PED IT advanced several major initiatives that modernized critical systems, strengthened data capabilities, improved reporting, and established a foundation for future technology innovation. These accomplishments supported PED's mission and strategic priorities by improving the Department's ability to manage education data, support educators and students, and make informed, data-driven decisions.

J. FY26 Strategic IT Accomplishments

TABLE 1.3a: Priority 1

STRATEGIC PRIORITY 1 – Modernization of Education Systems and Data	
Modernize PED's technology and data environment to improve the collection, management, analysis, and reporting of education information.	
FY26 Strategy 1	Statewide Student Information System (SSIS) Cohort 1
Accomplishments	- Advanced the SSIS Cohort initiative to support statewide student information system modernization and implementation. - Continued coordination with PED programs, LEAs, vendors, and state partners to support implementation activities.
Outcomes/Metrics	- Advanced SSIS implementation and readiness. - Improved foundation for statewide student data management, reporting, and integration. - Completed the initiation, planning phases of the certified project and presented to the PCC for implementation.
FY26 Strategy 2	Data Center Migration
Accomplishments	Advanced the migration of PED technology resources from the existing data center environment to the designated modern infrastructure environment.

	Coordinated application, infrastructure, security, and operational requirements associated with the migration.
Outcomes/Metrics	- Reduced reliance on legacy data center infrastructure. - Improved infrastructure scalability, reliability, and sustainability.
FY26 Strategy 3	Licensure System
Accomplishments	- Advanced implementation of the modernized Licensure System. - Progressed system configuration, integrations, testing of the development environment, and implementation activities. - Coordinated Salesforce, Microsoft Entra ID, and MuleSoft requirements to support the new solution.
Outcomes/Metrics	- Advanced modernization of educator licensure services. - Established the technical foundation for secure authentication and system integration. - Completed the initiation, planning phases of the certified project and presented to the PCC for implementation.
FY26 Strategy 4	Teacher Evaluation System
Accomplishments	- Advanced the Teacher Evaluation System initiative to support educator evaluation processes and reporting. - Coordinated technology and program requirements necessary to support implementation and system improvements.
Outcomes/Metrics	- Improved technology support for educator evaluation processes. - Strengthened the ability to collect and report teacher evaluation information.

TABLE 1.3b: Priority 2

STRATEGIC PRIORITY 2 – Data Analytics, Innovation and Decision Support	
Expand PED's use of data, analytics, and emerging technologies to improve reporting, program decision-making, and educational outcomes.	
FY26 Strategy 1	AI Analysis of Data Collection and Reporting
Accomplishments	- Explored the use of Artificial Intelligence (AI) to analyze education data collection and reporting processes. - Identified opportunities to use AI to improve data analysis, reporting efficiency, and access to actionable information.
Outcomes/Metrics	- Established opportunities for responsible AI use within PED's data environment. - Identified potential applications for improving data analysis and reporting.
FY26 Strategy 2	Nova
Accomplishments	Continued enhancement and support of Nova, PED's statewide education data platform.

	- Supported data collection, validation, reporting, and system improvements. - Continued coordination with program areas and stakeholders to address data and reporting requirements.
Outcomes/Metrics	- Improved education data collection and reporting capabilities. - Strengthened data quality and accessibility. - Supported program and agency decision-making through improved data availability.
FY26 Strategy 3	Nova Space Telescope
Accomplishments	- Advanced the Nova Space Telescope initiative to support enhanced data exploration, analytics, and visualization. - Continued planning and development activities to establish a scalable environment for analyzing and presenting education data.
Outcomes/Metrics	- Established a foundation for enhanced education data analytics and visualization. - Improved opportunities for PED programs and leadership to explore and interpret data. - Completed the initiation, planning phases of the certified project and presented to the PCC for implementation.
FY26 Strategy 4	Data-Driven Decision Support
Accomplishments	- Continued efforts to improve the availability and usability of PED education data. - Supported integration of data, reporting, analytics, and visualization capabilities across PED initiatives. - Coordinated with program areas to identify opportunities to improve data-informed decision-making.
Outcomes/Metrics	- Improved access to information needed for program monitoring and decision-making. - Strengthened PED's foundation for data-driven planning and accountability. - Supported alignment of technology and data initiatives with PED's strategic priorities.

K. FY26 Other Key IT Accomplishments

In addition to the strategic initiatives above, PED IT continued to provide the operational support, security, and technology services necessary to maintain daily agency operations and support PED programs and stakeholders.

TABLE 1.4: Other FY26 Key IT Accomplishments

APPLICATION	
Accomplishment	Maintained and supported PED's mission-critical applications and business systems, including Nova, SSIS, Licensure, Telescope, Teacher Evaluation System, Attendance Improvement Plan/Portal (AIP), and other program applications.

Value or Impact	Supported continuity of PED programs and statewide education services.
DATA	
Accomplishment	Improved data collection, validation, reporting, analytics, and data integration capabilities. Completed required EDPass Files submissions accurately, timely, and ahead of established deadlines.
Value or Impact	Strengthened data quality and supported data-informed decision-making. Early completion of EDPass submissions supported timely state and federal reporting requirements and reduced the risk of missed deadlines.
PROCESS IMPROVEMENT	
Accomplishment	Streamlined coordination of IT projects, system implementations, procurement, and vendor activities.
Value or Impact	Improved efficiency, accountability, and visibility of IT initiatives.
WORKFORCE	
Accomplishments	Utilized IT staff and specialized professional services to support major modernization initiatives and daily operations.
Value or Impact	Increased capacity to support PED's growing technology portfolio.
CUSTOMER SERVICE	
Accomplishments	Provided HelpDesk / Nova FreshDesk, application, access, and technical support to PED staff, programs, and LEA's.
Value or Impact	Minimized disruptions and improved employee access to technology services.
TELEWORK	
Accomplishments	Supported Microsoft 365, SharePoint, identity management, and other technologies supporting remote and hybrid work.
Value or Impact	Enabled continuity of operations and secure collaboration.
SECURITY	
Accomplishments	Kicked off the Data Center Modernization and Migration Program, continued cybersecurity, data governance, identity and access management, privacy, and security activities across PED systems and projects.
Value or Impact	Protected sensitive education and agency information and reduced technology risk.

V. FY28 IT STRATEGIC GOALS AND STRATEGIES

PED IT's FY28 strategic goals and strategies build upon the major initiatives advanced during FY26. The strategies focus on continuing modernization, strengthening education data and reporting, expanding the responsible use of emerging technologies, and improving the technology foundation that supports PED's mission and strategic priorities.

TABLE 1.5a: Strategic Goals Priority 1

STRATEGIC PRIORITY 1 – Modernization and Infrastructure	
Modernize PED's mission-critical systems and technology infrastructure to improve operational efficiency, data accessibility, system integration, and long-term sustainability.	
FY28 Strategy 1	SSIS Cohort Continue implementation and modernization of the Statewide Student Information System (SSIS) to improve statewide student data management, integration, reporting, and support for PED programs and LEAs.
Outcomes/Metrics	• Progress against the SSIS implementation roadmap. • Completion of planned FY28 implementation milestones. • LEA/user onboarding and readiness milestones. • Improvements in student data integration and quality.
FY28 Strategy 2	Data Center Migration Continue migration of PED applications and technology services from legacy data center environments to secure, scalable, and sustainable infrastructure.
Outcomes/Metrics	• Number of applications and services migrated. • Completion of planned FY28 migration milestones. • Reduction in legacy infrastructure dependencies. • Improved infrastructure reliability and availability.
FY28 Strategy 3	Licensure System Continue implementation of the modernized Licensure System, including Phase 2 functionality, testing, Salesforce, Microsoft Entra ID, and MuleSoft integrations.
Outcomes/Metrics	• Completion of planned Phase 2 milestones. • Integration and testing milestones achieved. • Successful implementation of priority licensure functionality. • Establishment of sustainable operational support.
FY28 Strategy 4	Teacher Evaluation System Continue modernization of the Teacher Evaluation System to improve educator evaluation processes, data collection, reporting, and program oversight.
Outcomes/Metrics	• Completion of planned implementation milestones. • Improvements in data collection and reporting. • Reduction in manual processes where applicable. • Improved access to teacher evaluation information.

TABLE 1.5b: Strategic Goals Priority 2

STRATEGIC PRIORITY 2 – Data, Analytics and Innovation
Strengthen PED's ability to collect, integrate, analyze, visualize, and report education data to support evidence-based decision-making, program improvement, and shared accountability.

FY28 Strategy 1	AI Analysis of Data Collection and Reporting Explore and responsibly implement Artificial Intelligence (AI) capabilities to improve education data analysis, reporting, and administrative processes.
Outcomes/Metrics	• Priority AI use cases identified and evaluated. • Approved AI pilots or proof-of-concepts completed. • Security, privacy, and governance requirements established. • Measurable improvements in selected analysis or reporting processes.
FY28 Strategy 2	Nova Continue modernization and enhancement of Nova to improve statewide education data collection, validation, reporting, and accessibility.
Outcomes/Metrics	• Planned Nova enhancements completed. • Improvements in data quality and validation. • Reports and dashboards enhanced or implemented. • Improved timeliness and accessibility of education data.
FY28 Strategy 3	Nova Space Telescope (Telescope) Expand the Nova Space Telescope initiative to improve data exploration, visualization, analytics, and decision support.
Outcomes/Metrics	• Data sources integrated. • Dashboards and visualizations developed or enhanced. • Increased availability of actionable education data. • Increased use of analytics by PED programs and leadership.
FY28 Strategy 4	Data Governance and Integration Strengthen data governance, ownership, stewardship, interoperability, and integration across PED systems.
Outcomes/Metrics	• Data ownership established for priority data domains. • Data governance standards and processes implemented. • Priority system integrations completed. • Reduction in data quality and integration issues.

TABLE 1.5c: Strategic Goals Priority 3

STRATEGIC PRIORITY 3 – Accessibility, Security and Sustainable IT	
Provide secure, accessible, resilient, and sustainable technology services that protect PED information, support equitable access, and ensure continuity of critical agency operations.	
FY28 Strategy 1	Web Accessibility Assessment Perform web presence assessment against the Web Content Accessibility Guidelines (WCAG) 2.1 AA standard.
Outcomes/Metrics	• Determine the gap between PED's current web presence and WCAG 2.1 AA standards. • Identify accessibility deficiencies and remediation priorities. • Develop an accessibility improvement roadmap. • Track progress toward remediation.

FY28 Strategy 2	Cybersecurity and Privacy Strengthen cybersecurity, identity and access management, privacy protections, vulnerability management, and security practices across PED's technology environment.
Outcomes/Metrics	- Planned security assessments completed. - Identified vulnerabilities addressed according to established priorities. - Security and privacy requirements incorporated into applicable technology initiatives. - Required security awareness activities completed.
FY28 Strategy 3	Business Continuity and Operational Resilience Strengthen business continuity, disaster recovery, backup, and operational readiness for PED's mission-critical systems.
Outcomes/Metrics	- Business continuity and disaster recovery plans reviewed and updated. - Recovery requirements established for priority systems. - Planned recovery/testing exercises completed. - Improved readiness for technology disruptions.
FY28 Strategy 4	Sustainable IT Capacity and Resource Stewardship Align IT staffing, professional services, funding, licensing, infrastructure, and vendor resources with PED's strategic priorities and long-term operational needs.
Outcomes/Metrics	- Critical IT staffing and resource gaps identified and addressed. - IT resources aligned with approved strategic priorities. - Technology contracts, licenses, and recurring costs actively managed. - Sustainable operational support models established for major systems.

VI. IT FISCAL AND BUDGET MANAGEMENT

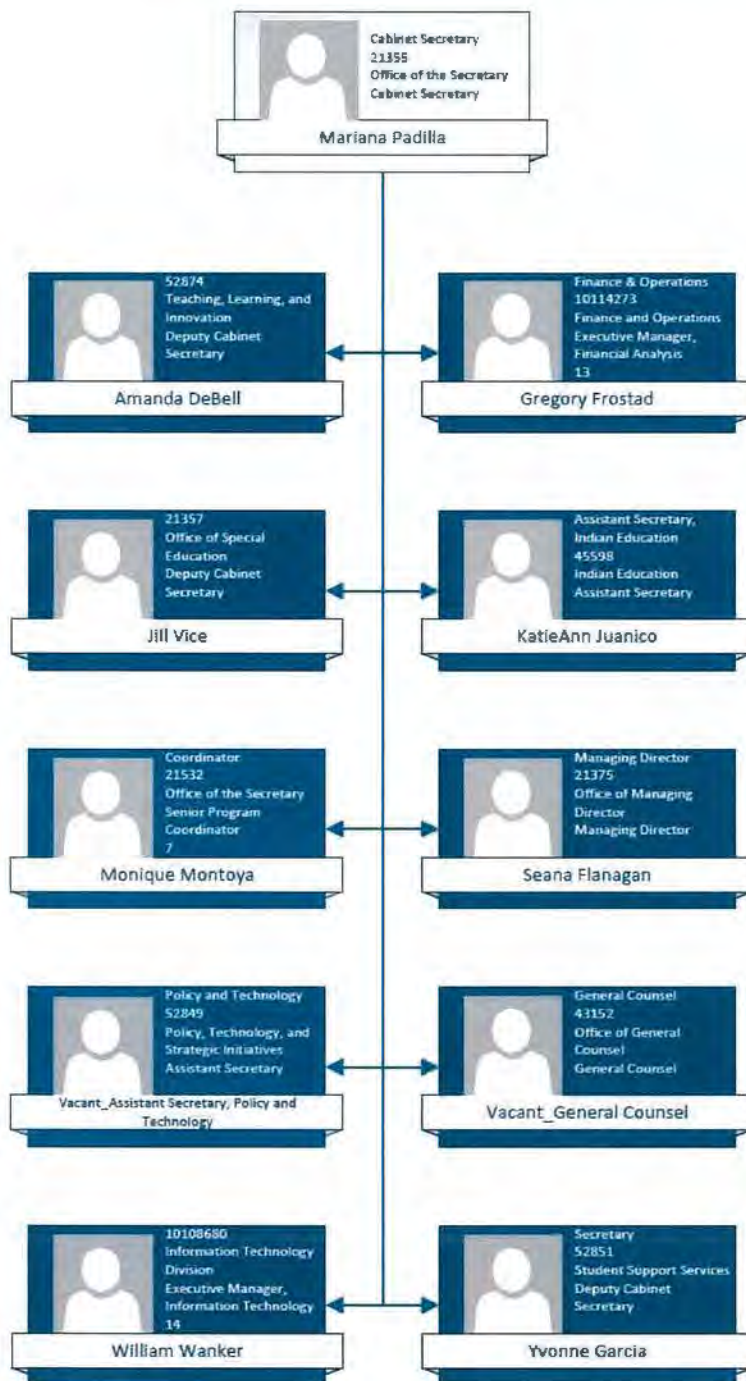
Information Technology (IT) Operating Budget (C1)

To update this table, please double click on the embedded spreadsheet and add the required information.
Before exiting the spreadsheet, please make sure to scroll up. Otherwise, the entries of this table will not be fully previewed.

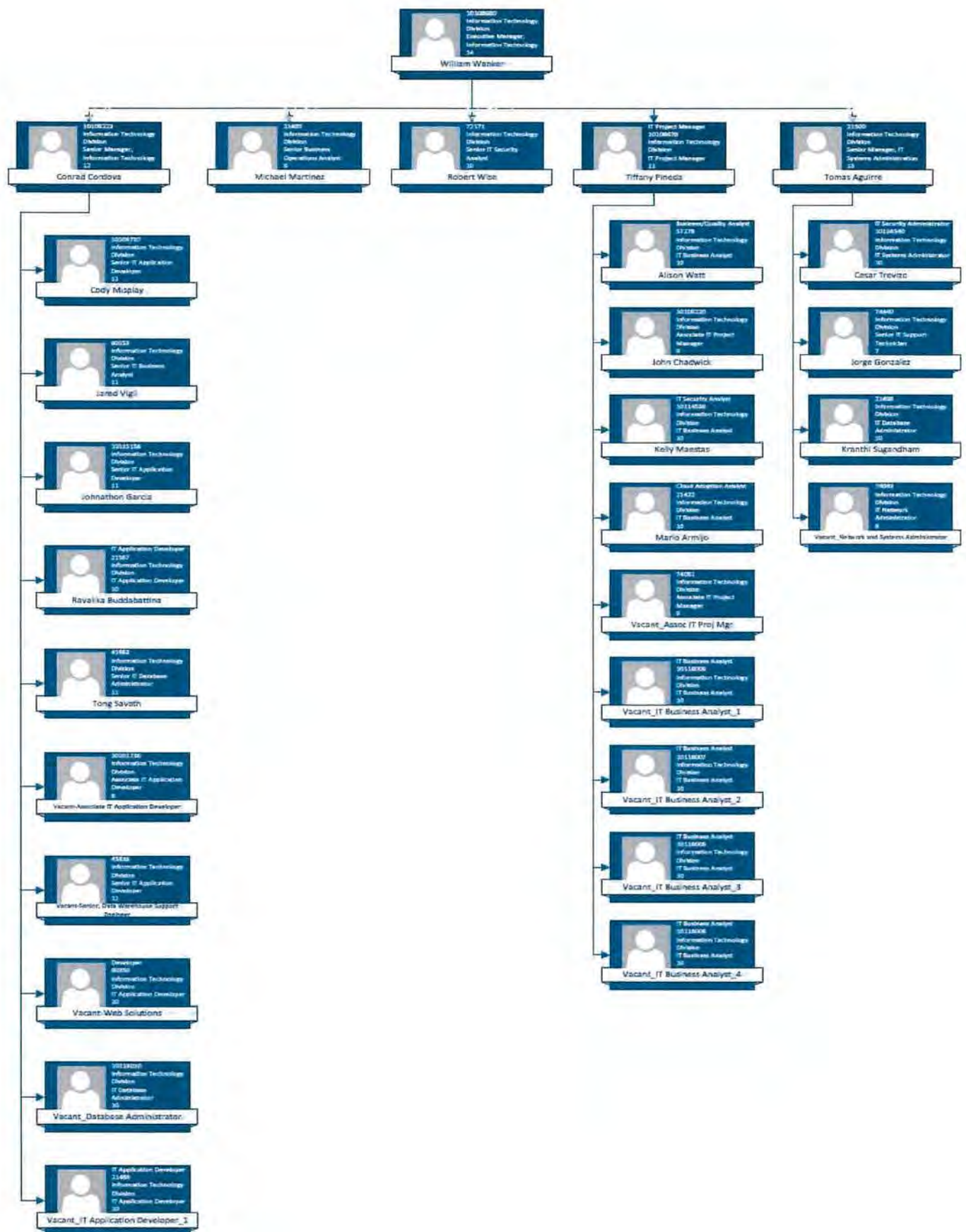
Agency Name			Agency Code		
Public Education Department			92400		
Base Request Operational Support of IT. Check one of the options below:			Flat Budget	Expansion from previous year	
Yes			No	No	
Revenue IT Base Budget (dollars in thousands)					
Appropriation Funding Type	FY25 Actual	FY26 Actual	FY27 OpBud	FY28 Request	FY29 Estimate
General Fund	3,879.5	3,112.3	3,593.9	5,730.0	5,730.0
Other State Funds	0.0	2,431.4	17,188.2	8,430.0	8,430.0
Federal Funds	2,416.2	8,840.2	3,083.7	343.0	343.0
Internal Svc Funds/Interagency Transfer	0.0	0.0	0.0	0.0	0.0
Total	6,295.7	14,383.9	23,865.8	14,503.0	14,503.0
Expenditure Categories (dollars in thousands)					
Category or Account Description	FY25 Actual	FY26 Actual	FY27 OpBud	FY28 Request	FY29 Estimate
Personal Services & Employee Benefits	2,958.5	2,816.4	4,049.7	4,157.3	4,157.3
Contractual & Professional Services	2,883.7	9,079.8	15,044.3	9,085.5	9,085.5
IT Other Services	453.5	2,487.7	4,771.8	1,260.2	1,260.2
Other Financing Uses	0.0	0.0	0.0	0.0	0.0
Total	6,295.7	14,383.9	23,865.8	14,503.0	14,503.0

APPENDICES

APPENDIX I: AGENCY ORGANIZATION CHART



APPENDIX II: IT ORGANIZATION CHART



Strategic Plan Approval

	Signature	Date
Agency Cabinet Secretary/ Director	Signed by: <i>Mariana D. Padilla</i>	9/1/2026
Agency Chief Information Officer or IT Lead	#36F889644684C9... DocuSigned by: <i>Conrad Cordova</i>	8/31/2026
Agency Chief Finance Officer	1C1C46343D964FB... DocuSigned by: <i>Mariano</i>	8/31/2026

C-1

This page
left intentionally
blank

This page
left intentionally
blank

PERF AUDIT



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR AVE.
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

MARIANA D. PADILLA
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

June 17, 2026

Dear Chairman Small and members of the Legislative Finance Committee,

The New Mexico Public Education Department (PED) appreciates the opportunity to respond to the Legislative Finance Committee's (LFC's) progress report on instructional time and extended learning opportunities in public schools. We welcome the dialogue about our collective investments and commitments and recognize that continuous improvement requires collaboration and shared accountability.

PED understands that increased instructional time alone may not guarantee improved student outcomes. However, when coupled with additional evidence-based strategies, increased instructional time provides the opportunity for students to receive the learning and support services they need to succeed. A recent review of 74 studies by the [University of Oregon](#) found that time in school matters for student achievement. The University of Oregon report includes recommendations that schools maintain or add hours, shift start times and schedules that support student needs while maintaining time in school, and utilize instructional time more effectively. In response to such relevant research findings, PED has made efforts to add instructional time and implement best practices in school scheduling, however, some of PED's efforts to affect change through rule have been met with opposition.

As the LFC report results show, New Mexico has not realized the full return on its investments intended to increase instructional time. We have seen the number of days students spend in school essentially remain flat for nearly two decades despite increased funding. In addition, more districts and charter schools are moving to a four-day week calendar, increasing in number from 58 in the 2024-2025 school year to 85 in the coming 2026-2027 school year. This will result in additional districts and charter schools having fewer instructional days.

According to New Mexico Legislative Education Study Committee [legislative staff briefs](#), the K-12 Plus Program (established by House Bill 130 in 2023) was designed in response to lessons learned from K-5 Plus and Extended Learning Time Program, emphasizing key policy pillars that include incentivizing additional time in school with significant funding and supporting

embedded professional work time. Unfortunately, this legislation also incentivized four-day school week schedules due to the additional revenue that is generated for schools with those calendars. In addition, the LFC has found that one-third of school district and charter school leaders disagree that adding instructional time improves outcomes for struggling students, further impeding the state's efforts to increase instructional time.

PED understands that improving student outcomes requires a multi-faceted approach. PED supports increased instructional time, strategic master scheduling, developmentally appropriate start times, embedded interventions throughout the school day, and targeted out-of-school time interventions. PED agrees with the progress report recommendation to amend the K-12 Plus formula to ensure additional, high-quality student learning time while eliminating financial incentives that reward practices that are not likely to improve student outcomes.

PED also welcomes the LFC progress report's recommendations that seek to improve department operations, including data collection and public reporting, program monitoring, and professional development and technical assistance. These recommendations should include additional resources for the agency to support this work.

We ask for your continued commitment and partnership in implementing strategies that address effective use of instructional time. Given the long history of the extended learning time program in New Mexico, including statutory changes, regulatory revisions, and – most recently – judicial intervention, PED recognizes that this is an initiative that cannot successfully be addressed without a collaborative and a coordinated approach. It is clear that forward progress on this issue will be difficult to achieve without the necessary statutory and consequent legal authority to act.

PED looks forward to working with you on addressing the pressing concerns outlined in your report.

Sincerely,

Mariana D. Padilla

Mariana D. Padilla
Secretary of Public Education
New Mexico Public Education Department

E-6B

**FY28 APPROPRIATION REQUEST
FORM E-6B LEASED PASSENGER-RELATED VEHICLES**

Account code 542800

LEASED VEHICLE INFORMATION as of 7/1/26

Agency Name: Public Education Department
Program Name: PED Operations

Business Unit: 92400
Program Code: P527

Item No.	LONG TERM LEASES ONLY						Lease Type Operational (O) or Standard (S)	Long Term Only			SHORT TERM ONLY			Put (x) if Fed \$	
								A	B	A x B = C	D	E	D x E = F		
	Year	Make/Model	Vehicle Type	A** R C	License Plate Number	Mileage As of 7/1/26		FY24 Monthly Rate S= Rate Schedule	Number of months to lease	Total cost Rate FY26	Daily Rate Based On Vehicle Type	No. of Days	Total Lease Rate		
1	2009	Dodge/Caravan	05AO	C	001387SG	126,886	Operational (O)	293.22	12	3,518.64			-		
2	2005	Dodge/Dakota	04BO	C	G61651	136,582	Operational (O)	293.22	12	3,518.64			-		
3	2005	Dodge/Dakota	04BO	C	G61652	148,199	Operational (O)	293.22	12	3,518.64			-		
4	2023	Ram 1500	04F	C	010140SG	9,071	Operational (O)	485.00	12	5,820.00			-		
5	2026	Ford/Maverick	04B	C	012000SG	75	Operational (O)	418.00	12	5,016.00	24.07	165	3,971.55		
6	2026	Ford/Maverick	04B	C	012004SG	86	Operational (O)	418.00	12	5,016.00			-		
													-		
										-			-		
										-			-		
TOTAL LONG TERM:								26,407.92			TOTAL SHORT TERM:		3,971.55		

Operational(O) rate for FY26

** Code A – additional leased vehicle request C – vehicle currently leased R = request to replace previously purchased vehicle

Page _____

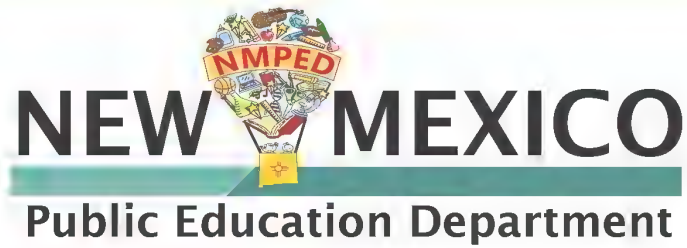
FY28 Public School Support Request

RECURRING						
School Year 2025-2026 Initial Unit Value = \$6,801.35	FY27 GF APPROPRIATION	FY27 OSF/FF APPROPRIATION		FY28 GF PED REC	FY28 OSF/FF PED REC	
PROGRAM COST	\$ 4,499,235.5			\$ 4,611,909.2		
Increased K-12 Plus Units				\$ 5,000.0		
Other FY26 Net Unit Changes	\$ (44,952.7)					
Fixed Costs	\$ 3,032.3			\$ 5,000.0		
Instructional Materials (from \$55M - \$62M - adoption is English language arts, Spanish language arts, world languages)				\$ 7,000.0		
Insurance (increase) APS \$18.5M and NMPSIA \$31.5M	\$ 45,396.5			\$ 50,000.0		
Insurance (80/20)	\$ 73,153.9					
Salary Increase for All School Personnel (1% is \$36,256.5M)	\$ 36,043.7					
SUBTOTAL PROGRAM COST	\$ 4,611,909.2	\$ -		\$ 4,678,909.2	\$ -	
Dollar Change Over Prior Year Appropriation				\$ 67,000.0		
Percent Change				1.5%		
LESS OTHER STATE FUNDS (from driver's license fees)	\$ (1,500.0)			\$ (1,500.0)		
STATE EQUALIZATION GUARANTEE	\$ 4,610,409.2	\$ -		\$ 4,677,409.2	\$ -	
Dollar Change Over Prior Year Appropriation				\$ 67,000.0		
Percent Change		-		1.5%		
CATEGORICAL PUBLIC SCHOOL SUPPORT						
TRANSPORTATION: Operations						
Transportation (increase based on Consumer Price Index)	\$ 143,318.9			\$ 158,753.7		
Transportation Compensation (1% = \$594.8k)	\$ 662.0					
SUBTOTAL TRANSPORTATION	\$ 143,980.9	\$ -		\$ 158,753.7	\$ -	
SUPPLEMENTAL DISTRIBUTIONS						
Emergency Supplemental	\$ 1,000.0			\$ 1,000.0		
Indian Education Fund	\$ 20,000.0			\$ 20,000.0		
Out-of-State Tuition (Lordsburg)	\$ 393.0			\$ 497.7		
Standards-Based Assessments	\$ 12,770.0			\$ 12,870.0		
Federal Flow Through		\$ 579,500.0	⁸		\$ 579,500.0	⁸
TOTAL CATEGORICAL	\$ 178,143.9	\$ 579,500.0		\$ 193,121.4	\$ 579,500.0	
TOTAL PUBLIC SCHOOL SUPPORT (BU 99300)	\$ 4,788,553.1	\$ 579,500.0		\$ 4,870,530.6	\$ 579,500.0	
Dollar Change Over Prior Year Appropriation				\$ 81,977.5	\$ -	
Percent Change				1.7%	\$ -	
RELATED REQUESTS: RECURRING (BU 92500 & 93000)						
Accreditation and Distance Learning Audits				\$ 1,000.0		
Educator Evaluation System (annual maintenance cost)				\$ 1,000.0		
GRADS – Teen Parent Interventions	\$ 750.0	\$ 500.0	⁵	\$ 750.0	\$ 500.0	⁵
Homeless Services (state support for McKinney Vento programs)				\$ 3,200.0		
Literacy and Reading Support (coaches, training, and monitoring)	\$ 14,000.0			\$ 15,500.0		
Literacy Coaches (\$14.6M moved from nonrecurring)	\$ 2,000.0			\$ 16,600.0		
Literacy and STEM Institutes (operations)	Moved to Recurring			\$ 6,000.0		
National Board Certification Teachers Scholarship		\$ 500.0	³		\$ 500.0	³
Regional Education Cooperatives	\$ 1,500.0			\$ 1,500.0		
Reading and Math Summer and School Time Programs	Moved from NR			\$ 29,000.0		
School Leader Professional Development	\$ 5,000.0			\$ 5,000.0		
School Safety and Student Behavior Supports	\$ 1,500.0			\$ 4,500.0		
Student Nutrition and Wellness (universal free meals)	\$ 42,201.0			\$ 48,134.8		
Test Assistance (Advanced Placement, International Baccalaureate, and PSAT for 10th grade)	\$ 1,250.0			\$ 1,618.0		
TOTAL RELATED APPROPRIATIONS: RECURRING	\$ 68,201.0	\$ 1,000.0		\$ 133,802.8	\$ 1,000.0	
Dollar Change Over Prior Year Appropriation				\$ 65,601.8	\$ -	
Percent Change				96%	\$ -	
SUBTOTAL PUBLIC EDUCATION FUNDING	\$ 4,856,754.1	\$ 580,500.0		\$ 5,004,333.4	\$ 580,500.0	
Dollar Change Over Prior Year Appropriation				\$ 147,579.3	\$ -	
Percent Change				3.0%	\$ -	
PUBLIC EDUCATION DEPARTMENT (BU 92400)	\$ 27,229.7	\$ 44,793.0		\$ 31,819.6	\$ 44,793.0	
TOTAL PUBLIC EDUCATION DEPARTMENT	\$ 27,229.7	\$ 44,793.0		\$ 31,819.6	\$ 44,793.0	
Dollar Change Over Prior Year Appropriation				\$ 4,589.9	\$ -	
Percent Change				16.9%	\$ -	
GRAND TOTAL - SECTION 4 (RECURRING)	\$ 4,883,983.8	\$ 625,293.0		\$ 5,036,153.0	\$ 625,293.0	
Dollar Change Over Prior Year Appropriation				\$ 152,169.2	\$ -	
Percent Change				3.1%	0.0%	

	School Year 2025-2026 Initial Unit Value = \$6,801.35	FY27 GF APPROPRIATION	FY27 OSF/FF APPROPRIATION	FY28 GF PED REC	FY28 OSF/FF PED REC	
63	NONRECURRING					63
64	RELATED REQUESTS: NONRECURRING Sections 5, 6, 7, and 9	FY27 GF SFC REC	FY27 OSF/FF SFC REC	FY28 GF APPROPRIATION	FY28 OSF/FF APPROPRIATION	64
65	SECTION 5 (SPECIALS)					65
66	1:1 Educational Devices for MY students			\$ 5,167.0		66
67	Anti-Distracted Policy Implementation (equipment to store cell phones)			\$ 1,500.0		67
68	Bilingual Multicultural Education Act and Migratory Student Supports	\$ 500.0		\$ 1,700.0		68
69	Black Education Act	\$ 500.0		\$ 500.0		69
70	Career Technical Education	\$ 17,000.0	\$ 18,000.0 ¹	\$ 35,000.0		70
71	Clinical Practice (teacher residencies, paid student teaching)	Moved from GRO		\$ 20,000.0		71
72	Educator Pipeline and Quality (Ed Fellows, Grow Your Own, EPP accreditation, induction)	\$ 20,000.0		\$ 25,040.0		72
73	Educator and Administrator Preparation, Induction, and Evaluation (HB157)	\$ 5,600.0		\$ 6,131.0		73
74	Fiscal System Improvements (OBMS and SEG)			\$ 3,670.0		74
75	Hispanic Education Act	\$ 500.0		\$ 1,500.0		75
76	Instructional Scope for Fine Arts			\$ 650.0		76
77	Internships for High School Students	\$ 10,000.0		\$ 10,000.0		77
78	Intervention Dashboard			\$ 1,500.0		78
79	Learning Management System, Micro Credentials, and Artificial Intelligence	\$ 3,700.0		\$ 3,800.0		79
80	Martinez/Yazzie Legal Expenses		\$ 500.0 ⁹	\$ 500.0		80
81	School Safety Summit	\$ 200.5		\$ 200.5		81
82	Special Education Initiatives	\$ 4,000.0		\$ 4,000.0		82
83	Special Education Salary Differentials	From GRO		\$ 5,000.0		83
84	State and Federal Unified Grant Application for Schools	\$ 250.0		\$ 750.0		84
85	Statewide Student Information System and Related Systems (including IEP system)	\$ 6,000.0		\$ 8,250.0		85
86	STEAM	\$ 3,000.0		\$ 6,190.0		86
87	STEM Network	\$ 3,000.0		\$ 3,000.0		87
88	Student Academic Supports and Interventions			\$ 500.0		88
89	Graduation Planning and Pathway System	\$ 500.0				89
90	Instructional Materials Resource Library	\$ 200.0				90
91	Literacy Coaches in Elementary Schools	\$ 14,600.0		Moved to recurring		91
92	Martinez-Yazzie Action Plan		\$ 2,000.0 ¹			92
93	NM School for the Arts Dorm Operations	\$ 2,300.0				93
94	Operations: Literacy Institute	\$ 2,000.0		Moved to recurring		94
95	Outdoor Classroom Initiatives	\$ 500.0		Moved to STEAM		95
96	Out-of-School Learning		\$ 20,000.0 ¹	Moved to PERF		96
97	Purchase, Install, Test, and Maintain Defibrillators	\$ 400.0				97
98	Reading and Math Summer and School Time Programs	\$ 29,000.0		Moved to recurring		98
99	RECs to Conduct Student Reading	\$ 1,200.0				99
100	School Improvement and Transformation	\$ 4,000.0		Moved to PERF		100
101	Training in Trauma Informed Care	\$ 1,000.0		Moved to recurring		101
102	Wellness Rooms	\$ 1,000.0				102
103	SUBTOTAL SECTION 5	\$ 130,950.5	\$ 40,500.0	\$ 144,548.5	\$ -	103
104	SECTION 9 (PERF Fund)					104
105	Multilayered System of Supports				\$ 6,000.0 ¹	105
106	Out-of-School Time Learning		Moved from NR		\$ 60,000.0 ¹	106
107	School Improvement and Transformation	Moved from NR			\$ 30,000.0 ¹	107
108	Community Schools (\$18.3M: \$6.1M/year FY27 thru FY29)		\$ 18,300.0 ¹			108
109	High Impact Tutoring (\$15.3M: \$5.1M/year FY27 thru FY29)		\$ 15,300.0 ¹			109
110	Innovation Zones (\$21.6M: \$7.2M/year FY27 thru FY29)		\$ 21,600.0 ¹			110
111	SUBTOTAL SECTION 9	\$ -	\$ 55,200.0	\$ -	\$ 96,000.0	111
112	SECTION 10 (Fund Transfer)					112
113	General Fund Infusion into PERF	\$ 89,700.0		\$ 96,000.0		113
114						114
115	SECTION 13					115
116	Adequacy and Efficiency of Transportation Systems		\$ 150.0 ¹⁷			116
117						117
118	GRAND TOTAL SECTIONS 5 and 9	\$ 130,950.5	\$ 95,850.0	\$ 144,548.5	\$ 96,000.0	118
119	Dollar Change Over Prior Year Appropriation			\$ 13,598.0	\$ 150.0	119
120	Percent Change			10.4%	0.2%	120
121						121
122	ADJUSTED GRAND TOTAL RECURRING AND NONRECURRING	\$ 5,014,934.3	\$ 721,143.0	\$ 5,180,701.5	\$ 721,293.0	122
123	Dollar Change Over Prior Year Appropriation			\$ 165,767.2	\$ 150.0	123
124	Percent Change			3.3%	0.0%	124
125						125
126	ADJUSTED GRAND TOTAL RECURRING AND NONRECURRING GF and OSF/FF	\$ 5,736,077.3	\$ 5,736,077.3	\$ 5,901,994.5	\$ 5,901,994.5	126
127	Dollar Change Over Prior Year Appropriation			\$165,917.2		127
128	Percent Change			2.9%		128

NOTES

1. Public Education Reform Fund; 2. Temporary Assistance for Needy Families (TANF); 3. National Board Certification Scholarship Fund; 4. Public School Capital Outlay Fund (PSCOF); 5. Agency Transfer; 6. Career Technical Education Fund; 7. Teacher Residency Fund; 8. Federal Funds; 9. Consumer Settlement Fund; 10. Educator Licensure Fund; 11. Government Results and Opportunity Expendable Trust Fund (GRO Fund); 12. Community Schools Fund; 13. Indian Education Fund; 14. Grow Your Own Teachers Fund; 15. Art in Public Spaces Fund; 16. Emergency Supplemental; 17. Emergency Transportation Fund



Increased K-12 Plus Units

Program Description

Provides additional SEG funding for the projected increase in K-12 Plus units generated by eligible school calendars pursuant to Section 22-8-23.14 NMSA 1978.

Statutory Authority: Section 22-8-23.14 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Projected K-12 Plus units have increased slightly, creating an additional funding requirement within the SEG formula.

How is this related to MY student achievement?

K-12 Plus funding supports additional instructional time provided by eligible schools, increasing students' access to learning opportunities.

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

Additional SEG funding to support the projected increase in K-12 Plus units.

What services are you planning to provide in FY28?

No new services are planned. Funding will be distributed through the SEG formula based on eligible K-12 Plus units generated by school calendars.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

No. This request provides funding through the SEG formula for K-12 Plus units and does not include technical assistance, professional development, coaching, conferences, or family engagement activities.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s		
400s	\$5,000,000	Additional SEG funding for projected K-12 Plus units.
TOTAL		

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to support the projected increase in K-12 Plus units generated under Section 22-8-23.14 NMSA 1978. Without sufficient funding, the SEG appropriation would not fully account for the additional units generated by eligible school calendars.

FY28 Participation Goal and MY Actions

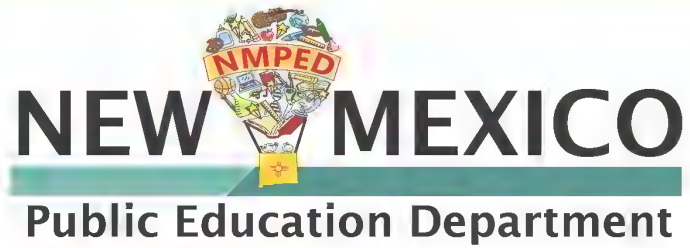
N/A

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Budget Entities	193	\$25,907

Evaluation

K-12 Plus units will be calculated based on approved school calendars and incorporated into the SEG calculation.



Fixed Costs

Program Description

Increase in base projected amounts for school district and charter schools' fixed costs: external audit costs, maintenance and repair of buildings, furniture, fixtures and equipment, vehicles, general supplies and materials, energy, water, and communication costs.

Statutory Authority: Section 22-8-25 and 22-8-18 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Support increase in fixed costs for districts and charters through SEG.

How is this related to MY student achievement?

Supports Martinez-Yazzie by helping school districts and charter schools maintain safe, functional learning environments and preserve resources for classroom instruction and student services despite rising operating costs.

Is the request different from previous year(s)?

No.

Description of Request

What will you buy with your funding request for FY28?

Additional SEG funding to support fixed operating costs, including external audits, maintenance, utilities, communications, and general supplies and materials.

What services are you planning to provide in FY28?

Distribute additional SEG funding to school districts and charter schools through the funding formula to help offset increasing fixed operating costs.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

No. This request increases the fixed cost component of the State Equalization Guarantee (SEG) funding formula and does not include technical assistance, professional development, coaching, conferences, or family engagement activities.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s		
400s	\$5,000,000	Increase the fixed cost component of the State Equalization Guarantee (SEG).
TOTAL	\$5,000,000	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to help school districts and charter schools absorb increases in essential operating costs, including utilities, maintenance, audits, communications, and supplies. Without additional SEG funding, rising fixed costs reduce resources available for instruction and student services.

FY28 Participation Goal and MY Actions

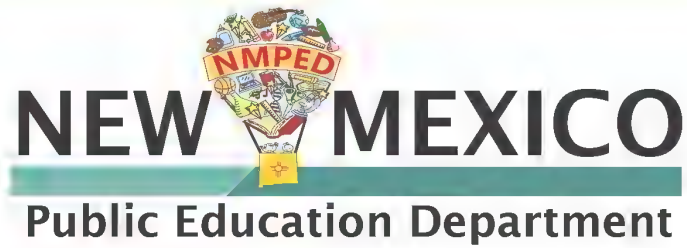
N/A

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Budget entities	193	• \$25,907

Evaluation

N/A



Instructional Materials

(from \$55M - \$62M - adoption is English language arts, Spanish language arts, world languages)

Program Description

Aligned with the PED Strategic Plan, Martinez/Yazzie Action Plan, and the Instructional Material Adoption Cycle, this funding will provide core and supplementary instructional materials for all public-school students and teachers for grades 9-12 English Language Arts, Spanish Language Arts, English Language Development, Spanish Language Development, and World Languages instruction as well as the replenishment of off-cycle consumables, digital subscriptions, dual-credit instructional materials, supplementary culturally and linguistically relevant instructional materials to address local needs, and educational technology.

First year of project: 1967

Statutory Authority: Section 22-15-1 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Statute 22-15-7 NMSA 1978 provides that all K-12 students are entitled to the free use of instructional materials and that instructional materials shall be distributed to districts and charter schools as agents for the benefit of students.

How is this related to MY student achievement?

The judge in MY found that instructional material allocations were insufficient to meet the needs of students identified in the lawsuit. The MY Action Plan goal 1.1 is access to high-quality instructional materials, with sub-goals. This request addresses these goals.

Is the request different from previous year(s)?

Yes, this request (as in previous years) is based on actual enrollment data, teachers teaching specific course codes, the price of instructional materials, and the subjects LEAs will be purchasing for based on the instructional material six-year adoption cycle.

Description of Request

What will you buy with your funding request for FY28?

100% of the amount requested will flow through to districts and charter schools as part of their normal SEG distribution.

What services are you planning to provide in FY28?

None

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

None

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

N/A

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$0	
300s	\$0	
400s	\$7,000,000	100% flows through to LEAs as part of their SEG distribution.
TOTAL	\$7,000,000	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This appropriation is needed to fulfill the Instructional Material Law which entitles all K-12 students to the free use of instructional materials and requires the department to allocate each LEA's share of the annual appropriation (22-15-7 NMSA 1978). Following the six-year adoption cycle and based on actual data, this funding request will provide for districts and charter schools to purchase core and supplementary instructional materials for grades 9–12 English Language Arts, Spanish Language Arts, English Language Development, Spanish Language Development, and World Languages. It also provides for teacher materials, off-cycle consumables for other subjects, digital subscriptions, culturally and linguistically relevant resources, dual-credit materials, and educational technology. If this funding is not maintained, LEA's may not be able to provide teachers with the resources they need to provide all students with equitable access to high-quality instructional materials.

FY28 Participation Goal and MY Actions

Participation Goal: This funding is for the purchase of grades 9-12 ELA, SLA, ELD, SLD, and World Language instructional materials. The goal and statutory requirement is that all students are entitled to the free use of instructional materials.

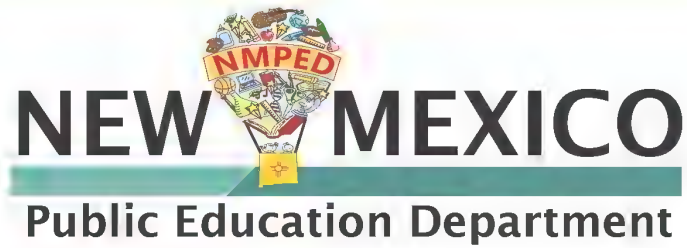
MY Actions: Access to HQIM: 1.1a. PED will provide educators technical assistance and professional development for HQIM implementation of math, language arts, science, and social studies content to ensure students have access to grade level content that is aligned to state standards, is culturally and linguistically responsive, and is fully accessible to students with disabilities.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
152,988 students and 5,797 teachers (grades 9-12), this request also addresses off-cycle consumables for all students in all grades	152,988 students and 5,797 teachers (grades 9-12) and all students (consumables)	\$85.62

Evaluation

Annually, the Instructional Material Bureau determines how each LEA is using their instructional material allocation and if they are purchasing high-quality instructional materials. This is reported on the NM Materials Matter dashboard.



Insurance

(increase) APS \$18.5M and NMPSIA \$31.5M

Program Description

The FY28 appropriation request reflects the projected increase in the employer share of insurance costs. These funds are distributed to school districts and charter schools through the State Equalization Guarantee (SEG) and do not include school transportation.

First year of project:

Statutory Authority: Section 22-29-10 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Projected increases in employer insurance costs reduce the funding available for classroom instruction and other educational services if they are not fully funded through the State Equalization Guarantee (SEG).

How is this related to MY student achievement?

Fully funding employer insurance costs helps school districts and charter schools maintain staffing and direct more resources to classroom instruction and student support services, promoting stable learning environments that support student achievement.

Is the request different from previous year(s)?

No.

Description of Request

What will you buy with your funding request for FY28?

This request does not purchase goods or equipment. It provides funding to school districts and charter schools to cover the projected increase in the employer share of insurance costs through the State Equalization Guarantee (SEG).

What services are you planning to provide in FY28?

No new services are planned. The funding supports ongoing school operations by helping districts and charter schools meet employer insurance obligations while maintaining educational programs and services.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

No. This request does not include technical assistance, professional development, coaching, conferences, or family engagement activities. It provides funding through the State Equalization Guarantee (SEG) to support projected employer insurance costs.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

This request is not related to accreditation. It provides funding through the State Equalization Guarantee (SEG) to support projected employer insurance costs.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s		
400s	\$50,000,000	To fund the projected increase in the employer share of insurance costs through the State Equalization Guarantee (SEG).
TOTAL	\$50,000,000	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to address projected increases in the employer share of insurance costs for school districts and charter schools. Without additional funding, rising insurance costs would place greater pressure on existing SEG resources available for staffing, instruction, and other operational needs.

FY28 Participation Goal and MY Actions

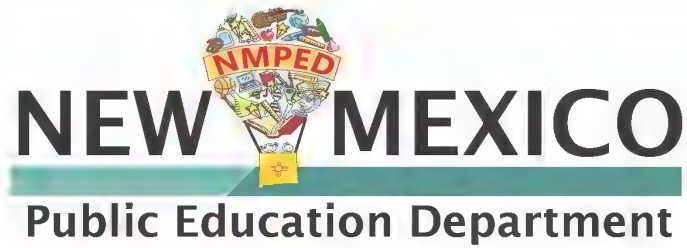
N/A

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Budget entities	193	• \$259,067

Evaluation

N/A



Emergency Supplemental

Program Description

Emergency Supplemental Funding provides financial assistance to school districts and state-chartered charter schools experiencing fiscal emergencies in accordance with Section 22-8-30 NMSA 1978. In FY26, requests significantly exceeded the available funding, requiring PED to prioritize awards based on demonstrated financial need and available appropriations.

Statutory Authority: Section 22-8-30 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Prevent unforeseen fiscal emergencies from disrupting educational services by providing targeted financial assistance to eligible school districts and state-chartered charter schools.

How is this related to MY student achievement?

Supports Martinez-Yazzie by helping eligible school districts and state-chartered charter schools maintain educational services and minimize disruptions to students during periods of fiscal emergency.

Is the request different from previous year(s)?

No.

Description of Request

What will you buy with your funding request for FY28?

Emergency supplemental distributions to eligible school districts and state-chartered charter schools experiencing unforeseen fiscal emergencies, as authorized by Section 22-8-30 NMSA 1978.

What services are you planning to provide in FY28?

Review emergency supplemental applications, determine statutory eligibility, assess demonstrated financial need, and administer emergency supplemental distributions to eligible school districts and state-chartered charter schools.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

PED will provide targeted fiscal technical assistance and coaching to all Emergency Supplemental recipients, including school leadership and governing boards, to strengthen fiscal oversight, support implementation of award conditions, and promote long-term financial sustainability. No regional professional development, conferences, or family engagement activities are planned.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Not currently related to accreditation. However, Emergency Supplemental reviews provide valuable insight into an entity's fiscal condition and could help inform future accreditation measures related to financial sustainability and operational cash balances.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s		
400s	\$1,000,000	Statutory emergency supplemental funding for eligible school districts and state-chartered charter schools pursuant to Section 22-8-30 NMSA 1978
TOTAL	\$1,000,000	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to assist eligible school districts and state-chartered charter schools experiencing unforeseen fiscal emergencies. Without this appropriation, entities facing severe financial distress may be unable to maintain essential educational services and operations. In FY26, we distributed emergency supplemental to five school districts and charter schools amounting to the full \$1M appropriation; however, the total amount of emergency funding requested by these schools was approximately \$3.7M.

FY28 Participation Goal and MY Actions

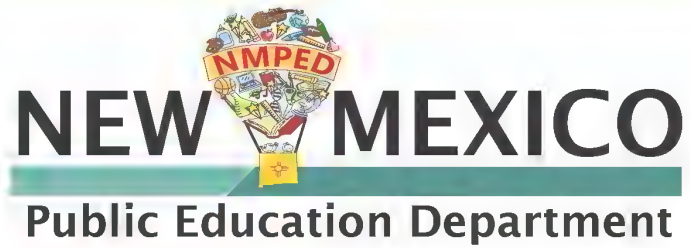
N/A

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
School districts and state charter schools	5	• \$200,000

Evaluation

N/A



Indian Education Fund

Program Description

The Indian Education Fund supports programs, services, and collaborative efforts that advance the purposes and provisions of the Indian Education Act and improve educational opportunities and outcomes for Native American students.

Statutory Authority: Section 22-23A-1 NMSA 1978

Description of Request

What is the problem you are trying to solve?

The Indian Education Fund addresses persistent educational disparities experienced by Native American students by supporting culturally and linguistically relevant programs, services, and partnerships that improve educational opportunities and outcomes and fulfill the purposes of the Indian Education Act.

How is this related to MY student achievement?

The Indian Education Fund advances Martinez-Yazzie goals by funding culturally responsive programs and supports that improve educational access and achievement for Native American students.

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

Direct awards to 22 New Mexico tribes and to 30 Historically Defined Indian Impacted School Districts, mileage reimbursement for Indian Education Division (8 team members) and the Indian Education Advisory Council (16 members), and contract services.

What services are you planning to provide in FY28?

Contractual services support two statutorily required government-to-government Indian Education summits and provide venue and registration assistance for in-person district and charter school trainings aligned with accreditation components 10.1 and 10.2.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Technical assistance, 1:1 coaching support, facilitation, and observations of tribal consultation is offered by the Indian Education Division team to 22 tribes and 30 historically defined Indian Impacted School Districts.

FY28 Account Breakdown

Account	Amount	To purchase
200s	0.00	
300s	\$14,156,500.00	Contract Services (1 Contract REC IX) and direct awards to 22 tribes
400s	\$5,843,500.00	Mileage reimbursement for Indian Education Division and Indian Education Advisory Council, Supplies for Indian Education Division and direct awards to 30 historically defined Indian Impacted School Districts
TOTAL	\$20,000,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contract REC IX	\$595,000.00	IGA
Awards to 22 Tribes	\$13,400,000.00	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The appropriation is needed to maintain the increased level of investment required to implement the Indian Education Act and address persistent disparities affecting Native American students. Without sustained funding, grantees could lose culturally and linguistically responsive programs, direct student supports, professional development, and tribal collaboration activities. This is an existing statutory program that remains critical to advancing equitable educational opportunities and Martinez-Yazzie goals.

FY28 Participation Goal and MY Actions

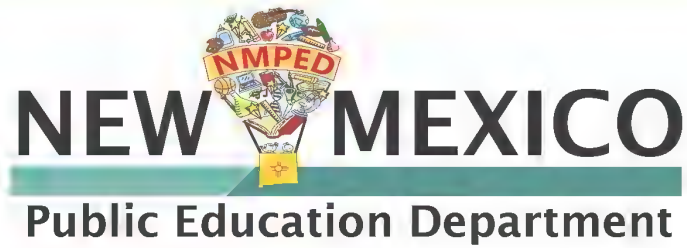
The Indian Education Fund directly supports Martinez-Yazzie Goal 4.1 and Action Step 4.1b by providing equitable, recurring funding for Native American student programs, monitoring the use and impact of funds, and targeting support when identified outcomes are not met. It also advances Action Step 4.1c by connecting investments and program implementation to student outcomes. Because Native American students are an identified student group in the Martinez-Yazzie lawsuit, the fund is inherently intertwined with the state’s broader response and obligations.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
34,366 Native American Students	34,366 Native American Students	\$558.69

Evaluation

Program effectiveness is evaluated through quantitative and qualitative performance data, financial reporting, face-to-face progress reviews, onsite visits, program observations, and grantee compliance with statutory and accreditation requirements.



Out-of-State Tuition

(Lordsburg)

Program Description

The FY28 appropriation request provides funding for out-of-state tuition payments required by Section 22-8-30 NMSA 1978. These payments are made for eligible students attending out-of-state schools when school facilities are not reasonably available in their New Mexico district of residence.

Statutory Authority: Section 22-8-30 NMSA 1978

Description of Request

What is the problem you are trying to solve?

This request funds the statutory obligation to pay out-of-state tuition for eligible students when appropriate school facilities are not reasonably available in their New Mexico district of residence.

How is this related to MY student achievement?

Funding ensures eligible students have uninterrupted access to educational services and can attend an appropriate school that meets their educational needs, supporting continued academic progress.

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

Out-of-state tuition payments for eligible students as required by Section 22-8-30 NMSA 1978.

What services are you planning to provide in FY28?

No new services are planned. The funding supports payment of statutorily required out-of-state tuition for eligible students attending schools outside New Mexico when appropriate school facilities are not reasonably available in their district of residence.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

No. This request funds statutorily required out-of-state tuition payments and does not include technical assistance, professional development, coaching, conferences, or family engagement activities.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s		
400s	\$497,627	Out-of-state tuition payments for eligible students attending schools outside New Mexico as required by Section 22-8-30 NMSA 1978.
TOTAL	\$497,627	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to meet the state's statutory obligation to pay tuition for eligible students when appropriate educational facilities are not reasonably available in their New Mexico district of residence. Without this appropriation, PED would lack sufficient funding to meet these required tuition obligations.

FY28 Participation Goal and MY Actions

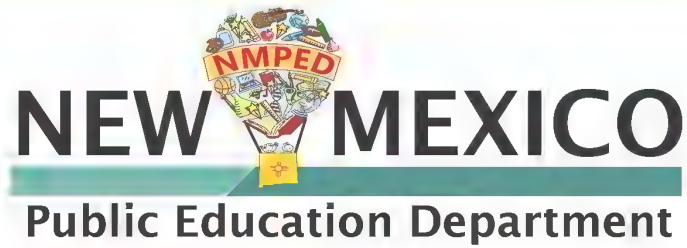
N/A

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
School district	1	• \$497,627

Evaluation

N/A



Standards-Based Assessments

Program Description

The statewide assessment and accountability program is designed to generate valid, reliable, and comparable measures of student proficiency and growth. These measures enable the agency to assess the effectiveness of educational programs and supports and serve as a key component of the state's annual meaningful differentiation process.

First year of project: 2015

Statutory Authority: Title I of the Elementary and Secondary Education Act of 1965, re-authorized as the Every Student Succeeds Act of 2015, (ESSA 1111(b)(2)(B)(v)) , 22-2C NMSA 1978, 22-2F NMSA1978

Description of Request

What is the problem you are trying to solve?

New Mexico requires valid and reliable measures of student proficiency and growth to evaluate the effectiveness of educational programs and investments. Without a statewide assessment and accountability system, the state cannot consistently measure student outcomes, identify achievement gaps, conduct meaningful differentiation, or target resources to schools and students with the greatest needs. Funding supports the data and reporting necessary to inform policy decisions, drive continuous improvement, and ensure accountability for public investments.

How is this related to MY student achievement?

This investment supports New Mexico's ongoing response to the Yazzie/Martinez ruling by providing the data necessary to monitor student achievement, identify opportunity gaps, and evaluate whether educational programs and supports are improving outcomes for Native American students, English learners, students with disabilities, economically disadvantaged students, and other historically underserved populations. Reliable assessment and accountability data are essential for measuring progress toward the state's constitutional obligation to provide an equitable and sufficient education for all students.

Is the request different from previous year(s)?

No, this is an annual request.

Description of Request

What will you buy with your funding request for FY28?

Assessment & Accountability supports, primarily in the 300 accounts (e.g., assessment IGAs and contracts; accountability technical support and necessary infrastructure such as NMVistas):

- Assessment forms and testing materials
- Online testing platform licenses
- Scoring software licenses
- Data reporting and dashboard software
- Accessibility and accommodation tools
- Student reports and score reports

What services are you planning to provide in FY28?

Administration of the funding and support to LEAs.

- Assessment development and psychometric services
- Test administration support
- Scoring and quality assurance
- Data analysis and accountability calculations
- Technical support and help desk services
- Reporting and accountability system maintenance
- Research and evaluation services
- Professional development and training
- Federal and state compliance support
- Vendor project management

Program Services

- The Assessment team is federally required to ensure standardized test security practices are in place and plan on site monitoring a minimum of 10 onsite schools during the spring test administration.
- The Assessment team annually conducts virtual monitoring and coaching on reducing the alternate assessment participation for students with most significant cognitive disabilities
- The Assessment team is required to provide District Test Coordinator trainings twice a year per NMAC 6.10.7.
- AREA will be hosting a conference for district test coordinators and accountability leads in fall 2028

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

These services directly support NMPED's accreditation responsibilities by generating the student achievement, growth, graduation, and accountability measures used to assess school performance and inform accreditation determinations.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$415,000.00	Three FTEs supported by Title I federal grant for assessment & accountability activities
300s	\$12,335,000.00	Assessment & Accountability Contracts and Services w/ an anticipated cost increase for expanded assessment programs under SB37 and SB29
400s	\$120,000.00	Memberships, subscriptions, travel, office supplies and equipment.
TOTAL	\$12,870,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
NM Measures of Student Success and Achievement (MSSA Grades 3-8 math & language arts), Spanish Language Arts Grade 11, Interim MSSA, etc.	\$7,000,000.00	Contract
NM Assessment of Science Readiness (ASR Grades 5, 8 & 11)	\$1,400,000.00	IGA
SAT School Day (Math and Language Arts) Grade 11	\$1,000,000.00	Contract
Dynamic Learning Maps Alternate Assessment for Students with Disabilities (3-11)	\$700,000.00	IGA
ACCESS for ELLs & Alternate ACCESS for ELLs - English Proficiency (K-12)	\$700,000.00	IGA
K-3 Math and Language Arts	\$1,535,000.00	Contract

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The purpose of the statewide assessment program is to provide valid and reliable measures of student proficiency and growth to determine how well agency programs are serving our students. This data is also used for federal accountability by providing annual meaningful differentiation, or ratings, of New Mexico schools.

FY28 Participation Goal and MY Actions

Program Goal: = 95% minimum participation rate for math, language arts and science assessments.

M/Y Goal Areas:

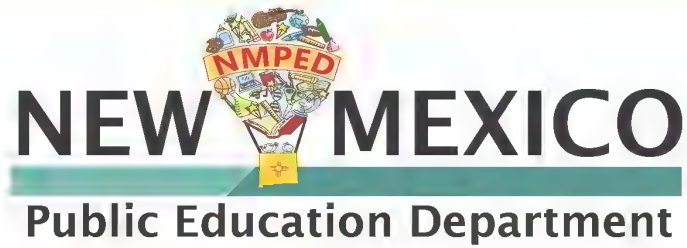
- 1.1j Culturally Responsive Assessments for Science, Reading and Math
- 1.1k Kindergarten Readiness Assessment: EDI
- 1.4a Targeted Intervention Dashboard
- 4.1d NMVistas Accountability Website Multi-Year Trajectories
- 4.3a Community-based Metrics for Revising Accountability Model

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Students	310,000	\$41.50

Evaluation

District Test Coordinator & Accountability Lead Surveys to gauge quality of required trainings and office hours
Teacher Surveys to gauge the coherence and alignment of Intervention Dashboard
Program Evaluations to gauge stakeholder perception of effectiveness of the Accreditation system



Federal Flow Through

Program Description

Annual federal budget authority used by PED to receive and pass through federal education funds to school districts, charter schools, RECs and other eligible subrecipients. Major sources include ESEA formula grants (Titles I, II, III and IV), IDEA, child nutrition and other formula or competitive federal awards. The appropriation provides spending authority only; actual expenditures remain limited to federal award amounts, grant terms and periods of availability.

First year of project: Ongoing; annual authority varies by federal grant.

Statutory Authority: Various applicable federal statutes and annual federal grant awards.

Description of Request

What is the problem you are trying to solve?

Maintain enough budget authority to receive and distribute federal awards in full and on time, including current-year awards, prior-year carryover and reimbursement timing.

How is this related to MY student achievement?

Federal grants support Martinez/Yazzie (MY)-identified student needs, including low-income students, Native American students, English learners and students with disabilities. They supplement, but do not replace, the State's constitutional obligation.

Is the request different from previous year(s)?

No material change assumed: PED requested \$579.5M for FY25, FY26 and FY27. Use the same FY28 baseline unless updated federal awards or policy changes require adjustment.

Description of Request

What will you buy with your funding request for FY28?

Primarily federal grants and reimbursements to LEAs, charter schools, RECs and other eligible subrecipients under our typical Title I/ESEA, IDEA, child nutrition and other federal awards.

What services are you planning to provide in FY28?

Award and reimburse funds, establish allocations and budgets, provide grant-specific technical assistance, monitor subrecipients, reconcile federal cash to state expenditures, and complete required reporting and closeout.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Federal flowthrough is primarily pass-through funding. PED provides grant-specific technical assistance, professional development and monitoring statewide. PED also provides coaching, conferences and family engagement activities but only when only when required or allowable under the underlying federal award.

Service levels vary by award and subrecipient risk rather than a single statewide count.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$0	None in this PSSR flow-through line.
300s	\$14,138	Contractual Services with vendors include: supporting federal grant administration and program delivery, including technical assistance, professional development, program evaluation and monitoring, data/system support, training and conference services, and other federally allowable contracted services.
400s	\$565,362	Federal flow-through grants and reimbursements to school districts, charter schools, RECs and other eligible subrecipients.
TOTAL	\$579,500	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contracted professional services, technical assistance, training, evaluation, monitoring, and data/system support required to administer and implement federal education programs	\$14,138	All

Any federal contracts budgeted elsewhere may be listed in the applicable request, as well as here.

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Federal funds are requested to be budgeted at the state level to ensure they can be distributed timely and accurately to eligible local educational agencies in accordance with federal program requirements. Establishing this budget authority will support the state's ability to fulfill grant obligations, maintain compliance, and provide LEAs with the resources necessary to implement authorized educational programs and services.

FY28 Participation Goal and MY Actions

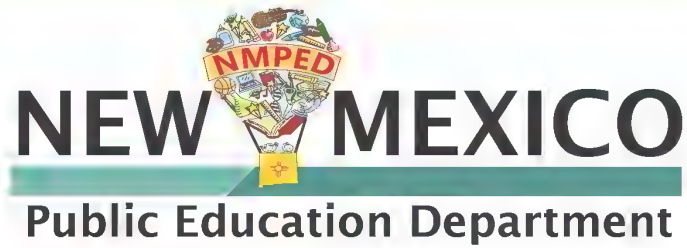
N/A

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
N/A	N/A	N/A

Evaluation

N/A



Accreditation and Distance Learning Audits

Program Description

Assess and evaluate publicly funded educational programs for accreditation and certification purposes.

- State statute requires PED to assess and evaluate public schools to determine the adequacy of publicly funded educational programs for accreditation purposes. These responsibilities directly align with the department's recent statutory mandate to ensure educational adequacy for distance learning students by conducting annual audits and certifying distance learning programs.

First year of project: FY26 (for Accreditation) and FY27 (for Distance Learning Certification)

Statutory Authority: Sections [22-2-2\(F\)](#) and [22-30-1](#) et seq., NMSA 1978

Regulatory Authority: 6.19.4 NMAC, Accreditation Procedures

Description of Request

What is the problem you are trying to solve?

The state's K-12 public school system requires a comprehensive review of publicly funded educational programs in the best interest of students. Without such a review, the state misses the opportunity to learn what schools or programs to excel, or worse, what schools or programs do not comply with education laws that protect student rights.

How is this related to MY student achievement?

MY student groups benefit from participating in schools or educational programs that, at minimum, comply with law and meet department standards, including for distance learning. While all evidence components evaluated for accreditation relate to MY student achievement, several components of accreditation and distance learning include criteria that highlight provisions specifically for students of these groups.

Is the request different from previous year(s)?

Yes. This is a new request.

Description of Request

What will you buy with your funding request for FY28?

- 5 FTE: 3 to manage the existing accreditation team and 2 to certify distance learning programs
- Contract for services: including data analysis, developing and maintaining online dashboards, and evaluating the accreditation program
- Site visits: travel for personnel involved in accreditation support and distance learning certification

What services are you planning to provide in FY28?

- Certify distance learning programs in K-12 public schools
- Coordinate accreditation evidence collection and evaluation distributed across the bureaus and divisions of PED for annual accreditation status determinations
- Establish and maintain interactive, online dashboard reporting of both in-progress and final evaluations for accreditation and school board training
- Conduct an evaluation of the accreditation system
- Provide office hours, individualized support, layer 3 support site visits, and in-person workshops statewide

Program Services

- Audit and evaluate for certification **100%** of active distance learning programs in K-12 public schools
- Coordinate accreditation evidence collection and evaluation distributed across **18** personnel of PED
- Coordinate layer three support site visits for **50+** schools with the highest need
- Provide evidence for annual accreditation status determinations of **~850** accountable schools
- Implement **12** (monthly) updates dashboards or in-progress accreditation evidence
- Publish **1** report and executive summary of an evaluation of the accreditation program.
- Offer **100** (twice weekly) office hours for accreditation
- Convene **10** (monthly) bureau component lead meetings for accreditation components
- Present **6** high profile sessions on accreditation for school leaders
- Coordinate **10** (monthly) advisory council accreditation subcommittee meetings

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$625,000	• 1 FTE Senior Manager of Accreditation • 4 FTE Education Admin Specialists (2 accreditation, 2 distance learning)
300s	\$275,000	• Contract for data analysis, interactive dashboard, and program evaluation services for accreditation and distance learning
400s	\$100,000	• Personnel travel for site visits and layer 3 support for accreditation • Personnel travel for distance learning audit • Software and supplies
TOTAL	\$1,000,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contract services for data analysis and interactive online dashboards	\$275,000	Sole source

Justification

The annual accreditation process, as it stands today, began in FY26 with the use of federal grants to support school accountability and 1 FTE TERM. Today, the need for and impact of the program extends beyond the limitations of its original funding source.

State funding of accreditation and distance learning certification is necessary for PED to:

1. ensure educational adequacy pursuant to state statute, including the Distance Learning Act;
2. meet its [strategic plan](#) goal for shared accountability through which all stakeholders—students, educators, families, school administrators, communities and PED—share responsibility for educational outcomes, working collaboratively to support each other's growth and success, ultimately strengthening the educational system across New Mexico; and
3. achieve the goals of the [Martinez-Yazzie Action Plan](#), which includes actions that provide for an equitable education for students with disabilities, English Learners, Native American students, and economically disadvantaged students.

To be meaningful, accountability must shift from static status checks to a system that allows for continuous improvement. Without the appropriate resources, PED may be unable to perform the required statutory responsibilities, including identifying where students need us the most.

FY28 Participation Goal and MY Actions

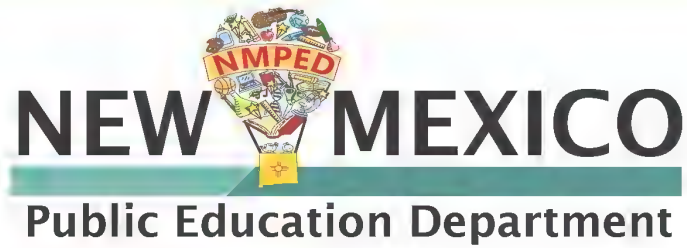
MY Action 4.2b School Accreditation Process Implementation

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Accountable K-12 public schools	~850	\$880

Evaluation

Based on qualitative and quantitative data, contracted program evaluation services will investigate the effectiveness and impact of services provided by the evaluation of the Accreditation and Evaluation Bureau.



Educator Evaluation System

(annual maintenance cost)

Program Description

New Mexico public schools must evaluate teachers and school leaders under **Section 22-10A-19 NMSA 1978**, and Title 6, Chapter 69 NMAC. In FY28, NMPED seeks support to implement and maintain a statewide educator evaluation platform for Elevate NM and Excel NM, including observations, evidence, feedback, ratings, professional growth planning, and reporting. NMPED is moving the evaluation to a platform that is designed for evaluation rather than teaching with real time data access.

First year of project: 2026-27 (Elevate NM since 2021-22; Excel NM since 2024 both in Canvas)

Statutory Authority: Section 22-10A-19 NMSA 1978

Description of Request

What is the problem you are trying to solve?

The current educator evaluation system is housed within Canvas, a learning management system. The new platform is built for evaluation and is intended to provide a statewide system for teacher and site administrator evaluations that supports accurate data collection, real-time data reporting, role-based access, evidence-based feedback, and improved oversight for LEAs and NMPED. This will help districts, schools, and NMPED better identify areas of growth in educators and support their growth, ensure compliance with evaluation requirements, and use evaluation data to strengthen instruction, leadership, and student outcomes.

How is this related to MY student achievement?

This work is related to MY student achievement, as effective teachers and school leaders are the most important school-based factors in improved student outcomes. With a new purpose-built evaluation platform for educators, NMPED can be intentional about professional learning needs, support growth in educational leadership, and ensure more consistent support for all students.

Is the request different from previous year(s)?

First request

Description of Request

What will you buy with your funding request for FY28?

- Data transfer from current system to new platform.
- Building and updating a New Mexico-specific evaluation platform for teachers and site administrators that aligns to state evaluation requirements. The platform will support Elevate NM through an adapted Danielson's Framework for Teaching, aligned with New Mexico teaching standards, and Excel NM through the Five Essential Practices for Leadership, aligned with New Mexico educational leadership standards and the Professional Standards for Educational Leaders (PSEL).
- Training sessions and materials for statewide roll-out of evaluation platform.

What services are you planning to provide in FY28?

Statewide roll-out of the new evaluation platform, including training for teachers, administrators, and evaluating district personnel.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
 - Offer regional professional development? If so, how many events?
 - Provide coaching? If so, how many coaches?
 - Host or coordinate a conference? If so, where? How many days?
 - Offer family engagement activities?
- Six regional trainings are planned for the four geographic corner regions of the state as well as centrally in Albuquerque.
 - As in the past, we will host, a minimum, monthly role-specific office hours (with higher frequency at the beginning and end of year) to support teachers, administrators, and district personnel for Elevate NM and Excel NM.
 - We will prepare “bite-sized” instructional videos as direct support to assist educators in effectively implementing all aspects of the evaluation process. (Self-reflection, PDPs, observation, feedback, coaching cycles, etc.)
 - Other materials in English and Spanish to assist program users to be successful within the program.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Evaluation is not currently a directly reviewed part of accreditation, but it does assist the state and LEAs to pinpoint the strengths and areas of growths of both teachers and site administrators to increase the skills and efficacy of our educational staff throughout the state, resulting in improved student outcomes.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$0	
300s	\$1,000,000.00	Contracting platform adaptation for NM-specific evaluations, staff and educator training, regional training, materials
400s	\$0	
TOTAL	\$1,000,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Evaluation platform scope of work includes: • establishment and maintenance of the platform transition from pilot to statewide use; • project management; • data migration, validation, integration; • maintenance of dashboards, reports, and data tools for school district, charter school, evaluator, educator, and user-level monitoring; and • training, technical assistance, and rollout materials for statewide implementation, including administrator, evaluator, user, and train-the-trainer resources.	\$1,000,000.00	IT contract

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

New Mexico administered Elevate NM teacher evaluations and Excel NM site-administrator evaluations in Canvas, a learning-management system that was not designed for evaluation workflows. The navigation is difficult and data analysis is CSV-based/manual; the system delays access to usable data, with burdensome reporting and compliance risks. A purpose-built statewide platform is needed for secure role-based workflows, timely feedback, accurate data, real-time dashboards, and state and LEA oversight. The funding is need to uphold educator evaluations for both state and federal requirements. This program is critical for New Mexico as it assists in assuring there are high-quality teachers and administrators working with our students for increased academic outcomes.

FY28 Participation Goal and MY Actions

If related to MY Action Items, enter the action item numbers (e.g. 1.1A)

Teacher and site administrator evaluation are not named as a stand-alone Martinez-Yazzie Action Plan strategy, but they fit directly as an implementation, monitoring, and accountability tool under Critical Need 2. (2.1, “...highly effective teachers, administrators, and support professionals serving students with disabilities, English learners, Native American students, and economically disadvantaged students.”)

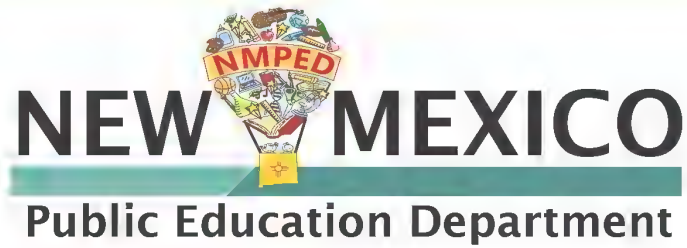
FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Teachers, site administrators, district evaluators	23,100*	\$43.29

* Number of units will potentially increase with revised 6.69.8 NMAC – and encouragement to charter schools to participate in the state evaluation platform.

Evaluation

Ongoing? New? Potential evaluator?
New



GRADS – Teen Parent Interventions

Program Description

The New Mexico Graduation Reality and Dual-role Skills (NM GRADS) program provides school-based services, including classroom instruction, case management, and childcare for expectant and parenting youth to improve academic outcomes and improve graduation rates for participants. Since its inception, the NM GRADS program has existed through a subcontract with an LEA and provides services to enrolled participants throughout the school year and supports the program staff year-round.

First year of project: 1989

Statutory Authority: Section 6.61.7 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Support for young parents in school to ensure graduation, GED and future career success, and healthy outcomes for children of young parents.

How is this related to MY student achievement?

Young parents have critical economic challenges and are often a part of one or more of the target populations of M/Y.

Is the request different from previous year(s)?

Request is not different from prior year.

Description of Request

What will you buy with your funding request for FY28?

Funding will be spent on:

1. Supplies and materials for NM GRAD sites
2. Curriculum resources

What services are you planning to provide in FY28?

Professional Development

1. Technical assistance for 30 NM GRAD sites
2. Site visits from GRADS staff
3. Communications/publications

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Site visits with GRADS staff

Continued technical assistance from our Academic Enrichment Coordinator

Participation and technical assistance at the two professional development events for GRAD teachers.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Not a component of Accreditation

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$1,250,000.00	IGA with Socorro Schools to maintain existing program.
400s		
TOTAL	\$1,250,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Funding will be spent on: 1. Supplies and materials for 30 NM GRAD sites 2. Professional Development 3. Curriculum resources 4. Technical assistance for 30 NM GRAD sites 5. Site visits from GRADS staff 6. Communications/publications	\$1,250,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The NM GRADS program is critical to helping expectant and parenting students remain in school, graduate, pursue GED and career opportunities, and support healthy outcomes for their children through classroom instruction, case management, childcare, and academic support. Without continued funding, participating students would lose access to essential site-based services, curriculum resources, professional development, technical assistance, and year-round program support, placing already economically vulnerable young parents at greater risk of leaving school before graduation. Sustaining this investment is critical to ensuring New Mexico students have the support needed to graduate, achieve economic stability, and build stronger futures for themselves and their children.

FY28 Participation Goal and MY Actions

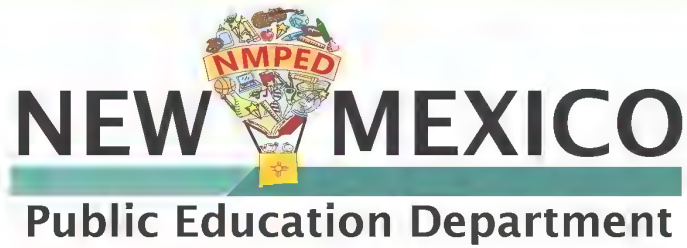
If related to MY Action Items, enter the action item numbers: 3.2 and 3.3

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
344	370	\$3378

Evaluation

Ongoing: Methodology includes regular site visits, PD skills/satisfaction surveys, participant surveys, and outcome evaluation of each site.



Homeless Services

(state support for McKinney Vento programs)

Program Description

This request supports implementation of the McKinney-Vento Act by increasing identification and support of students experiencing homelessness, strengthening LEA capacity statewide, and providing direct assistance to districts without Education for Homeless Children and Youth (EHCY) subgrant funding. Funds will also support emergency response efforts for students displaced by natural disasters.

First year of project: 2028

Statutory Authority: Subtitle VII-B of the McKinney-Vento Homeless Assistance Act

Description of Request

What is the problem you are trying to solve?

Most New Mexico LEAs lack dedicated funding to support students experiencing homelessness. Because EHCY subgrant funds reach only about 10% of LEAs, many students face unmet needs that create barriers to attendance, engagement, and academic success.

How is this related to MY student achievement?

As part of New Mexico's economically disadvantaged student population identified in the Yazzie/Martinez lawsuit, students experiencing homelessness require targeted supports to improve educational outcomes and help close achievement gaps.

Is the request different from previous year(s)?

Yes, this is a new request not made in previous years.

Description of Request

What will you buy with your funding request for FY28?

- Flow-through funding to LEAs without EHCY subgrant funding to support implementation of the McKinney-Vento Act (MVA).
- Flow-through funding to Guaranteed Payment for Attendance (GPA) LEAs to support additional staffing needed to implement McKinney-Vento requirements and services.
- Homeless liaison training and professional development to improve identification of and services for students experiencing homelessness.
- Flow-through funding to support LEA staffing needs to strengthen program oversight, monitoring, technical assistance, and administration of additional funding.
- Emergency assistance funding for LEAs responding to student homelessness related to natural disasters and other unforeseen emergencies.

What services are you planning to provide in FY28?

- Increase EHCY program capacity to provide effective statewide oversight, monitoring, technical assistance, and compliance support.
- Strengthen LEA capacity to identify and serve students experiencing homelessness, improve educational stability, increase engagement, and support academic success and graduation.
- Provide targeted resources to LEAs without federal EHCY funding and assist LEAs facing emergency needs related to natural disasters.

Program Services

Program Services (SY 2026–27)

- Help implement the GPA program by covering GPA Program Coordinator's work
- Technical assistance (on-site, in-person and virtual)
- Regional professional development
- Annual statewide liaison training
- Monthly Communities of Practice for homeless liaisons
- Monitoring of 15 LEAs per year
- Family engagement activities
- McKinney-Vento training for homeless liaisons, LEAs and community partners

Connection to School Accreditation: NA

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$0	Continuing FTE: (list positions)
300s	\$200,000	• EHCY Business Operations Specialist • EHCY Program Coordinator • EHCY Homeless Liaison Training • EHCY Homeless Dashboard
400s	\$3,000,000	• Supplemental homeless education fund (LEA flowthrough \$2.7 million) • PUERTAS Grant (<i>Partnerships for Understanding, Education, Resources, Transition, Achievement, and Stability</i>) (for 30 LEAs \$300,000)
TOTAL	\$3,200,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Business Operation Specialist	\$59,500	General Contract
EHCY Program Manager	\$59,500	Professional Service Contract
EHCY Homeless Liaison Training	\$36,000	IGA
EHCY Homeless Dashboard	\$45,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Students who are experiencing homelessness need an intentional and additional level of support to ensure that they have access to public education and are able to face the challenges that come from experiencing homelessness that contribute to their reduction in successful participation and completion of school. While the McKinney-Vento Act, federal funding, ensures that every school district must identify, enroll, and support students experiencing homelessness, the federal funding available to carry out those responsibilities is extremely limited. As a result, many LEAs must fulfill their McKinney-Vento responsibilities without receiving any dedicated federal funding, leaving students without access to many of the supports needed to remove barriers to attendance, engagement, and academic success. Similarly, Guaranteed Payment for Attendance (GPA) funding helps fill some of these gaps by providing resources directly to students to address immediate needs, remove barriers to school participation, and improve educational outcomes. However, GPA funding is also limited. It currently serves only 340 students in grades 10-12 across 27 designated schools in 16 districts and state charter schools. The funding is tied to those participating students and schools - not to districts and state charter schools as a whole - so the vast majority of students experiencing homelessness across New Mexico still have no dedicated funding available to meet their basic educational needs. Districts and state charter schools also must find additional funding to support the staffing needs of GPA.

FY28 Participation Goal and MY Actions

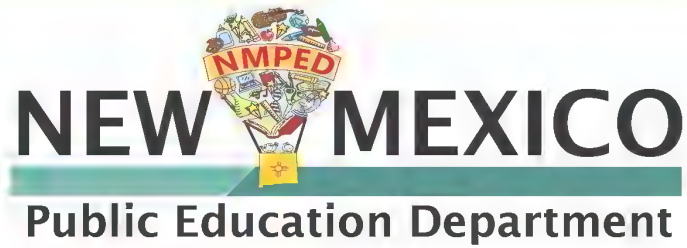
** 3.2A Wraparound services for students experiencing homelessness*

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Students experiencing homelessness	10,543	\$303.52

Evaluation

Ongoing through PERF in collaboration with Dr. Martin Jones and WestEd



Literacy and Reading Support

(coaches, training, and monitoring)

Program Description

The Literacy and Reading Support appropriation funds New Mexico's statewide structured literacy initiative, including educator training, coaching, progress monitoring, and reading interventions. This investment strengthens classroom instruction and equips schools to raise student literacy achievement through evidence-based practices.

First year of project: 2022-2023

Statutory Authority: Section 22-15 NMSA 1978

Description of Request

What is the problem you are trying to solve?

While New Mexico has made significant gains in literacy achievement, many schools still lack the capacity, resources, and sustained instructional support needed to fully implement the requirements of SB37, the High-Quality Literacy Instruction Act. Schools need ongoing support to ensure all students receive evidence-based literacy instruction, high-quality instructional materials, universal screening, timely interventions, effective progress monitoring, and meaningful family engagement. This funding will help build the infrastructure necessary to move from compliance to successful implementation by providing literacy coaching, professional learning, implementation supports, parent communication tools, at-home literacy resources, and data-driven systems.

How is this related to MY student achievement?

The Martinez/Yazzie lawsuit affirmed that New Mexico must provide all students with the programs, services, and resources necessary to achieve academic success. SB 37 directly supports this obligation by ensuring schools implement evidence-based literacy instruction, provide timely interventions, use high-quality instructional materials, and engage families as partners in learning. This funding will help ensure that students who have been historically underserved receive equitable access to the instructional supports, literacy coaching, progress monitoring, and family engagement resources needed to improve reading outcomes.

Is the request different from previous year(s)?

Yes, an increase of 1.5 million from previous year to support the implementation of High-Quality Instructional Materials.

Description of Request

What will you buy with your funding request for FY28?

The FY28 funding request will support the implementation of SB37, the High-Quality Literacy Instruction Act, through a comprehensive system of instructional support, assessment, and family engagement. Funding will be used to hire and deploy approximately 120 literacy instructional coaches to schools identified in the bottom quartile for reading proficiency. These coaches will provide job-embedded professional learning, instructional coaching, and implementation support to ensure evidence-based literacy practices are consistently implemented in classrooms.

The request also includes funding for a statewide K–3 literacy assessment and a progress monitoring system to meet SB37 requirements for universal screening, data-driven instruction, intervention planning, and parent notification. Additionally, funds will support high-quality professional learning for educators, administrators, and literacy coaches focused on evidence-based literacy instruction, assessment literacy, intervention, and implementation of high-quality instructional materials.

To strengthen the home-school connection and support the at-home reading plans required by SB37, funding will provide at-home reading resources and decodable texts for students and families, ensuring that parents have the tools necessary to support reading development beyond the school day.

What services are you planning to provide in FY28?

In FY28, the NMPED will provide a comprehensive system of literacy supports designed to meet the requirements of SB37 and improve reading outcomes for all students. Services will include job-embedded literacy coaching in schools identified in the bottom quartile for reading proficiency, professional learning for teachers and administrators on evidence-based literacy instruction, implementation support for high-quality instructional materials, and technical assistance to districts and schools.

The department will also provide statewide literacy screening, assessment, and progress-monitoring supports for students in kindergarten through third grade, along with guidance on intervention planning and data-driven decision-making. To strengthen family engagement, schools and families will receive resources and support for implementing at-home reading plans, including access to take-home books, literacy materials, and parent resources that help families support reading development outside of school.

These services will create a coordinated statewide approach to literacy that strengthens classroom instruction, supports early identification and intervention, engages families as partners, and ensures all students have access to high-quality literacy instruction and support.

Program Services

- The department will provide on-site technical assistance to elementary schools identified in the bottom quartile for reading proficiency as required by SB37. Based on current data, this includes approximately 120 schools statewide, with support focused on literacy implementation, data analysis, intervention systems, high-quality instructional materials, and continuous improvement planning.
- The department will offer a statewide network of regional professional learning opportunities for educators, administrators, literacy coaches, and district leaders. We anticipate providing approximately 25–30 regional professional development events annually, including literacy leadership sessions, assessment training, structured literacy implementation supports, and high-quality instructional materials training.
- The department will fund and deploy 20 literacy coaches to support schools identified in the bottom quartile for reading proficiency. Coaches will provide job-embedded support, modeling, professional learning, data analysis, and implementation guidance to improve literacy outcomes. **(This PSSR is paired with the PSSR on hiring of literacy coaches to fully staff 120 schools in the bottom quartile, per SB37).**
- The department will continue to host the annual New Mexico Literacy and Humanities Conference, a statewide convening focused on literacy, biliteracy, humanities, and evidence-based instructional practices. The three-day event will bring together educators, school leaders, literacy coaches, higher education partners, and community stakeholders from across the state.
- Family engagement is a key component of SB37 implementation. The department will provide resources and training to support at-home reading plans, distribute take-home literacy materials and books, expand access to digital reading resources, provide parent communication tools aligned to literacy screening and progress monitoring requirements, and offer family literacy events and workshops designed to help families support reading development at home.
- This request will provide grants for approximately 15 district and charter school implementation teams to support their implementation of their adopted high-quality instructional materials for ELA. We will be able to provide professional learning for at least 150 educators in the school year.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

This funding request directly supports the implementation of requirements that are monitored through New Mexico's accreditation system. Under the accreditation rule, districts and schools are evaluated on the adequacy of student outcomes, organizational effectiveness, staff preparation, school accountability data, attendance improvement efforts, educational programming, and evidence-based practices that improve student achievement. The literacy coaches, K–3 assessment system, professional learning, and family literacy supports funded through this request will help schools strengthen literacy outcomes, implement evidence-based instructional practices, support staff development, improve student performance data, and meet reporting and accountability requirements.

FY28 Account Breakdown

Account	Amount	To purchase
200s		Continuing FTE: (list positions)
300s	\$6,500,000.00	Hiring of Literacy Coaches to Support Schools, Contracts for HQIM Professional Learning and Dashboard
400s	\$9,000,000.00	LETRS, Tutoring and K-3 assessment professional learning, At Home Reading Kits, Parent Engagement Supports, Grants to Schools for HQIM
TOTAL	\$15,500,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Hiring of Literacy Coaches to Support Schools, Contracts for HQIM Professional Learning and Dashboard	\$6,500,000.00	IGA to 3 RECs

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The FY28 funding request will support the full implementation of SB37, the High-Quality Literacy Instruction Act, through a comprehensive system of instructional support, assessment, and family engagement. Funding will be used to hire and deploy approximately 20 literacy instructional coaches to schools identified in the bottom quartile for reading proficiency. These coaches will provide job-embedded professional learning, instructional coaching, and implementation support to ensure evidence-based literacy practices are consistently implemented in classrooms. **(This PSSR is paired with the PSSR on hiring of literacy coaches to fully staff 120 schools in the bottom quartile, per SB37).**

The request also includes funding for a statewide K–3 literacy assessment and progress monitoring system to meet SB37 requirements for universal screening, data-driven instruction, intervention planning, and parent notification. Additionally, funds will support high-quality professional learning for educators, administrators, and literacy coaches focused on evidence-based literacy instruction, assessment literacy, intervention, and implementation of high-quality instructional materials.

To strengthen the home-school connection and support the at-home reading plans required by SB37, funding will provide at-home reading resources and decodable texts for students and families, ensuring that parents have the tools necessary to support reading development beyond the school day.

FY28 Participation Goal and MY Actions

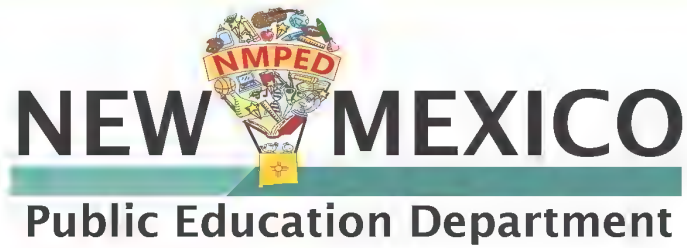
1.1d Structured-Literacy Schools will implement student academic improvement plans including targeted small-group instruction, tutoring, extended learning time, and evidence-based literacy support programs.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
133 Schools 15 Schools	60,000 Students/ 3,000 Teachers HQIM Implementation Support	\$277 per student

Evaluation

Statewide assessment data, LETRS completion rates, SL Supported Schools vs Schools without a state literacy coach, HQIM Implementation Success



Literacy Coaches

(\$14.6M moved from nonrecurring)

Program Description

FY28 funding will support the hiring and deployment of literacy coaches to implement the requirements of the High-Quality Literacy Instruction Act (SB37) across New Mexico schools. Literacy coaches will provide ongoing, job-embedded professional learning and coaching to strengthen educators' implementation of evidence-based reading instruction, Structured Literacy, and high-quality instructional materials. Coaches will work alongside teachers and school leaders to analyze student data, model effective instructional practices, and strengthen schoolwide literacy systems, with targeted support for schools identified under SB37.

First year of project: 2022-2023

Statutory Authority: Section 22-15G NMSA 1978

Description of Request

What is the problem you are trying to solve?

New Mexico continues to work toward ensuring that every student has access to high-quality literacy instruction; however, evidence-based literacy instruction is not yet consistently implemented in every elementary classroom. Research on professional development and coaching, demonstrates that training alone is often insufficient to change classroom practice; sustained coaching, modeling, practice, feedback, and support are critical for transferring new learning into consistent instructional practice. The problem New Mexico must solve is not simply whether educators have access to evidence-based literacy training, but whether that training is translated into high-quality daily instruction that improves student reading proficiency. Literacy coaches provide the job-embedded support necessary to help teachers strengthen instruction, effectively use high-quality instructional materials, analyze student data, differentiate instruction, and implement evidence-based literacy practices with fidelity. This funding will build and sustain a statewide coaching infrastructure that closes the gap between professional learning and classroom implementation, strengthens teacher capacity, and supports consistent implementation of evidence-based literacy instruction increasing the number of New Mexico students who read proficiently.

How is this related to MY student achievement?

Providing literacy coaches directly addresses key findings of the Martinez-Yazzie lawsuit by strengthening educator capacity and ensuring that students, particularly those identified as at-risk, have access to high-quality, evidence-based instruction. The Court identified concerns including insufficient access to well-prepared educators, quality programs and supports for at-risk students, as well as the need for stronger state oversight to ensure programs are implemented effectively. Literacy coaches provide sustained, job-embedded support that helps move evidence-based practices from professional learning into daily classroom instruction. Coaches work alongside teachers to strengthen instructional practice, support effective implementation of high-quality instructional materials, use student data to identify learning needs, and provide targeted support for students who are not yet reading proficiently. This is particularly important for the student populations at the center of Martinez-Yazzie—economically disadvantaged students, English learners, Native American students, and students with disabilities.

Is the request different from previous year(s)?

This request combines the 14.6-million-dollar appropriation and the 2-million-dollar appropriation from FY27 combined into one request for FY 28. To fully fund SB37 implementation, a separate PSSR is also being submitted for 15.5 million.

Description of Request

What will you buy with your funding request for FY28?

The FY28 funding request will be used to hire and deploy approximately 100 literacy instructional coaches to schools identified in the bottom quartile for reading proficiency, as required by SB 37, the High-Quality Literacy Instruction Act. These coaches will provide job-embedded, school-based instructional coaching to strengthen educators' implementation of evidence-based literacy practices and improve the quality and consistency of literacy instruction. Funding will primarily support coach salaries and associated personnel costs necessary to establish and sustain this statewide literacy coaching workforce.

What services are you planning to provide in FY28?

In FY28, NMPED will provide job-embedded literacy coaching services in schools identified in the bottom quartile for reading proficiency, as required by SB 37. Literacy coaches will work directly with teachers to strengthen evidence-based literacy instruction through classroom modeling, observation and feedback, collaborative planning, data analysis, and ongoing instructional support. Coaches will provide sustained, school-based support to strengthen educator practice, improve the implementation of high-quality literacy instruction, and ultimately improve student reading outcomes.

Program Services

The department plans to fund and deploy approximately 100 literacy instructional coaches to schools identified in the bottom quartile for reading proficiency, as required by SB 37. Literacy coaches will provide ongoing, job-embedded support directly within schools, including classroom modeling, observation and feedback, collaborative lesson planning, data analysis, and support for implementing evidence-based literacy practices. Coaches will work alongside teachers and school leaders to strengthen instructional practice, build educator capacity, support continuous improvement, and improve student reading outcomes.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

This funding request directly supports the implementation of requirements monitored through New Mexico's accreditation system by providing literacy instructional coaches to schools identified in the bottom quartile for reading proficiency. Literacy coaches will strengthen staff preparation, instructional effectiveness, implementation of evidence-based literacy practices, and continuous improvement through job-embedded coaching, modeling, observation and feedback, and collaborative planning. This support will build educator capacity, strengthen the quality of literacy instruction, and contribute to improved student reading outcomes and school accountability measures.

FY28 Account Breakdown

Account	Amount	To purchase
200s		Continuing FTE: (list positions)
300s	\$16,600,000.00	Hiring of Literacy Coaches to Support Schools
400s	\$0.00	
TOTAL	\$16,600,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Hiring of Literacy Coaches	• \$16,600,000.00	IGA to 2 RECs

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

New Mexico needs continued FY28 funding for literacy coaches to ensure educators receive sustained, job-embedded support in implementing evidence-based reading instruction, Structured Literacy, and high-quality instructional materials with fidelity. Literacy coaches are essential to the successful statewide implementation of the High-Quality Literacy Instruction Act (SB37), particularly in schools with the greatest literacy needs, by using student data to strengthen instruction, model effective practices, and build teacher capacity. Continued investment in literacy coaching will help New Mexico accelerate reading achievement, reduce persistent opportunity gaps, and ensure that every student, regardless of school or community, has access to effective literacy instruction.

FY28 Participation Goal and MY Actions

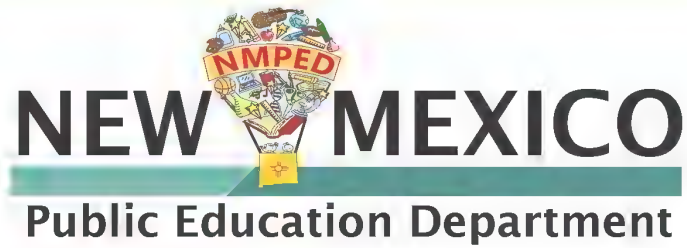
1.1d Structured-Literacy Schools will implement student academic improvement plans including targeted small-group instruction, tutoring, extended learning time, and evidence-based literacy support programs.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
133 Schools	60,000 Students/ 3,000 Teachers	\$277 per student impacted

Evaluation

Statewide assessment data, SL Supported Schools vs Schools without a state literacy coach



Literacy Institute

(operations)

Program Description

The New Mexico Literacy Institute will serve as a statewide hub to strengthen literacy through evidence-based practices, professional learning, research, and community partnerships. The Institute will support educators, students, families, and communities across New Mexico, with particular attention to rural, Tribal, multilingual, and underserved populations.

First year of project: 2025-2026

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

New Mexico lacks a coordinated statewide system for literacy support, resulting in uneven access to evidence-based practices, professional learning, resources, and services. The Literacy Institute is intended to close these gaps by creating a central hub that connects and strengthens literacy efforts across the state, particularly for rural, Tribal, multilingual, and underserved communities.

How is this related to MY student achievement?

The Literacy Institute directly supports the state's response to *Yazzie/Martinez* by addressing gaps in access to high-quality, evidence-based literacy instruction, educator training, and culturally and linguistically responsive supports. The court found that economically disadvantaged students, English learners, Native American students, and students with disabilities were not consistently receiving the educational opportunities and supports needed to achieve literacy and academic success. The Institute will help strengthen statewide literacy systems and expand access to effective practices and resources for these student groups, particularly in rural, Tribal, multilingual, and underserved communities.

Is the request different from previous year(s)?

Yes, we are asking for one million more for a total of three million

Description of Request

What will you buy with your funding request for FY28?

FY28 funding would support the ongoing operation and statewide delivery of the New Mexico Literacy Institute, including public literacy programs and services, educator professional learning, family and community literacy supports, regional and virtual programming, research and evaluation, technology and resource development, outreach and communications, and facility operations.

What services are you planning to provide in FY28?

In FY28, the New Mexico Literacy Institute is expected to provide a combination of public literacy programming, educator professional learning and coaching, family and community literacy supports, literacy resources, research and evaluation, and regional and virtual services to expand access statewide. Specific programs are still being finalized, but services are expected to support children, adults, educators, and families, with particular attention to rural, Tribal, multilingual, and underserved communities.

Program Services

In FY28, the Literacy Institute is expected to provide a mix of statewide, regional, and on-site supports. On-site technical assistance will be available to LEAs and schools, with the number of participating sites determined based on need and available funding. Regional professional development opportunities are also anticipated to expand access beyond Albuquerque, although the number and locations of events are still being finalized. Literacy coaching and implementation support are expected to be part of the service model, but the number of coaches has not yet been determined. The Institute may also host or coordinate statewide literacy convenings, with the format, location, and length still under development. Family and community engagement will be an important part of the Institute's work and is expected to include literacy activities, resources, and supports for families across New Mexico.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$800,000.00	Continuing FTE: Executive Manager, Program Manager, 3 Education Administration Specialists
300s	\$1,400,000.00	Institute program implementation
400s	\$800,000.00	Transportation
TOTAL	\$3,000,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Literacy Programs	• \$1,400,000	Combination of IGA/RfA/RFP

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The appropriation is needed to establish and operate the New Mexico Literacy Institute as a statewide hub for evidence-based literacy support, professional learning, family and community engagement, research, and regional services. Without continued funding, New Mexico would lose the capacity to build and sustain these coordinated statewide supports, particularly for rural, Tribal, multilingual, and underserved communities, limiting the state's ability to improve literacy outcomes and advance the goals of *Yazzie/Martinez*.

FY28 Participation Goal and MY Actions

Participation Goal: FY28 participation targets are still being finalized, but the goal is to provide statewide access to Literacy Institute programs and services for educators, students, families, and community partners, with intentional participation from rural, Tribal, multilingual, and underserved communities.

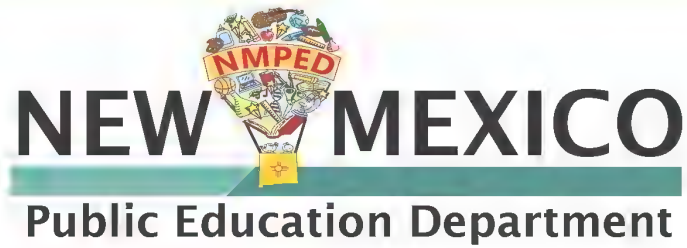
Yazzie/Martinez Connection: The Institute supports the state’s response to *Yazzie/Martinez* by expanding access to evidence-based literacy instruction, educator support, and culturally and linguistically responsive resources, with particular focus on Native American students, English learners, students with disabilities, and economically disadvantaged students.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Start Up Year N/A		

Evaluation

TBD



National Board Certified Teacher Scholarship

Program Description

Scholarship opportunities for educators to cover the costs of pursuing National Board Certification. Teachers are reimbursed after successful completion of each module.

First year of project: SY 2022-23

Statutory Authority: Section 22-10C-1-4 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Increase teaching excellence and provide financial compensation for highly qualified teachers in classrooms.

How is this related to MY student achievement?

- Recruit and retain highly skilled, culturally responsive educators
- Designed to elevate instruction
- Preference of scholarships awarded to high need positions

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

We will continue the NBCT scholarship awarding \$1,000 for each completed module and seeking to increase the total number of NBCT teachers by 300 annually

What services are you planning to provide in FY28?

Scholarships

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Offer scholarships to teachers completing NBCT

Community of practice support offered in partnership with NMNBCT Network

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$ 0	
300s	\$500,000	Scholarship (through reimbursement) for educators to cover the costs of pursuing National Board Certification
400s	\$ 0	
TOTAL	\$500,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Distribution of scholarship funds	\$500,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This appropriation continues the National Board Certification Scholarship, reimbursing eligible teachers for certification fees charged by the National Board for Professional Teaching Standards for up to three years of active participation. Losing this funding would eliminate one of the state's few direct financial incentives for advanced licensure, undermining efforts to retain experienced, highly qualified teachers in New Mexico classrooms. Sustained funding signals the state's investment in educators who pursue the highest standard of professional teaching credentials.

FY28 Participation Goal and MY Actions

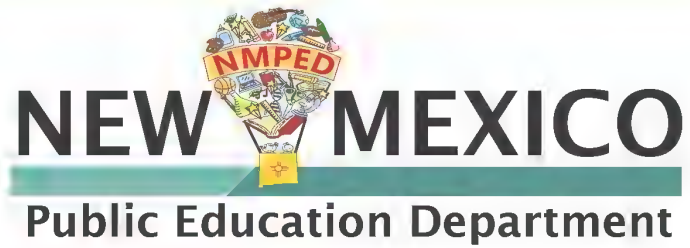
Goal 2.1: Highly effective teachers

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Teachers	1,052	\$475

Evaluation

Modules completed



Regional Education Cooperatives

Program Description

Operational dollars for Regional Education Cooperatives.

Statutory Authority: Section 22-2B NMSA 1978

Description of Request

What is the problem you are trying to solve?

This request provides operational funding for Regional Education Cooperatives to support the delivery of shared educational and administrative services to school districts and charter schools statewide.

How is this related to MY student achievement?

Regional Education Cooperatives help schools improve access to educational services, specialized expertise, and operational support, allowing districts and charter schools to focus resources on improving student outcomes.

Is the request different from previous year(s)?

No.

Description of Request

What will you buy with your funding request for FY28?

Operational funding to support the administration and delivery of Regional Education Cooperative services.

What services are you planning to provide in FY28?

Regional Education Cooperatives will continue providing shared educational, administrative, and operational support services to participating school districts and charter schools.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

No. This request provides operational funding for Regional Education Cooperatives and does not directly fund technical assistance, professional development, coaching, conferences, or family engagement activities.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

This request is not directly related to accreditation. It provides operational funding for Regional Education Cooperatives.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s		
400s	\$1,500,000	Operational support for Regional Education Cooperatives to provide shared educational and administrative services.
TOTAL	\$1,500,000	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

RECs have knowledge and expertise to support school districts that do not have the capacity or resources to support their students for specific programs and/or services.

FY28 Participation Goal and MY Actions

N/A

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
RECs	10	• \$150,000

Evaluation

N/A



Reading and Math Summer and School Time Programs

Program Description

Formerly known as “Summer Reading,” the program provides literacy and mathematics tutoring to students entering kindergarten through exiting eighth grade. High-Impact Tutoring extends targeted academic support throughout the school year.

First year of project: 2023

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

Too many New Mexico students have unfinished learning in reading and mathematics and lack access to intensive, individualized academic support. These programs address skill gaps, reduce summer learning loss, and provide sustained tutoring during the summer and school year.

How is this related to MY student achievement?

The program supports the State's response to Yazzie-Martinez by expanding equitable access to targeted reading and mathematics interventions for students who need additional support, particularly economically disadvantaged students, English learners, Native American students, and students with disabilities. Summer and school-year tutoring helps address opportunity and achievement gaps identified in the case.

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

This funding will be used for high dosage tutoring in math and literacy/reading, transportation and miscellaneous supplies associated with running the program.

What services are you planning to provide in FY28?

High Dosage tutoring

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

During the school year, the program will provide 18–24 weeks of high-impact tutoring for up to 1,000 students in literacy and up to 1,000 students in mathematics. Participating LEAs, program sites, and tutors will receive technical assistance, program-specific training, and ongoing instructional support.

During the summer, students will receive four to six weeks of literacy and mathematics instruction for four hours per day. Families will receive enrollment assistance, program information, student progress updates, and resources to support learning at home.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$28,000,000	Program tutors, curriculum, training and materials
400s	\$1,000,000	Transportation and associated program costs.
TOTAL	\$29,000,000	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This direct state-to-school service provides four hours of high-dosage tutoring each day for four to six weeks during the summer and 18–24 weeks of high-impact tutoring during the school day. The program supports students in becoming proficient in reading and mathematics and complements the year-round work established through recent literacy and mathematics legislation, including SB 29 and SB 37. Without continued funding, students would lose access to free, intensive summer and school-year academic support.

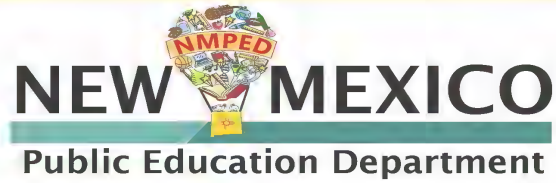
FY28 Participation Goal and Evaluation

FY28 Participation

Participation Units (e.g. schools, teachers, students)\$	Projected Participant Count	Cost per Participant
Summer: 10,000 students, 2500 tutors, and up to 200 partner sites for 16-20 hrs/week	Summer: 10,000	Summer: \$2,7000
School Year: 2000 students, 95 tutors and 35 school sites for 1.5 hours/week	School Year: 2,000	School Year: \$1,000

Evaluation

Program effectiveness will be evaluated through a multi-year study measuring immediate student growth and longer-term academic outcomes. Reading progress will be measured through pre- and post-program AMIRA assessments, followed by comparisons of participants with similar nonparticipating students using AMIRA and NM-MSSA ELA results. The analysis will account for prior achievement, economic disadvantage, English learner status, special education status, and district.



School Leader Professional Development

Program Description

Through **Leadership Development** provided by PSB, school and district leaders build the capacity to lead sustainable school improvement, strengthen organizational systems, and implement evidence-based practices that improve school culture, instruction, and student outcomes.

First year of project: 2023

Statutory Authority: Sections 22-2-1, 22-2-2, and 22-2C-1 through 22-2C-13 NMSA 1978.

Description of Request- School Leadership

What is the problem you are trying to solve?

Build the capacity of leaders to strengthen instruction, use data effectively, implement improvement strategies, and create sustainable systems that improve student outcomes.

How is this related to MY student achievement?

Leadership development supports Martinez-Yazzie priorities by strengthening equitable practices, improving instructional leadership, and building systems that address opportunity gaps and improve outcomes for Native American students, English learners, economically disadvantaged students, and students with disabilities.

Is the request different from previous year(s)?

This request builds on prior investments by expanding from professional learning to ongoing coaching, implementation support, and leadership capacity-building focused on sustained school improvement.

Program Services- School Leadership

On-Site Technical Assistance: Provide targeted leadership coaching, implementation assistance, problem-solving, and continuous improvement support to schools and districts.

Professional Learning: Deliver 200 professional learning experiences across 10 leadership and school improvement programs, including Aqui, Launch, CLIMB, Thrive, Thriving, Lead, Navigate, Navigators, RISE, SOAR, and Summit. Services include in-person and virtual learning, Communities of Practice, executive and performance coaching, and book studies.

Leadership Coaching: Provide performance and executive coaching to 313 school leaders and superintendents through coaching cycles, individualized feedback, reflection, and leadership development aligned with **International Coaching Federation (ICF) standards**.

Build Leadership Capacity → Strengthen School Systems → Improve Practice → Advance Student Outcomes

The proposed work supports **6.19.4 NMAC, Accreditation Procedures** by strengthening the leadership capacity, systems, and continuous improvement processes needed for schools to demonstrate progress toward accreditation expectations. Professional learning, coaching, technical assistance, and data-driven improvement practices support schools in monitoring student outcomes, implementing improvement strategies, maintaining effective systems, and providing evidence of organizational effectiveness and ongoing growth.

FY28 Account Breakdown- School Leadership

Account	Amount	To purchase
200s		
300s	\$5,000,000.00	IGA to include Contract Services, Purchased Services, Participant Differentials
400s		
TOTAL	\$5,000,000.00	

Procurement (300s)- School Improvement & School Leadership

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contract Services- professional services to support leadership development, school improvement implementation, system-level coaching, and data system development.	\$3,000,000.00	IGA
Purchased Services- coordination and facilitation of a comprehensive portfolio of statewide professional learning events designed to build leadership capacity and instructional effectiveness for superintendents, district leadership teams, school leaders, and teachers.	\$1,000,000.00	IGA
Stipends- participating role groups will be eligible to receive a stipend upon successful completion of all required activities as outlined in the assurances associated with the program.	\$1,000,000.00	IGA

Justification

\$5 million is needed to sustain statewide school leadership development and strengthen leadership capacity in New Mexico's highest-need schools. Effective school leaders are essential to improving instruction, retaining educators, strengthening school culture, and sustaining school improvement.

What is lost without continued funding?

- **Leadership development and coaching** for superintendents, principals, and school- and district-level leadership teams.
- **Professional learning** focused on instructional leadership, effective use of data, school improvement, implementation, and continuous improvement.
- **Cross-school and cross-district leadership collaboration** that builds shared expertise, problem-solving capacity, and sustainable improvement practices.
- **Leadership pipeline development** to strengthen recruitment, retention, development, and succession of effective school and district leaders.
- **Targeted leadership support for high-need schools**, where strong, stable leadership is essential to implementing and sustaining school improvement efforts.

Bottom Line: This \$5 million investment builds the leadership capacity necessary to turn school improvement plans into sustained results for New Mexico students.

FY28 Participation Goal and MY Actions

RESULTS-DRIVEN GOAL

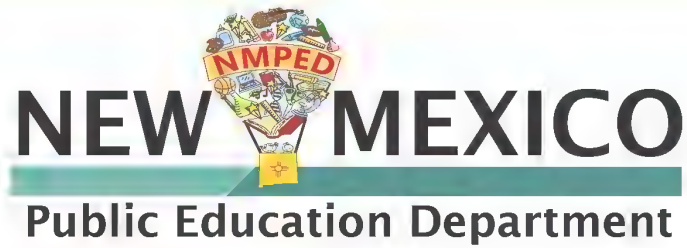
By May 2027, at least 90% of supported school and district leaders will demonstrate measurable application of leadership practices that strengthen improvement efforts, organizational systems, and culturally and linguistically responsive practices aligned to student outcome goals.

100% Receive Leadership Support → 90% Demonstrate Applied Leadership Practice → Improved School Systems & Strategies → Progress Toward Student Outcome Goals

Martinez-Yazzie Alignment: Goals 2.1, 2.3, 4.3, and 4.4 — effective leadership, culturally and linguistically responsive practice, implementation support, and accountability systems.

Evaluation

FY26 evaluation findings have been completed and shared with leadership to assess progress, identify improvement opportunities, and inform future planning and resource allocation. Ongoing data from **program implementation, coaching, professional learning, participant feedback, and leadership outcomes** will guide **targeted support, continuous improvement, program refinement, and continued alignment with school improvement and leadership priorities.**



School Safety and Student Behavior Supports

Program Description

To enhance school safety and wellness through prevention-focused comprehensive behavioral health models (CBHMs) that meet the diverse needs of schools and districts across New Mexico and providing enhanced emergency operations and communications applications to LEAs. Ultimately, to create and sustain school environments where students, staff, and families are supported in their wellness and develop and effectively utilize social-emotional skills; and equipped to respond effectively in emergencies.

First year of project: FY21, Behavioral Health Initiatives in FY26

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

Lack of integrated, broad spectrum behavioral health supports in schools across New Mexico. Reduce response times and improve school safety by providing and coordinating immediate information/guidance during incidents and emergencies.

How is this related to MY student achievement?

Native American students, students with disabilities, and those who are economically disadvantaged have historically had higher rates of trauma experience and exposure, which leads to higher rates of mental health distress and illness.

Is the request different from previous year(s)?

Yes, this request is to extend support to LEAs in creating comprehensive behavioral health models.

Description of Request

What will you buy with your funding request for FY28?

- Expansion of the behavioral health pilot focusing on middle and high schools; to include a system to leverage Medicaid funds for behavioral health services
- Expand training opportunities and licenses for behavioral health awareness and capacity building PD - Supplies, materials and stipends for Student Mental Health Organizations
- Data Analyst to support the use of data SHSB is collecting to help guide decisions and validate performance measures- layering discipline, attendance and climate/culture survey data with program implementation data
- Contract with a service provider that will provide free access to an emergency operations and communications application to LEAs.

What services are you planning to provide in FY28?

- Expansion of BHI Cohort- Behavioral Health program mapping, integrated program and budget planning with schools, evaluation support and services, PD
- Comprehensive training and professional development on behavioral health, leadership development in implementation science, and focus on strengthening prevention and layer 1 supports
- Data analysis, reporting and integrated reporting of all behavioral health prevention and interventions
- Technical assistance to increase the number of Student Mental Health Organizations in high schools

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

-BHI Expansion- Technical assistance, professional development and capacity building supports that include a system to leverage Medicaid funding for behavioral health services in schools. 8 districts: 16-18 middle and high schools

-Expansion of Student Mental Health Organizations- stipend for sponsor, training and technical assistance for sponsor and students, access to Adult and Teen Mental Health First Aid trainings. 7 high schools

-Increase Access to BH Supports- Professional Development focused on increasing behavioral health awareness, capacity to respond and knowledge about best practices, specifically around prevention. 50 schools

- The Safe and Healthy Schools Bureau communicates with schools about the school safety application's availability and connects schools with the vendor's training staff

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$200,000	New Position: Data Analyst
300s	\$3,280,000	Professional development, stipends, evaluation, convenings, leadership support and development, supplies, prevention focused curricula, professional learning communities, Medicaid billing support. Statewide access to school safety applications.
400s	\$1,020,000	Awards to LEAs, supplies, travel for on-site technical assistance and site visits
TOTAL	\$4,500,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Professional Development and Training for BHI Expansion	\$1,780,000	IGA with an REC
Contract with application vendor	\$1,500,000	RfA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This request provides the opportunity to

- Expand the number of schools currently receiving extensive support in developing comprehensive behavioral health models (CBHMs)
- Create capacity-building supports related to behavioral health provided to specific local education agencies (LEAs) statewide (beyond those participating in the BHP); to include a system to utilize Medicaid funds for sustainable CBHMs.
- Create capacity-building supports related to behavioral health made available to all—or the majority of—LEAs statewide.
- Improve emergency response times and facilitate emergency operations to reduce harm in emergencies.

FY28 Participation Goal and MY Actions

Increase behavioral health awareness

Increase school capacity to support and respond to behavioral health needs

Increase behavioral health workforce

Increase student voice and advocacy related to behavioral health in schools

Increase behavioral health prevention activities (Layer 1)

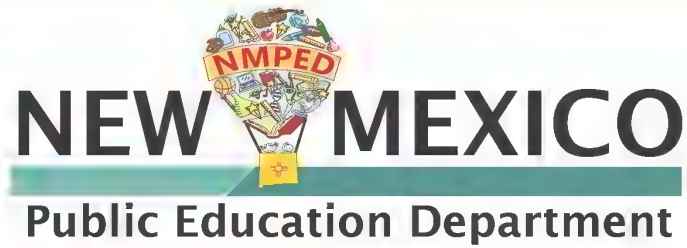
MY PLAN 3.2B

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Schools	75 schools	• \$40,000

Evaluation

Ongoing, identify contractor through RFP



Student Nutrition and Wellness

(universal free meals)

Program Description

Healthy Universal School Meals ensures all students participating in public schools, regardless of family income, receive healthy, no-cost breakfast and lunch at school.

First year of project: 2023-2024

Statutory Authority: Section 22-13C-4 NMSA 1978

Description of Request

What is the problem you are trying to solve? Ensure students are nourished and ready to learn.

- Request \$5,533,831.21 shortfall for FY28 – ensure continuity of timely school meal reimbursements to SFAs
- Request \$250,000 for external contract to support strategic planning, culinary trainings and TA
- Request \$150,000 for external contractor to evaluate HUSM program outcomes
- Fund Food Waste Specialist position with State funding

How is this related to MY student achievement?

- NM Grown is a part of meeting the requirements of the HUSM rule and increases fresh, local fruits, vegetables and meats for students
- Increases scratch cooking for students with disabilities, English Learners, Native American students, and economically disadvantaged students

Is the request different from previous year(s)?

Yes. Currently, the Food Waste Specialist is being funded with Federal funds, but it is 100% HUSM state program related per the HUSM Rule. Federal funds were used for Brigaid contract, and the bureau does not have a program evaluator.

Description of Request

What will you buy with your funding request for FY28?

- Reimbursing school meals
- NM Grown
- Salaries
- Travel
- Program Evaluation

What services are you planning to provide in FY28?

- Reimbursement of school meals
- Hands-on culinary trainings
- Funding for NM Grown
- Technical assistance

Program Services

- Host annual Back-to-School/Chef Symposium hands-on culinary training - September 2026
- Contractor Brigaid will continue providing culinary trainings 7 at APS to over and 23 regionally across the state.
- Monthly Let's Talk Tuesdays covering a variety of topics to help improve meal quality
- Culinary, NM Grown and Food Waste Reduction Office Hours

How is this related to accreditation?

Providing healthy, freshly prepared school meals can help improve student attendance by reducing food insecurity, increasing student engagement, and supporting overall well-being.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$350,000	- Continuing FTE: HUSM Manager, 2 Culinary Specialists - Transfer Food Waste Specialist position to state funding
300s	\$200,000 \$250,000 \$150,000	- Tribal Purchasing Pilot, Year 2 - Culinary training support - Program evaluator
400s	\$41,651,000 \$5,533,831.21	- NM Grown and School Meal Claims for Reimbursement - HUSM 27-28 school meal claims for reimbursement shortfall
TOTAL	\$48,134,831.21	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
NM Grown Tribal Pilot will expand access to local and culturally relevant foods for tribally controlled and Bureau of Indian Education (BIE) schools.	\$200,000	Sole Source
Strategic Planning, Culinary Trainings, TA	\$250,000	RFP
Program Evaluator	\$150,000	RFP

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to sustain core HUSM operations and staffing, support the continued implementation of scratch cooking and local food purchasing requirements, provide culinary training and program evaluation, and ensure sufficient funding for school meal reimbursements, including the anticipated shortfall in school meal reimbursements.

FY28 Participation Goal and MY Actions

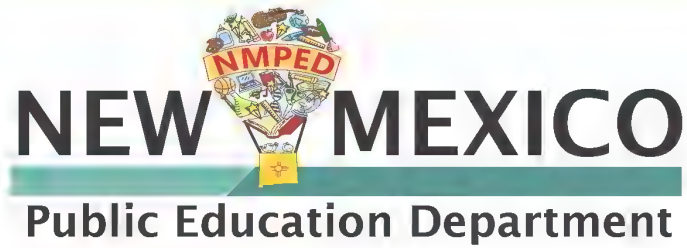
- **3.2c.** PED develops and conducts program reviews to ensure rural, Native American, and underserved schools benefit equitably from healthy universal school meals, and survey parents, students, and tribal leaders to help improve nutrition programming and school meals.
- **3.2d.** Continue Year 1 actions. & PED monitors the impact of the scratch cooking initiative on students with disabilities, English Learners, Native American students, and economically disadvantaged students, including through: student and family feedback mechanism; school nutrition staff survey
- **3.2e.** Continue certification process and provide individualized technical assistance in order to meet requirements. Schools who do not meet certification do not receive full funding for universal meals.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
• Review 10 Tribally Controlled Schools in Year 2 • Onboard 10+ new BIE Schools	• 2,500 Students • 1,400 Students	\$50.00
• Provide 20+ hands-on scratch cooking trainings • Measure feedback from students and families	• Train 500 Cafeteria Staff • Gather representative feedback (> 500)	
• Develop and implement long-term tool for 2nd year Certification • Provide TA to non-compliant and developing SFAs	• 210 SFAs • 50 SFAS	

Evaluation

- *Measure Tribal Purchasing Pilot implementation, Evaluator needed*
- *Develop adequate certification tool, Contractor needed*
- *Measure scratch cooking impact on MY groups, Evaluator needed*



Test Assistance

(Advanced Placement, International Baccalaureate, and PSAT for 10th Grade)

Program Description

5.55.81 - Establish and maintain a statewide advanced placement exam policy that includes a comprehensive list of lower-division college-level courses for which a student shall receive credit when the student earns a score of three or above on an advanced placement exam. NMPED also provides International Baccalaureate (IB) test assistance to reimburse LEAs for the cost of completed IB college credit-bearing exams.

First year of project: Advanced Placement, 2012. International Baccalaureate, 2024

Statutory Authority: Section 22-13-1.1 Graduation Requirements

Description of Request

What is the problem you are trying to solve?

Ensuring access to rigorous coursework and the opportunity to earn college credit while in high school. To remove the cost barrier for IB college credit bearing exams for all NM students.

How is this related to MY student achievement?

AP courses, especially the project-based learning AP courses, support enrollment in college-level coursework while in high school for MY populations throughout New Mexico. Students can improve graduation outcomes by earning college credit through IB coursework and exams. The program provides rigorous academic preparation aligned with college standards.

Is the request different from previous year(s)?

Due to program growth, increased funding is needed to sustain implementation for both AP and IB.

Description of Request

What will you buy with your funding request for FY28?

1. PSAT/NMSQT exams
2. AP Exam Fee Reduction
3. Costs of IB college credit-bearing exams for students
4. AP Fall Workshops
5. Winter Workshops
6. AP Summer Institutes
7. Out-of-State APSIs
8. Program Support

What services are you planning to provide in FY28?

Advanced Placement professional learning, exam fee waivers, PSAT/NMSQT for 10th and 11th graders.
Reimbursement for the cost of IB college credit-bearing exams for students.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

AP Fall Workshops

AP Winter Workshops

AP Summer Institute

AP Exam Fee Waivers for economically disadvantaged students

PSAT/NMSQT for 10th graders and qualifying 11th graders

Technical assistance for 3 LEAs for RfR guidelines and submission

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Required Secondary Subjects 9.5.1

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$1,553,000.00	REC9 IGA IGA for IB Test Assistance for Navajo Prep
400s	\$65,000.00	Award for the other two LEAs with IB authorized schools
TOTAL	\$1,618,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
PSAT/NMSQT® Exam 10th Grade	\$325,000.00	IGA
AP Exam Fee Reduction	\$500,000.00	IGA
Fall workshops	\$85,000.00	IGA
Winter workshops	\$83,000.00	IGA
AP Summer Institute	\$300,000.00	IGA
Out-of-State AP Summer Institute	\$15,000.00	IGA
Program Support	\$80,000.00	IGA
Navajo Prep to fund IB exam test assistance	\$53,000.00	IGA
SUBTOTAL BUDGET AMOUNT	\$1,388,000.00	IGA
Indirect Costs @ 8.0%	\$112,000.00	IGA
TOTAL	\$1,553,000.00	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This expansion is needed to maintain current program support for Advanced Placement activities both test assistance for all AP exams across the state, PSAT/NMSQT for 10th graders and qualifying 11th graders and professional development for AP teachers. Increased student and adult participation in the program increases all components of Advanced Placement. This funding is required to address International Baccalaureate exam fee assistance added to the Advanced Placement line item in House Bill 2.

FY28 Participation Goal and MY Actions

If related to MY Action Items, enter the action item numbers (e.g. 1.1A)

3.2f

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Students	20,000	\$75.00

Evaluation

Quarterly reporting by REC9 on program participation and budget spend-down for AP, College Board exam results, and IB exam results.



1:1 Educational Devices for MY Students

Program Description

This funding request would create a 1:1 device program for secondary school students who meet needs articulated in Martinez Yazzie findings. The funding request is for \$5.167 million to LEAs and charters for the purchase of devices for qualified Martinez Yazzie secondary school students, which would effectively fund 10,334 devices at a cost of \$500 per device. This would be a recurring cost, as the \$5.167 million would become available across each year for five consecutive years (resulting in a total of 51,670 devices being provided across that five-year period).

First year of project: FY 28

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

To provide equitable access to modern, efficient devices for eligible secondary students as defined by Martinez Yazzie. Research and real-world examples show that 1:1 device programs—where each student has a personal, school-issued device—can significantly enhance learning when implemented with strong support, infrastructure, and professional development. With individual devices, teachers can tailor instruction to each student's skill level, offering enrichment for advanced learners and targeted support for those needing extra help. Built-in accessibility tools also benefit students with disabilities, promoting inclusion. Devices enable interactive lessons, real-time collaboration, and instant feedback, replacing passive instruction with active participation. Students can work with multimedia, simulations, and shared documents, which studies show improve focus and involvement. 1:1 environments foster skills in collaboration, communication, and critical thinking through regular use of technology. Teachers report using devices to build digital literacy alongside academic content. Unlike shared devices, 1:1 programs ensure every student has daily access to digital curriculum, assessments, and research tools, both in class and at home, reducing barriers to learning.

How is this related to MY student achievement?

This would increase equitable access to devices for students identified as being qualified under Martinez Yazzie, students who may not have the financial means to afford comparable devices to their peers.

Is the request different from previous year(s)?

New request.

Description of Request

What will you buy with your funding request for FY28?

Devices for Martinez Yazzie students identified by districts in need of such.

What services are you planning to provide in FY28?

Providing secondary schools within LEAs and charters with funding to purchase such devices.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Program services will simply be to provide eligible LEAs and charters with funds to purchase devices for eligible secondary students as defined by Martinez Yazzie, at the cost of \$500 per device per student.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s		
400s	\$5,167,000	Devices for MY students across the state
TOTAL	\$5,167,000	

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Providing equitable access to student devices was a need identified in the Martinez Yazzie findings. This will begin to address that need. The total of \$5.167 million will continue each year for five years, providing a significant investment towards realizing total needs. If this funding is not made available or not maintained, equitable access to devices will be compromised significantly.

FY28 Participation Goal and MY Actions

The goal is to provide \$5.167 million to LEAs and charters for the purchase of devices for Martinez Yazzie qualified secondary school students. This would be a recurring cost, as the \$5.167 million would become available across each year for five consecutive years. (Thus, the \$5.167 million represents 20% of the overall projected spend.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
10,334 students	10,334 students	\$500 per eligible student for purchase of device

Evaluation

Because this request involves making funds available to the districts to use for purchases, NMPED will not be involved in the actual purchase. Management will simply be to ensure funds are distributed appropriately. As such, NMPED will conduct an evaluation at the end of the year will be made to determine if funds were used and distributed properly.



Anti-Distracted Policy Implementation

(equipment to store cell phones)

Program Description

In accordance with NMSA § 22-1-17, each school district and charter school must adopt and implement a wireless communication device policy that adheres to minimum requirements issued by the PED. In support of schools that implement bell-to-bell bans on cellphones and wireless devices, school districts and charter schools may apply for grant funding to purchase physical items and/or services necessary to implement their Wireless Communication Device Policy.

First year of project: FY27, through The Office of Broadband Access & Expansion (OBAE)

Statutory Authority: Section 22.1.17 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Because of the increasing prevalence of wireless communication devices in schools, ensuring that students have access to safe, high-quality education without disruptions from personal wireless communication devices is key. Support of policies that restrict the use of these devices has been shown to support anti-bullying efforts and promote social emotional health amongst students.

How is this related to MY student achievement?

Limiting cell phone use in New Mexico schools is primarily a classroom management and mental health strategy and helps students refocus on academic achievement.

Is the request different from previous year(s)?

New request from the PED.

Description of Request

What will you buy with your funding request for FY28?

This project will provide grant funding to school districts and charter schools to purchase physical items necessary to implement their Wireless Communication Device Policy.

What services are you planning to provide in FY28?

In addition to physical items, grant funding may be used to purchase services necessary to implement their Wireless Communication Device Policy, such as application licenses and professional develop necessary to implement the intended items.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

All funds will be provided directly to the schools. The PED will help promote the program, but additional professional development or technical assistance will not be necessary, beyond some training necessary for the initial implementation and installation of purchased items.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	1,500,000.00	School districts and charter schools may apply for grant funding to purchase physical items and/or services necessary to implement their Wireless Communication Device Policy.
400s		
TOTAL	\$1,500,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
All purchases will be conducted at the local, school district or charter school level	\$1,500,000.00	IGAs

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This program is intended for all New Mexico K-12 public school districts and state-chartered charter schools seeking funds to implement and enforce their Wireless Communication Device Policy. Because of the increasing prevalence of wireless communication devices in schools, ensuring that students have access to safe, high-quality education without disruptions from personal wireless communication devices is key. Support of policies that restrict the use of these devices has been shown to support anti-bullying efforts and promote social emotional health amongst students.^[1]^[2]

[1] Buck, D., & Golin, J. (2026). Phone-Free Schools to Protect Adolescents. *JAMA Pediatrics*, 180(4), 359–360.

<https://doi.org/10.1001/jamapediatrics.2025.6422>

[2] Iappelli, N. K. (2025, July 20). *Digital devices and student interaction: A post-pandemic examination*. William Paterson University.

<https://files.eric.ed.gov/fulltext/ED676272.pdf>

FY28 Participation Goal and MY Actions

MY Action items 3.2 and 3.3

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Approximate cost of pouches = \$20 ea, annual license = \$200 per LEA	181 licenses and 73,190 pouches for students could be purchased	\$20.49 per student

Evaluation

Possible evaluation criteria include academic performance; classroom engagement; mental health & social dynamics; disciplinary infractions; and parent and staff feedback



Bilingual Multicultural Education Act and Migratory Student Supports

Program Description

Implementation of bilingual multicultural education programs and increased accountability to implement provisions of the BMEA and migratory student supports.

First year of project: 1973

Statutory Authority: Section 22-23-1 NMSA 1978

Description of Request

What is the problem you are trying to solve?

In addition to supporting the continuous improvement of existing BMEPs that primarily serve multigenerational students, the request will contribute to expanded access to BMEPs and culturally responsive instruction. BMEPs will include more languages beyond Spanish and Native American languages to meet the needs of newcomer English Learners as well. The request also supports with improving the implementation on culturally responsive instruction through professional learning opportunities. Further, this request will support students who work in agriculture whose guardians work in agriculture and are no longer migratory due to immigration enforcement.

How is this related to MY student achievement?

Directly related to the service needs of student groups identified in the lawsuit and migratory students are EL students or participate in BMEPs. Many migratory students may belong to Native American or multigenerational Hispanic communities.

Is the request different from previous year(s)?

Yes, it is for additional funding to support capacity building and the migratory request is a new request

Description of Request

What will you buy with your funding request for FY28?

For Bilingual Multicultural Education Act: Materials associated with professional learning opportunities totaling less than \$5,000

For Migratory Student Supports: Items for students needed to ensure they can attend school and participate fully. Including, essential personal care and clothing items to ensure full and equitable participation in school and enrichment or after-school equipment for expanded learning opportunities. Migratory students are among the most underrepresented students in extracurricular activities.

What services are you planning to provide in FY28?

Teacher professional learning opportunities for retention and support for establishing BMEPs in world languages for newcomer English Learner students and supports for health and counseling services, tutoring, college and career readiness-related experiences literacy and STEM instructional opportunities for summer and intersessions, life skills or financial literacy workshops and credit accrual and recovery options.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Bilingual: Implementation of language programs to include new languages in 10 schools

PD for language acquisition regardless of target language

Equity Council Support Hub curriculum focused on implementation of CLR and equitable practices

Language Equity Pipeline partnership with CES to include support for EL students who are Native American Technical assistance and focused monitoring visits with onsite portion

BMEP teacher retention with opportunities to build a personal professional learning plan

Expanding bilingual program for EL of world language backgrounds, includes start up costs

Migratory: TA for staff who specialize in working with migratory agricultural students, Statewide PAC for obtaining parent input on needed trainings and accessing services.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Connected to the implementation of BMEPs

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$1,500,000	Contractors for program service support, CES LEAP IGA, HPREC IGA, Hatch IGA
400s	\$200,000	Districts and charter schools implementing pilot BMEPs in new languages for ELs
TOTAL	\$1,700,000	

Procurement (300s)

Service to Procure (link to scope of work)	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Program support	\$120,000.00	PSC
CES LEAP	\$150,000.00	IGA
HPREC	\$430,000.00	IGA
Hatch Public Schools	\$1,000,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The BMEA request will provide departmental level funds that support the implementation of the laws, as well as an opportunity to subgrant funds to districts and charter schools with the increased accountability of funds that flow through the department.

Investing in bilingual and multicultural programming to support students to be healthy, secure in their identity, and holistically prepared for college, career, and life. Moreover, this act is a crucial tool for addressing systemic challenges and advancing equity within our state's educational landscape. The act aims to:

- reduce achievement gaps and educational disparities;*
- protect language and cultural heritage*

The Funding for Migratory Students will provide support for students who work in agriculture or who's guardians work in agriculture and are no longer migratory due to immigration enforcement.

Investing in Migratory programming will provide additional supports for health and counselling services, tutoring, college and career readiness-related experiences, literacy or STEM instructional opportunities over the summer and intersessions, life skills or financial literacy workshops, online credit accrual and credit recovery options

FY28 Participation Goal and MY Actions

1.2 A PED, with support from community partners, will expand the instructional materials resource library to provide comprehensive, standards aligned resources that support heritage language and bilingual multicultural education programs (BMEPs) statewide.

This work is closely tied to federal funding (Title I Part C). This would allow for expansion, and it will support how high quality instruction is able to get to our students who are in the identified groups in MY.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
BMEA Projected 50 schools	300-500	• \$100
For migratory this number will be determined in FY 27		

Evaluation

As required under BME Act and reported in BMEP annual report and New and adapted from Title I Part C evaluation



Black Education Act

Program Description

Guided by HB 43, our mission is to improve educational outcomes for black students in New Mexico through holistic culturally relevant resources and supports. The Black Education Act (BEA) was created to improve Black Education within the state of New Mexico for public, chartered, and post-secondary schools. The bill's goal is to improve graduation rates for African American students graduating from high school and post-secondary institutions. Our vision is to be recognized as a national model for holistic culturally relevant best practices that help to improve educational outcomes for black students.

First year of project: FY 22

Statutory Authority: Section 22-23C-1 NMSA 1978

Description of Request

What is the problem you are trying to solve?

How is this related to MY student achievement?

Black students will not receive supports.

While black students are not specifically named in the MY, black students are fully represented within the MY student groups and contribute to the overall outcomes for the population. Notable areas of achievement include graduation rate improvements and improved outcomes in higher education among black students. For example, our work includes elements of 2.3A-B (Inclusive Practices and Culturally and Linguistically Responsive Instruction Practices), and 3.3A (Student Engagement Through Inclusive and Culturally Relevant Programs).

Is the request different from previous year(s)?

No, the program activity is consistently aligned with the mandates of HB 43, The Black Education Act

Description of Request

What will you buy with your funding request for FY28?

- Culturally Relevant Materials that meets the existing educator request for access to free high- quality supplemental materials
- Open Education Resource- A curated platform that houses collaborative culturally relevant resources from PED and other statewide education partners
- ARAO portal platform (new portal)- In response to user feedback, redesign a simplified, internal portal that better serves constituents
- Program marketing materials- Includes materials for distribution to LEAs for that increase awareness about services and supports offered by BEA. This includes quick access to resources such as the Anti-Racism Anti-Oppression Portal.

What services are you planning to provide in FY28?

- | | |
|---|---|
| • Student leadership initiatives | • Curriculum initiatives |
| • Family Engagement initiatives | • Host Black Student Union Conference |
| • Advisory Council per diems | • LEA Onsite technical support |
| • Professional Development initiatives (weekly and monthly) | • Student support services requests |
| • Black Educator recruitment and retention initiative | • School and community based cultural programming |
| • Black Student Union Advisor stipends (end of school year) | • High School to college transition program |

FY28 Account Breakdown

Account	Amount	To purchase
200s	0	All staff positions included in general operating budget
300s	\$ 333,935.54	All REC contracts
400s	\$166,064.46	Staff professional development, PED Family Cabinet initiatives, lease 2 state vehicles for Las Cruces office
TOTAL	500,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
High Plains Regional Cooperative (REC3)	\$333,935.54	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

...This request is not an expansion but rather sustaining existing levels of support at the recurring amount.

The Black Education Act is critical to improving educational outcomes for Black students in New Mexico by providing culturally relevant resources, student and family engagement, educator support, leadership opportunities, and pathways from high school to college. Without sustained funding, essential services including culturally relevant curriculum and materials, professional development, Black educator recruitment and retention, student support, cultural programming, and college-transition initiatives would be reduced or lost, challenging the progress already achieved in graduation and higher education outcomes. Continued investment is essential to ensuring Black students are fully supported, represented, and positioned to succeed in New Mexico's education system.

FY28 Participation Goal and MY Actions

If related to MY Action Items, enter the action item numbers (e.g. 1.1A)

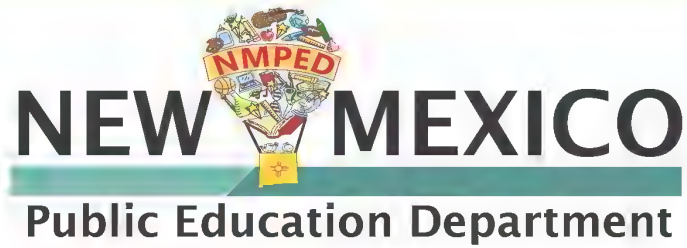
Culturally relevant resources

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Students, Educators, Families	9,000	\$55

Evaluation

Ongoing evaluation through PED Senior Analyst Dr. Martin Jones who will review and analyze pre and post data, sign in sheets, testimonials and any other qualitative and quantitative sources collected during programming with students, families, educators, and community stakeholders.



Career Technical Education

Program Description

HB2 (2025) For the career technical education pilot project, including career technical student organizations, innovation zones and work-based learning initiatives. The other state funds appropriation is from the career technical education fund.

First year of project: 2019

Statutory Authority: Federal Perkins Law: Strengthening Career and Technical Education for the 21st Century Act

Description of Request

What is the problem you are trying to solve?

Support LEAs as they remove barriers and offer opportunities to improve student outcomes.

1. Administer diverse programs and resources, such as college acceleration options and CTE
2. Effectively flow state and federal funds to LEAs to support their implementation of high-quality programs
3. Implement legislative mandates to support student college and career readiness, such as graduation requirements

How is this related to MY student achievement?

Intentionality isn't enough to say that "all programs are open to all students." LEAs must assess disaggregated access and success, and when gaps are revealed, identify and systematically remove barriers to participation. For MY student achievement this will have an impact on future goals for both college and career readiness.

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

Similar to FY26 and FY27: flowthrough award, staff salary support, contractors, statewide travel, event facilitation, PSAT/NMSQT for 11th graders, support for Near Peer Tutoring, Dual Credit Program, and Early College High School (we hope International Baccalaureate has its own funding).

What services are you planning to provide in FY28?

Personalized coaching to the LEAs, school site visits, technical assistance, professional development, resources such as toolkits and websites and newsletters, Communities of Practice, and continued development of common practices across the state.

Program Services

Do you plan to:

- 15 coaches, with more specialized responsibilities
- 300 site visits (10 each semester by each coach)
- 150 office hours hosted
- 60+ hours of COPs and PLCs facilitated
- 7 conferences (Opportunity Gap Analysis, CTE best practices, CTE application workshop, Comprehensive Local Needs Assessment, Advanced Placement winter and summer institutes, School counselors, Early College High School)
- 100 hours of other Professional Learning, including workshops and webinars hosted, conference presentations, etc.
- Continued collaboration with Department of Workforce Solutions, NMEAF and Higher Education

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

- We validate accreditation data for school counselors
- Next Step Plans and
- Required high school course offerings

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$1,400,000	Continuing FTE: 4 positions are general fund (2 program managers, counselor specialist, Advanced Placement position) 1 position NextGen funded entirely (WBL specialist) (16 positions are only partially funded by federal Perkins dollars and state match)
300s	\$13,000,000	30 contracts (estimated)
400s	\$20,600,000	CTE flowthrough, industry credentials reimbursement, professional memberships (CTECS, Advance CTE), bureau miscellaneous (travel, technical assistance, site visits, CTE workshops and conferences)
TOTAL	\$35,000,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
REC2 – Systems development, Innovation Zones, Bureau operations	\$1.5m	IGA, Sole Source
REC3 - ECHS, Counselor PD, Dine translations, Year 2 of CTE Program Of Study, CTE Hub, contractor support	\$3.5m	IGA, Sole Source
REC9 – PSAT for grade 11, workshops, Advanced Placement, DIF	\$500k	IGA, Sole Source
REC10 – Near Peer Tutoring	\$1.5m	IGA
ENMU and NMSU - 7 CTSOs	\$1.5m	IGA
PSCs - maintenance of Dual Credit dashboard, application development for all grants	\$1m	PSC
BIE flowthrough for CTE and International Baccalaureate, PSAT 11 flowthrough	\$1.5m	IGA
CTE Management and Graduation Tracking System	\$2 m	IGA, RfP

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

CTE is a vital component to building our state's economy and provides for students the opportunities to have equitable access to high-quality programs and components regardless of their location.

If statewide CTE Funding is reduced or eliminated, New Mexico would lose both direct student services and the agency-level capacity necessary to support and administer CTE across the state. At the agency level, this funding supports the staff and resources needed to provide statewide leadership, program oversight, technical assistance, professional development, data and accountability support, program monitoring, industry engagement, and coordination of CTE initiatives. At the local level, schools and students could lose access to hands-on career preparation, industry-recognized credentials, work-based learning experiences, career exploration, specialized equipment and technology, and programs aligned with high-demand occupations.

This is not a new program. The recurring funding supports an established statewide CTE system and the ongoing capacity required to administer and sustain it. Continued funding is critical to maintaining the programs, services, staffing and resources that New Mexico students, schools, and employers already rely on.

FY28 Participation Goal and MY Actions

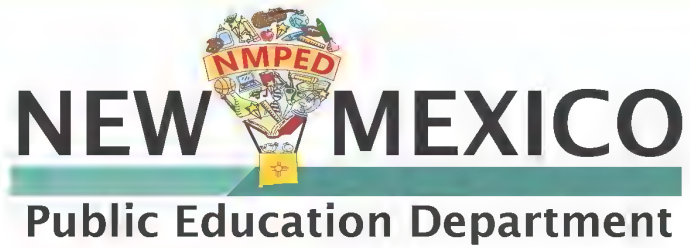
If related to MY Action Items, enter the action item numbers (e.g. 1.1A)

Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school (1.1); Students with disabilities receive a high-quality, inclusive education with sufficient supports (1.3); Students with disabilities, Native American students, English Learners, and economically disadvantaged students and their families have equitable access to opportunities outside of traditional academic experiences (1.4); Families and communities of students with disabilities, English Learners, Native American students, and economically disadvantaged students have access to educational and health supports (3.2)

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Varies (LEAs, student count)	Varies – CTE is roughly 65,000 participants	\$200

Evaluation

Federal Consolidated Annual Report, NOVA, Graduation Rate, SAT Math and ELA, NM-ASR, Annual Performance Report, Accreditation



Clinical Practice

(teacher residencies, paid student teaching)

Program Description

*Provide paid clinical practice experiences for teacher candidates including
Teacher Residents and Paid Student Teaching*

First year of project: SY 2022-23

Statutory Authority: Section 22-10B-3 NMSA 1978

Description of Request

What is the problem you are trying to solve?

- Increase number of teachers entering the classroom day-one ready with the skills and dispositions to meet the needs of student in NM.
- Continue to grow and scale residency model so that by 2032 the number of teachers who have extended clinical practice experiences equal the average number of retirees (average of 1,000 annually)

How is this related to MY student achievement?

- Recruit and retain highly skilled, culturally responsive educators
- Designed to elevate instruction
- Reduce barriers to entering teaching profession

Is the request different from previous year(s)?

Yes - requesting recurring funding or endowment, as this program was previously funded through PERF

Description of Request

What will you buy with your funding request for FY28?

Continue to grow and scale residency model:

- 365 Teacher Resident stipends (FY27)
- 388 Co-Teacher stipends (FY27)
- 412 Campus Administrator stipends (support Residency and Student Teaching)

Student Teaching stipends:

- 433 Student Teaching stipends (FY27)
- 465 Student Teaching mentor stipends (FY27)

Educator Preparation Programs (EPP) and LEA support including the following:

- 1265 Cooperating teacher/ Co-Teacher and LEA stipends
- Technical assistance
- Community of Practice and professional learning for LEAs
- Site Visits
- Recruitment support
- Coordinator salaries

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

- On-site technical assistance to 11 EPPs
- Coaching and technical assistance for residency coordinators
- Monthly residency coordinator meetings
- Community of Practice meetings

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Highly qualified teachers

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$130,000	Continuing FTE: Clinical Practice Specialist
300s	\$19,830,000	Fiduciary responsibilities: for EPPs contracts and amendments that fund residency and student teacher stipends and support services
400s	\$40,000	Community of practice Travel
TOTAL	\$20,000,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Distribution of funds for clinical practice, for EPPs contracts and amendments that fund residency and student teacher stipends and support services	\$19,830,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funds are needed to continue New Mexico's Teacher Residency Program, a year-long paid apprenticeship model that directly eliminates severe teacher vacancies by training educators within our local communities. This deep clinical practice experiences prepare new educators to succeed and stay in the classroom longer. Without this funding, our state will lose a proven educator pathway strategy that builds a stable, highly effective educator workforce that directly boosts student achievement.

FY28 Participation Goal and MY Actions

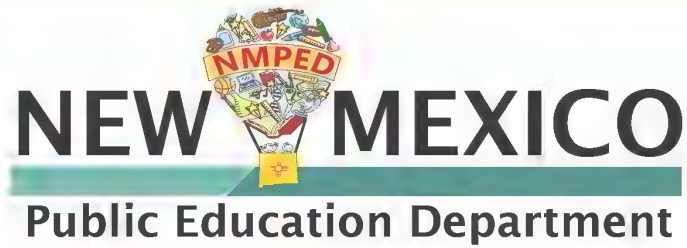
Goal 2.1: Highly effective teachers

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Undergraduate residents	245	\$35,750
Post-baccalaureate residents	156	\$44,000
Student teacher	428	\$3,000

Evaluation

Co-Teaching impact on student achievement
3-year retention rate
Resident Survey
New teacher impact



Educator Pipeline and Quality

(Ed Fellows, Grow Your Own, EPP accreditation, induction)

Program Description

Grow your Own educator pathways that recruits, trains and funds community members to become licensed teachers.

First year of project: SY 2022-23

Statutory Authority: 22-21P NMSA 1978

Description of Request

What is the problem you are trying to solve?

Increase number of teachers entering the classroom day-one ready with the skills and dispositions to meet the needs of student in NM.

Continue to grow and scale residency model so that by 2032 the number of teachers who have extended clinical practice experiences equals the average number of retirees (average 1,000)

How is this related to MY student achievement?

- Recruit and retain highly skilled, culturally responsive educators
- Designed to elevate instruction
- Reduce barriers to entering teaching profession

Is the request different from previous year(s)?

Yes- recurring funding or endowment

Description of Request

What will you buy with your funding request for FY28?

- Expand and scale Educator Fellows from 375 to 425 where members of the community are recruited and prepared to become licensed educators serving in their local schools (“Grow Your Own”).
- Recruitment for all educator pathway programs with TEACH NM
- Wrap around support for HS and early college students wanting to become teachers

What services are you planning to provide in FY28?

Site Visits

Recruitment support

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Coaching and support for Fellows

Site visits and monitoring

Tabeling and recruiting events

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Highly qualified teachers

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$65,000	Senior data analyst
300s	\$24,935,000	GYO salaries Retention and Recruitment partnerships National Accreditation Memberships
400s	\$40,000	Recruitment and early educator support events Travel
TOTAL	\$25,040,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Distribution of funds	\$24,935,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to eliminate severe classroom vacancies by building a seamless, supported teacher pipeline from high school directly into the workforce. This funding scales local educator recruitment from 375 to 425 fellows, provides competitive salary indexing for Educational Assistants, and embeds dedicated instructional coaches to prevent early-career burnout. Crucially, it removes socioeconomic friction for underrepresented students and funds targeted Special Education and Bilingual/TESOL cohorts to meet the equity mandates of the Martinez-Yazzie action plan.

FY28 Participation Goal and MY Actions

Equitable access to well-prepared culturally and linguistically responsive educators

Goal 2.1: Highly effective teachers

2.2 Teacher preparation programs

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Fellows	425	• \$52,000
TEACH NM		• \$500,000
Ed Rising/ Golden Apple		• \$1,500,000

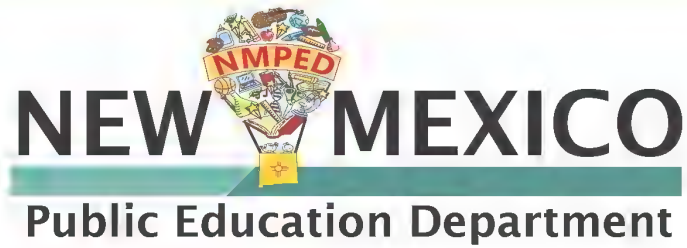
Evaluation

Number of GYO teachers entering workforce

Success of Ed Fellows once they are licensed teachers

Teacher Candidates applying to EPPs

Success of bridge from HS to college



Educator and Administrator Preparation, Induction, and Evaluation (HB157)

Program Description

Creating new licenses for principals and superintendents and providing enhanced qualifications and requirements for principal and superintendent preparation. Providing high-quality mentorship training for mentors. (Educator/Administrator Preparation, Evaluation, and Induction appropriation)

First year of project: FY26

Statutory Authority: Section HB157 (2025) / 22-10A-9 NMSA

Description of Request

What is the problem you are trying to solve?

Implement HB157 (2025), which changes licensing requirements for principals and superintendents beginning July 1, 2029; Redesign SAPP programs across the state for more rigorous, focused preparation of aspiring principals; Establish Aspiring Superintendents Academies for those seeking to become superintendents. The appropriation would also continue implementation of high-quality Induction and mentorship coursework, Communities of Practice, and one-on-one coaching to create a statewide network of highly effective and efficient mentors for our new to career teachers in the state.

How is this related to MY student achievement?

This program addresses the Year 2 Action Item 2.1g. - Statewide Standards for School and District Leadership Preparation: Review and consider approval of administrator preparation programs. The Induction and Mentorship course also supports Action 2.1e by preparing Level 2 and Level 3 teachers to mentor new educators. It strengthens statewide mentor training, new-teacher support, retention, and instructional effectiveness for priority student groups.

Is the request different from previous year(s)?

Yes, we would like to increase principal residencies from 40 to 50 residents. The rest of the request is to support the implementation of the re-designed SAPPs and ASAs to prepare people for the new licenses and to continue to expand mentorship training.

M&I: NO

Description of Request

What will you buy with your funding request for FY28?

- Fund 50 principal residencies
- 1.0 FTE Principal Residency Coordinator
- Principal residency external program evaluation
- SAPP communities of practice facilitation
- SAPP Approval Process – create process for on-going review of new programs
- Stipends for SAPP principal mentors
- ASA communities of practice facilitation
- ASA Approval Process – create tools, provide training, facilitate meetings, compile reports
- ASA Special Projects Manager (part-time) – assist with ASA Approval process
- 1st Year Induction/Mentoring Program Approval Process - create tools, provide training, facilitate meetings, compile reports, create curriculum
- ASA tuition incentives – recruit aspiring superintendents
- Licensure Renewal Professional Learning Task Force – facilitation to create guidance and approval process
- Development of Professional Learning Courses for licensure renewal
- Council for the Accreditation of Educator Preparation (CAEP) membership for PED
- Mentorship Communities of Practice/Coaching facilitation. M&I: Revise and maintain two existing courses, develop a third-year mentorship course, and provide contractor-led webinars, Communities of Practice, and individual coaching.
- Cover travel expenses for staff to conduct on-site EPP accreditation visits

What services are you planning to provide in FY28?

- Fund principal residents
- Principal Residency Coordinator will provide regular technical assistance to SAPPs and ASAs
- SAPP and ASA Communities of Practice
- Mentorship Courses/Communities of Practice/Coaching. M&I: In FY28, three increasingly rigorous Induction and Mentorship courses will progressively strengthen mentors' skills.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

- Fund 50 full-year principal residents
- Principal Residency Coordinator provides regular, on-going technical assistance
- SAPP Communities of Practice (5) – to ensure implementation is aligned to re-designed programs
- ASA Communities of Practice (5) – to ensure implementation is aligned to re-designed programs

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

No, it is not related to K-12 accreditation. It supports the implementation of new principal and superintendent licenses.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

M&I:

The NMPED mentorship course provides structured training and support for Level 2 and Level 3 teachers who mentor new-to-career teachers. Services include:

- Online coursework
- Monthly facilitate webinars
- Technical assistance
- Mentor skill development
- Monthly Communities of Practice
- Monthly one on one coaching support
- Observation and Feedback training
- Completion monitoring

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

M&I: The Induction and Mentorship does not directly support accreditation, but it supports LEAs meet the broader expectation that schools maintain effective educational programs supported by qualified, prepared, and supported educators. This is particularly relevant because first-year teachers in New Mexico new-to-career teachers are required to complete a minimum one-year mentorship program under 6.60.10 NMAC.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$131,000	Continuing FTE: Principal Residency Coordinator
300s	\$5,970,000	50 principal residents - Work related to implementation of new principal and superintendent licenses - Support for teacher mentorship training courses, communities of practice, coaching - M&I: Contracting content revision and development, facilitation, communities of practice, one-on-one coaching, mentorship toolkit for participants.
400s	\$30,000	- CAEP membership for PED - Travel expenses for staff to conduct on-site EPP accreditation visits
TOTAL	\$6,131,000	

Procurement (300s)

Service to Procure (link to scope of work)	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
50 principal residents	\$5,000,000	RFA
Principal Residency External Program Evaluation	\$60,000	PSC
SAPP Community of Practice	\$60,000	PSC
SAPP Approval Process	\$20,000	PSC
Stipends for SAPP principal mentors (150 x \$1,000)	\$150,000	IGA
ASA Community of Practice	\$60,000	PSC
Aspiring Superintendent Academies (ASAs) Approval Process	\$60,000	PSC
Aspiring Superintendent Academies Special Projects Manager	\$40,000	IGA
1st Year Induction-Mentoring Program Approval Process	\$60,000	PSC
ASA Tuition Incentives (20 x \$4,000)	\$80,000	IGA
Licensure Renewal Professional Learning Development Task Force Facilitation and Stipends	\$100,000	PSC/IGA

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Development of Professional Learning Courses for Licensure Renewal SOW	\$160,000	PSC/IGA
Mentorship Communities of Practice/Coaching Facilitation	\$60,000	PSC
Mentorship Course Development	\$60,000	PSC

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The department has a statutory obligation to Implement HB157 (2025), which changes licensing requirements for principals and superintendents beginning July 1, 2029. New Mexico requires new-to-career teachers to complete at least one year of mentorship under 6.60.10 NMAC. The request addresses the need for a statewide pool of trained Level 2 and Level 3 mentors who can provide consistent, structured support.

FY28 Participation Goal and MY Actions

If related to MY Action Items, enter the action item numbers (e.g. 1.1A)

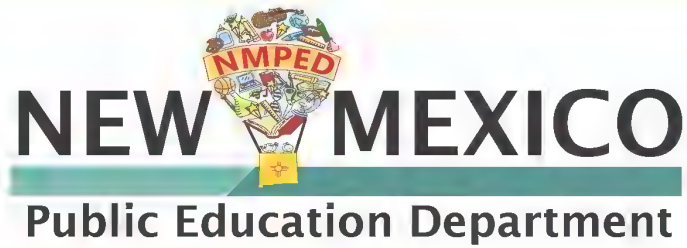
2.1g. Statewide Standards for School and District Leadership Preparation. Year 2: Review and consider approval of administrator preparation programs.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Principal residents	50	\$100,000
Mentorship course participants	100	\$1,200

Evaluation

Contractor will conduct a program evaluation for the principal residency program.



Fiscal System Improvements

(OBMS and SEG)

Program Description

Modernizes PED's fiscal systems by upgrading legacy OBMS modules and implementing modern tools for SEG calculations, projections, budgeting, workflows, reporting, and fiscal oversight. The integrated modernization will reduce manual processes, improve transparency and forecasting, and provide PED and LEAs with more efficient tools for managing public school funding.

First year of project: FY28-FY30

Statutory Authority: Section 22-8 Public School Finance Act

Description of Request

What is the problem you are trying to solve?

PED relies on aging OBMS technology and complex spreadsheet-based processes to manage LEA budgets and more than \$4 billion in annual SEG funding. Modernization will integrate budgeting and funding processes, reduce manual work, improve transparency, and strengthen fiscal planning and oversight.

How is this related to MY student achievement?

Modern fiscal systems support timely, accurate, and transparent allocation and management of resources intended for New Mexico students, allowing PED and LEAs to focus more resources on educational programs and services.

Is the request different from previous year(s)?

Yes. This is a multi-year modernization initiative integrating OBMS and SEG budgeting, calculation, projection, reporting, and workflow tools.

Description of Request

What will you buy with your funding request for FY28?

Modernization of OBMS and SEG fiscal systems, including legacy module replacement, automated SEG calculations, budget development and forecasting tools, workflow automation, dashboards, reporting, system integration, and software licensing.

What services are you planning to provide in FY28?

Budget development and submission tools
Workflow automation and approvals
Grant and contract management
Training and technical assistance
User support and help desk services
Reporting and fiscal transparency tools

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Annual Spring Budget Workshop for LEA fiscal staff

Canvas-based training courses and self-paced learning resources

Dedicated trainer providing office hours and individualized support

Technical assistance for budget development, submissions, and system use

Ongoing user support during implementation and adoption of new modules

Training, documentation, office hours, and technical assistance to support adoption of new modules and system enhancements.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Supports accreditation and fiscal oversight by collecting budgets, expenditures, cash reserves, and calendars used to monitor program compliance and alignment of expenditures with SEG-generated funding.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$3,670,000	System design, development, implementation, integration, licensing, project management, and technical support for OBMS and SEG modernization.
400s		
TOTAL		

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
System design, development, implementation, integration, licensing, project management, and technical support for OBMS and SEG modernization.	\$3,670,000	SPA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding is needed to modernize PED's aging fiscal systems and replace manual, spreadsheet-based processes used for budgeting and SEG calculations. Without modernization, PED and LEAs will continue to rely on inefficient legacy processes that limit automation, transparency, forecasting, and long-term fiscal planning.

FY28 Participation Goal and MY Actions

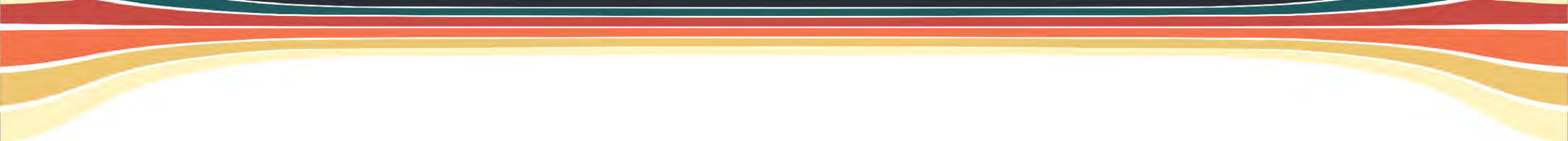
4.2a, 4.2b, 4.2c, 4.4a

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Districts and charters	193	• \$19,016

Evaluation

Ongoing. Success will be measured through implementation of new modules, reduction in manual processes, user adoption, workflow efficiencies, and customer satisfaction.



Hispanic Education Act

Program Description

Leadership and Arts/Music programming for K-12 Hispanic students, Family Engagement professional development for schools and families, protection and preservation of New Mexico's Spanish Heritage Language, biannual summits, and mileage and per diem for the Advisory Council.

First year of bureau: 2023-2024

Statutory Authority: Section 22-23B-1 NMSA 1978

Description of Request

What is the problem you are trying to solve?

Hispanic students continue to experience disparities in academic achievement, graduation rates, and postsecondary readiness. This request supports culturally relevant educational opportunities, family engagement, and student supports that improve educational outcomes for Hispanic students.

How is this related to MY student achievement?

The requested support will increase student engagement, access to culturally relevant learning experiences, academic success, attendance, and college and career readiness, leading to improved achievement outcomes for Hispanic students.

Is the request different from previous year(s)?

No. This request continues the district's ongoing efforts to implement the goals of the Hispanic Education Act by strengthening culturally relevant instruction, family engagement, and student success initiatives.

Description of Request

What will you buy with your funding request for FY28?

The Hispanic Education Bureau will provide funding to schools through mini grants for arts, civics, dance, heritage language & culture, leadership, and music programs.

What services are you planning to provide in FY28?

Technical assistance, accountability, and support.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

The Hispanic Education Bureau (HEB) will offer on-site technical assistance to as many schools as 2 FTEs can visit in one FY.

The HEB provides mini-grant implementation webinars 4x a year.

The HEB is required by the HEA to host two biannual summits per year. In addition, in FY27 and FY28 through a junior bill, the HEB will host a Festival de Bellas Artes both years.

The HEB hosts the NM ENGAGED webpage and offers it to funded schools. It is a free framework available to the public.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

The Hispanic Education Act (HEA) supports accreditation by addressing equity, culturally and linguistically responsive practices, family and community engagement, and student achievement. HEA programs help schools meet accreditation requirements related to continuous improvement, closing achievement gaps, promoting inclusive learning environments, and ensuring that Hispanic students have equitable access to educational opportunities and academic success.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$ 300,000	Continuing FTE: (list positions) Liaison, and Specialist
300s	\$1,165,000 (HEA)	Mini-Grants, HEA Summits
400s	35,000	Travel and Supplies for HEB staff and 23-person HE Advisory Council
TOTAL	\$1,500,000	

Procurement (300s)

Service to Procure (link to scope of work)	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Mini Grants & Summit	1,165,000	IGA with HPREC 3

Justification

FY28 Projected Impact

-  100+ Schools Funded
-  Up from 22 schools
-  2,000 Students Served
-  Arts & Music Programs
-  Heritage Language & Culture
-  Family Engagement
-  Student Leadership Development

Demand Exceeds Capacity

Demand for Hispanic Education Act programming significantly exceeds current funding levels.

FY28 Participation Goal and MY Actions

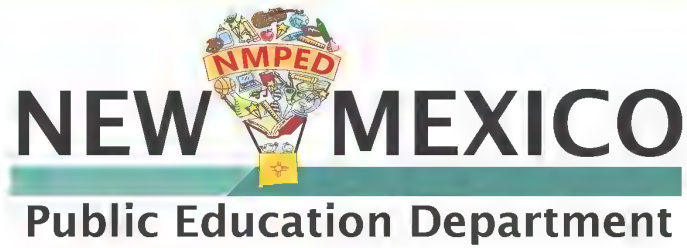
Specific Goals for Current HEA Work: 3.3, 4.3
Broad Goals: Hispanic students are greatly impacted by all four of the critical need areas.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
2000 students	2000 students	600.00

Evaluation

Internal using data provided by SSS statistician.



Instructional Scope for Fine Arts

Program Description

The development of an instructional scope for the New Mexico Core Arts Standards. The project will include high-level professional learning for participating fine arts educators and will result in a tool designed to provide guidance and support to assure that all students in New Mexico have access to impactful, grade level instruction.

First year of project: New funding request

Statutory Authority: N/A

Description of Request

What is the problem you are trying to solve?

Currently, all other content standards, ELA, mathematics, SLA, science and social studies are supported by content-specific NMIS. The New Mexico Core Arts standards are not. The lack of a robust instructional scope allows for inconsistencies in instruction of music, visual art, dance, theater, and media arts.

How is this related to MY student achievement?

Research has shown that the arts support brain development, attendance, and academic achievement. The New Mexico Fine Arts Standards elevate creativity and communication, both of which support oral language development and literacy skills.

Is the request different from previous year(s)?

Yes, a NMIS for Fine Arts PSSR was previously requested. This request has been refined.

Description of Request

What will you buy with your funding request for FY28?

Vendor to support NM Educators in the creation of the NMIS for the Arts Standards – contractor, teacher training and teacher work.

Contract a Fine Arts Specialist to support professional learning, FAEA monitoring and support, art integrations across content areas

What services are you planning to provide in FY28?

Professional learning for educators about the NMIS and on disciplinary literacy for the arts and literacy.
Hire a contractor to help convene a group of New Mexico fine arts teachers, train them in the work of writing an instructional scope, oversee the writing of the instructional scope, and provide professional learning to all New Mexico's fine arts teachers.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

For the development of the NMIS: On-going virtual trainings to support participating teachers.

Once the NMIS for Fine Arts is completed: The Fine Arts Specialist will lead regional PD offered at least once in 6 locations.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Art is a required instructional subject in grades K-8.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$650,000.00	NMIS for the Arts Standards – contractor, teacher training and teacher participation Professional learning for educators about the NMIS and on disciplinary literacy for the arts and literacy. Contractor to support Fine Arts program implementation across the state
400s		
TOTAL	\$650,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contractor services for the creation of the NMIS and fine arts education professional learning lead	\$650,000.00	RFP or sole source

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This appropriation is needed to develop a statewide instructional scope for the New Mexico Core Arts Standards, addressing the current lack of consistent guidance for high-quality, grade-level instruction in music, visual art, dance, theater, and media arts. Without this funding, New Mexico would lose the capacity to develop and implement the Fine Arts NMIS, maintain a Fine Arts Specialist, and provide statewide professional learning and support to fine arts educators, services critical to ensuring equitable access to standards-aligned arts instruction that strengthens creativity, communication, literacy, and student achievement.

FY28 Participation Goal and MY Actions

Core Issue #1: High-Quality Instruction

High-quality instruction (HQI): • Aligns with standards. • Engages students as active learners and critical thinkers. • Connects students to their cultural, linguistic, historical, and societal contexts. • Celebrates students' individual and cultural assets (Learning Forward, n.d.). • Enables full student participation in the curriculum, along with responsiveness to and inclusion of all student groups.

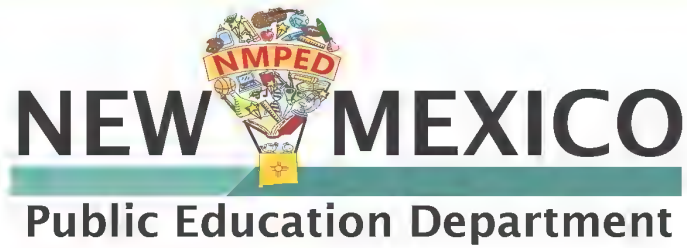
Additionally, the NM Core Arts Standards specify that, ***The department and local education agencies shall provide guidance and technical assistance to support the integration of New Mexico history and culture in consultation with tribal leaders.***

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Teachers and schools	All fine arts teachers in the state; 89 districts and 111 charter schools = 1,500 teachers	• \$166

Evaluation

New – the finalized NMIS and pre-and post-surveys of teacher efficacy and the implementation of the arts standards.



Internships for High School Students

Program Description

An 8-week summer internship opportunity for high school students that provides up to 160 paid internship hours that include employability skills, financial literacy, digital literacy and career exploration trainings and a hands-on, work-based learning experience within a community-based business organization.

First year of project: Summer 2021 with ARP-ESSER III funds; Summer 2024 with supplementary State funding; Summer 2025 with exclusively State funds.

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

Eliminate inconsistent and fragmented internship offerings across the state by developing a unified statewide system. This system will provide a consistent, high-quality structure that supports both students and employers, ensures safety and meaningful structured learning, builds a strong pipeline of early talent, exposes students to career fields, and expands access to internship opportunities in all regions, including rural and underserved communities.

How is this related to MY student achievement?

Theory of Action indicates that work-based learning via Summer Enrichment Internship Program (SEIP) improves MY graduation rate. Qualitative metrics demonstrate enhancements to high school student career readiness for all participants.

Is the request different from previous year(s)?

No, FY26, FY27, and FY28 requests support the goal.

Description of Request

What will you buy with your funding request for FY28?

Program infrastructure and statewide coordination including systems and staffing to manage placements, support host sites and ensure program consistency across all participants and partners. Student wages for 2,500 paid internships, wages for 139 internship coordinators, 19 regional directors, \$378.84 per student program operator support, professional development materials, learning guides, and related curriculum. A statewide system for matching students to opportunities, tracking participation, maintaining data and data collection, reporting and analytics and payroll processing.

What services are you planning to provide in FY28?

Student outreach, recruitment and placement; centralized management of program related tools and resources such as the application system, website, and data reporting platforms; technical assistance and quality oversight of programs to ensure consistent, high-quality internship experiences; expanded access to high-quality paid internship opportunities; employer partnership development and education on what an internship is and its required components; support to ensure host sites meet quality and safety expectations; and delivery of structured learning modules and career exploration activities.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Student outreach and recruitment to engage schools, communities, families, and student early about what an internship is and the opportunities available. Application and placement support by providing a streamlined application system and providing multiple training sessions both virtually and in-person on how to access and complete. Review submissions early and match students with appropriate host sites based on interest and child labor laws. Host-site recruitment sessions to identify potential employer partners, provide training on internship expectations and requirements, and prepare sites to deliver safe, high-quality learning experiences for students. Provide safety training and employability skills development, including requirements on internship expectations and required components. Technical assistance for employers, schools and participants.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

It is not overtly related to accreditation.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$10,000,000.00	IGA for procurement to select an implementation vendor
400s		
TOTAL	\$10,000,000.00	Continuation of the Summer Enrichment Internship Program

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
IGA for procurement to select an implementation vendor	\$10,000,000.00	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

A statewide internship program is needed to ensure that New Mexico students have meaningful, structured opportunities to connect their education with real-world work experiences. While some students are able to secure internships through their networks, employers or institutions, access is not equitable across the state. It is also needed to establish a consistent definition and set of expectations for what constitutes a quality internship across New Mexico.

Without consistent funding, the state cannot develop and improve upon the infrastructure needed to create and connect students with quality internship opportunities across New Mexico. This includes developing common standards, aligning institutions and employers around the required components and shared expectations.

The program is not new, but the priority is to strengthen and align the state's existing program. Using the newly developed Work-Based Learning Framework which created a common definition of an internship, the program will provide a consistent statewide internship framework for what students and employers should expect from an internship and what partners should recognize as a qualifying experience.

FY28 Participation Goal and MY Actions

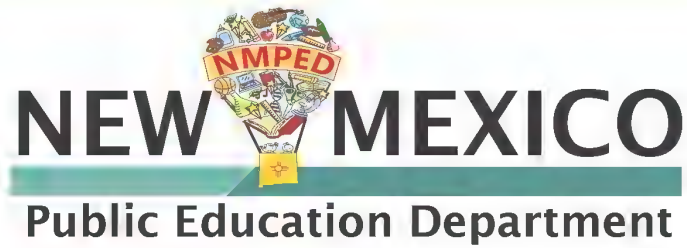
Goal 1.4 --Year 3

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Students	2,500 student interns	• \$4,000.00

Evaluation

Ongoing—graduation rate of participants versus non-participants, program reports



Intervention Dashboard

Program Description

Integrated Learning & Intervention Analytics Dashboard (ILIAD): The development of the ILIAD fulfills the vision of Yazzie/Martinez Goal 1.4a by creating a statewide intervention dashboard that transforms assessment and student information into timely instructional guidance. The system integrates multiple measures of student learning and engagement, identifies students requiring additional support, and provides educators and families with evidence-based recommendations to inform intervention, monitor progress, and improve outcomes. Through common proficiency scales and AI-assisted data synthesis, ILIAD enables educators to spend less time interpreting disconnected reports and more time delivering targeted instruction to students who need it most.

First year of project: 2025-26

Statutory Authority: Section 22-1-11 and 22-2F-3 NMSA 1978

Description of Request

What is the problem you are trying to solve?

New Mexico educators rely on multiple disconnected data systems to identify student learning needs, making it difficult to quickly determine which students need additional support, identify specific skill gaps, monitor progress, and evaluate the effectiveness of interventions. This fragmented approach delays instructional decision-making and limits the state's ability to provide timely, targeted support to students.

How is this related to MY student achievement?

The **Martinez/Yazzie Action Plan** recognizes this need and calls for the creation of a statewide targeted intervention dashboard to help educators identify students most in need of intervention, pinpoint the skills requiring support, monitor student progress, and evaluate intervention effectiveness (Goal 1.4a). An integrated statewide dashboard will transform existing student data into actionable information, enabling educators to deliver earlier, more effective interventions and improve outcomes for New Mexico's highest-need students

Is the request different from previous year(s)?

Yes, this is a new request

Description of Request

What will you buy with your funding request for FY28?

The FY28 PSSR request will fund the remainder of the development of ILIAD for teachers and students/families in grades 4-12, building from the K-3 development that occurs in FY27:

- **Integrated Data Infrastructure:** Connecting screening, **interim, progress-monitoring, diagnostic and instructional data** into one system that tracks students' progress over time.
- **Student-Specific Intervention Identification:** Integrate multiple assessment and instructional data points to identify specific student skill gaps and areas of need to inform teachers and families.
- **Evidence-Based Intervention Strategies:** Connect identified skill gaps to PED-vetted, evidence-based interventions and high-quality instructional materials (HQIM) to support teacher decision-making.

What services are you planning to provide in FY28?

- **Educator Training & Implementation:** Provide statewide training and implementation support to help teachers use ILIAD to identify student needs, select targeted interventions, and monitor progress.
- **Parent & Family Support:** Provide training and resources to help families access ILIAD and understand their student's achievement, areas of need, interventions, and progress over time.
- **Implementation & Effectiveness Monitoring:** Track ILIAD adoption, utilization, intervention use, and student progress to evaluate implementation and effectiveness and inform continuous improvement.

Program Services

- Provides educators with a secure, integrated view of student performance across multiple measures.
- Identifies students in need of additional academic support and tracks intervention effectiveness.
- Integrates statewide assessments, interim assessments, dyslexia screening, progress monitoring, attendance, and other student data into a single platform.
- Synthesizes student data into easy-to-understand summaries. Identifies learning strengths and skill gaps.
- Recommends evidence-based instructional strategies and interventions.
- Tracks student growth over time.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

- ILIAD supports New Mexico's accreditation system by providing schools and districts with timely, actionable data to identify student needs, implement targeted interventions, monitor progress, and drive continuous improvement. The system strengthens school improvement planning by providing evidence to support accreditation requirements and helps ensure that schools use data to improve academic outcomes for all students.

FY28 Account Breakdown

Account	Amount	To purchase
300s	\$1,500,000.00	Development of the ILIAD platform for grades 4-12; creation of summative, interim and screening data lake to feed ILIAD; catalogue development of interventions; initial training of educators and parents for students in grades K-3.
TOTAL	\$1,500,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Expand ILIAD development and integration of technical infrastructure to grades 4-12 while developing educator-facing dashboards and intervention planning tools; integration of AI synthesis to ingest multiple data points (subskills, scale scores, proficiency levels, item level performance etc.) from multiple assessments (formative, interim, summative, etc.)	\$600,000.00	Statewide price agreement with IT vendor RTS
Calibration of multiple data sources (screeners + progress monitoring + diagnostic + summative) to ensure the intervention is valid. NM Proficiency measures will be the common validator.	\$460,000.00	RFP
Professional development on ILIAD use for grades K-3: - District leaders focuses on strategic planning, progress monitoring, and problem-solving around implementation challenges. - Teacher leader cohorts will engage in learning experiences focused on refining instructional practices, aligning assessments to proficiency scales, and using student evidence to inform instructional decisions. - Develop parent facing resources and trainings for supporting interventions at home	\$400,000.00	RFP
Conduct K-3 implementation and impact evaluation to examine whether ILIAD is implemented as intended, used at sufficient levels to influence practice, and associated with improvements in instructional decision-making and student outcomes.	\$40,000.00	Contract

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

...New Mexico educators currently rely on multiple, disconnected data systems to understand student performance and identify learning needs. Assessment, screening, progress-monitoring, attendance, and other student information are often housed in separate systems and presented through separate reports. This fragmentation makes it difficult for educators to quickly identify which students need additional support, pinpoint specific skill gaps, select appropriate interventions, and determine whether those interventions are working.

The Integrated Learning & Intervention Analytics Dashboard (ILIAD) is intended to address this problem by bringing multiple measures of student learning and engagement into a single, secure platform and translating those data into actionable information for educators and families. ILIAD will help identify students requiring additional support, highlight learning strengths and skill gaps, recommend evidence-based instructional strategies and interventions, and track student progress over time.

FY28 Participation Goal and MY Actions

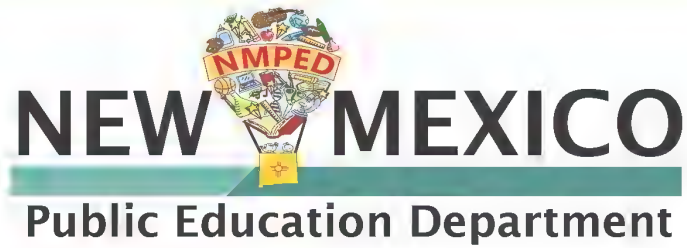
Program Goal: All K-12 students represented in the ILIAD intervention dashboard along with summative and interim assessment results and the determination of interventions for each student; each teacher and family has a log in to ILIAD to see students' progress.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Students	310,000	\$5/student

Evaluation

- Track the percentage of public schools with access to and actively using ILIAD.
- Identify the number of statewide and local data sources successfully integrated into the dashboard (e.g., summative, interim, screening, progress monitoring).
- Track the percentage of educators reporting that ILIAD improves their ability to identify student learning needs and plan instruction



Learning Management System, Micro Credentials, and Artificial Intelligence

Program Description

The Canvas Learning Management System (LMS) is a statewide platform that supports classroom instruction, integration of High-Quality Instructional Materials (HQIM), and professional learning, while ensuring accessible learning for all students. It houses Elevate NM, Excel NM, the Advanced Program Level (APL) microcredentials, and agency-developed learning, giving educators and students consistent access to resources and evaluation tools.

First year of project: 2020

Statutory Authority: N/A

Description of Request

What is the problem you are trying to solve?

- Increase LEA and agency utilization of Canvas to support HQIM implementation, improve access for students with disabilities, promote data-informed decision-making, strengthen educator capacity, and expand the effective use of digital learning tools across New Mexico.
- Strengthen agency use of Canvas for professional learning, employee onboarding, and workforce development.
- Increase teacher efficacy in the use of educational technology to enhance instruction, specifically AI.
- For APL credentials: Level I teachers are required to advance their license within three years of it being issued and are eligible to receive a \$10,000 increase to the minimum salary. Level II teachers may choose to advance if they want an increase in salary and responsibilities.

How is this related to MY student achievement?

- Canvas supports student achievement by enabling differentiated instruction, providing built-in accessibility tools, and ensuring equitable access to learning. It also strengthens communication among students, families, and educators while supporting attendance initiatives through consistent access to course content and resources.
- Educational Technology and AI literacy supports are indicator 3.1G in the Martinez Yazzie Action Plan

Is the request different from previous year(s)?

Yes and No, the LMS bureau made the same request last FY. Professional Development for Educational Technology and AI literacy has been expanded for FY 28.

Description of Request

What will you buy with your funding request for FY28?

- Implementation Fees
- Additional Technical hours for implementation and/or LEAs in need
- Training Materials and other associated costs
- SIS Conversion Fees
- In Person Training Costs
- Venue space for regional PD
- Stipends for participating teachers in cohorts training

What services are you planning to provide in FY28?

- Canvas Implementation Support and Planning
- Canvas Trainings
- SIS Conversion Support (LEAs transferring to State SIS that are using Canvas)
- Professional Learning Course Development
- HQIM Implementation Support
- Agency Canvas Training
- Virtual and On-Site Professional Development on AI Literacy

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
 - Offer regional professional development? If so, how many events?
 - Provide coaching? If so, how many coaches?
 - Host or coordinate a conference? If so, where? How many days?
 - Offer family engagement activities?
-
- Onsite Canvas Training : 10 -15 (Locations TBD)
 - Canvas Connection Conference: Albuquerque & Las Cruces – 1 day each
 - Implementation Planning & Support
 - Virtual Professional Development
 - Virtual Coaching
 - Course Creation
 - Access to Dedicated Consultants and Instructional Designers
 - Regional Professional Development on AI Literacy
 - Virtual Professional Development through a cohort model in Canvas on AI literacy
 - Facilitators (APL I) and reviewers (APL II) to support educators participating in micro-credentials
 - APL Liaison to support facilitators/reviewers and participants
 - APL micro-credential content development and revision
 - APL program evaluation

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

6.19.4.7 - G: Evidence based practices

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$210,000.00	Continuing FTE • LMS Technical Administrator • LMS Technical Specialist
300s	\$ 2,378,500	• Canvas Dedicated Learning Consultants & Instructional Designers • Canvas Implementation & SIS Conversion Costs • REC IGA • APL Budget (Licensure Advancement) • Regional PD on AI Literacy • Teacher Cohort on AI Literacy using Canvas
400s	\$1,211, 500	• Canvas Licensure & Software • Zendesk – Helpdesk Ticket System • Course Development/ Accessibility Tools • Smartsheet Contribution
TOTAL	\$3,800,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Canvas Consultants SOW (included SIS Conversions)	\$1,178,500	PSC
Advancement Program Level	\$1,100,000	IGA
Implementation & Training Support including AI	\$100,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

- **APL:** Funding for APL micro-credentials supports licensure advancement and strengthens educator knowledge and practice. This investment advances New Mexico's commitment to placing high-quality teachers in every classroom and ensuring all students and student groups have equitable access to high-quality educational opportunities.
- **Statewide LMS:** Funding for Canvas LMS ensures equity and accountability providing a platform to deliver APL and other professional development to teachers, as well as providing virtual instruction and supports to students across the state. This investment is critical to providing licensure advancement and access to training across the state.
- **Educational Technology (AI):** This is a new request which has been identified as a critical need in the Martinez Yazzie Action Plan (Indicator 3.1G).

FY28 Participation Goal and MY Actions

If related to MY Action Items, enter the action item numbers (e.g. 1.1A)

- 1.1a
- 1.1k
- 3.1g

2.3a
APL micro-credentials most closely align to Martinez-Yazzie Action 2.3a, focusing on micro-credentials or coursework in inclusive practices and culturally and linguistically responsive instruction.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Implementation Fees for LEA Adoption	5-10	\$15,000 per LEA
Regional Training	1500	\$33.33 per participant
SIS Conversions	10-20	\$3,500 per LEA
10,000 enrollments in 15 different micro-credentials	~4,000	\$275.00

Evaluation

APL – ongoing longitudinal evaluation



Martinez-Yazzie Legal Expenses

Program Description

To support PED with litigation expenses arising from the Martinez Yazzie consolidated lawsuit as well the compliance monitoring and implementation of the remedial action plan developed by the PED.

Description of Request

What is the problem you are trying to solve?

Ongoing defense of PED in Martinez Yazzie consolidated lawsuit as well as ensuring compliance with the court ordered remedial action plan. The remedial action plan was developed to remedy identified deficiencies in the provision of a free and uniform public education to MY students.

How is this related to MY student achievement?

This is directly related to the MY lawsuit as well as the remedial action plan arising from the lawsuit

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

The funds will primarily be directed at litigation costs but will also include resources for compliance monitoring and coordination of the remedial action plan.

What services are you planning to provide in FY28?

Support anticipated ongoing litigation and compliance monitoring of the remedial action plan.

FY28 Account Breakdown

Account	Amount	To purchase
300s	\$500,000	Maintained litigation services and related costs from attorney representing PED as well as compliance monitoring and implementation support and coordination of the remedial action plan.
TOTAL	\$500,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Legal Services (to include compliance and other litigation costs related to the remedial action plan)	\$500,000	Sole Source

Justification

PED must maintain an appropriate and consistent defense of its actions related to the Martinez Yazzie consolidated lawsuit. Additionally, PED will work with its attorney and other experts and logistical and educational support providers to ensure compliance with the remedial action plan developed by the PED. Additional action related to the lawsuit and the remedial action plan may be necessary based on the court's determination on the sufficiency of the remedial action plan developed by the PED.



School Safety Summit

Program Description

The New Mexico Safe School Summit is an annual event that provides opportunities for school staff and emergency response personnel throughout the state to attend seminars and training on national best practices and collaborate with strategic partners from all disciplines of statewide school safety and security. The audience for the summit includes School Safety Personnel, School Resource Officers (SROs), first responders, school superintendents, teachers, and all staff that interface with students, behavioral health providers, and community partners that assist and support school safety. Speakers selected for the Summit focus on providing information about best practice school safety policies and tabletop exercises to enhance and reinvasion collaboration efforts necessary to address a wide array of school threats.

First year of project: FY24

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

Provide opportunities for school staff and emergency response personnel throughout the state to attend seminars and training on national best practices and collaborate with strategic partners from all disciplines of statewide school safety and security.

How is this related to MY student achievement?

M/Y Goal 3.3a

Is the request different from previous year(s)?

No, although the committee is merging the Summit and the Fall Attendance Conference in September 2026.

Description of Request

What will you buy with your funding request for FY28?

Funding is used to support an event management contractor for the summit, who serves as the fiscal agent to subcontract for the following event activities:

- Speaker honorariums and expenses
- Venue costs (meeting & exhibitor space, A/V, lodging, & catering)
- Cover the cost of conference registration & lodging (free to participants)
- Conference marketing and agenda materials

What services are you planning to provide in FY28?

Event planning services, including conference website, registration database and onsite staffing

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

The annual Safe Schools Summit is solely focused on offering professional development to school staff and those supporting school safety.

46 school districts attended the in FY26 November Conference.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

Directly no but supports the development of School Safety Plans (one of the 10 components).

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$200,000	Conference support services and professional development/speaker honorariums
400s	\$500	Staff travel to provide site visits to support schools needing extra support with their Safe School Plans
TOTAL	\$200,500	

Procurement (300s)

Service to Procure (link to scope of work)	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
• Speaker honorariums and expenses • Venue costs (meeting & exhibitor space, A/V, lodging, & catering) • Cover the cost of conference registration & lodging (free to participants) • Conference marketing and agenda materials	\$200,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The New Mexico Safe School Summit exists to unite educators, law enforcement, mental health providers, and emergency responders to tackle urgent safety challenges on K-12 campuses. It provides a collaborative space to share strategies on physical security, mental health support, bullying prevention, and crisis response across the state, among many topics. There is no other venue currently available to bring together these partners that focuses specifically on addressing school safety.

FY28 Participation Goal and MY Actions

If related to MY Action Items, enter the action item numbers (e.g. 1.1A)

3.3a

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
500	500	\$400

Evaluation

Included in the event planner SOW, which is to conduct a post event SWOT analysis, onsite/electronic participant survey (satisfaction with presentation and recommendation for future summit content and logistics), and conduct a post event assessment discussion with the host committee.



Special Education Initiatives

Program Description

The Office of Special Education Statewide Initiatives Program supports professional learning, technical assistance, coaching, Communities of Practice, and cross-agency partnerships to improve outcomes for students with disabilities. Guided by the requirements of the Individuals with Disabilities Education Act (IDEA) and the commitments outlined in the Martinez/Yazzie Action Plan, FY27 investments will focus on Inclusive Practices, Behavior Supports, Transition and Graduation Readiness, High-Quality IEPs, and Leadership Capacity Building. These initiatives are designed to strengthen educator effectiveness, improve service delivery, increase access to inclusive and equitable educational opportunities, and ensure students with disabilities are prepared for success in school, postsecondary education, employment, and their communities.

First year of project: FY 2025

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

The Office of Special Education requests continued funding to support statewide initiatives that strengthen educator capacity and improve outcomes for students with disabilities. Funding will support implementation of evidence-based practices aligned with IDEA and the Martinez/Yazzie Action Plan, including Inclusive Practices, Behavior Supports, Transition and Graduation Readiness, High-Quality IEPs, Leadership Development, and statewide technical assistance.

This request supports improved educational access, engagement, graduation outcomes, postsecondary readiness, and inclusive opportunities for students with disabilities throughout New Mexico.

How is this related to MY student achievement?

This request supports student achievement by strengthening the capacity of educators, school leaders, and related service providers to deliver high-quality, evidence-based instruction and services for students with disabilities. Funding supports implementation of Inclusive Practices, Behavior Supports, High-Quality IEPs, and Transition Services that increase access to grade-level curriculum, improve student engagement, reduce barriers to learning, and strengthen postsecondary readiness. These investments directly support the Martinez/Yazzie Action Plan by promoting equitable educational opportunities, improving instructional quality, increasing graduation outcomes, and ensuring students with disabilities receive the supports necessary to make meaningful academic progress and achieve positive post-school outcomes.

Is the request different from previous year(s)?

The request builds upon FY26 and FY27 investments while expanding statewide implementation of Inclusive Practices, Behavior Supports, Transition Services, and High-Quality IEP initiatives. Increased emphasis will be placed on sustainable capacity-building models, Communities of Practice, and cross-agency partnerships.

Description of Request

What will you buy with your funding request for FY28?

- Inclusive Practices training, coaching, and implementation supports
 - Behavior initiatives, PBIS supports, and de-escalation training
 - Future Focused Education capstone projects and transition Communities of Practice
 - Postsecondary transition planning and work-based learning supports
 - High-Quality IEP implementation and technical assistance
 - Family engagement and parent training activities
 - Leadership development and administrator supports
- What services are you planning to provide in FY28?
- Statewide Communities of Practice
 - Related services training and technical assistance
 - Cross-agency collaboration and implementation supports

Program Services

Do you plan to:

Offer on-site technical assistance?

Yes. OSE and partners anticipate providing technical assistance and implementation support to LEAs statewide.

Offer regional professional development?

Yes. Multiple regional and statewide professional learning opportunities will be offered throughout the year.

Provide coaching?

Yes. Coaching will be provided through Communities of Practice, implementation support networks, and partner organizations.

Host or coordinate conferences?

Yes. OSE will coordinate statewide and regional events focused on special education leadership, transition services, family engagement, behavior supports, and inclusive practices.

Offer family engagement activities?

Yes. Family workshops, webinars, Communities of Practice, and transition-focused engagement opportunities will be offered throughout the year.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

These activities support continuous improvement, educational equity, inclusive practices, student engagement, graduation outcomes, and implementation of evidence-based practices that contribute to overall school and district effectiveness and support New Mexico's accreditation framework.

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$4,000,000.00	Inclusive Practices, Behavior Initiatives, Transition Supports, FFE Capstones, High-Quality IEPs, Leadership Development, Communities of Practice, Family Engagement, Technical Assistance
400s		
TOTAL	\$4,000,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Statewide professional learning, technical assistance, coaching, Communities of Practice, transition supports, family engagement, leadership development, and implementation supports.	\$4,000,000.00	IGAs, RfA, and sole source

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Continued funding is needed to provide statewide professional learning, technical assistance, coaching, and implementation supports that strengthen the capacity of educators and school leaders to effectively serve students with disabilities and advance the commitments of the Martinez/Yazzie Action Plan. Without this appropriation, OSE's ability to sustain statewide initiatives in inclusive practices, behavior supports, transition, high-quality IEPs, leadership development, family engagement, and related technical assistance would be significantly reduced, impacting efforts to improve equitable access and outcomes for students with disabilities.

FY28 Participation Goal and M/YActions

1.1i – Targeted Professional Development
1.3b – High-Quality Special Education Services
1.3c – Behavioral Supports
1.3g – Transition Supports
1.4b – Postsecondary Readiness and Internships

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Educators	5,000	~ \$410
Administrators	750	~ \$410
Related Service Providers	500	~ \$410
Families	1,500	~ \$410
Students Participating in Transition Activities	2,000	~ \$410

Evaluation

Participant pre- and post-surveys and evaluations
Training attendance and completion data
Community of Practice participation
Implementation fidelity measures
High-Quality IEP implementation data
Inclusive Practices implementation data
Transition and graduation outcome data
Family engagement participation data



Special Educator Salary Differentials

Program Description

The Hard-to-Staff Retention Stipend is a state-funded initiative designed to retain experienced special education teachers by providing additional compensation to those in high-need positions. It supports workforce stability by targeting educators with established experience who have demonstrated commitment to their districts and students with disabilities.

First year of project: *FY 2025 (2024-2025)*

Statutory Authority: *NA*

Funded pursuant to the General Appropriation Act of 2024 (HB 2), Section 9, PED Item (12)

Description of Request

What is the problem you are trying to solve?

New Mexico continues to face shortages of qualified special education personnel, particularly in rural and hard-to-staff districts. High vacancy rates and staff turnover can disrupt services for students with disabilities and place additional strain on existing personnel. The Hard-to-Staff Special Education Workforce Initiative seeks to improve recruitment and retention of qualified professionals by providing financial incentives and professional support structures that encourage educators to remain in the field.

How is this related to MY student achievement?

Martinez/Yazzie requires that all students, including students with disabilities, have access to qualified educators and the supports necessary to achieve academic success. Recruitment and retention of special education teachers and related service providers help ensure continuity of services, implementation of high-quality individualized instruction, and timely access to supports outlined in students' IEPs. Stable staffing improves educational outcomes, increases access to specialized services, and strengthens district capacity to meet the needs of students with disabilities.

Is the request different from previous year(s)?

Yes. Previous funding focused primarily on providing retention stipends to eligible special education teachers. The FY28 request seeks to sustain the retention initiative, incorporating workforce development strategies including Communities of Practice, mentorship opportunities, and targeted supports for rural and hard-to-staff areas. These enhancements are intended to address broader workforce shortages and improve long-term sustainability of the special education workforce.

Description of Request

What will you buy with your funding request for FY28?

- Retention stipends for eligible special education personnel

What services are you planning to provide in FY28?

- Communities of Practice and professional support networks
- Mentorship and workforce development activities
- Data analysis, program evaluation, and reporting
- Technical assistance and implementation support for districts and charter schools

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Offer on-site technical assistance?

No – Technical assistance is provided virtually and through guidance documents related to stipend implementation and eligibility.

Offer regional professional development?

Yes - As Communities of Practice are established, we can offer professional development specific to different role groups.

Provide coaching?

Yes – Through Communities of Practice, mentorship opportunities, and peer support networks designed to improve retention of special education personnel

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$5,000,000	Retention stipends and recruitment incentives for special education personnel. Communities of Practice, mentorship supports, implementation, and evaluation.
400s		
TOTAL	\$5,000,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Retention stipends and recruitment incentives for special education personnel. Communities of Practice, mentorship supports, implementation, and evaluation.	\$5,000,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

New Mexico continues to face shortages of qualified special education personnel, particularly in rural and hard-to-staff districts. Without maintenance of this funding, high vacancy rates and staff turnover will disrupt services for students with disabilities and place additional strain on existing personnel. The FY28 request sustains the retention initiative while also incorporating workforce development strategies including communities of practice, mentorship opportunities, and targeted supports for rural and hard-to-staff areas to increase impact.

FY28 Participation Goal and MY Actions

1.3b – High-Quality Special Education Services - Recruitment and retention of special education teachers and related service providers

1.1i – Targeted Professional Development -Communities of Practice, mentorship, and workforce support activities

1.3g – Educator Supports for Transition -Workforce stabilization to improve delivery of transition services

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
SE Community of Practice Participants	2300	\$2,000

Evaluation

Track participation and stipend distribution statewide.

Monitor retention rates and workforce vacancy data.

Collect participant feedback on program effectiveness.

Evaluate participation in Communities of Practice and mentorship activities.

Analyze workforce trends to determine impact on staffing stability and access to qualified personnel.



State and Federal Unified Grant Application for Schools

Program Description

The Unified Application (UA) is New Mexico's consolidated grants management system for federal education programs, including Title I-A, Title I-C, Title I-D, Title II-A, Title III English Learner, Title III Immigrant, Title IV-A, Title V-RLIS, IDEA 611, and IDEA 619. The UA streamlines grant planning, budgeting, compliance, and application review within a single platform for LEAs and PED staff. The system is currently being expanded to include state-funded grant programs, beginning with the Community Schools Grant and High-Impact Tutoring Grant, with future integration planned for the Innovation Zone CTE Grant and the Bilingual Multicultural Education Program (BMEP) Grant.

First year of project: 2024

Statutory Authority: Elementary and Secondary Education Act Section 8305 (Titles I-V)

Description of Request

What is the problem you are trying to solve?

The challenge we are addressing is the ongoing enhancement of the Unified Application's federal and state grant programs. By consolidating grants into a single system, the UA reduces administrative burden; however, continued updates and improvements are necessary to meet evolving program needs and maintain an efficient user experience.

How is this related to MY student achievement?

The Unified Application supports Martinez-Yazzie student achievement goals by streamlining the planning, budgeting, and administration of federal and state grant funds that support educational programs and services for students. By reducing administrative burden and improving access to funding, the UA enables LEAs and PED staff to focus more time and resources on implementing evidence-based strategies that improve student outcomes, educational equity, and opportunities for all students.

Is the request different from previous year(s)?

N/A

Description of Request

What will you buy with your funding request for FY28?

These funds will support the software development and technical assistance necessary to maintain our Unified Application platform, ensuring that federal programs and applicable state grant applications function seamlessly. Continued investment in the Unified Application platform enables LEAs to complete and submit grant application accurately and efficiently, reducing administrative burden and allowing them to devote more time and resources to supporting students.

What services are you planning to provide in FY28?

We will provide technical assistance, individualized customer service, and guidance to ensure applications meet statutory and regulatory requirements. NM PED will work with districts and charter schools to ensure that the unified application serves the needs of the students served and decreases administrative burden for district and charter school administrative staff.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

We will provide training and support through live virtual presentations, office hours, and guidance materials posted on our website. Program offices administering state grants will also communicate directly with participants and provide grant-specific training and support.

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

N/A

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$750,000	Professional service contract with RESPEC to build and maintain the UA.
400s		
TOTAL	\$750,000	

Procurement (300s)

Service to Procure (link to scope of work)	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Build, update, and maintain the UA	\$750,000	SPA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The platform for the Unified Application (UA) has been built and was used for all local education agencies for federal ESEA-programs and IDEA in FY2025-26 (pilot year was in 2024-25). The UA requires annual maintenance to ensure it includes all required information such as the most current high-quality instructional materials list, any other pertinent updates, as well as updated Nova data specifically for Title I Part A to ensure rank ordering of eligible schools is annually conducted according to federal law.

The UA allows LEA staff to collaborate and consider the needs of their students to further their academic achievement and then work with how various funding streams (federal and state) can be best utilized to fund these various important student-centered activities. If the funding is not maintained, the UA platform cannot be used which would render the initial investment useless. This would then increase the administrative burden for LEAs as they would need to revert to working with individual programs to learn how to complete applications on other platforms that may vary by program thus easily losing sight of optimizing the use of all the funds to coherently work towards increasing student achievement.

FY28 Participation Goal and MY Actions

Goal 4.2a Conduct annual fiscal alignment reviews to ensure expenditures correspond to approved federal and state applications and educational plan.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
All LEAs		

Evaluation

Ongoing? New? Potential evaluator?
There is not an evaluation. Applications ensure that federal funds are used according to statute and code of federal regulations. Request for reimbursements are matched to approved applications throughout the fiscal year.



Statewide Student Information System and Related Systems

(including IEP system)

Program Description

The statewide student information system and related supports (infrastructure, cyber security, dashboard reporting). Funding will provide training and support for the first and second cohort of schools to use the statewide student information system.

First year of project: FY26

Statutory Authority: HB2 Language or Federal Spending Priority: The period of time for expending the twelve million dollars (\$12,000,000) from the general fund in Subsection 262 of Section 5 of Chapter 160 of Laws 2025 for a statewide student information system and connected educational data systems is extended through fiscal year 2027.

Description of Request

What is the problem you are trying to solve?

There are currently six different student information systems (SIS) being used by districts within the state, with different and oftentimes limited education and administrative offerings, at costs ranging from \$14 to \$153 per student. By paying for districts to use a Statewide Student Information Implementation (SSIS), the state can provide a standardized but extremely robust education, administrative, and data collection platform from Edupoint at approximately \$11 per student in 2027 – producing overall cost savings to districts and the state. For example, this platform offers not only a comprehensive student information system, but an expansive special education component and extensive teaching and learning suite. For districts implementing such a system – of which there were 103 districts which successfully implemented the platform in Cohort 1 (representing approx. 65% of students statewide) and 40+ signing up to do so in Cohort 2 to date, though the deadline for which to do is 9/30/26 (bringing total to approx. 85%) – this approach also facilitates the transfer of student records between participating schools, standardizes administrative operations, allows more efficient and accurate data collection and reporting aligned with Ed-FI reporting standards, creates the ability to schedule information and data pulls between districts & the state, and produces data visualized dashboards at the district & state level for informed decision making.

How is this related to MY student achievement?

It will facilitate the education and achievement of those MY students enrolled in districts and charters using and offering services aligned with the Edupoint / Synergy SSIS platform.

Is the request different from previous year(s)?

Some slight additions to support districts and charters adopting the Edupoint platform in Cohort 1 and Cohort 2 (primarily involving increase in number and price of various licenses) and improve business processes more generally.

Description of Request

What will you buy with your funding request for FY28?

Edupoint / Synergy SIS and NMPED SfS w/ Analytics, NMPED contractor staff support, project management & IV&V support services, operation and maintenance services of the data center migration, operation and maintenance support services, operation and maintenance of the teacher evaluation system, purchase of additional locker licenses, increased network security applications.

What services are you planning to provide in FY28?

Continued staff, operations, and maintenance support of the SSIS platform – most of which are mentioned above.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

300s	Contract Staff	1,000,000
	IV&V /PM	300,000
400s	Edupoint / Synergy Licenses % Services	5,100,000
	Data Center Operation & Maintenance License	850,000
	CPSI / SIF Licenses	300,000
	Salesforce Licenses	250,000
Other		
300s		
400s	Looker Licenses	250,000
	IT Department Technology Systems & AI Audit	200,000
Total:		8,250,000

FY28 Account Breakdown

Account	Amount	To purchase
200s	0	Continuing FTE: (0)
300s	\$1,300,000	Contract Staff, IV&V vendor
400s	\$6,950,000	Edupoint Licenses AI Licenses, Data Center Operations & Maintenance, Looker Licenses, CPSI/SIF licenses, Salesforce Licenses
TOTAL	\$8,250,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contract Staff, IV&V vendor	\$1,300,000	SPA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

The statewide student information system and related supports (infrastructure, cyber security, dashboard reporting). Funding will provide training and support for the first and second cohort of schools to use the statewide student information system and related data dashboards. If funding is not maintained, LEAs and charters will need to fund their own student information system (possibly creating disruption in services, should existing systems not be supported or new systems are chosen), data center operations and security frameworks would be compromised, and data collection, visualization, and reporting would inhibit data informed decision making.

FY28 Participation Goal and MY Actions

NA

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Students	85% of student count statewide	\$11.85

Evaluation

IV&V Vendor will be contracted



STEAM

Program Description

Strengthening the teaching and learning of science, technology, engineering and mathematics in the K–12 system. The Outdoor Learning Initiative empowers and inspires New Mexico’s students, educators, and communities by connecting them to the outdoors. The initiative promotes community and place-based education through academic success and overall well-being. Aligned with the PED Strategic Plan, the Martinez/Yazzie Action Plan, SB37 High Quality Literacy Instruction Act, and SB29 Math Requirement, this funding will support districts and schools with adopting and implementing high-quality instructional materials and for PED to monitor compliance with their implementation.

First year of project: STEAM: 2015, Outdoor Classrooms: 2022, HQIM: 2026

Statutory Authority: Section 22-15E-1-9, NMSA 1978

Description of Request

What is the problem you are trying to solve?

Improving quality of STEM instruction in classrooms and improve student proficiency in STEM subjects. Schools lack coherent STEM systems where students have access to high-quality STEM education. New Mexico students do not have equitable access to high-quality outdoor learning experiences. Educators express interest in taking learning outdoors, but face barriers such as limited professional learning opportunities, safety concerns, understanding of standards alignment, and lack of implementation guidance. We have seen the adoption of high-quality instructional materials increase across the state as displayed on the NM Materials Matter dashboard. However, simply adopting HQIM is not enough on their own. Districts need to implement those HQIM and provide curriculum-based professional learning so their teachers can more intensively and effectively use those materials.

How is this related to MY student achievement?

Relates to improvement in mathematics, science, outdoor learning and computer science instruction by supporting regional technical assistance and upskilling teachers, school leaders and district leaders through focused professional learning. According to the RAND American Instructional Resources Survey, nearly 40% of NM teachers think the materials provided by their district are too challenging for their students. LEAs need to implement the HQIM they purchase and provide curriculum-based professional learning for teachers to be able to skillfully use those materials. Without implementation support, teachers may revert to using lower quality materials that aren't aligned with the grade-level standards.

Is the request different from previous year(s)?

Yes, requested increase

Description of Request

What will you buy with your funding request for FY28 STEAM Initiatives?

- Technical assistance and leadership training on SB 29 guidance (PL plans, screeners, student support plans)
- Supporting math leaders in implementing Math Instructional Leader Guide and rubrics through focused professional learning
- Training leaders in using tools to monitor evidence-based math instruction
- Supporting cadres of science leaders to provide professional learning and build capacity for enhancing science instruction in schools and districts
- Build the capacity for implementing quality computer science instruction through focused professional learning
- Develop a process for evaluating mathematics and science professional learning program and instructional programs

Description of Request

What will you buy with your funding request for FY28 Outdoor Learning?

- 1.0 FTE Outdoor Learning Specialist
- Continued Program Evaluation
- Professional Learning Support with Environmental Education of New Mexico (EENM), and other partners across the state
- Stipends for educators to continue work on NMIS
- Stipends for educators to build out resource or OER site

What services are you planning to provide in FY28?

- Outdoor Learning Startup and Continuation Grants
- Continue Professional Learning in different regions of the state
- Provide Professional Learning and Support with Place-Based Experiential Learning in Schools – Grade Level Specific
- Community of Practice for prior grantees for continued support

Description of Request

What will you buy with your funding request for FY28 HQIM Implementation?

...We will contract with a vendor to maintain the HQIM implementation dashboard based so implementation progress can be monitored by districts and PED. We will also contract with a vendor to update and maintain the NM Materials Matter dashboard.

What services are you planning to provide in FY28?

...We will provide \$2 million for grants to go to the 16 LEAs who are on the waiting list to support their HQIM implementation. We will contract with a vendor to develop and facilitate regional convenings and 8 online professional learning sessions for math & science grantees; build the capacity of STEM Hubs and RECs to support their district members with HQIM implementation and monitor progress; provide online training and Canvas trainings for LEAs on how to utilize the HQIM Implementation dashboard. We will enter into an IGA to cover these as well as the meeting space, lodging, mileage, teacher substitute reimbursement, and all expenses for the five regional convenings.

Program Services

STEAM Initiatives:

- Offer nine days/70 hours of science leadership professional learning for 175 teacher leaders/site leaders
- Offer 50 hours of computer science leadership professional learning for 100 teacher leaders/site leaders
- Engaging 200 math leaders in leading systems change across six days/60 hours of regional professional learning/virtual supports
- Across the Agency, conduct mathematics learning walks and site visits to monitor implementation

Outdoor Learning:

- On-site technical assistance to grantees (12-15 Schools)
- Provide grade, content, or program specific PL with hands-on, place-based learning opportunities in collaboration with partners across the state.

HQIM Implementation:

- 5 regional in-person convenings for a total of up to 300 participants
- 8 online communities of practice over the course of the school year for grantees
- Trainings on how to use the HQIM Implementation dashboard and build a course in Canvas
- Train staff from 5 STEM Hubs and 2 RECs on a pilot to build their capacity to support member districts on monitoring HQIM implementation by collecting data, build an action plan, and utilize the HQIM Implementation dashboard.
- Stipends for teachers

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

LEA must implement K–8 mathematics, science courses aligned to state approved academic content/performance standards

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$240,000	Continuing FTE: 10112921 (Computer Science Specialist) & Outdoor Learning Specialist (PN #1011472)
300s	\$4,630,000	Continue mathematics, science, and computer science professional learning, Offer leadership and technical assistance on SB 29 implementation , and Outdoor learning training for educators, including stipends and event management. IGA to contract with vendor to facilitate HQIM professional learning, maintain dashboards, stipends for teachers, and expenses for events.
400s	\$1,320,000	Provide HQIM implementation grants for LEAs. Outdoor learning implementation/startup grants – to include experiential learning opportunities. Staff travel expenses.
TOTAL	\$6,190,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Continued facilitation of Building Science Leaders Network	\$642,429	Sole Source
SB29 district and teacher leader trainings	\$800,000	RFP
Develop and facilitate HQIM implementation supports for grantees and non-grantees	\$355,000	Sole source
Train and build capacity of STEM Hubs and RECs to support and monitor HQIM implementation	\$350,000	Sole source
Maintain and update NM Materials Matter and HQIM Implementation dashboards	\$275,000	Sole source
Stipends, event facilitation/management	\$2,207,571	IGA

Justification

STEAM Initiatives: Over the past three school years, student science proficiency has hovered between 34–37% as measured by the NM Assessment of Science Readiness (NM-ASR); student mathematics proficiency has stayed below 25% as measured by the NM-MSSA. They now need to move beyond slow, incremental changes and adopt practices that can significantly raise and sustain student achievement within one to three years. This urgency is particularly critical for low-performing schools serving historically disenfranchised (i.e., students identified in the Martinez Yazzie consolidated lawsuit as demonstrated below) students.

Outdoor Learning: The expansion of outdoor learning proposes a solution to chronic absenteeism and underperformance in math and science which present persistent challenges across New Mexico. Outdoor classrooms create authentic and engaging opportunities for data collection, measurement, and systems thinking that strengthen academic performance while increasing student motivation, belonging and connection to school, which are key factors in reducing absenteeism. Outdoor learning also offers a unique opportunity to engage all stakeholders to allow for shared accountability. Students, teachers, administrators, parents, community members all have the ability to contribute to place-based learning.

HQIM Implementation: According to the 2025 RAND American Instructional Resources Survey, only 36% of NM teachers use their HQIM for half of their math instruction and only 21% of the NM teachers surveyed use their HQIM for 75% of their math instruction. The need for HQIM implementation support is significant so that teachers have the curriculum-based professional learning they need to be able to skillfully use their HQIM. The positive impact of HQIM on student achievement is backed by a growing body of evidence. In a 2017 study, the use of high-quality materials in middle school led to student performance gains equivalent to moving a teacher from the 50th to the 80th percentile for effectiveness. Additionally, a TNTP study found that students who started the year behind but were given grade-appropriate assignments and high-quality materials closed the achievement gap with their higher-performing peers.

FY28 Participation Goal and **MY Actions**

MY Action Items: 1.1, 1.1f, and 3.2

- Provide Start-up and continuation grants with program support and opportunities for experiential learning to schools for outdoor learning.
- Expand professional learning opportunities for educators across the state, in partnership with non-formal educational entities and stakeholders.
- Continue to Lift up the NM Outdoor Learning Framework and NMIS work in schools.
- Program evaluation to show the effectiveness of outdoor learning for students in New Mexico.
- PED will monitor the implementation of HQIM across districts and charter schools, including: reviewing DASH plans, school visits and classroom observations
- PED will evaluate the impact of HQIM implementation on instructional quality and student outcomes and will publicly report compliance with HQIM implementation. Non-compliance may impact school accreditation.

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
STEAM Initiatives: Teachers	1,200	\$3,333.00 per teacher
Outdoor Learning: Schools	15 Schools	\$23,000.00 per school
HQIM Implementation: Instructional staff	364	\$1,936.00 per participant

Evaluation

Ongoing work to assess the effects and outcomes of outdoor learning on academic success, attendance, engagement, and social-emotional learning in students. The HQIM Implementation dashboard will allow us to measure and monitor the strength of HQIM implementation in districts, schools and across the state.



STEM Network

Program Description

Establish a science, technology, engineering and math (STEM) network to improve systemic coherence in STEM and improve content/pedagogy for PreK–20 STEM educators. The Network will connect systems and create cohesive infrastructure for NM’s STEM PreK-college pipelines that develop STEM talent in NM for 21st Century STEM Careers.

First year of project: 2025

Statutory Authority: NA

Description of Request

What is the problem you are trying to solve?

Rural areas do not have access to high-quality STEM resources, professional learning and technical supports. There is a lack of quality STEM instruction happening in classrooms statewide.

How is this related to MY student achievement?

Relates to improvement mathematics instruction by supporting regional technical assistance when implementing student support plans, PL plans, conducting classroom walkthroughs and foundational math interventions.

Is the request different from previous year(s)?

No

Description of Request

What will you buy with your funding request for FY28?

- Staffing and operational funds for regional hubs/principal hub to provide access to high-quality professional learning and technical assistance in their regions
- Stipends for teachers/leaders to participate in high-quality professional learning in their regions

What services are you planning to provide in FY28?

- Professional Learning (PL) that focuses on building K-8 mathematical proficiency and ensuring Algebra I readiness
- High-quality instructional materials (HQIM) implementation support
- Training leaders in using tools to monitor evidence-based math instruction
- Technical assistance on SB 29 guidance (PL plans, screeners, student support plans)
- Supporting math leaders through Math Instructional Leader Guide
- Promote out-of-school programming
- Enhancing K–12 career technical education

Program Services

Regional hubs plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

Each hub will:

- Provide math professional learning for 250 teacher leaders over the year
- Conduct up to five HQIM implementation site visits
- Support math coaches in up to eight communities of practices
- Offer up to five family engagement opportunities in partnership with local LEAs
- Conducting up to ten summer STEM enrichment activities annually
- Support teams in regional STEM competitions
- Provide technical assistance on SB 29 implementation

How is this related to accreditation? *If helpful, please see the PED [Accreditation](#) webpage or [6.19.4 NMAC, Accreditation Procedures](#).*

LEA must implement K–8 mathematics, science courses aligned to state approved academic content/performance standards

FY28 Account Breakdown

Account	Amount	To purchase
200s		
300s	\$3,000,000.00	Funding for Principal Hub and Regional Hubs
400s		
TOTAL	\$3,000,000.00	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Scope of Work	\$3,000,000.00	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This funding is needed to build capacity in regions, especially rural regions, not participating in PED-provided professional learning. The STEM Network will serve as a vital partner districts can leverage for professional learning and technical assistance to meet the requirements outlined in SB 29.

FY28 Participation Goal and MY Actions

1.1F

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Teachers	2,500	\$1,200.00

Evaluation

Ongoing program evaluations, utilizing mixed methodology.



Student Academic Supports and Interventions

Program Description

This program will implement an academic support program that covers the cost of educational expenses for eligible students. The program will allow families to identify eligible student needs, allow the department to track and monitor such educational expenses that inform the state about student needs.

First year of project: FY28

Statutory Authority: N/A

Description of Request

What is the problem you are trying to solve?

Improving academic proficiency has been an issue in New Mexico for several years, driven in a large part by limited access to funding and socioeconomic gaps compared to other states. This funding would provide resources to target specific areas of need.

How is this related to MY student achievement?

This program could support at-risk students, including MY students, with tutoring, out-of-school time opportunities, and other academic interventions that might otherwise be out of reach.

Is the request different from previous year(s)?

N/A

Description of Request

What will you buy with your funding request for FY28?

- Three FTE to manage and administer the implementation of the Student Academic Supports and Interventions implementation, including one senior manager and two education administrators.
- Contracts for services to include developing and maintaining an online transparency dashboard and evaluation services
- Travel, equipment, and supplies for program staff

What services are you planning to provide in FY28?

- Develop a reporting system
- Support for initiatives that provide interventions for public school students
- Monitor compliance
- Publication of program data

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
- Offer regional professional development? If so, how many events?
- Provide coaching? If so, how many coaches?
- Host or coordinate a conference? If so, where? How many days?
- Offer family engagement activities?

- Host and coordinate meetings with participants to facilitate reporting and documentation
- Monitor program implementation
- Collect program data
- Provide technical assistance
- Report program data

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$410,000	• 1 FTE Senior Manager • 2 FTE Education Administrators
300s	\$50,000	• Contract for interactive dashboard and program monitoring services
400s	\$40,000	• Personnel travel • Equipment (computers) • Software and supplies
TOTAL	\$500,000	

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contract services for interactive online dashboard and evaluation services	\$50,000	Quote

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

This program will implement an academic support program that covers the cost of educational expenses for eligible students. The program will provide families with agency to select student interventions.

FY28 Participation Goal and MY Actions

None

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
All schools in New Mexico	~1,036	~\$480

Evaluation

Based on qualitative and quantitative data, contracted program evaluation services will investigate the effectiveness and impact of the program.



Multilayered System of Supports

Program Description

The multilayered system of supports (MLSS) is a three-layer model of student intervention serving proactively as early intervention for any student demonstrating a need for educational support for learning or behavior; or demonstrate a need for advanced learning supports.

First year of project: The Rule of MLSS was implemented in 2019. FY 28 would be the first year of funding.

Statutory Authority: Section 22-1-2 NMSA 1978 defined; NMAC 6.29.1

Description of Request

What is the problem you are trying to solve?

NM requires all districts to implement a student intervention system which is known as multilayered system of supports. Despite heavy investment at the state and district level in intervention, student outcomes remain inequitable. This project aims to improve student outcomes across all students and create more equitable student outcomes through implementation of proficiency models to enhance classroom instruction and connect supplementary supports to core instruction.

How is this related to MY student achievement?

MLSS Accelerated Learning for ALL is indicator 1.1i.

Is the request different from previous year(s)?

Yes, this is the first year of this project. Previous MLSS requests focused on the system whereas this request aligns with the implementation of proficiency measures.

Description of Request

What will you buy with your funding request for FY28?

- Development of Proficiency Measures to guide standards-based learning in Grades K-2 math and language arts, 9-12 CTE, and grades K-12 Spanish Language Arts
- Professional Development to implement Proficiency Measures into core instruction
- Stipends for participants in professional development
- Consulting services to guide PED staff in implementation practices aligned with other key initiatives (Structured Literacy, Numeros, HQIM)

What services are you planning to provide in FY28?

- Professional Development on Implementation of Proficiency Measures
- Development and publication of proficiency measures in K-2 Math and Language Arts, 9-12 CTE, and K-12 Spanish Language Arts.
- Cohorted professional development of educators, administrators, and MLSS Embedded Support Leads
- Pilot programs facilitated in collaboration with districts to identify effective evidence-based practices.

Program Services

Do you plan to:

- Offer on-site technical assistance? If so, at how many LEA's or schools?
 - Offer regional professional development? If so, how many events?
 - Provide coaching? If so, how many coaches?
 - Host or coordinate a conference? If so, where? How many days?
 - Offer family engagement activities?
-
- Establish an annual statewide mastery learning institute, which is a 3-day on-site professional development of leaders and teachers with the intended outcome of defining student mastery using the proficiency measures aligned to NM Standards of Excellence
 - Develop regional professional development on implementation of Proficiency Measures, which are designed to connect classroom formative assessment with summative achievement indicators closing the gap between classroom performance and summative achievement.
 - Train MLSS embedded support leads to ensure LEA ownership of implementation of interventions and progress monitoring using proficiency measures
 - Facilitate a cohort targeting 8-12 LEAs annually implementing the proficiency measures with technical assistance and on-site coaching from PED and consultants
 - Convene a sample of NM teachers to develop further measures to support proficiency in core instruction with a focus on grades K-2 literacy and math, and Spanish language arts
 - Collaborate with other bureaus to develop family engagement sessions to assist communities in understanding proficiency measures in classroom instruction and on summative assessments.

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$100,000	Contract support • 5 regional MLSS specialists to assist LEAs with implementation and data gathered in the MLSS Self-Assessment
300s	\$5,750,000	Professional Services • Professional Development facilitation (Venue space, content, speakers) • On site coaching for pilot LEAs • Stipends for participants • Development and revision of proficiency measures • Consulting to support evidence-based practices and alignment with other major initiatives
400s	\$150,000	• Travel for PD staff • Editing and Publishing of proficiency measures • Development of progress monitoring software to track student learning outcomes
TOTAL	\$6,000,000	\$2,000,000 / year for three years

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Professional Development Facilitation	\$1,500,00	IGA
On site coaching for Pilot LEAs	\$750,000	IGA
Stipends for Participants	\$1,000,000	IGA
Development and revision of proficiency measures	\$1,500,000	RFP/IGA
Consulting	\$1,000,000	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

Funding for this program is new. MLSS accelerated learning supports is critical to improving the learning outcomes for all students across New Mexico by aligning core instruction, intervention systems, and summative assessment expectations to create a tangible learning target accessible to all of New Mexico's diverse students.

FY28 Participation Goal and MY Actions

Martinez Yazzie Action Plan
Indicator 1.1 I
Also impacts all indicators listed in 1.1 (High-Quality Instruction and Curricula)

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
12 LEAs annually, 2000 teachers	2000	\$3,000

Evaluation

Primary Metrics: # of teachers trained, Teacher Survey Feedback
Secondary Metrics: Progress Monitoring data from pilot districts



Out-of-School Time Learning

Program Description

The Out-of-School Time (OST) learning program provides state-funded after-school, before-school, and summer learning opportunities for students across New Mexico. Through grants to local education agencies (LEAs) and community-based organizations (CBOs), the program supports academic enrichment, youth development, and family engagement to expand access to safe, high-quality learning beyond the regular school day.

First year of project:

Statutory Authority: Section 8.9.4.3 NMAC, Statutory Authority — 9-29-1 through 9-29-12 NMSA 1978; 24-1-2(D), 24-1-3(I), and 24-1-5 NMSA 1978.

Description of Request

What is the problem you are trying to solve?

Out of School Time funding addresses gaps in whole-child growth and development opportunities through the design and implementation of high-quality extra and co-curricular programs that are otherwise out of reach for many New Mexico students.

How is this related to Martinez and Yazzie student achievement?

Approval for out-of-school funds supports tutoring, after-school programs, extracurricular activities, summer learning, and community based educational services are often positively related to student achievement. These funds provide students with additional learning opportunities beyond the regular school day, helping reinforce academic skills, increase engagement, and address individual learning needs.

Is the request different from previous year(s)?

Yes. This request is higher than prior years' OST fund allocations and continues support for existing after-school and extended learning programs while allowing for tremendous expansion and growth across the state.

Description of Request

What will you buy with your funding request for FY28?

Funding Request in the IGA:

- Allocation of all OST Funding to both Local Education Agencies and Community Based Organizations
- 0.5 FTE for Senior Manager, 1.0 FTE for OST Grants and Program Coordinator, 1.0 FTE for Fiscal Support
- Additional Staff (10 Quality Management Consultants)
- Evaluation Partners
- Program Implementation Partners (New Mexico Out of School Time [NMOST])
- PERF Partners for Qualitative Research (West Ed and MC2)

What services are you planning to provide in FY28?

PED Program Services:

- Site Visits
- Online Webinars and Technical Assistance for Program Implementation
- Evaluation and Monitoring
- Data Reporting
- Fiscal Management
- Professional Development Opportunities

Program Services

Program Services Plans

- On-Site and On-Line Technical Assistance for: Evaluation Requirements

Data Collection,
and Reporting Monitoring,
and Compliance Fiscal Management

- Regional Professional Development will be offered by NMOST
- An Annual Conference will be hosted by NMOST

Out-of-School Program Accreditation

• OST Communities of Practice

Out-of-school program accreditation is closely related to student achievement because certification helps ensure that programs meet established standards for quality, safety, staff qualifications, curriculum, and continuous improvement. When out-of-school funds are directed toward certified programs, there is greater confidence that students are receiving effective academic support and enrichment opportunities.

For helpful tips see the PES Accreditation web page or S-19-1 NMAC Accreditation Procedures.

New Mexico State University

Mid-Year Evaluation

The Fall 2025 New Mexico State University evaluation shows strong engagement in OST programs, with 8,830 students participating and more than 220,000 hours of programming delivered. Most participants are high-need students, and most activities focused on academic enrichment and well-rounded learning opportunities. The top activity category was Academic Enrichment, with 111,881 hours, and Healthy and Active Lifestyle and Well-rounded Education Activities had about 21,000 – 22,000 hours each. There were also about 33,000 hours of “other” activities that did not fit into one of the provided categories.

Evaluation Snapshot – Fall 2025	
Students Served	8,830
Program Hours	220,428
Students Eligible for FRPL	84%
English Learners	20%

FY28 Account Breakdown

Account	Amount	To purchase
200s	\$400,000	Continuing FTE: 0.5 FTE for Senior Manager, and FTE 1.0 FT Out of School Time (OST) Grants and Program Coordinator and FTE 1.0 Fiscal Support
300s	\$1,789,900	10 Quality Management Consultants, Qualitative researchers, New Mexico Out of School Time (NMOST)
400s	\$57,810,100	Direct Grants to Local Education Agencies and Community Based organizations
TOTAL	\$60,000,000	\$20M/ year for three years

Procurement (300s)

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
<u>Quality Management Consultants</u>	\$1,550,000	IGA
<u>Qualitative Researchers</u>	\$180,000	IGA
<u>New Mexico Out of School Time (NMOST)</u>	\$59,900	IGA

Justification

Describe in 2-3 sentences the need for the appropriation:

- Why is this needed?
- What services are lost if this funding isn't maintained?
- If this is a new program, why is this critical for New Mexico students or the state?

New Mexico's Out-of-School Time (OST) programs provide safe, affordable opportunities for students to receive academic support, tutoring, enrichment, Science, Technology, Engineering, and Math (STEM) and arts activities, mentoring, and social-emotional development beyond the regular school day and during the summer. Maintaining this funding is critical to prevent the loss of these services, particularly in rural, Tribal, and underserved communities where access is already limited; consistent state investment helps address documented gaps in statewide OST availability and supports student engagement, attendance, academic achievement, and well-being.

FY28 Participation Goal and MY Actions

GOAL 3.1a. Determine the cost of before and after-school programming for all schools, including transportation costs.

MY Actions:

- Conducted statewide listening sessions, consults and roundtable discussions SY24-26 to gather in data on cost per student
- Based on this data, the cost per student that includes transportation is estimated at **\$1,500/student**

FY28 Participation

Participation Units (e.g. schools, teachers, students)	Projected Participant Count	Cost per Participant
Student	38,000+	\$1,500



School Improvement and Transformation

Program Description

School Improvement Transformation and Monitoring provides targeted support to identified schools through root-cause analysis, leadership development, organizational systems improvement, evidence-based strategies, and ongoing monitoring to strengthen implementation and improve student outcomes.

First year of project : 2025

Statutory Authority: Statutory Authority: Sections 22-2-1, 22-2-2, and 22-2C-1 through 22-2C-13 NMSA 1978.

Description of Request- School Improvement

What is the problem you are trying to solve?

Schools need sustained support to address achievement gaps, attendance challenges, and system-level barriers impacting student success.

How is this related to MY student achievement?

School Improvement investments align with Martinez-Yazzie priorities by building educator and leadership capacity, strengthening instructional systems, and expanding equitable access to high-quality learning opportunities. Coaching, professional learning, and data-driven improvement practices support schools in addressing opportunity gaps and improving outcomes for historically underserved student groups, including Native American students, English learners, economically disadvantaged students, and students with disabilities.

Is the request different from previous year(s)?

The request builds upon previous investments by shifting from short-term intervention support to a more comprehensive, sustainable improvement model. Continued funding supports deeper implementation of improvement strategies, expanded coaching and professional learning, stronger data systems, and increased leadership capacity to ensure schools can maintain progress and improve outcomes over time.

Program Services- School Improvement

Building leadership capacity at every level of the education system

NMPED's Priority Schools Bureau provides differentiated leadership development designed to strengthen educator practice, build leadership capacity, improve organizational systems, and ultimately improve student outcomes.

Why This Matters for Students

Leadership Development → Stronger Adult Practice → Stronger School Systems → Better Instruction → Improved Student Outcomes

This approach aligns with PSB's broader school-improvement strategy: NMPED works alongside schools and LEAs to build leadership and team capacity, strengthen organizational systems, implement evidence-based strategies, and monitor progress rather than treating school improvement as a one-time

How is this related to accreditation?

School Improvement supports accreditation by strengthening leadership capacity, continuous improvement processes, data-informed decision-making, and evidence-based practices aligned with the requirements of **6.19.4 NMAC, Accreditation Procedures**. These supports help schools establish and implement improvement strategies, monitor progress toward goals, use evidence to demonstrate effectiveness, and sustain systems that advance student achievement and organizational effectiveness.

FY28 Account Breakdown- School Improvement

Account	Amount	To purchase
200s		
300s	\$30,000,000	IGA to include contract services, purchased services, participant differentials
400s		
TOTAL	\$30,000,000	\$10,000,000/ year for three years

Procurement (300s)- School Improvement & School Leadership

Service to Procure	Potential Amount	Procurement Method (e.g. RfA, SPA, IGA, sole source)
Contract Services- professional services to support leadership development, school improvement implementation, system-level coaching, and data system development.	\$6,000,000.00	IGA
Purchased Services- coordination and facilitation of a comprehensive portfolio of statewide professional learning events designed to build leadership capacity and instructional effectiveness for superintendents, district leadership teams, school leaders, and teachers.	\$3,000,000.00	IGA
Stipends- participating role groups will be eligible to receive a stipend upon successful completion of all required activities as outlined in the assurances associated with the program.	\$1,000,000.00	IGA

Justification

The \$10M in requested funding sustains NMPED's school improvement and transformation support for New Mexico's highest-need schools. It provides the coaching, technical assistance, monitoring, and implementation support needed to turn improvement plans into measurable results.

Without this investment, NMPED would have to reduce or eliminate:

- **Targeted support** for CSI, MRI, TSI, ATSI, and Graduation Rate Schools.
- **School improvement coaching and technical assistance** to identify root causes and implement evidence-based strategies.
- **Monitoring and implementation support** to track progress, address barriers, and strengthen implementation.
- **Data and continuous improvement support** to guide school and district decision-making.
- **Capacity-building** to help schools sustain improvement beyond state-supported interventions.

Bottom Line: This investment ensures New Mexico's highest-need schools have the support to **plan, implement, monitor, and sustain meaningful improvement.**

FY28 Participation Goal and MY Actions

90% of supported schools demonstrate measurable progress in strategy implementation, organizational systems, and student outcome goals by May 2027.

100% Receive Support → 90% Demonstrate Progress → Schools Advance Toward Exit → Sustainable Improvement

Connection to Martinez-Yazzie:

Effective administrators and leadership development (Goal 2.1) – Strengthens the capacity of school leaders to lead sustainable improvement efforts.

Culturally and linguistically responsive leadership and practice (Goal 2.3) – Supports schools in implementing practices that respond to the cultural and linguistic assets and needs of New Mexico students.

Accountability, implementation, and systemic improvement (Goals 4.3 and 4.4) – Provides coordinated support, monitoring, and implementation assistance to strengthen school systems and improve student outcomes.

Evaluation

FY26 evaluation findings have been completed and shared with leadership to assess progress, identify improvement opportunities, and inform support and resource allocation. Ongoing data from site visits, coaching, professional learning, progress monitoring, and student outcomes will guide **targeted support, continuous improvement, and progress toward improved outcomes and exit from improvement status.**

Overview of Each Section

Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency's strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

Needs Assessment

Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

Research and Evidence

Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

Fidelity Plan

Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Public School Support Expansion Request

Instructions

Find your initiative(s) and **please correct or update any information that needs to be corrected, including program contacts** . After that, use the number in Column A to find the tab where you will provide answers. For example: The tab for Transportation is 1, as is indicated by Cell A6. Note , you only need to fill in answers in the blue cells. Please see tabs, "FY25 Example" and "FY26 Example" after tab 21, to look at examples of past submissions.

	Name of Initiative	Amount Requested for FY28	Recurring or Nonrecurring	Amount of Current Year Funding	Program Contact(s)	Cabinet Member
1	Transportation	\$ 158,753.7	Recurring	\$ 143,318.9	Amanda Lupardus	Gregory Frostad
2	Out-of-State Tuition	\$ 497.7	Recurring	\$ 393.0	Sara Cordova	Gregory Frostad
3	Standards-Based Assessments	\$ 12,870.0	Recurring	\$ 12,770.0	Lynn Vasquez	Amanda DeBell
4	Accreditation and Distance Learning Audits	\$ 1,000.0	Recurring	\$ -	Steven Heil	Amanda DeBell
5	Educator Evaluation System (Annual Maintenance Cost)	\$ 1,000.0	Recurring	In SSIS	Dr. Candice Flint	Amanda DeBell
6	Homeless Services	\$ 3,200.0	Recurring	\$ -	Simone Vann	Yvonne Garcia
7	Literacy and Reading Support (Coaches, Monitoring of Implementation)	\$ 15,500.0	Recurring	\$ 14,000.0	Severo Martinez	Amanda DeBell
8	Literacy Institute (Operations)	\$ 3,000.0	Recurring	\$ 2,000.0	Katherine Diaz	Amanda DeBell
9	School Safety and Student Behavior Supports	\$ 4,500.0	Recurring	\$ 1,500.0	Dr. Soña Saiz	Yvonne Garcia
10	Student Nutrition and Wellness (Universal Free Meals)	\$ 48,134.8	Recurring	\$ 42,201.0	Michael Chavez	Yvonne Garcia
11	Student Academic Supports and Interventions	\$ 500.0	Recurring	\$ 500.0	Duncan Christensen	Gregory Frostad
12	Test Assistance: Advanced Placement and International Baccalaureate	\$ 1,618.0	Recurring	\$ 1,250.0	Breezy Gutierrez	Amanda DeBell
13	1:1 Educational Devices for MY Students (20%)	\$ 5,167.0	Nonrecurring	\$ -	William Wanker	Gregory Frostad
14	Anti-Distracted Policy Implementation (Equipment to Store Cell Phones)	\$ 1,500.0	Nonrecurring	\$ -	Anne Marlow-Geter	Yvonne Garcia
15	Bilingual Multicultural Education Act and Migratory Student Supports	\$ 1,700.0	Nonrecurring	\$ 500.0	Mayra Valtierrez	Amanda DeBell
16	Educator Pipeline and Quality (Ed Fellows, Grow Your Own, EPP Accreditation, Induction)	\$ 25,040.0	Nonrecurring	\$ 20,000.0	Dr. Candice Flint	Amanda DeBell
17	Educator and Administrator Preparation, Induction, and Evaluation (HB157)	\$ 6,131.0	Nonrecurring	\$ 5,600.0	Dr. Candice Flint	Amanda DeBell
18	Fiscal System Improvements (OBMS and SEG)	\$ 3,670.0	Nonrecurring	\$ -	Sara Cordova	Gregory Frostad
19	Hispanic Education Act	\$ 1,500.0	Nonrecurring	\$ 500.0	Julia Rosa Emslie	Yvonne Garcia
20	Instructional Scope for Fine Arts	\$ 650.0	Nonrecurring	\$ -	Severo Martinez	Amanda DeBell
21	Intervention Dashboard	\$ 1,500.0	Nonrecurring	\$ -	Lynn Vasquez	Amanda DeBell
22	Learning Management System, Micro Credentials, and Artificial Intelligence	\$ 3,800.0	Nonrecurring	\$ 3,700.0	Jed Duggan	Amanda DeBell
23	Statewide Student Information System and Related Systems (Including IEP System)	\$ 8,100.0	Nonrecurring	\$ 6,000.0	William Wanker	Gregory Frostad
24	STEAM, Outdoor Learning, and HQIM Implementation	\$ 6,190.0	Nonrecurring	\$ 3,000.0	Shafiq Chaudhary	Amanda DeBell

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Transportation
------------------------	----------------

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

Increased funding is necessary to keep up with inflation. The requested increase for operational funding will support the hiring of qualified drivers, diesel price increases, the continued acquisition and maintenance of buses, and the implementation for updated route technology, if needed. These investments are crucial for ensuring that all students, especially those in rural or underserved areas have equitable access to education through dependable transportation. This expansion is necessary to meet the growing demand for safe, reliable, and timely school bus transportation.

b. How does this request differ from existing programming?

This request does not differ from existing programming. This request will simply maintain the current services that LEA's are providing.

c. How does the requested program fit into the agency's strategic plan?

Improved efficiency in school bus transportation supports better student attendance and can lead to increased graduation rates.

d. Has the agency developed a logic model describing the agency's theory of change?

N/A

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

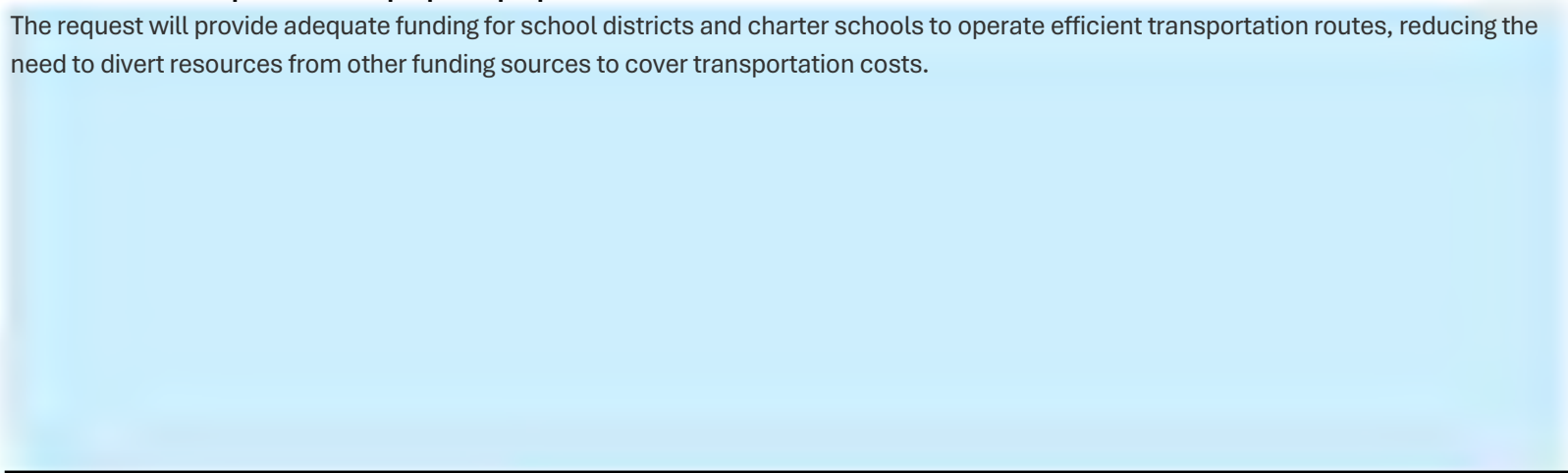


Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

The request will provide adequate funding for school districts and charter schools to operate efficient transportation routes, reducing the need to divert resources from other funding sources to cover transportation costs.

a. What is the extent of the problem to be addressed?



b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

\$158,754 is the statewide need that will run through the statutory formula.

c. What percentage of the previously identified total statewide need does this request seek to address?

100%

Program Description
In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

To and from transportation will take place. This funding will pay for bus driver salaries, maintenance costs, insurance costs, etc.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

Cost varies for each LEA that participates in school bus transportation, this funding is based on the statutory formula.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Yes, based on inflation trends. Diesel price increase is a trend. Also, due to a shortage of bus drivers, districts and charter schools need to increase driver salaries to be competitive.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

None of the above

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

N/A

c. How will you evaluate the program to confirm your categorization?

No new evaluation is planned.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

N/A

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

Activities are ongoing.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Reliable funding is essential to maintain fleet operations, hire and retain qualified drivers, purchase fuel, and invest in safety and technology upgrades. Having enough trained and licensed bus drivers, dispatchers, mechanics, and support staff is foundational. Driver shortages are a major threat to consistent service. A well-maintained and up-to-date bus fleet ensures safety, reduces breakdowns and delays, and improves fuel efficiency. Transportation must be available to all students, including those in rural areas, low-income families, and students with disabilities.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

N/A

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

The expansion request is to simply keep up with inflation.

b. Will the requested program affect any existing performance measures?

No.

i. If yes, which performance measures will be affected?

c. What program outputs will the agency measure?	Program outputs are measured at the school district and charter schools level.
d. What efficiency metrics will the agency monitor?	Efficiency metrics are measured at the school district and charter school level.
e. Does the agency have baseline data for the proposed measures?	
i. If yes, please provide baseline data.	N/A
ii. If no, when and how does the agency anticipate collecting baseline data?	N/A
f. How often will the agency collect and report on these performance metrics?	N/A
g. How do you plan to share the results of your program with the public and the Legislature?	N/A

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Out-of-State Tuition
------------------------	----------------------

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

The Public Education Department receives an annual appropriation of \$393,000 for out-of-state tuition to support an existing agreement between Lordsburg Municipal Schools and Duncan, Arizona, for the education of eligible New Mexico students. The amount due under the agreement is based on student membership and the applicable New Mexico unit value. As the unit value and/or applicable membership increase, the amount billed to Lordsburg also increases. However, the state appropriation has remained fixed at \$393,000 and has not kept pace with the increasing cost of the agreement. The requested increase would more closely align the appropriation with the actual tuition obligation.

b. How does this request differ from existing programming?

The request does not establish a new program or expand the existing agreement. It increases funding for an existing arrangement between Lordsburg Municipal Schools and Duncan, Arizona. The methodology for determining the tuition obligation remains unchanged; the request is intended to address the growing difference between the fixed state appropriation and the amount due under the agreement.

c. How does the requested program fit into the agency's strategic plan?

The request supports PED's responsibility to ensure students have access to appropriate public educational services regardless of geographic circumstances. Funding the existing agreement ensures continuity of educational services for New Mexico students whose educational needs are served through the interstate arrangement.

d. Has the agency developed a logic model describing the agency's theory of change?

No. This request supports an existing tuition obligation rather than implementation of a new program or intervention.

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

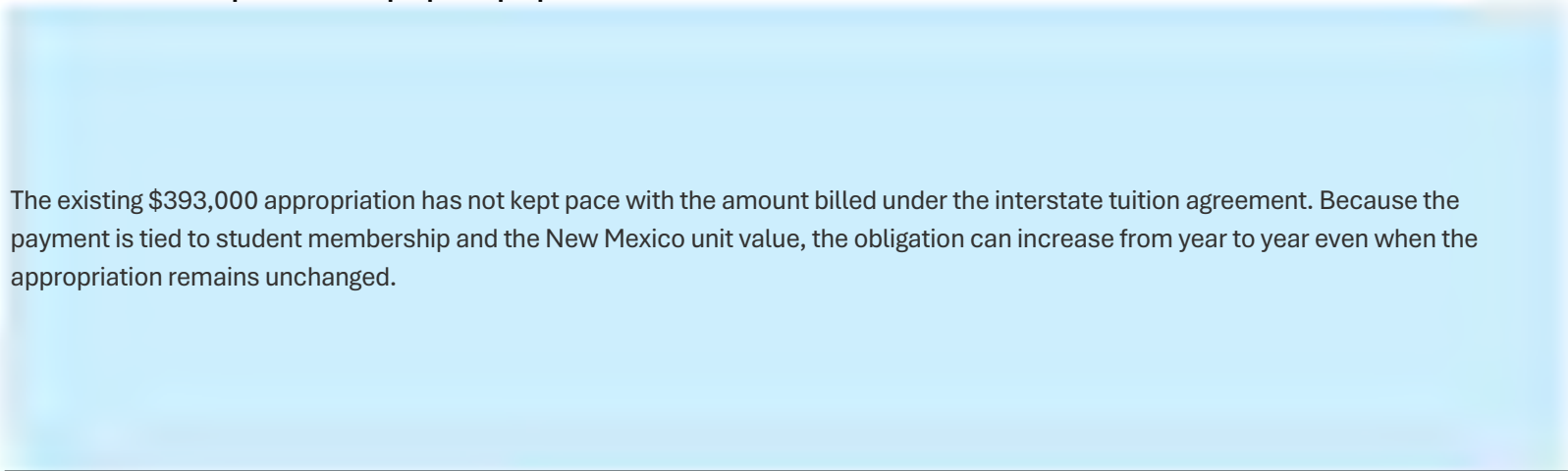


Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

The existing \$393,000 appropriation has not kept pace with the amount billed under the interstate tuition agreement. Because the payment is tied to student membership and the New Mexico unit value, the obligation can increase from year to year even when the appropriation remains unchanged.



b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The need is specific to Lordsburg Municipal Schools and the New Mexico students served through its agreement with Duncan, Arizona. The financial need is determined annually based on applicable student membership and the New Mexico unit value.

c. What percentage of the previously identified total statewide need does this request seek to address?

100 percent of the identified need associated with this agreement. The request is intended to provide sufficient funding to meet the calculated tuition obligation.

Program Description
In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

PED will continue to validate the amount due based on the methodology established by the agreement, review supporting documentation and invoices, and make the required tuition payment subject to the limitations of the appropriation.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

The cost per student is determined pursuant to the existing agreement using applicable student membership and the New Mexico unit value. Because the unit value is established annually and membership may change, the per-student and total costs may vary from year to year.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

Not applicable. This request supports an existing interstate tuition obligation and continued educational services rather than a discretionary program for which a monetized benefit-to-cost ratio has been established.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Yes. The tuition obligation is tied to student membership and the New Mexico unit value; future costs will vary as those factors change. If the appropriation remains fixed while the unit value or applicable membership increases, additional funding may be necessary in future fiscal years. PED will continue to monitor annual costs and request adjustments when necessary.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

None of the above. The request is for funding of an existing interstate tuition obligation and is not a programmatic intervention subject to evidence-based program categorization.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

Not applicable. The basis for the request is the existing agreement, applicable student membership, New Mexico unit value, and historical tuition costs rather than external programmatic research.

c. How will you evaluate the program to confirm your categorization?

Not applicable. PED will instead evaluate the adequacy of the appropriation by comparing annual funding to the amount calculated and invoiced under the agreement.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

None. The request supports an existing agreement and administrative process. No new FTE, training, infrastructure, or startup activities are required.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

Funding can be implemented within the normal fiscal-year appropriation and payment cycle. PED will verify student membership and the applicable unit value, review the annual invoice, and process payment in accordance with the existing agreement.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Critical components include accurate student membership data, application of the appropriate New Mexico unit value, verification of the annual tuition calculation, availability of sufficient appropriated funding, and timely payment under the agreement.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

PED will verify:

- *Student membership used in the calculation;
- *Applicable New Mexico unit value;
- *Calculation of the tuition amount under the agreement;
- *Invoice and supporting documentation;
- *Available appropriation compared with the amount due; and
- *Timely processing of the required payment.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Ensure that 100 percent of the amount due under the interstate tuition agreement is funded and paid, thereby maintaining uninterrupted educational access for the New Mexico students served through the agreement.

b. Will the requested program affect any existing performance measures?

No. The request is not expected to materially affect an existing agency performance measure.

i. If yes, which performance measures will be affected?

c. What program outputs will the agency measure? PED will monitor the number of students supported through the agreement, the calculated annual tuition obligation, the amount appropriated, the amount paid, and any difference between the appropriation and actual obligation.

d. What efficiency metrics will the agency monitor? PED will monitor the percentage of the annual tuition obligation covered by the appropriation and the variance between appropriated funding and the actual amount due.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data. Yes. PED has historical appropriation, membership, unit value, invoice, and payment information for the existing agreement. The annual appropriation has remained at \$393,000 while the calculated tuition obligation has increased over time.

ii. If no, when and how does the agency anticipate collecting baseline data?

f. How often will the agency collect and report on these performance metrics? PED will review the applicable membership, unit value, appropriation, and tuition obligation annually as part of administration of the agreement and the agency's annual budget development process.

g. How do you plan to share the results of your program with the public and the Legislature? Funding and expenditures will be reported through the state's established budget, appropriation, and financial reporting processes. PED can also provide the Legislature and oversight agencies with the annual calculation, payment amount, and historical funding trend upon request.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Standards-Based Assessments
------------------------	-----------------------------

Is the requested expansion solely the result of a workload change? (Yes / No) _____
If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?	The FY28 PSSR for Standards-Based Assessments was approved for increase by \$100,000 and takes into consideration the expansion of statewide assessments given the passage of Senate Bill (SB) 29 and Senate Bill (SB) 37. SB 29 creates a much more structured statewide approach to early mathematics, including teacher preparation, professional learning, screening, intervention, and reporting. The biggest assessment change is that every K–3 student must receive a mathematics screening assessment beginning in 2027–28. PED must adopt grade-specific math assessments that minimize instructional time and provide timely results and establish criteria for approved math screeners. Students identified with a “mathematics difficulty” must receive a mathematics support plan, interventions through a multilayered system of support, and progress reporting to parents at least four times per year. PED must also report annually on the number of students identified, interventions provided, and their effectiveness. This is essentially a new universal statewide K–3 mathematics screening requirement layered onto New Mexico's existing assessment system. SB 37 establishes a comprehensive K–3 literacy framework centered on the science of reading and structured literacy, instructional materials, interventions, teacher preparation, and literacy coaching. For assessment, PED must adopt grade-specific K–3 literacy assessments with screening, diagnostic, and monitoring capabilities. The assessments must measure, at a minimum, phonological awareness, alphabetic principle, decoding, encoding, accuracy, vocabulary, and comprehension and must identify reading difficulties, including characteristics of dyslexia. Beginning in 2027–28, all K–3 students must be administered these assessments.
b. How does this request differ from existing programming?	Currently, PED does not have a universal statewide K–3 mathematics screening process, and dyslexia screening is required only for students in grade 1. The two Senate bills expand universal screening, diagnostic, and monitoring requirements to kindergarten through third grade in both mathematics and literacy. The change is significant because it expands assessment requirements across additional grade levels and programs.
c. How does the requested program fit into the agency's strategic plan?	SB 29 and SB 37 directly advance NMPED’s strategic priorities to accelerate literacy and mathematics achievement by strengthening early identification, intervention, and progress monitoring for students in grades K–3. Together, the bills provide an opportunity to build a more coherent statewide assessment system in which screening and diagnostic assessment are intentionally connected to instruction, targeted intervention, progress monitoring, and ultimately statewide

d. Has the agency developed a logic model describing the agency's theory of change?

No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

New Mexico continues to face significant challenges in early literacy and mathematics achievement, with too many students reaching third grade without the foundational skills necessary for continued academic success. Although recent literacy results demonstrate substantial improvement, significant numbers of students remain below grade-level expectations, and progress in mathematics has remained comparatively limited. SB 29 and SB 37 are designed to address these challenges by shifting identification and intervention to the earliest grades and establishing a consistent statewide K–3 system for screening, diagnostic assessment, intervention, and progress monitoring. This approach enables educators to identify learning needs earlier, provide targeted and timely supports, monitor students’ response to intervention, and adjust instruction based on evidence—helping prevent early learning difficulties from becoming persistent achievement gaps.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The need for early literacy and mathematics assessment and intervention is statewide and substantial. New Mexico serves more than 306,000 public school students, including an estimated 83,000 students in kindergarten through third grade who will be directly affected by the expanded assessment requirements. Current achievement data demonstrate that many of these students enter the elementary grades without the foundational literacy and mathematics skills necessary for later academic success. In 2024–25, only 40.5 percent of K–2 students assessed statewide demonstrated readiness for on-grade-level literacy instruction, with substantially lower rates among Native American students (30.1 percent), economically disadvantaged students (32.6 percent), English learners (23.9 percent), and students with disabilities (21.4 percent). The need in mathematics is similarly significant; legislative fiscal analysis associated with SB 29 estimates that approximately 42,300 students could require mathematics intervention, including approximately 26,300 who may require more intensive support. These challenges span New Mexico's urban, rural, frontier, and Tribal communities and disproportionately affect populations that have historically been underserved by the state's education system. SB 29 and SB 37 respond to this statewide need by establishing a more consistent system for identifying literacy and mathematics difficulties in the earliest grades and connecting assessment results to timely, evidence-based intervention and progress monitoring.

c. What percentage of the previously identified total statewide need does this request seek to address?

100%

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

- *Procure new vendor(s) with expanded scope of work (RFP process underway in 2026-27SY);
- *Vendor would develop, delivery, score and report interim, screening, diagnostic and progress monitoring results for literacy and math in English and Spanish (for qualifying students) students in grades K-3.
- *Work with vendor to develop transition and training plan for K-3 leaders, teachers, coaches.
- *Develop statewide training and implementation support, data literacy and school support
- *Generate ongoing support services for NMPED, teachers, district leaders, school leaders, families and community members for the adminstration, interpretation and use of the K-3 interim, screening, diagnostic and progress monitoring tools

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).	\$17 per student
d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).	
e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.	Yes. The increase of \$100,000 will not be enough to cover the cost of the newly required assessment programs under SB29 & 37. PED will be procuring new assessments to meet SB29 and SB37 during FY27. However, the FY27 year is a transition planning and professional development year. FY28 will be the first year of students and classroom implementation with student-facing assessment administration. PED anticipates the annual cost increase to be \$600,000 - \$800,000 above and beyond the current cost of early years math and literacy assessment, which is \$1,300,000.00.

Research and Evidence Categorization
In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.	Research-Based. The K–3 literacy and mathematics assessment and intervention program is research-based. The program is grounded in an established body of research demonstrating that early identification of literacy and mathematics difficulties, followed by timely evidence-based instruction, targeted intervention, and ongoing progress monitoring, can improve student outcomes and reduce the likelihood that early learning difficulties persist into later grades. SB 29 and SB 37 establish a statewide framework for applying these research-supported practices by requiring universal K–3 screening and assessment, early identification of students who need additional support, targeted intervention, and monitoring of student progress. Because the statewide program is newly established and has not yet generated sufficient New Mexico-specific outcome data to demonstrate program effectiveness, classification as research-based is more appropriate than evidence-based at this stage. The program will also create the data infrastructure necessary for NMPED to evaluate implementation and student outcomes over time and determine whether the program meets the statutory standard for an evidence-based program.
--	--

The K–3 literacy and mathematics assessment and intervention program is supported by a substantial body of research on early identification, evidence-based instruction and intervention, and progress monitoring. Relevant research and clearinghouse resources include:

*U.S. Department of Education, Institute of Education Sciences (IES), What Works Clearinghouse – Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. This practice guide synthesizes research on effective foundational literacy instruction for students in grades K–3. The What Works Clearinghouse identifies strong evidence supporting instruction in phonological awareness and letter-sound relationships and decoding and word-recognition skills, as well as moderate evidence supporting daily reading of connected text to develop accuracy, fluency, and comprehension.

IES/What Works Clearinghouse – Foundational Skills K–3.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

*U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse – Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. This practice guide specifically recommends screening students to identify those at risk for mathematics difficulties, providing intervention to students identified as at risk, and monitoring the progress of students receiving supplemental instruction. The guide identifies moderate evidence supporting universal mathematics screening and strong evidence for explicit and systematic mathematics intervention.

IES/What Works Clearinghouse – Mathematics Response to Intervention

*U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse – Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. This updated practice guide synthesizes evidence regarding effective mathematics interventions for students in grades K–6 and identifies multiple practices supported by strong evidence, including systematic instruction, explicit mathematical language, and the use of representations to develop mathematical understanding.

*National Center on Intensive Intervention (NCII) – Academic Progress Monitoring Tools. NCII provides evidence-based resources for selecting and implementing academic progress-monitoring tools in reading and mathematics. The Center evaluates the technical adequacy of tools, including reliability, validity, sensitivity to student growth, alternate forms, and decision rules. These resources support the use of technically sound progress monitoring to determine students' responsiveness to instruction and evaluate the effectiveness of interventions.

NCII – Academic Progress Monitoring Tools

c. How will you evaluate the program to confirm your categorization?

NMPED will evaluate the K–3 literacy and mathematics assessment and intervention program through a combination of implementation, student outcome, and longitudinal analyses to determine whether the program produces results consistent with the research supporting its designation as research-based. The evaluation will examine whether students are screened as required; the percentage and characteristics of students identified as needing additional support; whether identified students receive appropriate interventions; the frequency and fidelity of progress monitoring; and student growth following intervention. Student outcomes will be analyzed statewide and by grade, district and charter school, geography, and student subgroup, including economically disadvantaged students, English learners, students with disabilities, Native American students, and other student groups, to determine whether implementation is improving outcomes and reducing achievement disparities. NMPED will also examine longitudinal relationships between K–3 screening and progress-monitoring results and subsequent performance on statewide assessments beginning in grade 3. Where data and implementation conditions permit, NMPED will employ rigorous quasi-experimental or other appropriate evaluation methods to estimate the impact of interventions on student outcomes. Annual findings will be used to assess implementation fidelity, identify areas requiring improvement, refine assessment and intervention practices, and determine whether accumulated New Mexico outcome evidence supports maintaining or strengthening the program's evidence categorization over time.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Implementation of the K–3 literacy and mathematics assessment programs will require coordinated state and local startup activities prior to full implementation in the 2027–28 school year. At the state level, NMPED will need to establish assessment requirements and technical criteria; identify, procure or approve grade-specific K–3 literacy and mathematics assessments; develop implementation guidance, intervention frameworks, reporting requirements, and parent communication resources; establish data collection and reporting processes; and provide technical assistance to districts and charter schools. For mathematics, NMPED must also develop and publish a statewide mathematics instructional leadership framework and support districts and charter schools in developing aligned mathematics professional learning plans. SB 29 specifically requires NMPED to provide training and technical assistance on screening administration, mathematics support plans, evidence-based interventions, progress monitoring, and parent engagement.

At the local level, implementation will require training teachers, school administrators, instructional coaches, interventionists, and other appropriate staff to administer and interpret the new assessments, use results to identify student needs, provide differentiated instruction and evidence-based interventions, monitor student progress, and communicate results to families. SB 37 specifically requires districts and charter schools to train teachers who teach reading and site administrators in implementation of the High-Quality Literacy Instruction Act, including differentiated instruction and intervention, evidence-based practices for English learners and biliteracy, and culturally and linguistically responsive instruction. The legislation also requires NMPED to assign literacy instructional coaches to elementary schools in the bottom quartile of statewide reading proficiency beginning in 2027–28. Startup will therefore require sufficient lead time and resources for assessment procurement and system configuration, development of guidance and training materials, educator professional learning, data-system integration, technical assistance, and coordination with districts and charter schools before statewide administration begins.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

January–June 2027 – System Development and Readiness: NMPED will complete assessment selection, procurement, or approval processes; establish administration, data collection, reporting, and progress-monitoring procedures; develop mathematics support plan and literacy intervention guidance; prepare educator and administrator training materials; establish technical assistance structures; and communicate final implementation requirements and timelines to districts and charter schools. A statewide implementation-readiness review will be conducted prior to the beginning of the 2027–28 school year.

Summer 2027 – Training and Launch Preparation: NMPED will provide statewide training and technical assistance to districts and charter schools on assessment administration, interpretation and use of results, identification of students requiring additional support, intervention requirements, progress monitoring, parent communication, and data reporting. Districts and charter schools will finalize local implementation processes and mathematics professional learning plans.

2027–28 School Year – Full Statewide Implementation: All districts and charter schools will implement the required K–3 literacy assessments and mathematics screening assessments. Students identified with literacy or mathematics difficulties will receive required interventions and supports, and schools will monitor and report student progress consistent with statutory requirements. NMPED will provide ongoing technical assistance and monitor participation, implementation fidelity, data quality, and student outcomes.

By July 1, 2028 – Initial Evaluation and Reporting: NMPED will analyze first-year implementation and outcome data, including the number and characteristics of students identified for support, interventions provided, student progress, implementation across districts and charter schools, and areas requiring additional technical assistance or resources. Findings will inform continuous improvement and future budget and policy recommendations.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Successful implementation of the K–3 literacy and mathematics assessment program will depend on several interconnected components. First, NMPED must select or approve high-quality, technically sound assessments that accurately identify students requiring additional support while minimizing instructional time and avoiding unnecessary duplication with existing assessments. Second, assessment must be directly connected to instruction and intervention so that results provide educators with actionable information and students identified with literacy or mathematics difficulties receive timely, evidence-based supports. Third, educators and school leaders will require high-quality professional learning and ongoing technical assistance to administer assessments appropriately, interpret results, implement interventions, and monitor student progress. Fourth, NMPED will need effective data and reporting systems that allow the Department, districts, schools, and educators to monitor participation, student growth, intervention effectiveness, and statewide trends while protecting student privacy. Fifth, successful implementation will require clear communication and coordination with districts, charter schools, educators, and families, including understandable information for parents about assessment results and student progress. Finally, NMPED must establish a strong continuous improvement and evaluation process to monitor implementation fidelity, evaluate student outcomes, identify disparities among historically underserved student populations, and refine the program over time. Together, these components will ensure that the expansion of K–3 assessment functions as an early identification and intervention system—not simply an additional testing requirement—and contributes to improved literacy and mathematics outcomes statewide.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

NMPED will monitor implementation through a defined set of process metrics to ensure that the major components of the K–3 literacy and mathematics program are implemented consistently, equitably, and with fidelity statewide. Key implementation measures will include:

Assessment Readiness: Required K–3 literacy and mathematics assessments are selected or approved, meet established technical criteria, and are available to all districts and charter schools prior to statewide implementation.

Statewide Participation: Percentage of eligible K–3 students administered required literacy and mathematics assessments within established assessment windows, with a target of at least 95 percent statewide participation.

Equitable Participation: Participation rates are monitored by district, school, grade, geography, race/ethnicity, economic disadvantage, English learner status, and disability status to identify and address disparities in access or implementation.

Timely Identification: Percentage of assessment results available to educators within established timelines and percentage of students identified as having literacy or mathematics difficulties who are documented for appropriate follow-up.

Connection to Intervention: Percentage of identified students who receive a required literacy intervention, mathematics support plan, or other appropriate evidence-

**Measurement and Evaluation
Plan**

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

The measurable outcome of the requested expansion is to increase the percentage of New Mexico students who demonstrate grade-level proficiency in literacy and mathematics by the end of third grade through earlier identification of learning needs, timely intervention, and ongoing progress monitoring. Spring 2025 results establish a baseline of 41 percent proficiency in K–2 literacy and 48 percent in K–2 mathematics, while Grade 3 proficiency was 41 percent in literacy and 25 percent in mathematics. NMPED will seek measurable annual increases in K–3 proficiency, with particular emphasis on accelerating mathematics achievement and sustaining recent gains in literacy. The Department will also monitor whether students identified as needing additional support receive timely interventions, demonstrate growth through progress monitoring, and are increasingly likely to meet grade-level expectations by the end of third grade. Outcomes will be disaggregated by student group and geography to ensure that statewide improvement is accompanied by reductions in persistent achievement disparities among historically underserved students.

b. Will the requested program affect any existing performance measures?

Yes. The requested expansion may affect existing performance measures and reporting practices, particularly for Grade 3. Under the expanded K–3 assessment requirements, Grade 3 students will participate in literacy and mathematics interim or screening assessments in addition to the federally required NM-MSSA summative assessment administered at the end of Grade 3. NMPED will therefore need to determine which assessment result is most appropriate for each state performance measure and clearly distinguish between interim measures intended to identify student needs and inform instruction and the NM-MSSA, which measures end-of-grade achievement against New Mexico's academic standards and is used for federal accountability purposes.

As part of implementation, NMPED will review existing performance measures to determine whether Grade 3 results should continue to be reported using NM-MSSA proficiency, whether K–3 interim assessment results should be reported as a separate early-learning measure, or whether both measures should be reported for different purposes. This review will consider statutory requirements, assessment purpose, technical comparability, continuity of historical trend data, and alignment with federal accountability requirements. Any changes to existing performance measures will be clearly defined to avoid combining results from assessments designed for different purposes and to ensure that reported performance remains valid, transparent, and comparable over time.

i. If yes, which performance measures will be affected?

NMPED will measure program outputs that demonstrate the reach and implementation of the expanded K–3 literacy and mathematics assessment requirements established by SB 37 and SB 29. These outputs will allow NMPED to determine whether the expanded assessment system is reaching the intended K–3 population and whether assessment results are being translated into timely intervention and progress monitoring. Output measures will complement, but remain distinct from, program outcome measures such as student growth, increased grade-level proficiency, reduced achievement gaps, and improved Grade 3 NM-MSSA performance. Program outputs will include:

- *Number and percentage of K–3 students assessed in literacy and mathematics during each required assessment window, by grade and statewide.
- *Number and percentage of districts and charter schools implementing the required K–3 literacy and mathematics assessments.
- *Number and percentage of students identified as needing additional literacy or mathematics support, including the level or type of identified need.
- *Number and percentage of identified students receiving required interventions or support plans following identification.
- *Number and percentage of students receiving required progress monitoring and the frequency with which progress-monitoring assessments are administered.
- *Number of literacy and mathematics assessments administered statewide, including screening, interim/benchmark, diagnostic, and progress-monitoring activities, as applicable.
- *Number and percentage of educators, administrators, and other appropriate staff trained in assessment administration, interpretation of results, intervention, progress monitoring, and use of assessment data to inform instruction.
- *Number of districts, charter schools, and schools receiving NMPED technical assistance related to implementation of the new requirements.
- *Number and percentage of families receiving required student assessment and progress information for students identified as needing additional support.
- *Timeliness and completeness of assessment data and reporting, including the percentage of assessment results available to educators within established timelines.
- *Implementation by student population and geography, including participation, identification, intervention, and progress-monitoring rates disaggregated by grade, district or charter school, region, and student group to identify potential disparities in access or implementation.

c. What program outputs will the agency measure?

NMPED proposes monitoring efficiency metrics to ensure that the expanded K–3 literacy and mathematics assessment requirements are implemented in a manner that maximizes instructional value while minimizing administrative burden, duplication, and unnecessary testing time. Efficiency measures might include:

*Assessment administration time: Average amount of instructional time required per student and per assessment window for K–3 literacy and mathematics assessments.

*Assessment duplication: Number and percentage of districts and charter schools administering assessments that serve substantially overlapping screening, interim, diagnostic, or progress-monitoring purposes, with the goal of identifying opportunities to consolidate assessment activities.

*Timeliness of results: Average time between assessment administration and availability of actionable student-level results to educators.

*Identification-to-intervention time: Average number of instructional days between identification of a student requiring additional support and initiation of an appropriate literacy or mathematics intervention or support plan.

*Data reporting efficiency: Percentage of required assessment records successfully transferred through established state data systems without requiring manual correction or duplicate data submission by districts and charter schools.

*Cost efficiency: Statewide and per-student cost of assessment administration, licensing, reporting, professional development, and technical assistance.

*Training efficiency: Percentage of required educators and administrators completing training within established implementation timelines and the cost of training per participant.

*Use of existing infrastructure: Percentage of new statutory assessment and reporting requirements implemented through existing assessment, data, and reporting systems rather than development of duplicative systems.

*Technical assistance demand: Number, type, and resolution time of implementation and assessment-related technical assistance requests, allowing NMPED to identify recurring issues and improve statewide guidance and training.

*Grade 3 assessment burden: Total assessment time and number of required assessment administrations for Grade 3 students, including the expanded K–3 assessment requirements and the federally required NM-MSSA, to identify opportunities to reduce redundancy while maintaining the distinct instructional and accountability purposes of each assessment.

d. What efficiency metrics will the agency monitor?

e. Does the agency have baseline data for the proposed measures?

Spring 2025 Baselines:

K Literacy: 50%

Grade 1 Literacy: 34%

Grade 2 Literacy: 38%

Grade 3 Literacy: 41% (NM-MSSA)

K Math: 57%

Grade 1 Math: 63%

Grade 2 Math: 25%

Grade 3 Math: 25% (NM-MSSA)

i. If yes, please provide baseline data.

ii. If no, when and how does the agency anticipate collecting baseline data?

f. How often will the agency collect and report on these performance metrics?

Annually

g. How do you plan to share the results of your program with the public and the Legislature?

Public reporting on memoranda, briefing packets and NMVistas

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Accreditation and Distance Learning Audits
------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) No
If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

Assess and evaluate publicly funded educational programs for accreditation and certification purposes. State statute requires PED to assess and evaluate public schools to determine the adequacy of publicly funded educational programs for accreditation purposes. These responsibilities directly align with the department's recent statutory mandate to ensure educational adequacy for distance learning students by conducting annual audits and certifying distance learning programs.

b. How does this request differ from existing programming?

The annual accreditation process, as it stands today, began in FY26 with the use of federal grants to support school accountability and 1 FTE TERM. Today, the need for and impact of the program extends beyond the limitations of its original funding source.

State funding of accreditation and distance learning certification is necessary for PED to:

- ensure educational adequacy pursuant to state statute, including the Distance Learning Act;
- meet its strategic plan goal for shared accountability through which all stakeholders—students, educators, families, school administrators, communities and PED—share responsibility for educational outcomes, working collaboratively to support each other's growth and success, ultimately strengthening the educational system across New Mexico; and
- achieve the goals of the Martinez-Yazzie Action Plan, which includes actions that provide for an equitable education for students with disabilities, English Learners, Native American students, and economically disadvantaged students.

To be meaningful, accountability must shift from static status checks to a system that allows for continuous improvement. Without the appropriate resources, PED may be unable to perform the required statutory responsibilities, including identifying where students need us the most.

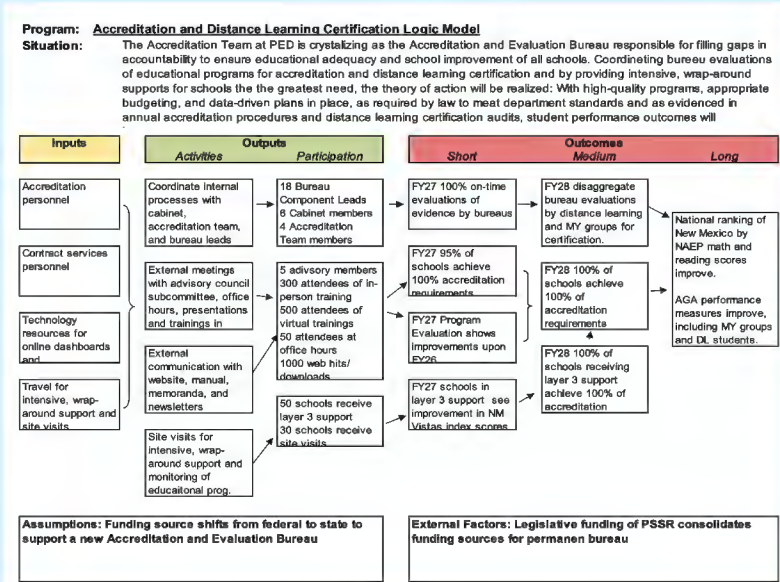
c. How does the requested program fit into the agency's strategic plan?

The program fits all levels of the plan as a system of Shared Accountability for ensuring educational adequacy.

d. Has the agency developed a logic model describing the agency's theory of change?

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

With high-quality programs, appropriate budgeting, and data-driven plans in place, as required by law to meet department standards and as evidenced in annual accreditation procedures and distance learning certification audits, student performance outcomes will improve.



Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

The state’s K-12 public school system requires a comprehensive review of publicly funded educational programs in the best interest of students. Without such a review, the state misses the opportunity to learn what schools or programs to excel, or worse, what schools or programs do not comply with education laws that protect student rights.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

All publicly funded K-12 educational programs statewide except the NM Military Institute are within the scope of accreditation pursuant to Public School Code and 6.19.4 NMAC and all distance learning programs are subject to certification by the department pursuant to the Distance Learning Act (2026).

c. What percentage of the previously identified total statewide need does this request seek to address?

100%

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

Audit and evaluate for certification 100% of active distance learning programs in K-12 public schools
Coordinate accreditation evidence collection and evaluation distributed across 18 personnel of PED
Coordinate layer three support site visits for 50+ schools with the highest need
Provide evidence for annual accreditation status determinations of ~850 accountable schools
Implement 12 (monthly) updates dashboards or in-progress accreditation evidence
Publish 1 report and executive summary of an evaluation of the accreditation program.
Offer 100 (twice weekly) office hours for accreditation
Convene 10 (monthly) bureau component lead meetings for accreditation components
Present 6 high profile sessions on accreditation for school leaders
Coordinate 10 (monthly) advisory council accreditation subcommittee meetings

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

Each of ~850 schools will be evaluated for accreditation and distance learning program certification at a cost of \$880 per school per year.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

The benefits of state accreditation of public schools have not been monetized. Benefits of state accreditation are far more robust and less costly than maintaining accreditation by a department-approved regional accrediting associatio. Maintaining affiliation with Cognia, Inc. costs a school \$1400 per year and rely on peer evaluation to standards set by the accrediting entity within a five- to six-year cycle. Maintaining state accreditation would cost the state \$880 per year, costing the school nothing and providing policymakers and the state education agency evidence that educational programs meet department standards as required by law.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Not at this time.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

"A promising program or practice" best describes this program. Consider this recent paper, Reclaiming Accountability: From Measurement and Labeling to Learning and Improvement, by the Center for Assessment calling for filling the gaps in federal accountability systems as proposed with this program. <http://nciea.org/library/reclaiming-accountability/>

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

<http://nciea.org/library/reclaiming-accountability/>

c. How will you evaluate the program to confirm your categorization?

As in FY26 an independent evaluator will be contracted for evaluation of the impact and effectiveness of the program.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Not applicable to established program.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

FY25 Pilot year for accreditation procedures implementation announced
FY26 Was the pilot year for implementation of layer 3 support systems for accreditation and evaluation of accreditation components for 837 accountable schools.
FY26 All activities described in Program Description section b of this PSSR Exansion were accomplished with federal funding sources
FY27 Accreditation status determinations were made based on the evidence collected and evaluated in FY26
FY27 Layer 3 support to be provided for schools with the greatest need
FY27 Accreditation Team personnel assembled into one bureau under Assessment, Research, Evaluation, and Accountability
FY27 All activities described in Program Description section b of this PSSR Exansion to be accomplished with a combination state and federal funding sources
FY28 All activities described in Program Description section b of this PSSR Exansion to be accomplished with state funding sources

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Internal coordination of bureau evaluations of evidence for accreditation and distance learning certification
External communication with school personnel and district and charter school leaders about system requirements, purpose, and rationale
Intensive, coordinated, wrap-around support for schools with the greatest need
Established team of PED personnel and contractors coordinating and managing the accreditation and distance learning certification systems
Independent program evaluation of the impact and effectiveness of state accreditation system

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Audit and evaluate for certification 100% of active distance learning programs in K-12 public schools
Coordinate accreditation evidence collection and evaluation distributed across 18 personnel of PED
Coordinate layer three support site visits for 50+ schools with the highest need
Provide evidence for annual accreditation status determinations of ~850 accountable schools
Implement 12 (monthly) updates dashboards or in-progress accreditation evidence
Publish 1 report and executive summary of an evaluation of the accreditation program.
Offer 100 (twice weekly) office hours for accreditation
Convene 10 (monthly) bureau component lead meetings for accreditation components
Present 6 high profile sessions on accreditation for school leaders
Coordinate 10 (monthly) advisory council accreditation subcommittee meetings

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Percent of accreditation requirements met
NM Vistas index scores and rankings
Disaggregated metrics by distance learning students and MY-group students

b. Will the requested program affect any existing performance measures?

Yes.

i. If yes, which performance measures will be affected?

Most AGA outcome performance measures will be affected by this program, including number of schools audited for SEG funding program compliance, attendance rates and gaps, academic proficiency rates and gaps, and other explanatory performance measures as well.

c. What program outputs will the agency measure?

Percent of accreditation requirements met for each school and aggregated
NM Vistas index scores and rankings for each school
Number and percent of schools approved or approved with conditions in FY27 and FY28
Disaggregated metrics by distance learning students and MY-group students
AGA outcome and explanatory performance measures as described above

d. What efficiency metrics will the agency monitor?

Cost per school evaluated for accreditation and distance learning program certification

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

No.

ii. If no, when and how does the agency anticipate collecting baseline data?

Accreditation status decisions will be determined by August 30, 2026 to provide baseline data for this expansion request. Distance learning certification baseline data will be collected in FY27.

f. How often will the agency collect and report on these performance metrics?

Annually

g. How do you plan to share the results of your program with the public and the Legislature?

Annual accreditation and distance learning certification reports will be published.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Educator Evaluation System (Annual Maintenance Cost)
------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

EDUCATOR EVALUATION SYSTEM: New Mexico administered Elevate NM teacher evaluations and Excel NM site-administrator evaluations in Canvas, a learning-management system that was not designed for evaluation workflows. The navigation is difficult: data analysis is CSV-based/manual, and access to usable data is delayed and accompanied by burdensome reporting, and compliance risks. A purpose-built statewide platform is needed for secure role-based workflows, timely feedback, accurate data, real-time dashboards, and state and LEA oversight.

b. How does this request differ from existing programming?

EDUCATOR EVALUATION SYSTEM: This request funds the continuation of the statewide educator evaluations in a new, more user-friendly designed for evaluation, versus the prior instance in Canvas, which is difficult to navigate as it is designed as a teaching tool, not an evaluation platform. Data delivery is difficult and hard to attain.

c. How does the requested program fit into the agency's strategic plan?

EDUCATOR EVALUATION SYSTEM:

- Supports PED's Strategic Plan for Success, particularly Goal V: Foster Shared Accountability.
- Provides standardized evaluation processes, real-time data, and transparent reporting.
- Advances the Educator Ecosystem pillar by providing actionable, timely feedback and ongoing administrator training.
- Strengthens observations, feedback, professional development planning, and compliance monitoring through Elevate NM and Excel NM.
- Helps PED and LEAs use evaluation data to support teacher and school-leader growth.
- Supports improved and more equitable outcomes for New Mexico students.

d. Has the agency developed a logic model describing the agency's theory of change?

No, this is a tool that supports the requirement of evaluating teachers and site administrators.

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

NA

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

EDUCATOR EVALUATION SYSTEM:

- Canvas provided workable interim infrastructure but was designed as a learning management system rather than an evaluation platform.
- LEA feedback indicated that evaluation workflows were not sufficiently intuitive or streamlined.
- Reporting required significant manual data processing, limiting real-time monitoring and causing data delays.
- The new purpose-built platform will provide guided workflows, automated notifications and reminders, role-based dashboards, and easier evidence and feedback entry.
- These improvements are designed to increase participation, timely completion, and completion of all required evaluation components.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

EDUCATOR EVALUATION SYSTEM: In New Mexico, approximately 25,000 (including charter schools) teachers need to be evaluated; about 1500 site administrators must be evaluated in Excel NM. The project is statewide and is intended to serve all state LEAs. The FY28 participation is projected at 23,100 users for the first statewide implementation of the new platform. (We are collaborating with the charter school division to bring more charter schools on board with the new evaluation platform, but did not want to count them in until this is a reality.)

- The projected statewide need includes approximately 23,100 teachers, site administrators, and district evaluators.
- In FY26, the existing system supported evaluations for 21,075 teachers and 1,469 site administrators evaluated by 565 site administrator evaluators, demonstrating the scale of statewide demand.
- The platform must serve districts and participating charter schools across urban, rural, and tribal communities.
- A purpose built easy to navigate platform will provide all LEAs with evaluation tools and data capacity, to meet state and federal data requirements.
- Accessible technology, Spanish-language resources, regional training, and virtual support will promote equitable participation.
- Consistent evaluation and professional-growth processes will strengthen support for educators serving all student groups.

c. What percentage of the previously identified total statewide need does this request seek to address?

EDUCATOR EVALUATION SYSTEM: The intended geographic reach is 100% statewide. There are charter schools, and two districts, that did not participate in Canvas. Although there are some charters relying on the charter statute that allows them to not participate in the state's evaluation system or use the state's evaluation standards, we are actively working on recruiting the non-participants, including the two non-participating districts into the uniform statewide system. One of the two districts is already participating in the new platform pilot. We reached out to the other one, but were not able to actively talk to the district leadership after several attempts to schedule meetings.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

EDUCATOR EVALUATION SYSTEM: Activities include migrating historical data; configuring New Mexico-specific Elevate NM and Excel NM workflows and scoring frameworks; integrating with relevant state systems; establishing role-based permissions, dashboards, reports, reminders, audit trails, and security controls; piloting and conducting user acceptance testing; providing regional trainings, live virtual and asynchronous training, English- and Spanish-language training materials, monthly role-specific office hours, short instructional videos, and help-desk support; and providing hosting, patches, annual rollover, maintenance, and continuous improvement.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

EDUCATOR EVALUATION SYSTEM: The FY28 request is \$1,000,000. 23,100 participants result in \$43.29 per participant. If PED is able to recruit more participating LEA, the cost will go down.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

- EDUCATOR EVALUATION SYSTEM: Anticipated benefits include:
- More consistent statewide evaluation processes.
 - More consistent evaluation of newly recruited educators.
 - Faster access to evaluation data.
 - Reduced manual processing and reporting errors.
 - More timely and actionable feedback.
 - Stronger compliance monitoring.
 - More targeted professional learning based on identified needs.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

EDUCATOR EVALUATION SYSTEM: Future annual maintenance for training, data management, and licensing costs total to about \$850,000. FY 28 will still include building out the platform for statewide use, including data import and also conducting statewide training for educators, which is why we are requesting \$1 million.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

EDUCATOR EVALUATION SYSTEM:

Classification: Research-based.

- Elevate NM and Excel NM are grounded in established teaching and educational-leadership frameworks.
- The system incorporates research-supported practices, including observations, multiple sources of evidence, actionable feedback, professional goal setting, coaching, and targeted professional learning. (Danielson Framework for Teaching 2022 version)
- The specific platform has not yet undergone a rigorous outcome evaluation; therefore, it should not currently be classified as evidence-based.
- PED will reassess the classification after reviewing pilot and statewide implementation results.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

EDUCATOR EVALUATION SYSTEM: The department conducted research into varying companies that offer educator evaluation platforms. An RfP process provided research opportunities for the review committee to evaluate written proposals and attend oral presentation of the top 4 scorers.

NMPED currently uses a New Mexico-adapted Danielson Framework developed before the 2022 version was released. A statewide task force recommended retaining Danielson while strengthening its attention to cultural sustainability, social-emotional learning, standards, and IEPs. (New Mexico Educator Evaluation System Recommendations from the New Mexico Teacher Evaluation Task Force.-

[https://web.ped.nm.gov/wp-content/uploads/2025/01/20-](https://web.ped.nm.gov/wp-content/uploads/2025/01/20-21_NewMexicoEducatorEvaluationSystem_FINALTaskForceRecommendations7.20.2020-1.pdf)

[21_NewMexicoEducatorEvaluationSystem_FINALTaskForceRecommendations7.20.2020-1.pdf](https://web.ped.nm.gov/wp-content/uploads/2025/01/20-21_NewMexicoEducatorEvaluationSystem_FINALTaskForceRecommendations7.20.2020-1.pdf) -- See PDF pps 12 and 15)

The MET Project (<https://files.eric.ed.gov/fulltext/ED540960.pdf>) and University of Chicago Consortium

(<https://news.uchicago.edu/story/principals-can-be-reliable-sources-teacher-evaluations-consortium-study-finds>) found that trained observers could apply Danielson-based observations reliably and that higher ratings were associated with stronger student learning. Continuing with the 2022 Framework provides continuity with a familiar, research-supported structure while updating it for today's classrooms.

c. How will you evaluate the program to confirm your categorization?

EDUCATOR EVALUATION SYSTEM:

- Monitor completion of required evaluation components, timeliness of feedback, evaluator activity, platform reliability, and help-desk requests.
- Survey teachers, administrators, and district personnel regarding usability, feedback quality, and professional-growth support.
- Disaggregate results by region, LEA type, school, and educator role to identify access or implementation gaps.
- Review findings annually and reconsider the evidence classification if rigorous, replicable outcome data become available.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

EDUCATOR EVALUATION SYSTEM:

- Implement a plan, project governance, and system requirements.
- Prepare and train LEAs, schools, evaluators, teachers, and site administrators.
- Load and validate participant information, including evaluatees, evaluators, campuses, roles, and permissions.
- Configure Elevate NM and Excel NM criteria, rubrics, forms, scoring rules, evaluation cycles, deadlines, and required evidence.
- Migrate and validate relevant historical data from Canvas.
- Conduct system, security, accessibility, workflow, and user-acceptance testing.
- Train PED staff, LEA administrators, evaluators, teachers, and site administrators through regional and virtual sessions.
- Develop user guides, short instructional videos, Spanish-language materials, office hours, and help-desk support.
- Conduct the pilot, collect user feedback and performance data, correct identified issues, and prepare the platform for statewide implementation.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

EDUCATOR EVALUATION SYSTEM:

- SY26–27: The pilot is currently underway with selected LEAs, evaluators, teachers, and site administrators.
- Fall 2026: Complete participant loading, role assignments, platform configuration, initial training, and workflow testing.
- Winter 2026–27: Monitor pilot participation, provide technical assistance, collect feedback, and correct configuration or usability issues.
- Spring 2027: Evaluate pilot results, validate data accuracy, finalize rubrics and workflows, and confirm statewide readiness.
- May–June 2027: Complete statewide data migration, user setup, training materials, and regional and virtual training.
- July 1, 2027: Target full statewide implementation for SY27–28.
- FY28: Provide ongoing training, office hours, technical support, system maintenance, and performance monitoring.
- No new FTE is requested; therefore, vacancy-rate and recruitment information is not applicable.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

EDUCATOR EVALUATION SYSTEM:

- Accurate configuration of Elevate NM and Excel NM criteria, rubrics, workflows, scoring rules, and timelines.
- Accurate user, campus, evaluator, and evaluatee assignments with appropriate role-based permissions.
- Secure migration and validation of existing evaluation data.
- A user-friendly, accessible platform that streamlines required evaluation activities.
- Consistent statewide evaluation processes, automated reminders, and completion monitoring.
- Comprehensive evaluator training, calibration, and ongoing support.
- Training and technical assistance for teachers, administrators, and LEA personnel.
- Timely, actionable feedback connected to professional growth and targeted learning.
- Real-time dashboards and reliable state-, LEA-, and school-level reporting.
- Strong data security, confidentiality, accessibility, and system reliability.
- Pilot feedback, user testing, vendor responsiveness, and continuous improvement.
- Equitable access through regional and virtual training, Spanish-language materials, and support for rural and underserved communities.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

EDUCATOR EVALUATION SYSTEM:

- Configure and validate all Elevate NM and Excel NM rubrics, forms, workflows, scoring rules, and deadlines.
- Conduct the pilot in at least five districts and track participation by LEA, school, and user role.
- Verify that users are assigned to the correct campus, role, evaluator, and evaluatee.
- Achieve at least 99% data-migration accuracy and resolve identified discrepancies.
- Complete user-acceptance, accessibility, security, and integration testing before statewide launch.
- Track training participation and completion by role, region, and LEA type.
- Provide regional, virtual, asynchronous, accessible, and Spanish-language training resources.
- Monitor completion and timeliness of observations, feedback, PDPs, evidence, and summative evaluations.
- Maintain at least 99.9% system availability and monitor help-desk response and resolution times.
- Achieve at least 85% user satisfaction.
- Disaggregate participation and completion data to identify gaps affecting rural, frontier, tribal, charter, or high-need communities.
- Conduct quarterly implementation reviews and resolve significant issues before statewide deployment.

Measurement and Evaluation
Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

EDUCATOR EVALUATION SYSTEM:

- Increase the percentage of teachers and site administrators completing all required evaluation components by established deadlines.
- Increase statewide participation and complete evaluation records for 100% educators, administrators, and evaluators.
- Increase the percentage of educators receiving timely, actionable feedback.
- Reduce the time between observations and completed feedback.
- Achieve at least 99% data-migration accuracy and 85% user satisfaction.
- Increase the number of LEAs using evaluation results to identify professional-learning and educator-support needs.

b. Will the requested program affect any existing performance measures?

EDUCATOR EVALUATION SYSTEM:

Yes.

i. If yes, which performance measures will be affected?

EDUCATOR EVALUATION SYSTEM:

- The platform will improve NMPED’s ability to measure and report educator-evaluation participation, completion, timeliness, feedback, and effectiveness data.
- It will also improve monitoring of evaluator training and LEA compliance with evaluation requirements.
- The request does not change existing evaluation standards; it improves the accuracy, consistency, and timeliness of performance reporting.

c. What program outputs will the agency measure?

EDUCATOR EVALUATION SYSTEM:

Number of:

- LEAs, schools, educators, administrators, and evaluators onboarded.
 - User records, campus assignments, and evaluator-evaluated relationships validated.
 - Training sessions, office hours, instructional videos, and support materials delivered.
 - Training participation and completion by user role and region.
 - Evaluations initiated and completed.
 - Observations, feedback conferences, PDPs, evidence submissions, and summative evaluations completed.
 - Help-desk requests and the type of requests received and resolved.
- Amount and accuracy of historical data migrated into the platform.
-

d. What efficiency metrics will the agency monitor?

EDUCATOR EVALUATION SYSTEM:

- Cost per platform user and completed evaluation.
- Time required to onboard users and assign evaluator-evaluated relationships.
- Time from observation to completed feedback.
- Percentage of evaluations completed by required due dates.
- Reduction in manual data processing and reporting time.
- Help-desk response and resolution times.
- System availability, with a target of at least 99.9%.
- Data-migration and reporting accuracy, with a target of at least 99%.
- Training cost per participant and completion rate.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

EDUCATOR EVALUATION SYSTEM: As this is a new platform there is no baseline data for it. Using Canvas data would not give an accurate baseline for this platform.

ii. If no, when and how does the agency anticipate collecting baseline data?

EDUCATOR EVALUATION SYSTEM: We will have data at the first year of statewide program/platform implementation by the end of FY28.

f. How often will the agency collect and report on these performance metrics?

EDUCATOR EVALUATION SYSTEM:

- Platform activity, completion, timeliness, and system-performance data will be collected continuously.
- NMPED will review key metrics monthly during implementation and major evaluation periods.
- Vendor performance, help-desk activity, training participation, and implementation progress will be reviewed quarterly.
- Statewide results and year-over-year trends will be reported annually.

g. How do you plan to share the results of your program with the public and the Legislature?

EDUCATOR EVALUATION SYSTEM: Annual reports, required state and federal data reports.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Homeless Services
------------------------	-------------------

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

Students who are experiencing homelessness need an intentional and additional level of support to ensure that they have access to public education and are able to face the challenges that come from experiencing homelessness that contribute to their reduction in successful participation and completion of school. This student group faces many barriers that prevent them from being completely connected and engaged with school. Local Education Agencies need monetary assistance to help remove barriers to school that students facing homelessness experience. Challenges that students experiencing homelessness experience as a result of an unstable living situation: Difficulty meeting school enrollment requirements; moving around and changing schools a lot; be hungry, tired, and anxious; not having school supplies or a quiet place to study; not having access to reliable transportation; not having clean clothes to wear to school; and not having a parent or guardian to help them. As a result, students experiencing homelessness are more likely to: Be chronically absent from school, get lower grades, have special education needs, score poorly on assessments, not graduate/Drop out of school.

b. How does this request differ from existing programming?

While the McKinney-Vento Act, federal funding, ensures that every school district must identify, enroll, and support students experiencing homelessness, the federal funding available to carry out those responsibilities is extremely limited. Approximately 10,000–12,000 New Mexico students (about 3.3% of all students) experience homelessness each year. Although approximately 140 of New Mexico's 156 LEAs identify and report students experiencing homelessness, only 16 LEAs (about 10%) currently receive federal Education for Homeless Children and Youth (EHCY) subgrant funding. New Mexico receives just over \$1 million annually in federal EHCY funding, and at least 75% of those funds must be awarded to LEAs through a competitive grant process. Awards range from approximately \$15,000 to \$200,000, depending on demonstrated need and the quality of the application. In addition, federal EHCY funds are restricted to activities authorized under the law and are intended to expand or improve existing services rather than replace them. As a result, many LEAs must fulfill their McKinney-Vento responsibilities without receiving any dedicated federal funding, leaving students without access to many of the supports needed to remove barriers to attendance, engagement, and academic success. Similarly, Guaranteed Payment for Attendance (GPA) funding helps fill some of these gaps by providing resources directly to students to address immediate needs, remove barriers to school participation, and improve educational outcomes. However, GPA funding is also limited. It currently serves only 328 students in grades 10-12 across 27 designated schools in 16 LEAs. The funding is tied to those participating students and schools - not to LEAs as a whole - so the vast majority of students experiencing homelessness across New Mexico still have no dedicated funding available to meet their basic educational needs. LEAs also must find additional funding to support the staffing needs of GPA.

c. How does the requested program fit into the agency's strategic plan?

This program supports Goal III: Improve Student Attendance and Goal IV: Increase Graduation Rates within the New Mexico Public Education Department's Strategic Plan for Success. Under Goal III, this program will help to reduce the statewide chronic absenteeism rate. Students experiencing homelessness have one of the highest absenteeism rates; 29.76% for the state compared to 50.79% for students experiencing homelessness (According to Annual Attendance Report for 2024-2025). Under Goal IV, this program will help to increase the four, five, and six year graduation rate. Students experiencing homelessness have the lowest graduation rate; 78.2% for the state compared to 60.9% for students experiencing homelessness (According to Vistas for 2024-2025).

d. Has the agency developed a logic model describing the agency's theory of change?

No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

In the 2024–2025 school year, students experiencing homelessness in New Mexico had a chronic absenteeism rate of 50.79% and a graduation rate of only 60.9%, both significantly lower than the state averages. This is a serious problem because consistent school attendance is strongly linked to academic achievement, on-time grade progression, and graduation. Chronic absenteeism disrupts learning, weakens school engagement, and increases the risk of dropping out which continues the cycles of poverty and instability. Students experiencing homelessness face numerous barriers to consistent attendance, including transportation challenges, frequent school moves, unmet basic needs, and emotional stress. The problem exists for school-aged children and youth who lack fixed, regular, and adequate housing, often the most educationally vulnerable subgroup. At stake are the long-term educational and life outcomes of these students, including access to higher education, employment opportunities, and economic independence. Schools, communities, and the broader state educational system also bear the cost through lost funding, lower accountability scores, and increased social service needs. Addressing this issue is critical to promoting equity, academic success, and lifelong stability for New Mexico’s most at-risk youth.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

NM LEAs reported about 10,543 students experiencing homelessness in the 2024-2025 school year, and 10,435 students experiencing homelessness in the 2025-2026 school year.

c. What percentage of the previously identified total statewide need does this request seek to address?

This request seeks to address the needs of an additional 5,000 students experiencing homelessness throughout the state which is about 50% of the total population.

Program Description
In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

The Supplemental Homeless Education Fund will be a flexible state-funded initiative (2.7 million) designed to strengthen educational services for students experiencing homelessness, particularly in situations where federal McKinney-Vento funding is unavailable, insufficient, or not flexible enough. It would cover the following activities: supplement LEAs not covered by McKinney-Vento for services that include transportation assistance, school supplies, clothing, hygiene items, academic materials, technology, enrollment support and other allowable services that remove barriers to school attendance and educational success; support additional staffing and capacity that may include case management, family outreach, student advocacy, educational support, resource coordination, transportation coordination, and other services necessary to connect students and families with educational and community resources; expand student and family support services that assist students and families in overcoming barriers associated with housing instability that includes school enrollment and re-enrollment assistance, academic interventions, tutoring, mentoring, transition support, family engagement, referrals to community resources, and coordination with housing, health, social service, and other community-based organizations; provide emergency assistance to respond to large-scale displacement events which can include emergency transportation, temporary educational supplies and technology, clothing, and personal necessities. The Partnerships for Understanding, Education, Resources, Transition, Achievement, and Stability (PUERTAS) Grant initiative (300,000) is a capacity-building program designed to help LEAs establish, strengthen, and sustain comprehensive McKinney-Vento programs for students experiencing homelessness. The grant will prioritize LEAs that have not developed the infrastructure, staffing, procedures, and partnerships necessary to provide consistent services. This also includes LEAs who are unable to compete for the competitive federal funding. Activities can include McKinney-Vento development program, identification and outreach, LEA staff training and capacity building, McKinney-Vento Liaison development, data collection and program evaluation, building community partnerships, and support the development of McKinney-Vento program manuals, forms, communication materials, resource guides, and referral systems.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

The cost is \$287.49 per McKinney-Vento student.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

NA

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Yes, there will be a yearly need to provide state funding to support students experiencing homelessness in New Mexico.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

- A Habitat for Humanity U.S. Research and Measurement Team Evidence Brief:

[https://www.habitat.org/our-work/impact/role-of-housing-educational-](https://www.habitat.org/our-work/impact/role-of-housing-educational-opportunities#:~:text=A%20stable%20place%20to%20call%20home%20provides%20a,of%20these%20can%20lead%20to%20improved%20academic%20outcomes)

[opportunities#:~:text=A%20stable%20place%20to%20call%20home%20provides%20a,of%20these%20can%20lead%20to%20improved%20academic%20outcomes](https://www.habitat.org/our-work/impact/role-of-housing-educational-opportunities#:~:text=A%20stable%20place%20to%20call%20home%20provides%20a,of%20these%20can%20lead%20to%20improved%20academic%20outcomes)

- Chronic Absenteeism Among Students Experiencing Homelessness in America: School Years 2016-17 to 2020-21:

<https://nche.ed.gov/chronic-absenteeism-among-students-experiencing-homelessness-in-america-school-years-2016-17-to-2020-21/>

- In School Every Day: Addressing Chronic Absenteeism Among Students Experiencing Homelessness:

<https://nche.ed.gov/in-school-every-day-addressing-chronic-absenteeism-among-students-experiencing-homelessness/>

- Graduation Rates of Students Who Experienced Homelessness in America: School Years 2017-18 to 2018-19:

<https://nche.ed.gov/graduation-rates-of-students-who-experienced-homelessness-in-america-school-years-2017-18-to-2018-19/>

- America's Youngest Outcasts: A Report Card on Child Homelessness:

<https://www.air.org/resource/report/americas-youngest-outcasts-report-card-child-homelessness>

- National Center for Homeless Education NEW MEXICO Data:

<https://profiles.nche.seiservices.com/StateProfile.aspx?StateID=38>

- Please review PED's Education for Homeless Children and Youth Program's Data: <https://webnew.ped.state.nm.us/bureaus/identity-equity-transformation/ehcy-program/>

(YRRS/Unaccompanied Homeless Youth, Homeless Student Counts, Achievement and Graduation Data, EDFacts Data Files for Homeless Students)

- Please review PED's Annual State, Districts and Schools Attendance Report:

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/attendance-for-success/annual-state-districts-and-schools-attendance-report/>

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

Links are listed above.

c. How will you evaluate the program to confirm your categorization?

Improvements to attendance, absenteeism, and graduation rates along with monitoring the number of students identified as experiencing homelessness reported by the LEA for 40 day/80 day/120 day/ and End of Year.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

The New Mexico Public Education Department (PED) will administer two state-funded McKinney-Vento grant initiatives designed to strengthen educational services and supports for students experiencing homelessness. Together, the grants will provide approximately \$3 million in state funding to Local Education Agencies (LEAs). The first grant will provide \$2.7 million in supplemental support to LEAs that do not receive federal McKinney-Vento funds, while the PUERTAS Grant (Partnerships for Understanding, Education, Resources, Transition, Achievement, and Stability) will provide targeted funding to LEAs that need to establish or substantially develop their McKinney-Vento programs. The two grants will operate as complementary initiatives. The supplemental grant will expand services and resources for LEAs that already serve students experiencing homelessness but do not receive federal McKinney-Vento funding. The PUERTAS Grant will focus on program development and capacity building, helping LEAs establish the infrastructure necessary to develop sustainable McKinney-Vento programs. PED staff will establish grant requirements, eligibility criteria, allowable activities and expenditures, reporting requirements, and monitoring processes for both grants. Planning will begin prior to the grant application period, with grant guidance, and application materials finalized prior to the start of the fiscal year. Planning and grant administration will happen at state level (PED), while implementation will occur within participating LEAs and their schools. PED staff will lead the development and administration of grants in collaboration with fiscal, grants management, legal, and all program staff.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

Planning and Development: Pre-Award (January to March 2027); Application and Award: Grant Award Period (March 2027 to April 2027); Initial Implementation (June 2027 to August 2027); Program Implementation: Ongoing; Evaluation and Sustainability: Final Quarter/Grant Closeout (May 2028 to June 2028)

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

The relationship between the fiscal agent, the schools, banks, students and PED must include orientation, consistent and constant communication as well as structured processes. Continuous improvement of the processes is a key component for success as well.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

We will use absenteeism rates, attendance rates, graduation rates, % of money allocated to LEAs, % of money expended by LEAs, number of students identified as McKinney-Vento in LEAs that are awarded the grants.

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Chronic Absenteeism decrease from 50.79% to 40%; Graduation Rates increase from 60.9% to 75%; Attendance Rates increase from 54.4% to 60%.

b. Will the requested program affect any existing performance measures?

Yes

i. If yes, which performance measures will be affected?

Absenteeism rates, attendance rates, and graduation rates.

c. What program outputs will the agency measure?

Absenteeism rates, attendance rates, and graduation rates for students experiencing homelessness.

d. What efficiency metrics will the agency monitor?

of days for PED to process reimbursement requests from districts and state charter schools, # of days it takes to provide technical assistance once requested.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

Yes. Students experiencing homelessness have a chronic absenteeism rate of 50.79%, attendance rate of 54.4%, and graduation rate of 60.9%.

ii. If no, when and how does the agency anticipate collecting baseline data?

f. How often will the agency collect and report on these performance metrics?

Annually.

g. How do you plan to share the results of your program with the public and the Legislature?

A report will be created annually detailing program progress.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Literacy and Reading Support (Coaches, Monitoring of Implementation)
------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

The High Quality Literacy Instruction Act SB37 was signed into law as a result of the 2026 legislative session. It requires public schools to use high-quality instructional materials (HQIM) for literacy and reading instruction for grades K-3. Providing teachers with access to HQIM is a foundational step to improve student outcomes. In order to maximize instructional time, districts and schools need to fully implement their HQIM and provide curriculum-based professional learning (CBPL) so their teachers can more intensively and effectively use those materials, assuring all students receive grade level instruction. This expansion will provide for funding to support districts and schools with implementing their HQIM for literacy and reading. In addition, the Martinez/Yazzie Action Plan requires PED to monitor the implementation of HQIM across districts and schools.

b. How does this request differ from existing programming?

This request is different from existing programming in that districts, schools and teachers will need support with implementing their HQIM for literacy and reading given the passage of the High Quality Literacy Instruction Act.

c. How does the requested program fit into the agency's strategic plan?

This requested program supports Goal I: Accelerate Literacy Achievement. Strategy 3 in the strategic plan is focused on the implementation of high-quality instructional materials and professional learning for teachers.

d. Has the agency developed a logic model describing the agency's theory of change?

Yes

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

If PED, districts and schools...

- Increase the adoption of HQIM
- Increase participation in high-quality CBPL
- Increase skillful use of HQIM
- Prepare new educators to recognize and skillfully use HQIM
- Analyze and take action based on data

Then, schools will...

- Strengthen instruction
- Improve student engagement

As a result...

- Students' learning outcomes will improve.
-

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

According to the 2025 RAND American Instructional Resources Survey, nearly 40% of NM teachers think the high-quality instructional materials provided by their district are too challenging for their students. LEAs need to implement the HQIM they purchase and provide curriculum-based professional learning for teachers so they can skillfully use those HQIM in their classrooms. Without implementation support, teachers may revert to using lower quality materials that aren't aligned with the grade-level standards.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

According to the 2025 RAND American Instructional Resources Survey, only 25% of NM teachers use their HQIM for half of their ELA instruction and only 10% of the NM teachers surveyed use their HQIM for 75% of their ELA instruction. The need for HQIM implementation support is significant so that teachers have the curriculum-based professional learning they need to be able to skillfully use their HQIM. The positive impact of HQIM on student achievement is backed by a growing body of evidence. In a 2017 study, the use of high-quality materials in middle school led to student performance gains equivalent to moving a teacher from the 50th to the 80th percentile for effectiveness. Additionally, a TNTP study found that students who started the year behind but were given grade-appropriate assignments and high-quality materials closed the achievement gap with their higher-performing peers.

c. What percentage of the previously identified total statewide need does this request seek to address?

This request will provide grants for approximately 15 district and charter school implemenation teams to support their implementation of their adopted high-quality instructional materials for ELA. We will be able to provide professional learning for at least 150 educators in the school year.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

- This funding request will provide for:
1. grants for districts and charter schools to move advance to the next phase of implementation of their HQIM, including providing CBPL for their teachers.
 2. Planning, scheduling, and delivery of 3 regional convenings for up to 150 educators.
 3. Monthly communities of practice (online).
 4. 3-4 online trainings for districts and charter schools on how to use the HQIM Implementation dashboard and build a course in PED's Canvas for all NM educators to be able to access.
 5. Training staff from 5 STEM Hubs and 2 RECs to build their capacity to support member districts and schools on monitoring HQIM implementation by collecting data, building an action plan, and utilizing the HQIM Implementation Tool and Dashboard.
 6. Creation of HQIM Implementation dashboard based on the Implementation Tool to make available for all NM districts and schools to monitor and track their progress with implementation and highlight their key action steps.
 7. Updating the NM Materials Matter dashboard of district and charter school instructional material purchases and display the quality of those materials based on NM teacher reviews.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

HQIM implementation grants of up to \$100,000 for approximately 15 districts and charter schools (through RFA process)

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

N/A

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

We currently have a waitlist of 18 districts and charter schools who want this type of support to implement their HQIM. Given the need to implement the High Quality Literacy Instruction Act SB37, the need for this support will continue to increase. The agency predicts that with \$5,000,000 we could offer grants to approximately 40 districts and charter schools. If this need continues, we would anticipate the agency would have to hire an additional FTE to support districts and charter schools with their HQIM implementation.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's

Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

These programs are research-based. The positive impact of HQIM on student achievement is backed by a growing body of research. In a 2017 study, the use of high-quality materials in middle school led to student performance gains equivalent of moving a teacher from the 50th to the 80th percentile for effectiveness. Additionally, a TNTP study found that students who started the year behind but were given grade-appropriate assignments and high-quality materials closed the achievement gap with their higher-performing peers.

b. Please provide any references or links to relevant research supporting your categorization.

For example, sources may include published research or categorization provided by clearinghouse databases.

<https://drive.google.com/file/d/1jW0W7WxmRih8NVRi5jiXdzlh30iS-9KA/view>

c. How will you evaluate the program to confirm your categorization?

The evaluation process involves engaging stakeholders, reviewing goals and grant-funded action steps, gathering and interpreting evidence, determining necessary adjustments, and communicating results to stakeholders. We will utilize research-based tools, such as Stages of Concern Questionnaire or the Levels of Use to measure change implementation. We will rely on independent evaluation of programs with mixed methods models to confirm categorizations. [7](#)

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

We will build off of the training and professional learning provided to nine grantees that were provided support of their HQIM implementation for math and science in FY26. Based on the Rivet HQIM Implementation Tool and implementation science, there are five distinct phases of HQIM implementation. The district and charter school implementation teams will be supported as they advance from their current phase of HQIM implementation for ELA to the next phase. We will also train STEM Hub and willing REC staff to support districts and charter schools with HQIM implementation.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

May - Release RFA for grants; June - Select grant recipients; July - Funding allocation and grant awards; August: CoP, teacher survey, a baseline survey of educators (confidence, readiness, professional learning needs), gather baseline data; September - CoP, host five regional convenings across the state for grantees, non-grantees, and STEM Hub and REC staff; October - CoP, site visits; November - CoP, site visits; December - Collect first semester data from schools, teacher survey; January - CoP, grant funding check; February - CoP, site visits; March/April - CoP, final site visits; May - Final CoP, final survey, collect data from school sites; June - collect end of year reports from school sites.

All grant participants will progress from their initial phase of HQIM implementation at the beginning of the SY into the next phase of implementation by the end of the SY. The HQIM Implementation dashboard will allow us to measure and monitor the strength of HQIM implementation in districts, schools and across the state as stated in the Martinez/Yazzie Action Plan.

Martinez Yazzie Action Plan 1.1 Access to High-Quality Instructional Materials

PED will monitor the implementation of HQIM across districts and charter schools, including:

- reviewing DASH plans
- school visits and classroom observations

PED will evaluate the impact of HQIM implementation on instructional quality and student outcomes and will publicly report compliance with HQIM implementation. Non-compliance may impact school accreditation.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

Implementing a successful improvement program involves several key components from the SEA and Legislature:

- o Resource Allocation: Ensure that the necessary resources, including time, funding, materials and effort are available to support program implementation and change management.

- o Continuous Monitoring and Evaluation: Regularly assess the program's progress and adjust as needed based on feedback and data. Work with professional learning providers to offer curriculum-based, ongoing learning opportunities throughout the school year that includes specific emphasis on learning for new and veteran teachers and administrators. Having the ability to institute tools and collect clean data enables educators to make informed decisions, tailor instruction to meet student needs, and track progress accurately, ultimately leading to better educational outcomes.

- o Ensuring Access and Opportunity: Equity plays a pivotal role in ensuring that all students, regardless of their background, have access to the resources and opportunities they need to succeed. This involves creating an inclusive environment where every student feels valued and supported. The SEA must address disparities in funding, resources and academic supports, so schools can close achievement gaps and foster more equitable learning environments.

- o Strong Leadership: Effective leadership is crucial for setting the vision, motivating staff, and driving the program forward.

- o Collaboration and Communication: Foster a collaborative environment where open communication is encouraged, and best practices are shared.

- o Sustainability Planning: Develop a plan to sustain the improvements over the long term, including strategies for maintaining momentum and addressing potential challenges.

a. Describe key components critical to the success of your program.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Grantees of the HQIM Implementation grants will be required to:

- EAs must adopt and implement a HQIM as identified as core instructional material (CIM) on the PED adopted multiple list;
- RECs/PL providers/organizations only—be certified for an HQIM approved model;
- Awarded entities would utilize a PED-approved curriculum implementation change monitoring and measurement tool (Samples of potential curriculum implementation monitoring and measurement tools are available to view.);
- Attend the Instructional Materials Regional Conference;
- Work with PED staff to conduct site visit(s) as needed, at least once per performance period;
- Participate in a minimum of seven of eight monthly online community of practice with PED staff;
- Selected awardees must submit to the PED their detailed HQIM implementation plan;
- Selected awardees must submit to PED their completed Instructional Material Implementation Tool;
- Submit monthly progress reports.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Increase the percentage of teachers who report increasing their extent of use of their adopted HQIM by 50% as measured by the Curriculum Implementation Change Framework survey.

Increase the percentage of teachers' quality of use of their adopted HQIM by 50% as measured by the Curriculum Implementation Change Framework observation tool.

At least 75% of all districts and charter schools who participate in the grants will have advanced to their next phase of HQIM implementation across their district/school.

b. Will the requested program affect any existing performance measures?

Yes - It will increase reading achievement.

i. If yes, which performance measures will be affected?

Reading achievement.

c. What program outputs will the agency measure?	Statewide assessment data, LETRS completion rates, SL Supported Schools vs Schools without a state literacy coach, HQIM Implementation Success
d. What efficiency metrics will the agency monitor?	Student achievement data of grant participants, survey data of teachers and school leaders on their feelings, concerns, and extent of use of their adopted HQIM; classroom observation data of teachers's quality of use of their adopted HQIM (if adopted HQIM is supported by HQIM CICF tool).
e. Does the agency have baseline data for the proposed measures?	
i. If yes, please provide baseline data.	For HQIM implementation of ELA, this request will serve to establish baseline data.
ii. If no, when and how does the agency anticipate collecting baseline data?	The baseline data would be collected in FY28 using this funding.
f. How often will the agency collect and report on these performance metrics?	The Curriculum Implementation Change Framework survey data will be collected in the fall and in the spring as well as the classroom observation data. Grantees will report their progress advancing from their initial phase of HQIM implementation also in the fall and in the late spring/early summer.
g. How do you plan to share the results of your program with the public and the Legislature?	With this funding we would pursue the use of an HQIM implementation dashboard that will provide reports of districts/charter schools and what instructional materials they are using, if they are HQIM and how they are progressing across the phases of HQIM implementation. These reports would be accessible on the dashboard by the public and the Legislature.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Literacy Institute (Operations)
------------------------	---------------------------------

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

The additional \$1 million does not create a separate program. It increases the Literacy Institute's operating budget from \$2 million to \$3 million so the Institute can transition from an FY27 planning and partial-year launch to its first full year of statewide service in FY28. The funding will support staffing, programming, statewide outreach, literacy resources, data systems, and services for rural, Tribal, and underserved communities.

b. How does this request differ from existing programming?

Existing programs generally support specific literacy initiatives, populations, or interventions. The Institute will provide permanent statewide infrastructure to connect, support, and expand these efforts while filling gaps in access, coordination, professional learning, family engagement, and statewide service delivery.

c. How does the requested program fit into the agency's strategic plan?

The Institute directly supports PED's and the Executive's strategic priority to accelerate literacy achievement. It strengthens evidence-based literacy instruction, educator capacity, family engagement, statewide partnerships, and access for historically underserved students and communities.

d. Has the agency developed a logic model describing the agency's theory of change?

no

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

The literacy Center is a new facility that requires operational and programmatic dollars to offer literacy programming to students across the state. Literacy outcomes remain low statewide, with approximately 44% of students proficient in language arts.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The need extends across all 33 counties and approximately 297,000 public school students, as well as educators, families, and adult learners. Rural, Tribal, frontier, and historically underserved communities require particular attention.

c. What percentage of the previously identified total statewide need does this request seek to address?

The request seeks to establish statewide geographic availability across all 33 counties. Direct participation will grow based on staffing, partnerships, demand, and the final operating model.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

Maintain full-year Institute staffing and operations.
Provide professional learning and technical assistance.
Expand statewide, regional, virtual, and partner-based services.
Support family and community literacy programming.
Develop partnerships with schools, Tribes, libraries, higher education, and community organizations.
Pilot direct literacy services where appropriate.
Conduct data collection, evaluation, and reporting.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

A single cost-per-person measure is not appropriate because the center will provide multiple statewide services. Those services will be tracked i.e. cost per participant, educators trained, family served, technical assistance engagement, learner served, and region reached.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

A reliable benefit-to-cost ratio is not yet available because the Institute is new. The literacy center will collect cost and outcome data in FY28 to support future cost-effectiveness analysis.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

PED anticipates \$3 million as the initial full-year operating base for FY28. The \$1 million expansion reflects the transition from FY27 start-up and partial-year operations to a full year of statewide service. Future needs will depend on utilization, staffing, inflation, and the Institute's five-year financial plan.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

Research-based. The Institute will use evidence-based literacy practices, but the statewide Institute model is new and has not yet been evaluated as an integrated program.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

Key sources include the New Mexico Statewide Literacy Framework, Institute of Education Sciences and What Works Clearinghouse literacy guidance, and National Reading Panel research.

c. How will you evaluate the program to confirm your categorization?

PED will evaluate participation, geographic reach, implementation fidelity, participant knowledge, learner outcomes, equity, cost efficiency, and overall program effectiveness.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?	Requirements include completing the operating plan, hiring and onboarding staff, establishing policies and data systems, purchasing technology and literacy resources, developing partnerships, and training staff on literacy, accessibility, family engagement, Tribal engagement, and reporting.
b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.	Fall 2026: Complete planning and begin staffing and implementation. December 2026: Finalize systems, supplies, partnerships, and initial programming. January 2027: Open the Institute. January-June 2027: Stabilize operations and collect baseline data. July 2027: Begin the first full fiscal year of statewide operations. FY28: Expand services, monitor performance, and complete an annual evaluation. Final FTE needs and recruitment timelines will be determined through the Institute planning process.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Evidence-based literacy practices.
Qualified staff and partners.
Statewide and equitable access.
Strong implementation support.
Family and community engagement.
Data collection and continuous improvement.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Major programs aligned to an evidence or research base.
Major programs have defined performance measures.
Quarterly performance and equity reviews.
Service availability across all 33 counties.
Rural, Tribal, frontier, and underserved participation tracked.
Accessibility and language needs reviewed.
Participation and feedback collected.
Corrective actions documented when targets are not met.

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Establish a fully operational statewide Literacy Institute that increases equitable access to literacy resources and strengthens the capacity of educators, families, communities, and partners to improve literacy outcomes.

b. Will the requested program affect any existing performance measures?	no
i. If yes, which performance measures will be affected?	
c. What program outputs will the agency measure?	Learners, educators, and families served. Districts, counties, Tribal communities, and partners reached. Professional learning and technical assistance delivered. Family and community activities. Literacy resources distributed or accessed. Direct-service sessions. Partnerships established.
d. What efficiency metrics will the agency monitor?	Cost per participant. Cost per educator trained. Cost per family served. Cost per direct-service learner. Cost per technical assistance engagement. Cost per region served. Participation and completion rates. Program utilization compared with capacity.
e. Does the agency have baseline data for the proposed measures?	

i. If yes, please provide baseline data.	Approximately 44% of New Mexico students were proficient in language arts in 2024-25. Existing early literacy and subgroup performance data will also be used as baselines.
ii. If no, when and how does the agency anticipate collecting baseline data?	Institute-specific baseline data will be collected during initial operations from January through June 2027 and at program enrollment for activities beginning in FY28.
f. How often will the agency collect and report on these performance metrics?	Data will be collected continuously, reviewed quarterly, and summarized in an annual evaluation.
g. How do you plan to share the results of your program with the public and the Legislature?	PED will share results through an annual public report, legislative and budget briefings, the PED website, dashboards where appropriate, and stakeholder updates.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	School Safety and Student Behavior Supports
------------------------	---

Is the requested expansion solely the result of a workload change? (Yes / No) No
If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?	Problem Statement - a) Students are experiencing elevated levels of mental distress and behavioral challenges, b) School staff report limited preparation for responding effectively to student needs, c) Administrators report feeling overwhelmed by competing priorities, d) Schools are implementing behavioral health programs, but inconsistent and short-term implementation limits the effectiveness.
b. How does this request differ from existing programming?	The Behavioral Health appropriation passed in January of 2025 in the amount of five million dollars to span a three year period, July 1, 2025 – June 30, 2028, has supported PED to form a collaborative effort with the Department of Health (DOH) and design the New Mexico Behavioral Health Initiative (BHI). The purpose of BHI is to build prevention-focused comprehensive behavioral health models (CBHMs) that meet the diverse needs of schools and districts across New Mexico. Ultimately, BHI aims to create and sustain school environments where students, staff, and families are supported in their well-being and can develop and use social-emotional skills effectively. In the FY26 – FY28 school years the current appropriation is being utilized to fund a Behavioral Health Pilot (BHP) that is underway in six New Mexico districts across three regions: Aztec and Central Consolidated (NW), Raton and Taos (NE), and Carlsbad and Las Cruces (S/SE). Each district focuses on one high school and its feeder middle school(s). This request allows PED and DOH the opportunity to expand the BHI in the following ways: <u>Expand the number of pilot schools; Focus Support; Capacity-building supports related to behavioral health provided to specific local</u>
c. How does the requested program fit into the agency's strategic plan?	The requested program aligns with Goal III: Improve Student Attendance. The established goals of the BHI (outlined below) will support the reduction of statewide student chronic absenteeism rate; increase family and community engagement opportunities; and improve the sense of belonging for students, families and school staff. It is also part of the Martinez and Yazzie Action Plan.

d. Has the agency developed a logic model describing the agency's theory of change?

Yes

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

[See Attached Logic Model and Theory of Change Images](#)

Needs Assessment
In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

Key findings from the 2023 CDC’s Youth Risk Behavior Surveillance (YRBS) data shows that there is an increase in students' experiences of violence, signs of poor mental health, and suicidal thoughts and behaviors. New Mexico schools face significant challenges in addressing student behavioral health. Specific challenges are outlined in the Problem Statement of the logic model.

2023 NM YRRS data show suicide as the second leading cause of death among children and young adults ages 5 to 24; 37% of youth are experiencing persistent sadness or hopelessness; 24% are experiencing frequent mental distress; and 36% are experiencing symptoms of anxiety, depression or both. Additionally, the relationship between suicide attempts and fighting, bullying, other school safety issues, sexual and intimate partner violence, and alcohol and drug use is significant; meaning youth who reported attempting suicide, also reported higher rates of fighting, bullying, etc. versus students who did not report attempts of suicide.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The CDC's 2023 Youth Risk Behavior Survey Results demonstrate that female students; LGBTQ+ students, students from marginalized racial and ethnic groups and students from low socioeconomic backgrounds are impacted more by social media, unfair discipline at school, and racism, all which negative impact students' mental health.

End of year NM school discipline data indicates the following –

Students receiving special education services are nearly 2x more likely to be involved in disciplinary incidents and receive an out-of-school suspension.

Students experiencing homelessness are nearly 2x more likely to be involved in disciplinary incidents and receive an out-of-school suspension.

Gender - Of total incidents, 69.13% involve male students compared to 30.86% which involve female students

Race and Ethnicity - Black or African American, Hispanic, and Multi-Race students have a risk ratio greater than 1, meaning they are more likely to be involved in a discipline incident compared to other race/ethnicity subgroups

c. What percentage of the previously identified total statewide need does this request seek to address?

100%

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

[See attached BHI Roadmap](#)

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

Schools are the 'unit' - cost per unit = \$40,000.00

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

Not available or applicable.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

To extend the opportunity to building CBHM in LEAs across the state, additional funding would be needed. However, the request is to have recurrent funding to support increasing district and state charter school participation until all local educational agencies (LEA's) throughout the state have implemented a CBHM.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

The expansive outline of the BHI to include, goals, objectives, strategies, and activities are evidence-based, researched-based and may be a promising program or practice as identified by the LEA.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

2023 Youth Risk Behavior Survey Results | Youth Risk Behavior Surveillance System (YRBSS) | CDC
Battal, J., Pearrow, M. M., & Kaye, A. J. (2020). Implementing a comprehensive behavioral health model for social, emotional, and behavioral development in an urban district: An applied study. *Psychol Schs*, 57, 1475-1491. DOI: 10.1002/pits.22420
Centers for Disease Control and Prevention. Youth Risk Behavior Survey Data Summary & Trends Report: 2013–2023. U.S. Department of Health and Human Services; 2024. YRBS Data Summary & Trends Report | Youth Risk Behavior Surveillance System (YRBSS) | CDC
Melgarejo, M., Lind, T., Stadnick, N. A., Helm, J. L., & Locke, J. (2020). Strengthening capacity for implementation of evidence-based practices for autism in schools: The roles of implementation climate, school leadership, and fidelity. *American Psychologist*, 75(8), 1105–1115. <https://doi.org/10.1037/amp0000649>
Reinke, W. M., Herman, K. C., Thompson, A., & Owens, S. (2025). A Comprehensive School-Based Mental Health Model: A Decade in the Making. *Behavioral Sciences*, 15(10), 1428. <https://doi.org/10.3390/bs1510142>

c. How will you evaluate the program to confirm your categorization?

Contract with an identified state agency that will carry out program evaluation to guide support of each pilot district in developing a CBHM action plan aligned with MLSS, emphasizing Foundational and Layer 1 supports, including priorities, roles, timelines, and measures of progress; and support districts and schools in working with evaluators to develop feasible evaluation plans for selected projects, including measures, data sources, timelines, and roles for reviewing findings and using results for improvement.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

New pilot schools will receive the following trainings: Behavioral Health 101, MLSS and whole person supports, Implementation Science 101 by the second quarter. Expansion of PED and DOH support staff will receive the same training.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

The data analyst position will be posted within 30 days of receiving approval. SHSB has 2 open positions with offers. New pilot schools will be identified through an established selection process and will be chosen by June 30, 2027. Chosen districts will be invited in July, final districts will be chosen by end of August. First trainings will take place in October and every other month for the rest of the year.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Hiring data analyst to support sharing and reviewing data on a regular basis in order to improve and support change with LEAs. Identifying LEAs early and working with them by early fall. Developing comprehensive plans and implementing new programming and training well.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Implementation coach weekly notes, monthly plan updates and quarterly data reports. Implementation coach supervisor will check bi-weekly that paperwork is entered in a timely manner. The regional teams will meet monthly and review for quality and provide support and guidance on next steps.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

- increase behavioral health awareness
- Increase school capacity to support and respond to behavioral health needs
- Increase student interest in behavioral health workforce
- Increase student voice and advocacy related to behavioral health in schools
- Increase behavioral health prevention activities (Layer 1)

b. Will the requested program affect any existing performance measures?

Yes

i. If yes, which performance measures will be affected?

The BHI will impact student attendance, discipline, and graduation rates, which are core performance measures

c. What program outputs will the agency measure?

staff trained, # of students trained, # of events held, # of hours of training, # of meetings held

d. What efficiency metrics will the agency monitor?

PED will monitor several key efficiency metrics in program management to ensure programs are effective and resources are used efficiently. These metrics often include:

1. Student Performance: Metrics such as standardized test scores, graduation rates, and college enrollment rates help assess the impact of educational programs on student outcomes.

2. Attendance Rates: Monitoring student attendance can indicate the effectiveness of engagement strategies and identify areas needing

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

Yes. The baseline data to be used are climate survey results, attendance data, discipline data and graduation rates of participating LEAs in the first year of implementation.

ii. If no, when and how does the agency anticipate collecting baseline data?

Not applicable.

f. How often will the agency collect and report on these performance metrics?

Annually via validated end of year data; and the Fall or Spring school climate survey results.

g. How do you plan to share the results of your program with the public and the Legislature?

Produce an annual progress report summarizing implementation progress, accomplishments, challenges, and priority next steps. Create and conduct a messaging and communication campaign tailored for priority audiences, including state leaders, legislators, school and district leaders, all school staff, families, youth, and community and BHI partners.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Student Nutrition and Wellness (Universal Free Meals)
------------------------	---

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

The additional funding is necessary to ensure that students across New Mexico have access to free and healthy school meals without a delay in reimbursement to the schools. This expansion will also support the MY goals and tribal purchasing pilot project to ensure BIE and Tribally Controlled schools have access to tribally and locally grown foods that can be incorporated in their cultural relevant recipes. In addition, these funds will support program evaluation, measuring scratch cooking impacts across the state and MY groups.

b. How does this request differ from existing programming?

In addition to the anticipated shortfall request, an additional \$400,000 is being requested to continue supporting statewide culinary trainings to implement healthy scratch cooking recipes and program evaluation.

c. How does the requested program fit into the agency's strategic plan?

Ensuring that all students have access to healthy meals will support academic goals such as those related to math and reading as well as attendance goals in the strategic plan. Academic achievement will improve as students are better able to concentrate and research shows having access to quality food improves student's well-being.⁷

d. Has the agency developed a logic model describing the agency's theory of change?

No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

N/A

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

The extent of the problem is statewide. The Healthy Universal School Meals (HUSM) program supports more than 230 School Food Authorities across the state, serving over 55,000,000 meals to students each year. As schools continue implementing requirements to increase scratch cooking and improve meal quality, local sourcing, and cultural relevance of school meals, there is growing need for additional culinary expertise and technical assistance. Current staff capacity limits the number of schools and school nutrition professionals who can receive hands-on training and support. In addition, LFC and LESC have identified the need for measurable evidence of the program's impact on students. Funding for a program evaluator will allow the Department to establish and report meaningful outcomes demonstrating the effectiveness of the HUSM investment.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The additional funding is necessary to ensure that students across New Mexico have access to free and healthy school meals.

c. What percentage of the previously identified total statewide need does this request seek to address?

The request will satisfy the total identified need.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.	\$250,000 – Will be utilized to provide statewide culinary support. Funding will be used to hire a contractor that can support culinary staff in providing delivering more scratch cooking trainings than our two culinary specialists can offer across the entire state. \$150,000 – Program Evaluator – This funding will be used to hire an external evaluator to measure meaningful program outcomes and program impacts on students. \$5,533,831.21 – This funding is needed for the anticipated shortfall in claims for reimbursement to ensure claims can be paid out to schools timely, after recurring funding has been fully expended.
c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).	\$250,000 will help fund 20 hands-on culinary trainings across the state FY28. \$150,000 will cover the cost of one program evaluator and HUSM program impact report. ~ \$20.58 per student in meal reimbursement shortfall
d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).	N/A
e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.	Yes. The agency anticipates that additional funding will be needed in future years to sustain the Healthy Universal School Meals (HUSM) program. The current \$42,201,000 in recurring funding is not sufficient to cover the full cost of meals served and claimed for reimbursement. As USDA reimbursement rates increase each July and student meal participation continues to grow, the total cost of the program is expected to increase annually. The agency has had to request deficiencies and supplemental requests in order to pay out end of year claims in each year. Therefore, it is anticipated that additional funding will be requested in future years to ensure sufficient resources are available to reimburse schools for eligible meals and to prevent delays in reimbursement payments.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

Program is defined as promising program or practice as determined by a number of studies outside of New Mexico.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

Sustained reduction in Child Food Insecurity documented in states with Universal Meal Programs:
[https://www.ajpmonline.org/article/S0749-3797\(25\)00433-7/fulltext](https://www.ajpmonline.org/article/S0749-3797(25)00433-7/fulltext), Adequate seated lunch time

c. How will you evaluate the program to confirm your categorization?

N/A

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

The Tribal Purchasing Program will onboard new SFA's, including providing recipes and hands-on culinary training for incorporating Tribally-produced foods into their regular cafeteria menus in compliance with NSLP and HUSM.

Culinary training support will continue through established systems, providing menu planning, recipes, and hands-on culinary training for district leadership and frontline staff to enable them to implement compliant menus.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

In Q1 FY28 - the agency will develop and finalize scopes of work, solicitations, and finalize RFP evaluation criteria and selection process for both culinary training contractor and program evaluator. In Q2, we will award contracts. Meet with culinary contractor to begin planning hands-on culinary training sessions across the state. Meet with program evaluator to establish evaluation measures, collect baseline and ongoing data, and assess program outcomes and impacts on student and school nutrition operations. Q3-Q4 will continue with program activities for both contracts. End of Q4, completed 20 planned culinary trainings, and finalize first the first year of program evaluation activities, and provide a report of measurable outcomes and recommendations for future program implementation.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

The requested funding for culinary trainings is a critical to continued scratch and freshly prepared meal improvements required in schools, and the evaluation is critical to ensure the program is moving in the right direction and to ensure activities align with overall program goals and agency strategic plan.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

RFP scope of work for both RFPs will include specific equity metrics related to YM student groups. Trainings for BIE and Tribally Controlled schools will be provided, and also measured in evaluation report.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

1. The agency is seeking to increase the capacity of school food authorities (SFA) statewide to implement scratch cooking and improve meal quality, nutritional value, local sourcing, and cultural relevance of school meals. This request will support 20 hands-on trainings FY28 with measurable outcomes including number of school food professionals trained, number of SFAs receiving technical assistance, and documented improvements in menu development and scratch-cooking practices. 2. In addition, funding for a program evaluator will establish a consistent framework for measuring broader impact of HUSM on schools and students. The evaluator will develop baseline measures and track outcomes. These measures will allow the agency to demonstrate the return on the state's investment and use data to guide future program improvements and funding decisions.

b. Will the requested program affect any existing performance measures?

Yes.

i. If yes, which performance measures will be affected?

Improving meal quality, percent of scratch cooked meals, and increased student participation.

c. What program outputs will the agency measure?

Increase in number of scratch cooked offerings by food component, and student participation.

d. What efficiency metrics will the agency monitor?

Increase in number of scratch cooked offerings by food component, and student participation.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

N/A

ii. If no, when and how does the agency anticipate collecting baseline data?

The agency will collect baseline data by working with an external program evaluator funded through this request.

f. How often will the agency collect and report on these performance metrics?

Annually

g. How do you plan to share the results of your program with the public and the Legislature?

Information will be shared in a final report, and through presentations to the department, Nutrition Advisory Council, and Legislature.

Agency	Public Education Department
---------------	-----------------------------

Short Title of Request	Student Academic Supports and Interventions
-------------------------------	---

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise	NOTE: WRITE IT AS THOUGH THE \$500 K IS GOING TO GO TO FAMILIES TO HELP THEIR STUDENTS.
------------------------	---

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

The expansion is needed because not all families have the funds to provide necessary interventions and supports for their students' academic success.

This program will implement an academic support program that covers the cost of educational expenses for eligible students. The program will allow families to identify eligible student needs, and will allow the department to track and monitor such educational expenses that inform the state about areas of student needs, and encourage support of public school students with the most need for interventions and supports.

b. How does this request differ from existing programming?

This funding will allow families to select their student's academic interventions and supports.

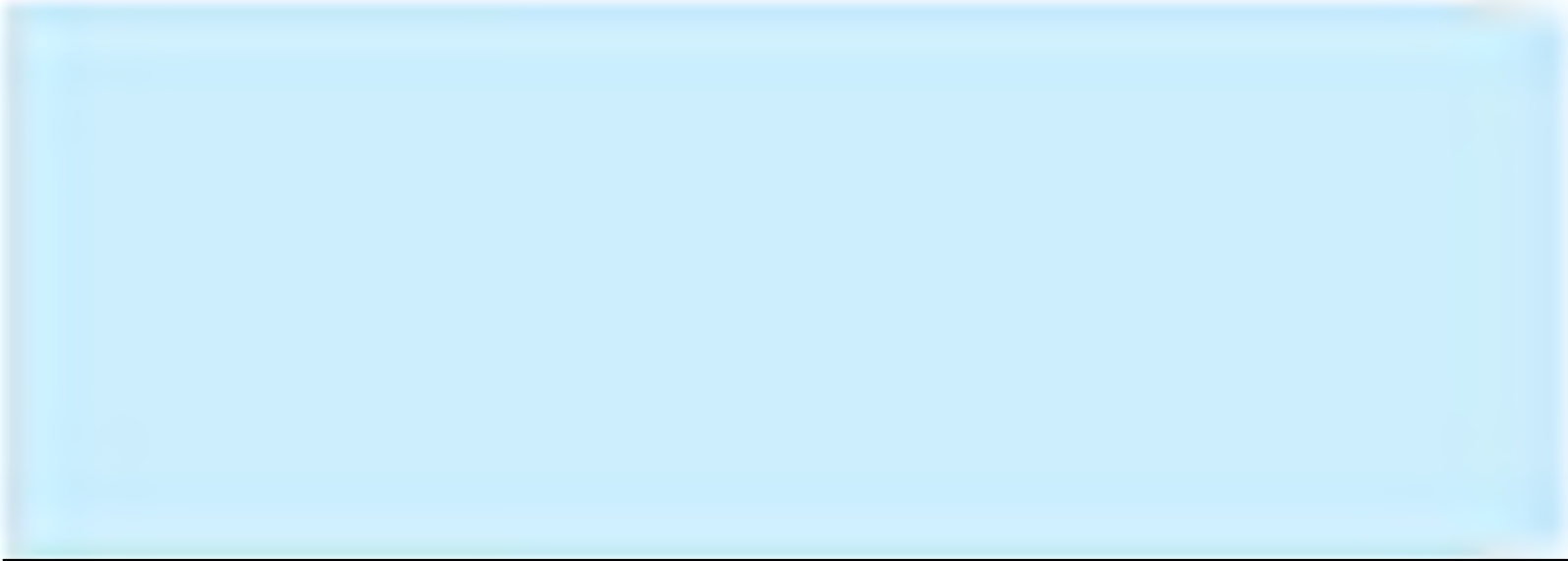
c. How does the requested program fit into the agency's strategic plan?

Implementing this program will support the math and reading goals in the strategic plan. Academic achievement will improve through expanded access to interventions such as tutoring and out-of-school time initiatives.

d. Has the agency developed a logic model describing the agency's theory of change?

No.

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

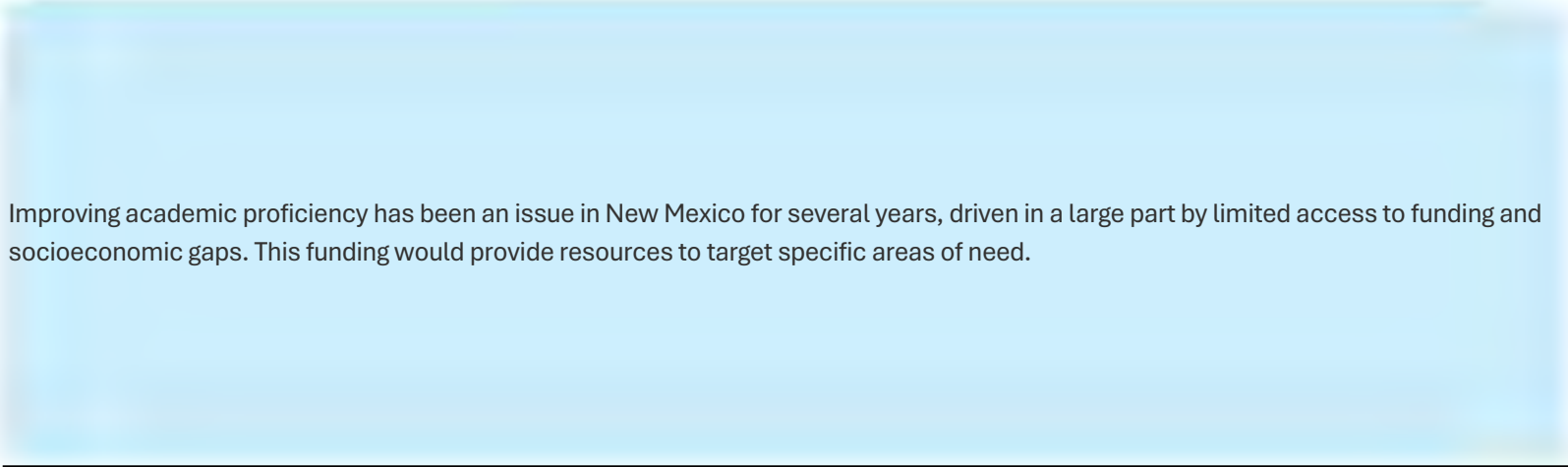


Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

Improving academic proficiency has been an issue in New Mexico for several years, driven in a large part by limited access to funding and socioeconomic gaps. This funding would provide resources to target specific areas of need.



b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The state needs coordination among agencies as well as dedicated staff to be able to successfully implement the program in a manner that will not exacerbate inequalities in the state. Three staff are needed to manage this program.

c. What percentage of the previously identified total statewide need does this request seek to address?

This request will satisfy the total identified need.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

Host and coordinate meetings with participants to facilitate reporting and documentation
Monitor program implementation
Collect program data
Provide technical assistance
Report program data

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

Using the approximately 1,036 total schools, the cost per unit would be ~\$480.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

Not available or applicable.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

There could potentially be increases in future years.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

None of the above.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

N/A

c. How will you evaluate the program to confirm your categorization?

N/A

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Training will include working with LEAs to help them understand and utilize the funding provided to facilitate data collection and compliance with statute and rule.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

The executive is considering requesting a supplemental appropriation for FY27 to support implementation for FY27. The current vacancy rate is 100% as this would be a new program.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Host and coordinate meetings with participants to facilitate reporting and documentation
Monitor program implementation
Collect program data
Provide technical assistance
Report program data

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

- Is rule promulgated?
- Are positions filled?
- Is data being collected?

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

- Are student services resulting in meaningful academic proficiency growth?

b. Will the requested program affect any existing performance measures?

No

i. If yes, which performance measures will be affected?

c. What program outputs will the agency measure?

The amount of services provided, where they are provided, and to whom the are provided.

d. What efficiency metrics will the agency monitor?

- Speed of hiring staff
- Retention of staff
- Turnaround time for data collection and review
- Frequency of data review

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

ii. If no, when and how does the agency anticipate collecting baseline data?

The agency will develop a reporting tool for recipients. Reporting may begin winter of 2027.

f. How often will the agency collect and report on these performance metrics?

The agency will collect data quarterly and will report annually.

g. How do you plan to share the results of your program with the public and the Legislature?

The department will publish a public-facing dashboard to include the types of student services provided and where the students attend school.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Test Assistance: Advanced Placement and International Baccalaurate
------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

This expansion is needed to maintain current program support for Advanced Placement activities both test assistance for all AP exams across the state, PSAT/NMSQT for 10th graders and qualifying 11th graders and professional development for AP teachers. There is increased program student and adult participation, which increases all the components of Advanced Placement. In addition, test assistance for International Baccalaureate was added to the Advanced Placement line item, which decreases the amount of funding available for Advanced Placement. The requested funds are needed to support all of these changes.

b. How does this request differ from existing programming?

It just maintains programming so we don't have to cut services and supports to students and teachers.

c. How does the requested program fit into the agency's strategic plan?

College Acceleration: students earn college credits while in high school to work towards degrees, certifications, etc.

d. Has the agency developed a logic model describing the agency's theory of change?

No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

No

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

For Advanced Placement additional funding is needed to sustain the program, increase the program supports, and increase student outcomes of earning college credit, accessing college supports (National Merit, Scholarships, college planning, Common App, Big Future, etc.)
For Internataional Baccalaureate, the additional funding would allow to maintain reimbursement and provide 100% cost reimbursement.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

Projected for Advanced Placement - 20,000 Economically Disadvantaged Students
Projected for International Baccalaureate - 400 Economically Disadvantaged Students

c. What percentage of the previously identified total statewide need does this request seek to address?

100%

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

AP Program Coordinator at REC IX - \$80,000
AP Summer Institute - \$315,000
AP Workshops - \$168,000
AP Fee Waiver - \$500,000
PSAT/NMSQT - \$325,000
IDC for AP = \$112,000.00

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

67.42 per participant

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

N/A

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Yes, test exams increase, costs of workshops and facilitators increase, and increased event costs (venue, audio, etc.)

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

Positive effects - Advanced Placement is a form of dual credit where a student earns both high school credit and college credit to accelerate their pathway towards a degree

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

<https://evidence2impact.psu.edu/results-first-resources/clearing-house-database/>
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/671>

c. How will you evaluate the program to confirm your categorization?

Review and validation of student and educator outcomes NOVA and College Board Reports

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

None, program exists.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

Fall 2027- PSAT 10/NMSQT
Fall 2027 - AP Workshops
Spring 2028 - AP Fee Waivers
Spring 2028 - IB Test Reimbursement
Summer 2028 - APSI

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Educator participation and professional learning, student participation in PSAT/NMSQT, student participation in AP and IB exams

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Student enrollment in AP and IB course codes, test evidence and college credit obtainment

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

For Advanced Placement additional funding is needed to sustain the program, increase the program supports, and increase student outcomes of earning college credit, accessing college supports (National Merit, Scholarships, college planning, Common App, Big Future, etc.)
For Internataional Baccalaureate, the additional funding would allow to maintain reimbursement and provide 100% cost reimbursement.

b. Will the requested program affect any existing performance measures?

No

i. If yes, which performance measures will be affected?

N/A

c. What program outputs will the agency measure?

Student enrollment in AP and IB course codes, test evidence and college credit obtainment

d. What efficiency metrics will the agency monitor?

Student enrollment in AP and IB course codes, test evidence and college credit obtainment

i. If yes, please provide baseline data.

ii. If no, when and how does the agency anticipate collecting baseline data?

f. How often will the agency collect and report on these performance metrics?

FY20

FY21

Target - 15,000 exams

Outcome - 12,708 exams

FY22

Target - 13,000 exams

Outcome - 14,461 exams

FY23

Target - 15,000 exams

Outcome - 16,112 exams

FY24

Target - 17,000 exams

Outcome - 17,951 exams

FY25

Target 18,400 exams

N/A

FY26

Target - 19,000 exams

N/A

Annually

g. How do you plan to share the results of your program with the public and the Legislature?

AP Day at the Roundhouse

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	1:1 Educational Devices for MY Students (20%)
------------------------	---

Is the requested expansion solely the result of a workload change? (Yes / No) no

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?	The findings of Martinez Yazzie indicated a 1:1 program for educational devices being distributed to qualified Martinez Yazzie students would facilitate equity among students within the state. This proposal initiates a plan to address that finding, providing \$5.167 million per year across five years (the initial funding request representing 20% of total recurring costs).
b. How does this request differ from existing programming?	No state funding for a 1:1 device program currently exists.
c. How does the requested program fit into the agency's strategic plan?	The agency's strategic plan involves creating a culturally and linguistically responsive education system that meets the social, emotional, and academic needs of all students: Goals - The Big 5 Goals are:
d. Has the agency developed a logic model describing the agency's theory of change?	No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

N/A

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

The extent of the problem is statewide. Providing equitable access to student devices was a need identified in the Martinez Yazzie findings. This will begin to address that need. The total of \$5.167 million will continue each year for five years, providing a significant investment towards realizing total needs. If this funding is not made available or not maintained, equitable access to devices will be compromised significantly. The project would be addressing the issue by providing \$5.167 million in funding per year that would result in 10,334 students per year receiving effectively \$500 per student to purchase an appropriate device determined by their district. Over the five year time period, this would provide 51,670 devices to secondary school students statewide.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The extent of the problem is statewide. Providing equitable access to student devices was a need identified in the Martinez Yazzie findings. This will begin to address that need. The total of \$5.167 million will continue each year for five years, providing a significant investment towards realizing total needs. If this funding is not made available or not maintained, equitable access to devices will be compromised significantly. The project would be addressing the issue by providing \$5.167 million in funding per year that would result in 10,334 students per year receiving effectively \$500 per student to purchase an appropriate device determined by their district. Over the five year time period, this would provide 51,670 devices to secondary school students statewide.

c. What percentage of the previously identified total statewide need does this request seek to address?

TBD

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

1. Legislature will provide funding. 2. Districts will identify eligible students. 3. Districts will use \$500 credit to purchase device. 4. Agency will ensure funds appropriately transferred. 5. Agency will review data to ensure funds appropriately expended.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).	\$500 per eligible student
d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).	N/A
e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.	Yes, same amount per year for 5 years.

Research and Evidence Categorization
In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

Promising program.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

N/A

c. How will you evaluate the program to confirm your categorization?

Nova reporting & submissions from districts to confirm moneys were used appropriately.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

None. Districts will determine and select appropriate device for eligible student.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

One year.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

That devices are purchased and distributed to eligible students in a timely fashion, so to facilitate their use in and out of the classroom.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

- SCHOOL & DISTRICT LEADERS:
- Number of devices purchased
 - Number of eligible Martinez Yazzie secondary school students receiving devices

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Greater access to devices by identified Martinez Yazzie secondary school eligible students.

b. Will the requested program affect any existing performance measures?

TBD

i. If yes, which performance measures will be affected?

c. What program outputs will the agency measure?

Actual purchases and distribution made by districts to eligible students.

d. What efficiency metrics will the agency monitor?

Actual purchases and distribution made by districts.

e. Does the agency have baseline data for the proposed measures?

Not directly.
Can identify device use through Nova reporting

i. If yes, please provide baseline data.

ii. If no, when and how does the agency anticipate collecting baseline data?

Nova reporting. Submissions from districts.

f. How often will the agency collect and report on these performance metrics?

Annually.

g. How do you plan to share the results of your program with the public and the Legislature?

Annual Report.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Anti-Distracted Policy Implementation (Equipment to Store Cell Phones)
------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) _____

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

Because of the increasing prevalence of wireless communication devices in schools, the importance of recognizing and ensuring that students have access to safe, high-quality education without disruptions is key. This expansion will support LEAs with securing storage for student electronic devices.

b. How does this request differ from existing programming?

This is a new request.

c. How does the requested program fit into the agency's strategic plan?

The requested program aligns with Goal III: Improve Student Attendance.

d. Has the agency developed a logic model describing the agency's theory of change?

No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

In 2023, nine in 10 public schools reported occurrences of cyberbullying among their students during the school year. By limiting opportunities for students to access devices and engage in unmonitored online interactions during school hours, schools can reduce incidents of harassment. Student device usage during instruction time is also seen as a major barrier to student learning and achievement. Seventy-two percent of high school teachers and 33 percent of middle school teachers saw student cell phone distraction as a major problem in the classroom. By setting restrictions on device usage, the aim is to create a focused learning environment and enhance student engagement and academic performance. According to the 2023 New Mexico Youth Risk and Resiliency Survey (YRRS), 34.4% of high school students frequently use social media, with 7.8% using social media once per hour.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

Effective wireless communication device policy has been shown to improve academic outcomes and social wellbeing. In a meta-analysis of several studies on cell phone bans in schools, results show a positive effect on academic outcomes and a pronounced improvement on social well-being. In New Mexico, existing wireless communication device policies have helped to create a safer learning environment for students in line with other research. These existing policies have shown to increase academic achievement for New Mexican students and preliminary internal data shows an increase of 5 student growth percentile scores on average for students in a middle school with wireless communication device restrictions.

c. What percentage of the previously identified total statewide need does this request seek to address?

100%

Program Description
In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

Prepare a Request for Applications (RfA); Review applications; Award funds

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).	\$20.49 per student
d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).	N/A
e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.	N/A

Research and Evidence Categorization
In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

A promising practices based off research on effective wireless communication device policies.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

<https://www.kff.org/mental-health/a-look-at-state-efforts-to-ban-cellphones-in-schools-and-implications-for-youth-mental-health/Teens and Cyberbullying 2022 | Pew Research Center>
[To Ban or Not to Ban? A Rapid Review on the Impact of Smartphone Bans in Schools on Social Well-Being and Academic Performance](#)

c. How will you evaluate the program to confirm your categorization?

N/A

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Startup requirement is for LEA to complete a successful application with guidance from program.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

Estimated timeline - submit draft RfA for PED internal approval Spring of 2027; release approved RfA May of 2027; review applications June of 2027; award funds July of 2027

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

An efficient award memo review and approval process within PED in order for LEAs to recieve their funds in July

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

N/A

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Increase district/school capacity to implement anti-disctraction policy

b. Will the requested program affect any existing performance measures?

Yes

i. If yes, which performance measures will be affected?

Student attendance and discipline rates.

c. What program outputs will the agency measure?

Number of districts/schools applications.

d. What efficiency metrics will the agency monitor?

N/A

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

Attendance and discipline data of participating LEAs

ii. If no, when and how does the agency anticipate collecting baseline data?

N/A

f. How often will the agency collect and report on these performance metrics?

Annually

g. How do you plan to share the results of your program with the public and the Legislature?

Provide a summary of the number of LEAs who were awarded funds and the LEAs feedback on how these funds supported their Anti-Distracted Policy in Schools.

Agency	Public Education Department
---------------	-----------------------------

Short Title of Request	Bilingual Multicultural Education Act and Migratory Student Supports
-------------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) _____

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

The BMEA request will provide departmental level funds that support the implementation of the laws, as well as an opportunity to subgrant funds to districts and charter schools with the increased accountability of funds that flow through the department.

Investing in bilingual and multicultural programming to support students to be healthy, secure in their identity, and holistically prepared for college, career, and life. Moreover, this act is a crucial tool for addressing systemic challenges and advancing equity within our state's educational landscape. The act aims to:

- reduce achievement gaps and educational disparities;
- protect language and cultural heritage and address the cultural disconnection in education; and
- enhance school support systems.

The Funding for Migratory Students will provide support for students who work in agriculture or who's guardians work in agriculture and are no longer migratory due to immigration enforcement.

Investing in Migratory programming will provide additional supports for health and counselling services, tutoring, college and career readiness-related experiences, literacy or STEM instructional opportunities over the summer and intersessions, life skills or financial literacy workshops, online credit accrual and credit recovery options

b. How does this request differ from existing programming?

The BMEA request seeks to expand on existing programming and will support a continuation of services and programming.

Bilingual Multicultural Education programming will support continuous improvement of bilingual multicultural education programs, English Learner programs, the state seal of bilingualism-biliteracy, culturally and linguistically responsive instruction, and Equity Council Support Hub implementation. These laws and focus areas are all directly related to the findings of the Martinez and Yazzie Consolidated lawsuit and the four-part plan to address remedies. State funds have not been appropriated and leveraged for this work in the past, with the exception of the Bilingual Multicultural Education Act appropriation of FY24 that was specifically allocated for La Prueba de Espanol and addressing findings from a Legislative Finance Committee program review of bilingual multicultural education programs. It also supports the unique needs of migratory students involved in agriculture.

c. How does the requested program fit into the agency's strategic plan?

The BMEA and migratory student request is directly tied to the strategic plan's focus of creating an education system that uses evidence-based, community-oriented, innovative programs that reflect our culturally and linguistically diverse communities. Fully implementing the Bilingual Multicultural Education Act will enable the agency to support the Martinez/Yazzie student groups.

d. Has the agency developed a logic model describing the agency's theory of change?

No, however, 6.32.2 NMAC provides guidelines that includes accountability measure for continuous improvement.

No, however, 34 CFR 200.83 provides guidelines that includes accountability measures for improving academic achievement of disadvantaged migratory students

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

Bilingual Multicultural Education programming is in need of expansion to include more languages and students that have access to dual language models that support their language development. English Learner students, a student group named in the Martinez and Yazzie Consolidated lawsuit, continue to underperform in all subject areas. The state seal of bilingualism-biliteracy has not yet been adopted by all districts and charter schools in the state and thus is not available to many students who have inherited a language from their families. Culturally and linguistically responsive instruction is a focus of the lawsuit as providing a multicultural education specifically supports the success of all students in New Mexico, including those who are multigenerational and newcomers to our public schools. The Equity Council Support Hub implementation centers local district and charter school values to empower districts to solve for improvement of education for their specific students and be able to support this effort in connection to the lawsuit remedies.

Migratory student support for those who work in agriculture or who’s guardians work in agriculture and are no longer migratory due to immigration enforcement

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

BMEA (300,000 students)
migratory students (800 SY 25-26)

c. What percentage of the previously identified total statewide need does this request seek to address?

The BMEA \$700,000 request for FY28 will be from the general fund.
migratory students \$1M request for FY28 will be from the general fund.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

Bilingual Multicultural Education Act:
BMV Tech Associates, CES LEAP IGA, HPREC IGA \$1,000,000.00 (300 Line)
BVM Tech Associates- \$120,000.00
CES LEAP \$150,000.00
HPREC \$430,000.00
Districts and charter schools implementing pilot BMEPs in new languages for ELs \$500,000 (400 Line)
Total \$700,000.00

Migratory Education Program
IGA with Hatch to provide services statewide for eligible students \$1,000,000.00 (300 line)
Total \$1,000,000.00

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

The approximate cost per student for the Bilingual Multicultural Education Act programming is \$139 per student, and the cost for migratory students with high needs is \$1250.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

Not available or applicable.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

The BMEA and migratory programs do not anticipate any increases outside of normal societal inflation.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

The Bilingual Multicultural Education Act supports bilingual and multilingual education for students, a well-researched approach that has shown positive impacts on cognitive development, academic performance, and cultural inclusivity. The American Educational Research Association (AERA) cites bilingual education as a best practice for linguistic minority students, stating that "well-implemented bilingual programs significantly increase literacy and achievement in both English and the home language."

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

Bilingual Multicultural Education Act
Bilingual Education and America's Future: Evidence and Pathways. L. Porter, M Vazquez, I. Umansky (2023).
Thomas, W. P., & Collier, V. P. (2012). "Dual Language Education for a Transformed World."
Slavin, R. E., & Cheung, A. (2005). "A Synthesis of Research on Language of Reading Instruction for English Language Learners." Review of Educational Research, 75(2), 247-284. The meta-analysis evaluates the effectiveness of bilingual education programs.

c. How will you evaluate the program to confirm your categorization?

The bilingual multicultural education programming will leverage results from a research studies conducted in partnerships with WIDA and REL southwest to compare impacts on English Learners and student participation in bilingual multicultural education programs. For the state seal of bilingualism-biliteracy, the number of districts and charter schools that have adopted the seal will be expected to increase along with the number of recipients of the seal and number of languages. Culturally and linguistically responsive instruction professional learning pathways utilize before and after surveys to quantify improved teacher, principal and leadership awareness on creating safe inclusive spaces for students. The Equity Council Support Hub collects information on various equity in action items as well as pre and post surveys. All of these areas will leverage statewide assessment system results as well to understand the impact on all federal reported student groups.

Migratory student supports will be evaluated annually, the division will evaluate the effectiveness of the programming through a written evaluation that measures the implementation and results achieved by the program against the State's performance targets. This evaluation will then be used to improve the services provided to migratory children

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

The bilingual multicultural education programming is established and funds will be leveraged for continuous improvement, including additional cohort members for culturally and linguistically responsive instruction professional learning pathways, stipends and support for expansion of the Equity Council Support Hub and state seal of bilingualism - biliteracy in new districts and charter schools, and improvement of English learner programs and services particularly in rural districts and charter schools with less capacity.

The Migratory education program is established, no start-up fee's are needed.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

The bilingual multicultural education programming will begin in July 2026 with quarterly checks on funding use and milestones for expansion of each focus area.

The migratory education programming through Hatch will begin in July 2026 with weekly checks ins and milestones on recruitment and OSY.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

The critical components for the success of the BMEA work are:

- 1. Buy-in from superintendent and charter leadership
- 2. Empowering parents and community with knowledge and tools to support the programming
- 3. A curriculum or structure for the programming
- 4. A teacher or sponsor to manage the programming
- 5. Accountability with support from NMPED BMEA staff
- 6. A needs assessment and data collection cycle supported by all of the above.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

The BMEA Checklist for Implementation and Equity are:

(1) RELEVANCE - How the program fits the linguistic and cultural needs of the school community

(2) EFFICIENCY - How the LCD invests and ensures good stewardship of public funds allocated in the SEG

(3) EFFECTIVENESS - How the program meets the requirements and objectives of the BMEA for students become bilingual and meet academic standards and benchmarks

(4) IMPACT - How does the program impact attendance, academic achievement, English language proficiency, growth toward proficiency in the home/heritage language and graduation rates

(5) SUSTAINABILITY - Once implemented could the innovations for programming exist without the support of a legislative appropriation or the NMPED

(6) EQUITY - How the program serves students and families furthest from opportunity, particularly English Learners, students with disabilities, Native American students and students who are economically disadvantaged

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

The measurable outcomes for the BMEA programming are: Increased language proficiency, increased academic achievement, increased graduation rates, and increased sense of identity and belonging.

The measurable outcomes for the Migratory student supports are: Reading and Mathematics achievement, high school graduation, school readiness and family and support services

b. Will the requested program affect any existing performance measures?

Yes, BMEA programming impacts existing NMPED performance measures.

i. If yes, which performance measures will be affected?

The BMEA, BEA, HEA programming impacts the following performance measures:
-Academic achievement

c. What program outputs will the agency measure?

The BMEA program output are:

1. number of students served
2. number of programs implemented
3. number of districts monitored on-site
4. number of students that participate in summer institutes

d. What efficiency metrics will the agency monitor?

The BMEA programming will be monitored for efficiency based on:

1. how each appropriated dollar is invested,
2. how the LCD ensures good stewardship of public funds through accountability with support for schools, and
3. the effectiveness of how the financial resources are utilized by the schools through an annual program evaluation.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

Yes, the baseline data for student educational outcomes will be established through the PED REA portal

ii. If no, when and how does the agency anticipate collecting baseline data?

f. How often will the agency collect and report on these performance metrics?

The bilingual multicultural education programming will collect and report on performance metrics monthly, quarterly, and annually and use the 40, 80, 120, and EOY Nova review data, annual academic achievement and graduation rate data, and program engagement data about identity and belonging on a quarterly basis.

g. How do you plan to share the results of your program with the public and the Legislature?

The bilingual multicultural education programming annual reporting and results are shared on the language and culture page of the NMPED website and the Martinez and Yazzie Consolidated lawsuit updates website.

Agency Public Education Department

Short Title of Request Educator Pipeline and Quality (Ed Fellows, Grow Your Own, EPP Accreditation, Induction)

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

EPP Accreditation (\$40,000). Addresses the need for accountability among Educator Preparation Programs (EPPs) in providing high-quality, research-based preparation programs. The shift to national accreditation requires membership and active participation in a community of practice with both national accrediting organizations, AAQEP and CAEP, and supported participation in the national accreditation of New Mexico's EPPs. This funding will also support development of a revised, New Mexico-specific state accreditation model operating on a statutory three-year cycle. This new model will allow for scaling CCSSO-recommended partners such as TPI US and NCTQ to focus on New Mexico-specific initiatives, such as literacy and math, within that three-year cycle.

Ed Fellows (\$22,000,000). Addresses the need for "Grow Your Own" educator recruitment and development to meet statewide teaching vacancy needs. It will support the program's growth from 375 Ed Fellows to 425 Ed Fellows and will secure one coordinator and nine coaches to provide support and coaching, communities of practice, professional development for coaches and mentor teachers, and related implementation costs. The expansion will also allow for the recruitment and specific placement of dedicated Special Education (SPED) and Bilingual/TESOL cohorts, establishing a dedicated Grow Your Own pipeline in high-need areas.

Data Analyst and Data Analysis Software (\$125,000). Addresses the need for program monitoring and continuous improvement. It will provide the software platforms and personnel needed to deliver timely, accurate data for monitoring program effectiveness.

Grow Your Own Scholarship (\$300,000). Maintain the HED Grow Your Own scholarship.

Recruitment and Retention (\$2,500,000). Addresses the need for transparency of opportunity and a seamless transition from high school to college to the workforce for low-socioeconomic and Martinez-Yazzie (MY) identified student groups. It will maintain robust recruitment through TEACH NM and high school-to-EPP pathways that support a seamless transition to and through college, along with coaching and support to help students stay in college and transition smoothly into the workforce.

b. How does this request differ from existing programming?

This request differs by expanding on lessons learned and scaling success of GRO funds for Educator pipeline and quality programs. Additional funds will allow for dedicated Bilingual/ TESOL and SPED cohorts that support MY action plan, allow for indexing with Ed Assistant salaries to remain competitive, expand wraparound support and seamless transition to college for MY student groups, in addition to data support so we can effectively measure and monitor effectiveness and program impact.

c. How does the requested program fit into the agency's strategic plan?

This request meets NMPED strategic plan in the following ways:

- Scaling evidence-based educator preparation and reducing teacher vacancies in core academic areas.
- Ensuring equitable access to culturally responsive, specialized instruction for economically disadvantaged, Special Education (SPED), and Bilingual/TESOL student groups.
- Recruiting, retaining, and supporting a highly effective, diverse, and competitive workforce
- Driving a culture of shared responsibility, data transparency, and continuous improvement across all educational stakeholders

d. Has the agency developed a logic model describing the agency's theory of change?

N/A

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

This budget request seeks to solve a systemic teacher shortage and quality crisis in New Mexico by fixing specific “leaky” or “porous” places across the entire educator pipeline. Specifically this budget request looks to aid:

- Teacher vacancies across the state in rural and tribal LEAs as well as in bilingual/ TESOL and SPED due to "Grow Your Own" pipelines that are not fully developed
- Increased accountability in Educator Preparation Programs (EPPs)
- Outdated state accreditation models that lack a statutory 3-year cycle and fail to scale expert partners (TPI US, NCTQ) for literacy and math.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

Position	Number of Vacancies
Teachers	751
Educational/Instructional Assistants	482
Counselors	54
Speech Language Pathologists	39
Emotional/Behavioral Support Providers	30
Administrators (Principals and Assistant Principals)	26
Paraprofessionals	24
Educational Diagnosticians	21
School Psychologists	19
Instructional Coaches	13
Interventionists	12
Total Vacancies	1,471

c. What percentage of the previously identified total statewide need does this request seek to address?

83%: The teacher and ed assistant vacancies

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

- Grow your own/ Fellows expansion
- Onboard 50 additional Ed Fellows and additional staff
- Launch specialized cohorts
- Continue with communities of practice and Ed Fellows coaching
- Indexing Ed fellows salary to ensure competitive market rates
- Deploy targeted recruiting with partner Teach NM

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

Ed Fellows (\$51,764.71 per fellow): Covers the entire programmatic ecosystem for each of the 425 fellows, including their compensation (\$36500/ fellow), instructional coaching, mentoring, and professional development infrastructure
Data infrastructure: \$65000 salary and then data software of \$60000

State accreditation re-design \$20,000
National Accreditation Membership and facilitation costs \$20,000

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

n/a

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Not at this time.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

The activities and models proposed in this budget request are a combination of evidence-based and research-based practices, with specific components categorized as promising practices due to their localized application

Evidence based practices:

- National Accreditation Overhaul (AAQEP/CAEP): Aligning Educator Preparation Programs (EPPs) with Council for the Accreditation of Educator Preparation (CAEP) standards is heavily evidence-based. Rigorous external reviews and accountability structures correlate directly with better-prepared teachers who remain in the classroom longer
- Grow Your Own" (GYO) Pathways & Ed Fellows: GYO programs are highly research-based. Decades of educator workforce research show that candidates recruited from local communities, particularly Educational Assistants (EAs) and community members of color, are far more likely to stay in high-need schools than traditionally recruited out-of-state candidates.
- Targeted SPED and Bilingual Cohorts: Research on the teacher pipeline consistently demonstrates that specialized, cohort-based learning structures increase completion rates and long-term retention for high-attrition fields like Special Education and Bilingual/TESOL education

Promising practices:

- High School-to-Workforce Seamless Transitions: While wrap-around services in higher education are proven, building a frictionless, multi-step pipeline specifically mapped to Martinez-Yazzie identified groups requires this specific state-level funding to prove its long-term statistical efficacy.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

Edwards, D. S., & Kraft, M. A. (2025). Grow Your Own: An Umbrella Term for Very Different Localized Teacher Pipeline Programs. The Learning Policy Institute (2026). Teacher Certification and Preparation Policies: District Strategies to Recruit and Retain Fully Prepared Teachers.

Council for the Accreditation of Educator Preparation (CAEP) Evidence Guide (2022/2026). Quality Assurance Systems and Continuous Improvement Standards.

National Research Council. Preparing Teachers: Building Evidence for Sound Policy.

c. How will you evaluate the program to confirm your categorization?

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

NA. The program was established in 2021. The request is to continue the program in its current form.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

NA. The program was established in 2021. The request is to continue the program in its current form.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Identification of districts and charter schools that want to participate; identification of participants for the program; employment of coordinator and coaches; on-going mentorship and support of participants.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

- The number of educator fellows participating.
- The number of educator fellows becoming licensed teachers.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

- Ed Fellows Expansion: Tracking the exact enrollment numbers to ensure a jump from 375 to 425 fellows; measuring retention and drop-out rates within the specialized SPED and Bilingual/TESOL cohorts
- EPP Accreditation Progress: Documenting the formal onboarding of state EPPs into AAQEP and CAEP memberships; tracking the drafting and legislative presentation of the new 3-year statutory state accreditation model.
- EPP Compliance & Quality: Using the newly scaled TPI US and NCTQ inspection frameworks to audit EPP curricula, specifically measuring their alignment with New Mexico's literacy (Science of Reading) and mathematics initiatives
- Porous Pipeline Reduction: Measuring the percentage of low-socioeconomic and Martinez-Yazzie (MY) student groups who successfully transition from high school pathways into college EPPs without dropping out
- Vacancy Reduction: Analyzing annual district data to measure the net percentage decrease in severe teacher vacancies across New Mexico, with a hyper-focus on SPED and Bilingual/TESOL positions
- Retention in High-Need Areas: Tracking the 3-year and 5-year classroom retention rates of GYO scholarship recipients and Ed Fellows graduates compared to out-of-state or traditional hires
- Student Achievement Accountability: Using the data analyst's infrastructure to cross-reference student proficiency growth in math and literacy with classrooms led by graduates from EPPs

b. Will the requested program affect any existing performance measures?

Yes

i. If yes, which performance measures will be affected?	Vacancy Reduction: Analyzing annual district data to measure the net percentage decrease in severe teacher vacancies across New Mexico, with a hyper-focus on SPED and Bilingual/TESOL position
c. What program outputs will the agency measure?	Vacancy Reduction: Analyzing annual district data to measure the net percentage decrease in severe teacher vacancies across New Mexico, with a hyper-focus on SPED and Bilingual/TESOL position Retention in High-Need Areas: Tracking the 3-year and 5-year classroom retention rates of GYO scholarship recipients and Ed Fellows graduates
d. What efficiency metrics will the agency monitor?	percentage of students who successfully cross from one stage of the pipeline to the next (e.g., from High School Pathway → College EPP → Classroom Placement)
e. Does the agency have baseline data for the proposed measures?	
i. If yes, please provide baseline data.	We are just now getting our first cohorts of fellows graduating as licensed teachers.
ii. If no, when and how does the agency anticipate collecting baseline data?	Baseline data collection will begin this year by tracking fellows while in program through NOVA and annual surveys and once they enter the teaching profession through NoVA
f. How often will the agency collect and report on these performance metrics?	Annually

g. How do you plan to share the results of your program with the public and the Legislature?

EIR report

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Educator and Administrator Preparation, Induction, and Evaluation (HB157)
------------------------	---

Is the requested expansion solely the result of a workload change? (Yes / No) No
If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

SCHOOL & DISTRICT LEADERS: In 2025, the New Mexico Legislature enacted House Bill 157 (HB 157), significantly modernizing the state’s framework for school and district leader licensure and preparation. HB 157 requires the New Mexico Public Education Department (NMPED) to establish new licensure pathways for site administrators, superintendents, and other school personnel; replace the former Professional Administrator Licensure framework; implement the School Administrator Development Act; and strengthen qualifications and preparation requirements for school and district leaders. To fulfill these requirements, NMPED must redesign its leadership preparation system, including developing and approving Site Administrator Preparation Programs and Aspiring Superintendent Academies, establishing rigorous program approval and oversight processes, providing ongoing support to ensure programs align with state requirements and evidence-based practices. The legislation also emphasizes first-year mentorship and ongoing professional learning to strengthen leadership effectiveness, increase student achievement, and help address high turnover among superintendents and site administrators, which can negatively affect student outcomes. Additional capacity is necessary for NMPED to effectively implement and sustain these expanded responsibilities.

EDUCATOR MENTORSHIP & INDUCTION: To continue the state's efforts toward a statewide network of high quality mentors and in efforts toward building a mentorship framework in alignment with the MY action plan, NMPED will continue statewide induction and mentorship coursework, Communities of Practice, and one-on-one coaching so Level 2 and Level 3 teachers can provide new-to-career teachers with consistent, high-quality guidance. The presentation identifies mentor preparation as a strategy to strengthen instructional practice, teacher retention, and student outcomes.

b. How does this request differ from existing programming?

SCHOOL & DISTRICT LEADERS: This request is necessary to expand the Principal Residency Program from 40 to 50 residents and to support the implementation of new licensure pathways for site administrators, superintendents, and other school personnel. To meet these expanded responsibilities, NMPED must redesign and strengthen its leadership preparation system by developing and approving Site Administrator Preparation Programs and Aspiring Superintendent Academies; establishing rigorous program approval, monitoring, and oversight processes; and providing ongoing technical assistance and support to ensure preparation programs meet state requirements and reflect evidence-based practices. These investments will strengthen the pipeline of well-prepared school and district leaders and support effective leadership across New Mexico schools.

EDUCATOR MENTORSHIP

& INDUCTION: The request continues the existing initiative while revising and maintaining two previously built courses and developing a third, progressively more rigorous course. FY28 also continues contractor-led webinars, Communities of Practice, one-on-one coaching, and a mentorship toolkit for participants.

c. How does the requested program fit into the agency's strategic plan?

SCHOOL & DISTRICT LEADERS: HB 157 strengthens New Mexico's educator ecosystem by supporting school administrators, superintendents, and other education leaders. NMPED recognizes that improving outcomes for students requires not only supporting students and teachers, but also developing and sustaining strong, effective leadership in districts and charter schools across the state.

EDUCATOR

MENTORSHIP & INDUCTION:

The NMPED mentorship courses support Goal V of PED's 2025 Strategic Plan for Success—Foster Shared Accountability—which specifically includes educator mentorship and retention.

They also advance the four pillars of PED's 2022 Comprehensive Strategic Plan:

--Educator Ecosystem: develops skilled mentors and supports teacher effectiveness and retention.

--Whole Child and Culturally Responsive Education: strengthens mentors' ability to support responsive instructional practices.

--Profiles and Pathways: creates professional-growth and teacher-leadership opportunities.

--Asset-Based Supports and Opportunities: promotes equitable educational support for all students and student groups.

The initiative aligns with Martinez-Yazzie Action 2.1e by strengthening statewide mentor training and support, including support for teachers serving students with disabilities, English learners, Native American students, and economically disadvantaged students.

d. Has the agency developed a logic model describing the agency's theory of change?

No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

NA

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

SCHOOL & DISTRICT LEADERS: HB 157 strengthens New Mexico's school and district leadership pipeline by ensuring that school leaders and superintendents receive rigorous, focused preparation before qualifying for licensure, mentorship during their first year in the role, and ongoing professional learning to support continued growth and license renewal. The redesigned administrator preparation programs and Aspiring Superintendent Academies will also support the state's response to the Yazzie-Martinez decision by preparing educational leaders to better serve the diverse needs of New Mexico's students and communities. Expanding funding will provide educational leaders with dedicated, ongoing support from NMPED while strengthening the agency's capacity to oversee preparation programs, analyze data, and improve recruitment and retention efforts. Together, these initiatives are intended to build a stronger leadership pipeline, reduce principal and superintendent turnover, and ultimately improve student outcomes across New Mexico.

EDUCATOR MENTORSHIP & INDUCTION: New Mexico requires new-to-career teachers to complete at least one year of mentorship under 6.60.10 NMAC. The request addresses the need for a statewide pool of trained Level 2 and Level 3 mentors who can provide consistent, structured support.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

SCHOOL & DISTRICT LEADERS: By fully funding all components of HB 157 and establishing new principal and superintendent licensure pathways, New Mexico will strengthen educational leadership and positively impact students, educators, schools, districts, and charter schools statewide. Leadership turnover underscores the need for this investment. Between 2021 and 2023, 72 of 89 superintendent positions experienced turnover, while principal turnover rates ranged from 10 to 12 percent during the same period. More recently, between 2024 and 2026, 64 percent of districts retained their superintendents, while 31 percent experienced one superintendent turnover and 4 percent experienced multiple superintendent transitions. Fully implementing HB 157 will provide stronger preparation, mentorship, and ongoing professional learning for school and district leaders, helping New Mexico build a more stable and effective leadership pipeline and improve continuity and outcomes across the education system.

EDUCATOR MENTORSHIP & INDUCTION: FY28 services are designed for statewide reach, with 100 teacher participants projected. The coursework supports mentors working with new teachers who serve students with disabilities, English learners, Native American students, and economically disadvantaged students.

c. What percentage of the previously identified total statewide need does this request seek to address?

SCHOOL & DISTRICT LEADERS: 100% **EDUCATOR**
MENTORSHIP & INDUCTION: 100%

Program Description
In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

SCHOOL & DISTRICT LEADERS:

- 50 principal residents
- 1.0 FTE Principal Residency Coordinator (continuing)
- Principal residency external program evaluation
- SAPP communities of practice facilitation
- SAPP Approval Process – create process for on-going review of new programs
- Stipends for SAPP principal mentors
- ASA communities of practice facilitation
- ASA Approval Process – create tools, provide training, facilitate meetings, compile reports
- ASA Special Projects Manager (part-time) – assist with ASA Approval process
- 1st Year Induction/Mentoring Program Approval Process - create tools, provide training, facilitate meetings, compile reports, create curriculum
- ASA tuition incentives – recruit aspiring superintendents
- Licensure Renewal Professional Learning Task Force – facilitation to create guidance and approval process
- Development of Professional Learning Courses for licensure renewal
- CAEP membership for PED
- Cover travel expenses for staff to conduct on-site EPP accreditation visits

EDUCATOR MENTORSHIP & INDUCTION:

- Mentorship Communities of Practice/Coaching facilitation/• Revising and maintaining two prior courses; /• Developing a third, more rigorous course;/
- Providing online coursework,/• Monthly webinars, /• Monthly Communities of Practice, (Spring Semester)/• Monthly one-on-one coaching, /
- Technical assistance, /• Mentor-skill development, /• Observation-and-feedback training;/• Providing a mentorship toolkit.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

SCHOOL & DISTRICT LEADERS: \$100,000.00 per principal resident.

MENTORSHIP & INDUCTION: \$120,000 for 100 participants = \$1,200 per participant.

EDUCATOR

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

NA

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

SCHOOL & DISTRICT LEADERS: If the number of principal residents increases in the future, additional funding will be necessary to support program expansion. At the current funding level, however, NMPED will be able to sustain 50 principal residents; administer the Site Administrator Preparation Program (SAPP) and Aspiring Superintendent Academy (ASA) approval processes; support SAPP and ASA communities of practice; fund a Principal Residency Coordinator and a part-time contractor to support the ASAs; and continue developing high-quality professional learning opportunities that support ongoing leadership development and licensure renewal.

EDUCATOR MENTORSHIP & INDUCTION: As the department is building out a Mentorship Framework as outlined in MY plan 2.1e there is a potential for greater cost for this initiative. For the programmatic part of the online course, it may remain largely the same, unless expansion of the facilitation and coaching is requested.

Research and Evidence Categorization
In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

SCHOOL & DISTRICT LEADERS: The programs and activities established through HB 157 are grounded in evidence-based and research-based practices designed to strengthen the preparation, development, and ongoing support of effective school and district leaders.

EDUCATOR MENTORSHIP & INDUCTION: The NMPED Induction and Mentorship program incorporates research-supported practices, including structured mentor training, coaching, collaborative communities of practice, and sustained professional support. Published research indicates that comprehensive induction and mentoring can improve beginning-teacher retention, instructional practice, and, in some studies, student achievement. However, the materials reviewed do not document a statistically controlled or randomized evaluation demonstrating that outcomes are attributable specifically to the NMPED program.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

SCHOOL & DISTRICT LEADERS: HB157 is based on a literature review and landscape analysis in NM.

- Ikemoto, G., & Hunt, E. (2022). Improved Student Outcomes Won't Happen without Strong School Leadership: Recommendations for New Mexico. Greater Albuquerque Chamber of Commerce and Education Research & Development, LLC.

- A RAND study found that strategies to improve school leadership were a feasible and relatively inexpensive approach to improving student achievement. (RAND, 2019)

- Learning Policy Institute (2022). Developing Effective Principals: What Kind of Learning Matters?

- RAND Corporation (2022). Redesigning University Principal Preparation Programs: A Systemic Approach for Change and Sustainability

- Anderson et al. (2019). Examining University Leadership Preparation: An Analysis of Program Attributes and Practices

- Crow & Whiteman (2016). Effective Preparation Program Features: A Literature Review

c. How will you evaluate the program to confirm your categorization?

SCHOOL & DISTRICT LEADERS: Principal residency programs undergo an annual formal evaluation conducted by an independent third party to assess program effectiveness and outcomes. NMPED will also collaborate with Site Administrator Preparation Programs (SAPPs) and Aspiring Superintendent Academies (ASAs) to collect participant data and track program completers over time, including licensure, employment, and retention outcomes. In addition, SAPPs and ASAs will be monitored through Educator Preparation Program (EPP) accreditation visits to ensure program quality, compliance with state requirements, and continuous improvement.

EDUCATOR MENTORSHIP & INDUCTION: Research supporting this classification includes studies finding that structured induction, mentoring, and coaching can improve teacher retention, instructional practice, and student outcomes (Ingersoll & Strong, 2011; Kraft et al., 2018). Because federal evaluations have reported mixed results and the NMPED TeachUNITED program has not undergone a rigorous independent evaluation,

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

SCHOOL & DISTRICT LEADERS: The Communities of Practice for Site Administrator Preparation Programs and Aspiring Superintendent Academies provide ongoing training, technical assistance, and collaborative learning opportunities to support program implementation, strengthen program quality, and promote alignment with state requirements and evidence-based practices. **EDUCATOR MENTORSHIP & INDUCTION:** Startup requires updating the existing courses, developing the third-year course, configuring the online platform, recruiting eligible Level 2 and Level 3 teachers, and establishing participation and data-tracking procedures. Training includes asynchronous coursework, webinars, Communities of Practice, coaching practice, and individual coaching. This is what this initiative already encompasses.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

SCHOOL & DISTRICT LEADERS: All required work must be completed prior to the implementation and issuance of the new principal and superintendent licenses on July 1, 2029. **EDUCATOR MENTORSHIP & INDUCTION:** July–August 2027: revise the two existing courses, complete the third-year course, configure the online platform, contract facilitators, and recruit participants. September–December 2027: launch all three course levels, webinars, and progress monitoring. January–May 2028: conduct Communities of Practice, individual coaching, and capstone activities. By June 30, 2028, complete the FY28 cycle and analyze participation, completion, and outcome data. All three course levels are targeted to be fully operational by September 30, 2027. No new FTE is required at this time.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

SCHOOL & DISTRICT LEADERS: Key components critical to the success of the program include the timely redesign, development, and approval of high-quality leadership preparation programs; expansion of principal residency opportunities; and effective strategies to strengthen leadership retention. Site Administrator Preparation Programs must be redesigned and approved by the Professional Practices and Standards Council (PPSC) prior to July 1, 2027, and Aspiring Superintendent Academies must be developed and approved by the PPSC within the same timeframe. The program must also have sufficient capacity and resources to support an increased number of participants in principal residencies while maintaining program quality, mentorship, and support. Collectively, these efforts are intended to build a stronger pipeline of well-prepared school and district leaders and contribute to reduced principal and superintendent turnover across New Mexico.

EDUCATOR MENTORSHIP & INDUCTION: Critical components are three progressively rigorous courses, qualified contractor capacity, online coursework, monthly webinars and Communities of Practice, monthly one-on-one coaching, technical assistance, observation-and-feedback training, a participant toolkit, and completion monitoring.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

- SCHOOL & DISTRICT LEADERS:**
- Number of Principal Residents
 - Number of Aspiring Superintendents Academies developed and approved
 - Number of SAPP and ASA communities of practice held and number of participants
 - Development of Professional Learning Courses for licensure renewal
- EDUCATOR MENTORSHIP & INDUCTION:**
- Recruit up to 100 eligible Level 2 and Level 3 teachers.
 - Prioritize participants from rural and CSI, TSI, and ATSI schools, as well as LEAs identified as needing mentorship plan support.
 - Track enrollment, module completion, webinar attendance, Communities of Practice participation, and coaching sessions.
 - Require completion of capstones or mentor portfolios using an established rubric.
 - Collect participant feedback and pre- and post-course competency data.
 - Disaggregate participation and completion data by region, LEA type, and priority-school status.
 - Conduct quarterly progress reviews and address participation or access gaps.

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

SCHOOL & DISTRICT LEADERS.

- Support the placement and successful completion of 50 principal residents in approved principal residency programs.
- Fund and maintain 1.0 FTE Principal Residency Coordinator to oversee implementation, provide technical assistance, monitor participation, and report program outcomes.
- Complete one external evaluation of the Principal Residency Program, including findings and recommendations related to program implementation, candidate outcomes, and continuous improvement.
- Facilitate a SAPP community of practice, with four scheduled sessions and documented participation, resources, and recommendations for program improvement.
- Continue the standardized, ongoing SAPP approval and review process, including review tools, timelines, guidance, and procedures for evaluating new and existing programs.
- Provide stipends to eligible SAPP principal mentors who meet established participation, training, and mentoring requirements.
- Facilitate an Aspiring Superintendent Academy (ASA) community of practice, with four scheduled sessions and documented participation, resources, and recommendations.
- Develop and implement a standardized ASA approval process, including review tools, applicant training, facilitated review meetings, and final approval reports.
- Employ a part-time contractor as an ASA Special Projects Manager to support the timely completion of approval materials, meetings, technical assistance, and reports.
- Develop and implement a standardized first-year administrator induction and mentoring program approval process, including application and review tools, training, facilitated meetings, reports, and a model induction curriculum.
- Provide tuition incentives to eligible ASA candidates to increase recruitment and participation among aspiring superintendents.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

SCHOOL & DISTRICT LEADERS: Yes. The requested program is expected to positively affect existing performance measures by strengthening the preparation, effectiveness, and retention of school and district leaders. Expanded leadership preparation, principal residencies, mentorship, and ongoing professional learning will increase the number of well-prepared principals and superintendents entering and remaining in leadership positions. Over time, these efforts are expected to reduce leadership turnover, improve leadership stability and effectiveness, and contribute to improved student achievement and other student outcomes. NMPED will monitor program participation, completion, licensure, placement, and retention data to assess progress and inform continuous improvement. **EDUCATOR MENTORSHIP & INDUCTION:** Yes. Mentorship coursework connects the program to mentor-course participation and completion, mentor-skill development, the consistency and quality of support for new teachers, instructional practice, teacher retention, and student outcomes.

b. Will the requested program affect any existing performance measures?

i. If yes, which performance measures will be affected?

SCHOOL & DISTRICT LEADERS: The requested program is expected to positively affect performance measures related to educator preparation, leadership pipeline development, recruitment, retention, and student outcomes. Specific measures include the number of principal residents participating in and completing the Principal Residency Program; the number of candidates completing approved Site Administrator Preparation Programs (SAPPs) and Aspiring Superintendent Academies (ASAs); the number of qualified candidates obtaining principal and superintendent licensure; and principal and superintendent retention and turnover rates. NMPED will also track program completers over time to assess licensure, placement, and retention outcomes. Ultimately, increasing the number of well-prepared and supported school and district leaders and improving leadership stability are expected to contribute to stronger school performance and improved student outcomes.

EDUCATOR MENTORSHIP & INDUCTION: Performance will be measured related to the number of teacher participants; course completion; delivery of webinars, Communities of Practice, and one-on-one coaching; mentor-skill development; quality and consistency of support for new teachers; teacher retention; and student outcomes.

c. What program outputs will the agency measure?

SCHOOL & DISTRICT LEADERS: NMPED will measure program outputs associated with the implementation of HB 157 and the development of a stronger school and district leadership pipeline. Key outputs will include the number of principal residents enrolled in and completing the Principal Residency Program; the number of Site Administrator Preparation Programs (SAPPs) and Aspiring Superintendent Academies (ASAs) developed, approved, and monitored; the number of candidates enrolled in and completing approved SAPPs and ASAs; and the number of new principal and superintendent licenses issued. Additional outputs will include the number of Communities of Practice, training sessions, technical assistance activities, and professional learning opportunities provided to preparation programs and educational leaders. NMPED will also track participation in first-year mentorship and professional learning required for licensure renewal, as applicable. These measures will allow NMPED to monitor implementation, program participation, and progress toward establishing a strong and sustainable pipeline of well-prepared school and district leaders.

EDUCATOR MENTORSHIP & INDUCTION: Outputs include revision and maintenance of two prior courses; development of a third course; 100 teacher participants; online coursework; monthly webinars; monthly Communities of Practice; monthly one-on-one coaching; technical assistance; observation-and-feedback training; completion monitoring; and a mentorship toolkit.

d. What efficiency metrics will the agency monitor?

SCHOOL & DISTRICT LEADERS: NMPED will monitor efficiency metrics to ensure resources are used effectively and HB 157 requirements are implemented within established timelines. Key metrics will include the cost per principal resident; percentage of principal residents who successfully complete the program; percentage of Site Administrator Preparation Programs (SAPPs) and Aspiring Superintendent Academies (ASAs) reviewed and approved within established timelines; candidate enrollment and completion rates; and the percentage of program completers who obtain principal or superintendent licensure and secure leadership positions. NMPED will also monitor participation in mentorship and professional learning, program retention rates, and principal and superintendent retention and turnover trends. These metrics will help NMPED evaluate the efficiency of program implementation, identify areas for improvement, and ensure investments are contributing to a sustainable pipeline of well-prepared school and district leaders.

EDUCATOR MENTORSHIP & INDUCTION: NMPED will measure the number of participants enrolled and completing each course; modules completed; webinars, Communities of Practice, and coaching sessions delivered and attended; capstones or portfolios completed; stipends issued; and trained mentors available by region, LEA type, and priority-school status, and LEA submitted mentorship plan quality. A longitudinal study on increased student achievement for teachers who were mentored by NMPED trained mentors.

e. Does the agency have baseline data for the proposed measures?

SCHOOL & DISTRICT LEADERS: Principal Residency Program: SY2024-25: 24 residents started the program. They were affiliated with CES (6), New Mexico Highlands (6), and University of New Mexico (12). All 24 residents completed the residency. 15 of the completers were placed in site administration roles in the following school year. SY2025-26: NMPED awarded grants to five institutions. 23 residents started the program. They were affiliated with CES (4), Eastern (3), New Mexico Highlands (4), University of New Mexico (9), and Western (3). 21 residents completed the residency. One resident left their program mid-year to accept a site leadership position.

i. If yes, please provide baseline data.

EDUCATOR MENTORSHIP & INDUCTION: Yes. FY26 had a target of 50–70 participants and an actual outcome of 14, of which 13 successfully completed the course. Because the course launched in December/January, LEAs had a shortened nomination window, and fewer teacher nominations were submitted than anticipated. The FY27 and FY28 targets are 100 participants each. The FY26 small pilot also gathered participant feedback and Next Steps Proposals.

ii. If no, when and how does the agency anticipate collecting baseline data?

SCHOOL & DISTRICT LEADERS: Baseline data are not yet available for the redesigned Site Administrator Preparation Programs (SAPPs), Aspiring Superintendent Academies (ASAs), or the new principal and superintendent licenses because these programs and licensure pathways have not yet been fully implemented. As HB 157 is implemented, NMPED will establish baseline measures for program enrollment, completion, licensure, placement, mentorship, professional learning, and retention. These data will provide a foundation for evaluating program effectiveness and measuring progress over time.

EDUCATOR MENTORSHIP & INDUCTION: Baseline data will be collected before coursework begins through applications, LEA nominations, pre-assessments, participant surveys, and available educator workforce data.

f. How often will the agency collect and report on these performance metrics?

SCHOOL & DISTRICT LEADERS: Annually
EDUCATOR MENTORSHIP & INDUCTION: Annually

g. How do you plan to share the results of your program with the public and the Legislature?

SCHOOL & DISTRICT LEADERS: Through an annual report, program evaluations, and program accreditation.
EDUCATOR MENTORSHIP & INDUCTION: Annual reports, program evaluations.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Fiscal System Improvements (OBMS and SEG)
------------------------	---

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

PED relies on two critical financial processes to administer and oversee public school funding: the State Equalization Guarantee (SEG) calculation and the Operating Budget Management System (OBMS).

a. Why is this expansion needed and what problem or need is it attempting to address?

SEG distributes approximately \$4.6 billion annually to New Mexico school districts and charter schools through a complex statutory funding formula. Significant portions of the calculation, forecasting, and fiscal modeling are currently performed through Excel-based processes that require manual updates as statutory provisions, funding levels, membership, and other data change. This creates operational risk, requires extensive manual validation, and limits PED's ability to efficiently conduct historical trend analysis, multi-year forecasting, and scenario modeling.

b. How does this request differ from existing programming?

The request does not establish a new public school funding program. It is an investment in modernizing the systems and tools PED currently uses to calculate, distribute, budget, monitor, analyze, and report public school funding.

c. How does the requested program fit into the agency's strategic plan?

The SEG component would transition calculation and modeling from heavily Excel-dependent processes to a centralized solution capable of maintaining funding formula logic, analyzing historical trends, establishing baseline projections, modeling alternative assumptions, and

d. Has the agency developed a logic model describing the agency's theory of change?

The request supports PED's goals of effective stewardship of public resources, operational efficiency, transparency, accountability, and data-informed decision-making. Modernizing SEG and OBMS will strengthen PED's ability to accurately administer public school funding, respond to statutory changes, evaluate historical and projected funding trends, provide timely fiscal information, and oversee the use of

No. A formal logic model has not yet been developed for this technology modernization initiative.

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.



Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

The need affects two core components of New Mexico's public school finance infrastructure.

SEG calculations are used to distribute approximately \$4.6 billion annually and must accommodate statutory formula changes, changing funding levels, membership, unit values, and multiple other data inputs. Reliance on complex spreadsheets increases manual processing and quality assurance requirements and limits PED's ability to quickly model alternative funding scenarios or develop multi-year projections.

OBMS has been in operation since 2007 and contains legacy modules and processes that require modernization to remain sustainable and responsive to current fiscal oversight and reporting needs.

Together, these limitations increase reliance on manual processes and specialized institutional knowledge, create operational and continuity risk, and constrain PED's ability to efficiently calculate, analyze, forecast, budget, and monitor public school funding.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The need is statewide. SEG is the primary mechanism through which state operational funding is distributed to New Mexico school districts and charter schools, while OBMS supports budget development, financial reporting, budget adjustments, and fiscal oversight of public education entities throughout the state.

The modernization therefore supports the statewide administration and oversight of public school funding and affects school districts and charter schools across New Mexico.

c. What percentage of the previously identified total statewide need does this request seek to address?

100 percent of the identified statewide system need. The modernization is intended to improve the core systems and processes used statewide for SEG calculation and analysis and public school budgeting, financial reporting, and fiscal oversight.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

- *Assessment and documentation of existing SEG and OBMS processes and business rules;
- *System and process design;
- *Modernization of identified legacy OBMS modules and workflows;
- *Development of a modernized SEG calculation and modeling solution;
- *Development of historical trending, forecasting, and scenario-modeling capabilities;
- *Conversion and configuration of existing functionality and business rules;

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).	N/A
d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).	
e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.	The modernization is anticipated to require a multi-year investment. Following implementation, ongoing costs may include software licensing or subscription costs, hosting, maintenance, technical support, and future system enhancements. PED will seek to develop a sustainable long-term solution and will identify ongoing operational costs as system design, procurement, and implementation decisions are finalized.

Research and Evidence Categorization
In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

None of the above. This request is a technology and business-process modernization initiative rather than an educational intervention or program subject to evidence-based program classifications under the Accountability in Government Act.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

Not applicable. The request is based on PED's operational need to modernize legacy technology, reduce reliance on manual and spreadsheet-based processes, improve financial modeling and forecasting capabilities, and improve the sustainability and efficiency of critical statewide public school finance systems.

c. How will you evaluate the program to confirm your categorization?

PED will evaluate the modernization based on implementation outcomes, system accuracy and reliability, processing efficiency, user acceptance, forecasting capabilities, and reductions in manual processes rather than through an evidence-based educational program evaluation.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Startup activities will include detailed requirements gathering, documentation of existing business rules and workflows, system design, technical configuration and development, data and calculation validation, testing, and development of system and user documentation.

PED staff will participate extensively in requirements development, validation, and user acceptance testing to ensure the modernized systems accurately reflect statutory requirements and PED business rules.

Training will be provided to PED staff and, for applicable OBMS functionality, school district and charter school users prior to implementation.

No new PED FTE are currently anticipated as part of the request.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

The modernization is anticipated to occur over approximately three years.

Year 1: Requirements gathering; documentation of existing processes and business rules; system and process design; prioritization of legacy functionality; initial development and configuration; and commencement of modernization of identified SEG and OBMS components.

Year 2: Continued development and conversion; development of historical trending, forecasting, and scenario-modeling capabilities; system integration; testing; validation of financial calculations and business rules; and phased implementation of modernized functionality.

Year 3: Completion of remaining modernization activities; comprehensive user acceptance testing; training; final implementation; documentation; system stabilization; and transition to ongoing operations and maintenance.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Critical components include accurate translation of statutory and regulatory requirements into system business rules; preservation of SEG calculation accuracy; appropriate internal controls; accurate migration and conversion of existing functionality; reliable historical data; extensive testing; PED ownership and understanding of business rules; stakeholder involvement; documentation; training; and successful user acceptance prior to implementation.

The modernization must also maintain continuity of critical public school finance operations throughout development and implementation.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

PED will monitor:

- *Completion and approval of requirements and business-rule documentation;
- *Validation of statutory funding formula components;
- *Completion of development milestones;
- *Successful testing of SEG calculations against existing validated results;
- *Validation of historical trend and forecasting functionality;
- *Completion of identified OBMS module development and testing;
- *Identification and resolution of system defects;

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

PED's primary outcome is the successful modernization of SEG and OBMS while maintaining the accuracy and continuity of critical public school finance operations.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Measurable outcomes will include successful modernization of identified legacy processes; accurate reproduction of validated SEG calculations; reduced reliance on manual and spreadsheet-based processes; improved ability to analyze historical funding trends; enhanced multi-year forecasting and scenario-modeling capabilities; and successful implementation of modernized OBMS functionality.

The modernized SEG solution should allow PED to more efficiently model the effects of changes in membership, unit value, statutory formula components, appropriations, and other assumptions across multiple fiscal years.

b. Will the requested program affect any existing performance measures?

No direct impact on existing agency performance measures is anticipated. The modernization is intended to improve the systems and processes supporting PED's existing public school finance responsibilities.

i. If yes, which performance measures will be affected?

c. What program outputs will the agency measure?

PED will measure modernization milestones completed; SEG and OBMS processes and modules modernized; SEG calculations and business rules successfully configured and validated; historical trending and forecasting capabilities implemented; testing completed; defects identified and resolved; users trained; and system functionality successfully implemented.

d. What efficiency metrics will the agency monitor?

PED will monitor processing time; number of manual processes eliminated or automated; calculation and data-validation results; system defects; time required to implement funding formula or business-rule changes; time required to produce SEG forecasts and fiscal impact analyses; ability to update multi-year projections when assumptions change; and system availability and reliability following implementation.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

Yes, in part. PED has existing information regarding current SEG calculation processes, Excel-based tools, OBMS modules and functionality, historical funding and membership data, and current workflows.

ii. If no, when and how does the agency anticipate collecting baseline data?

During the initial project phase, PED will establish additional quantitative baselines, including current processing times, number of manual

f. How often will the agency collect and report on these performance metrics?

Implementation metrics will be monitored throughout the project, with formal progress assessments at established project milestones. Following implementation, PED will monitor system performance, calculation accuracy, forecasting capabilities, and operational efficiency on an ongoing basis.

g. How do you plan to share the results of your program with the public and the Legislature?

PED will report project expenditures, implementation progress, major milestones, and modernization outcomes through established agency budget and legislative reporting processes. PED will also provide project status, financial information, and performance results to DFA, LFC, the Legislature, and other oversight entities as requested.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Hispanic Education Act
------------------------	------------------------

Is the requested expansion solely the result of a workload change? (Yes / No) NO

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

In New Mexico, 3 out of 5 students in public schools identify as Hispanic. That is about 64% of our student population. Data for current Hispanic Education Act programming shows increases in attendance, belonging, and ethnic identity. Therefore, HEA programming that helped build students' strong ethnic identity aligned with greater school belonging and school engagement. In addition, due to a lack of funding support, the Hispanic Education Bureau turned away 38 schools in FY25 and 43 in FY26.

b. How does this request differ from existing programming?

FY27 is the fourth year of HEA programming. The current HEA appropriation--\$500K-- will cover approximately 16-18 schools. Two positions in the Hispanic Education Bureau (HEB) are currently paid for by the non-recurring appropriation. The cost of the positions is about \$318K/year leaving about \$182K for HEA programming. NMPED has not yet made the decision to absorb the positions into the general fund. By increasing the request for FY28 the HEB would be able to scale up research-proven programming that increases engagement, strengthens ethnic identity, and improves attendance. This would necessitate a total investment of \$1.5 million.

c. How does the requested program fit into the agency's strategic plan?

The \$1.5 million FY28 request will expand Hispanic Education Act programming that strengthens ethnic identity and belonging, improves attendance, and supports academic success and graduation—advancing Goals III and IV of the NMPED Strategic Plan. It will also support Latinos in Action, a leadership curriculum aligned with the college- and career-readiness priorities of the Strategic Plan and the Martinez and Yazzie Action Plan. Consistent with the 2025 amendments to the Hispanic Education Act and Martinez and Yazzie Goal 1.2, funding will enable the Hispanic Education Bureau and NMPED's Language and Culture Division to support heritage Spanish-language teachers and learners and expand pathways to biliteracy.

d. Has the agency developed a logic model describing the agency's theory of change?

Yes, HEA has a logic model.

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

See pg. 5 of this document: <https://web.ped.nm.gov/wp-content/uploads/2025/08/HEB-Data-Story-Aug-2025.pdf>

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

The Hispanic Education Act requires that the NMPED support districts and charter schools in graduating lifelong learners. Hispanic students make up 64% of the student population in New Mexico, and 51% of Hispanic students qualify for/participate in the Free and Reduced Lunch program. The HEA programming aims to increase Hispanic student sense of belonging, ethnic identity, attendance, academic achievement, graduation rates, and college and career advancement.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may

Hispanic students make up 64% of the K-12 population, this about 203,000 students. The HEB would like to provide programs to 160 schools in FY28. There are about 890 K-12 public schools in NM.

c. What percentage of the previously identified total statewide need does this request seek to address?

Currently, HEA programs reach about 2% of the total Hispanic student population with the bureau turning away interested schools due to lack of funding support. A better way to look at it is that in FY27 if funded at 1.5M, the HEB could provide programs for 20% of schools.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

Hispanic Arts and Music Mini-Grants for Schools \$900,000.00
Hispanic Student Scholarships for National Hispanic Institute \$60,000.00
Latinos In Action Curriculum Year 4 \$200,000.00
Dual Language Parent Institute Scholarships \$16,000.00
2 FTE \$324,000
Total \$1,500,000.00

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

The cost per student is about \$400.00

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

The \$1.5 million investment can potentially serve about 4,800 students at a total cost of \$312.50 per student. After supporting two state positions, \$1.182 million—or \$246.25 per student—will go towards student services. FY 25 and FY 26 evaluation data showed improvements in students’ connection to identity, sense of belonging, and attendance. These outcomes represent a meaningful educational return because belonging and consistent attendance are important conditions for engagement, persistence, and academic success.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Yes. If the NMPED continues to focus on attendance and graduation rates, HEB programming would need to be increased to reach more Hispanic students in order to increase attendance and graduation rates. It would be prudent to increase the appropriation yearly as well as grow the bureau to include a family engagement specialist and a curriculum designer.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

The following determines that the HEA programming is evidence-based: HEA conducted an internal study of 250 students participating in HEA programming (50% study participation rate). HEA students had higher ethnic identity and greater belonging than their counterparts. HEA students with greater ethnic identity had fewer school absences. HEA students' ethnic identity predicted their school belonging and school engagement. Students in HEA programs had greater ethnic identity than the national average. <https://web.ped.nm.gov/wp-content/uploads/2025/08/HEB-Data-Story-Aug-2025.pdf>

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

The scales used for 24-25 are: Panorama, HEA Survey, Phinney and Ong Multiethnic Identity Scale (2007), Skinner et al, Engagement Scale (2009).

c. How will you evaluate the program to confirm your categorization?

The HEA programs are evaluated using a methodology determined by the statistician in the Student Support Services Division at the NMPED.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

All participating schools receive one of more of the following: training, guidance, and curriculum from the HEB and Latinos in Action.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

The HEA activities are implemented on a school year cycle: Onboarding in August/September, Implementation September - April, Monthly Check Ins, and Culminating Celebrations in May.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

- The critical components for the success of the HEA work are:
- 1. Buy in from the superintendent or charter leadership
 - 2. Empowering parents and community with knowledge and tools to support the programming
 - 3. A curriculum or structure for programming
 - 4. A teacher or sponsor to manage the programming
 - 5. Accountability with support from NMPED HEA staff
 - 6. A needs assessment and data collection cycle supported by all of the above.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

- (1) RELEVANCE - How the program fits the needs of the school community?
- (2) EFFICIANCY - How the HEB invests and ensures good stewardship of public funds?
- (3) EFFECTIVENESS - How the program meets the requirements and objectives of the Hispanic Education Act?
- (4) IMPACT - How does the program impact attendance, academic achievement, and graduation rates?
- (5) SUSTAINABILITY - Once implemented could the program exist without the support of a legislative appropriation or the NMPED
- (6) EQUITY - How the program serves students and families furthest from opportunity

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Increased student attendance, increased academic achievement, increased graduation rates, and increased ethnic identity and emotional engagement.

b. Will the requested program affect any existing performance measures?

Yes.

i. If yes, which performance measures will be affected?

Academic achievement and progress, attendance rate, graduation rate

c. What program outputs will the agency measure?

- 1. Number of students served?
- 2. Number of programs implemented?
- 3. Number of days attended school ?
- 4. Number of schools that attend the EOY conference?
- 5. Number of students that participate in summer institutes?
- 6. Number of students graduated?
- 7. Ethnic identity and emotional engagement

d. What efficiency metrics will the agency monitor?

1. How each appropriated dollar is invested,
2. How the HEB ensures good stewardship of public funds through accountability with support for schools, and
3. The effectiveness of how the financial resources are utilized by the schools through an annual program evaluation.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

40th day attendance, HEA survey, previous year data.

ii. If no, when and how does the

f. How often will the agency collect and report on these performance metrics?

The HEA will use the 40, 80, 120, and EOY attendance and behavior data, annual academic achievement and graduation rate data, and program engagement data about identity and belonging twice a school year.

g. How do you plan to share the results of your program with the public and the Legislature?

The HEA programming will be shared through the statutorily required Hispanic Education Status Report and through the HEB webpages on the NMPED website.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Instructional Scope for Fine Arts
------------------------	-----------------------------------

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?	This appropriation is needed to develop a statewide instructional scope for the New Mexico Core Arts Standards, addressing the current lack of consistent guidance for high-quality, grade-level instruction in music, visual art, dance, theater, and media arts. Without this funding, New Mexico would lose the capacity to develop and implement the Fine Arts NMIS, maintain a Fine Arts Specialist, and provide statewide professional learning and support to fine arts educators, services critical to ensuring equitable access to standards-aligned arts instruction that strengthens creativity, communication, literacy, and student achievement.
b. How does this request differ from existing programming?	To date, there is no instructional scope for fine arts. All other content areas (ELA, Math, Science, Social Studies, Spanish Language Arts) have an instructional scope.
c. How does the requested program fit into the agency's strategic plan?	The agency's strategic plan emphasizes equitable access to high quality instructional materials and programming for all students in New Mexico. The development of an instructional scope for fine arts supports this essential goal.
d. Has the agency developed a logic model describing the agency's theory of change?	A logic model for this project is not needed because it will provide parity for fine arts with instructional supports that are in place for all other content areas.

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

NA

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

Instructional scopes are designed to address critical instructional information for content educators. In short, each scope unpacks the relevant state and national standards and provides pedagogy that is based on high-impact strategies and best practices in the given field as well as detailed support with cultural and linguistic relevance, and differentiation and universal design strategies. In practice, by providing the powerful combination of in-depth content knowledge and aligned pedagogical practices, each instructional scope provides all educators in all settings with on-going professional learning and support. The problem that will be addressed is to develop such a key support for New Mexico's fine arts educators.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

Every public school student in New Mexico will benefit from the development of an instructional scope for fine arts. The vast majority of school districts in New Mexico lack the position of fine arts coordinator and many of our rural districts lack licensed fine arts teachers. As such, many students receive arts instruction from educational assistants and general education teachers. The instructional scope for fine arts will provide key guidance and support for educators who are not licensed in the arts to teach fine arts. This will help address the lack of parity within our state for students whose schools lack a licensed fine arts educator.

c. What percentage of the previously identified total statewide need does this request seek to address?

Each year, the state awards funding from the Fine Arts Education Act (FAEA) to districts and charter schools to support fine arts programming for their K-6 students. This requires an annual application. Per data collected on the 2026-2027 FAEA Application for K-6 Funding, 21.7% of the 138 reporting districts did not have a licensed visual art teacher, 32.6% did not have a licensed music teacher, 69.6% did not have a licensed media arts teacher, 74.6% did not have a licensed theater teacher, and 80.4% did not have a licensed dance teacher. The instructional scope for fine arts seeks to support all teachers who teach fine arts, both licensed and not licensed, which can help fill the gap for the high percentages of students who lack access to licensed fine arts teachers.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

Hire a Fine Arts Specialist who will coordinate, co-develop, and facilitate the following:
Hire a vendor who is well versed in the creation of the NMIS process
Convene a group of New Mexico fine arts teachers,
Train the in the work of writing an instructional scope,
Oversee the writing of the instructional scope,
Provide professional learning to all New Mexico fine arts teachers.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

All fine arts teachers in the state; 89 districts and 111 charter schools = 1,500 teachers = \$166/unit

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

NA

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

Once the instructional scope has been created, it will be posted on the NMPED website at no additional cost.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

Embedded in each of New Mexico's existing instructional scopes are high-impact instructional strategies that are based on research. For example, the New Mexico Instructional Scope for Social Studies includes a wide variety of strategies that support in-class student discussions and scaffolding. According to the work of John Hattie, both high-impact strategies have a learning effect size of .82, with .40 being the baseline of efficacy. Additionally, many of the included instructional task include the jigsaw method, which as a learning effect size of 1.20.

b. Please provide any references or links to relevant research supporting your categorization.

For example, sources may include Visible Learning by John Hattie - <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
published research or categorization provided by clearinghouse databases.

c. How will you evaluate the program to confirm your categorization?

The inclusion of research-based, high-impact strategies will confirm categorization.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Fine arts teachers will be trained in the work of writing and instructional scope.
Hire a Fine Arts Specialist who will coordinate, co-develop, and facilitate the following:
Hire a contractor
Convene a group of New Mexico fine arts teachers,
Train the in the work of writing an instructional scope,
Oversee the writing of the instructional scope,
Provide professional learning to all New Mexico fine arts teachers.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

Timeline

FY28 - funded

July 2027 - hire a Fine Arts Coordinator

August 2027 - issue RFP for contractor or sole source provider

September 2027 - hire contractor

October/November 2027 - recruit fine arts teachers to write the instructional scope

November 2027-January 2028 - train teachers in writing the instructional scope

January 2028-March 2028 - write the instructional scope

April 2028 - May 2028 - edit and revise instructional scope

June 2028 - finalize instructional scope

June 2028 - advertise the development of instructional scope to districts and schools with offer of professional learning by the Fine Arts Coordinator

August-December 2028 - Monthly virtual professional development sessions led by the Fine Arts Coordinator

January-May 2029 - virtual community of practice sessions to support implementation led by the Fine Arts Coordinator

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Hiring a Fine Arts Specialist is critical to the success of this project. That position is needed to coordinate, co-develop, and facilitate the instructional scope, and train teachers on the use of the instructional scope for fine arts.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

PED will engage in an outreach and recruitment process that will reach rural and traditionally underserved areas of the state in order to hire a highly qualified individual for the position of Fine Arts Coordinator.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

The development of a statewide instructional scope for the New Mexico Core Arts Standards, addressing the current lack of consistent guidance for high-quality, grade-level instruction in music, visual art, dance, theater, and media arts. Without this funding, New Mexico would lose the capacity to develop and implement the Fine Arts NMIS, maintain a Fine Arts Specialist, and provide statewide professional learning and support to fine arts educators, services critical to ensuring equitable access to standards-aligned arts instruction that strengthens creativity, communication, literacy, and student achievement.

b. Will the requested program affect any existing performance measures?

Ultimately, the goal of an instructional scope is to elevate the student experience in the classroom. Studies have shown that high-quality arts classes positively impact student attendance.

i. If yes, which performance measures will be affected?

Attendance

c. What program outputs will the agency measure?

Graduation rates and attendance in elementary grades.

d. What efficiency metrics will the agency monitor?

The agency will monitor cost per student served, the percentage of allocated funds directed toward student programming and educator support, and the number of schools, educators, and students reached. NMPED will also track timely expenditure of funds and increases in access to high-quality fine arts instruction, particularly in rural and underserved schools, to ensure resources are being used efficiently and equitably.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

The baseline is that there is not currently an instructional scope for fine arts.

ii. If no, when and how does the agency anticipate collecting baseline data?

NA

f. How often will the agency collect and report on these performance metrics?

NA

g. How do you plan to share the results of your program with the public and the Legislature?

An instructional scope for the NM Core Arts Standards will be developed and published on the NMPED website, which is fully available to the public.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Intervention Dashboard
------------------------	------------------------

Is the requested expansion solely the result of a workload change? (Yes / No) _____

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

New Mexico educators currently rely on multiple, disconnected data systems to understand student performance and identify learning needs. Assessment, screening, progress-monitoring, attendance, and other student information are often housed in separate systems and presented through separate reports. This fragmentation makes it difficult for educators to quickly identify which students need additional support, pinpoint specific skill gaps, select appropriate interventions, and determine whether those interventions are working.

b. How does this request differ from existing programming?

The Integrated Learning & Intervention Analytics Dashboard (ILIAD) is intended to address this problem by bringing multiple measures of student learning and engagement into a single, secure platform and translating those data into actionable information for educators and families. ILIAD will help identify students requiring additional support, highlight learning strengths and skill gaps, recommend evidence-

based PSSR represents a new statewide initiative. New Mexico does not currently have a statewide intervention dashboard that integrates student-level data to identify learning needs and track and monitor the achievement, proficiency, and progress of every student over time. The proposed ILIAD investment will establish this capability and provide educators with actionable information to identify students requiring support, select appropriate interventions, and monitor whether students are making progress.

c. How does the requested program fit into the agency's strategic plan?

The ILIAD expansion directly supports NMPED's strategic priority to improve student achievement by strengthening the connection between assessment, instruction, intervention, and continuous improvement. Rather than using assessment primarily to report student performance after the fact, ILIAD is designed to help educators use multiple measures of student learning to identify needs, target

d. Has the agency developed a logic model describing the agency's theory of change?

Yes

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

[ILIAD Theory of Action](#)

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

The problem is statewide and affects the ability of schools and educators to efficiently use student data to support approximately 310,000 New Mexico public school students. Currently, educators rely on multiple, disconnected sources of information—including statewide assessments, interim assessments, screening, progress monitoring, attendance, and other student data—to understand student performance and determine appropriate supports. Because these data are not integrated into a single system, educators must interpret information across separate reports and platforms before determining where students are struggling and what interventions may be appropriate.

a. What is the extent of the problem to be addressed?

The existing Item Analysis Dashboard represents an important first step but is limited primarily to reporting NM-MSSA assessment results and identifying learning targets where students may need additional support. It does not currently integrate multiple measures of student performance, recommend interventions or instructional resources, or allow educators to monitor intervention effectiveness over time.

The need therefore extends beyond a single grade, school, district, or assessment program. ILIAD is intended to establish a statewide K–12 infrastructure that brings these data together and translates them into actionable information for educators and families. The FY28

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The need is statewide, encompassing approximately 310,000 students in grades K–12 across New Mexico's public schools. The need is not limited to a particular geographic region or district; schools statewide require the ability to bring together multiple measures of student performance and use those data to identify learning needs, determine appropriate interventions, and monitor student progress.

The statewide approach is particularly important in New Mexico because students are served across diverse educational settings and communities. A common statewide infrastructure can help ensure that access to integrated, actionable student information is not dependent on an individual district's size, location, staffing capacity, or ability to develop its own data systems. ILIAD is intended to provide educators and families with a consistent means of understanding student strengths and needs and identifying appropriate supports.

The initiative is also designed to strengthen support for students who have historically experienced disparities in educational opportunity and outcomes. By integrating multiple measures rather than relying on a single assessment result, ILIAD can help educators identify students who require additional support earlier, pinpoint specific skill gaps, monitor whether interventions are effective, and adjust supports based on evidence.

FY27 development focuses on grades K–3. The FY28 expansion will extend ILIAD to grades 4–12, resulting in a statewide K–12 system designed to provide all New Mexico public school students, educators, and families access to more integrated and actionable information about student learning and progress.

c. What percentage of the previously identified total statewide need does this request seek to address?

The request seeks to address 100% of the identified statewide need. The statewide need is approximately 310,000 New Mexico public school students in grades K–12, and the goal of the ILIAD initiative is to provide statewide coverage for all K–12 students, educators, and families.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

If the FY28 request is granted, NMPED will carry out the following activities to expand ILIAD into a statewide K–12 intervention and instructional support system:

*Expand the ILIAD platform to grades 4–12. Build the educator- and student/family-facing functionality necessary to extend the system beyond the K–3 development initiated in FY27.

*Develop and expand the statewide student data infrastructure. Create the data lake and necessary data connections to integrate multiple

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).	\$5 per student
d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).	yes. Following the initial development and statewide expansion of ILIAD, NIMPEB anticipates an ongoing recurring annual platform fee to operate and maintain the system. The FY28 request of \$1.5 million is primarily intended to complete development of the ILIAD platform for grades 4–12, establish the data infrastructure needed to integrate multiple student data sources, develop the intervention catalogue, and support initial implementation and training. Once the statewide K–12 system is fully developed, future funding needs are expected to shift from development costs to o
e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.	Nothing beyond the reoccurring platform fee of \$4-\$5/student.

Research and Evidence Categorization
In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

NMPED categorizes ILIAD as a promising program or practice under the definitions established in New Mexico's Accountability in Government Act.

ILIAD is a new and developing statewide initiative and has not yet undergone sufficient evaluation to classify the program itself as research-based or evidence-based. However, its design incorporates established practices in educational assessment and continuous improvement, including the use of multiple measures of student performance, early identification of learning needs, progress monitoring, data-informed instructional decision-making, and evidence-based academic interventions.

There is also evidence of the potential of this approach from other state education agencies. Massachusetts has operated a statewide Early Warning Indicator System (EWIS) since 2012 that uses statewide longitudinal data to identify students in grades 1–12 who may be at risk of missing important academic milestones. The system was developed using rigorous statistical methods and is designed to allow educators to combine statewide and local information to identify student needs and provide appropriate supports. Other states, including Kentucky and Colorado, have similarly developed or promoted statewide early-warning and data systems that combine multiple indicators to identify students requiring additional support and inform intervention decisions.

ILIAD builds upon this broader body of promising state practice while advancing the concept further for New Mexico. Rather than

Relevant research and resources include:

1. U.S. Department of Education, Institute of Education Sciences (IES) – What Works Clearinghouse: Early Warning Intervention and Monitoring System (EWIMS). The What Works Clearinghouse has reviewed research on EWIMS, an approach that uses research-based indicators to identify students at risk and supports educators in monitoring and responding to those risks. This provides relevant evidence for ILIAD's approach of using integrated student information to identify students requiring additional support and inform intervention decisions.

2. U.S. Department of Education, Institute of Education Sciences – Dropout Prevention Practice Guides. IES/WWC guidance identifies the use of data systems to identify students at risk and monitor student progress as an important component of dropout-prevention strategies.

c. How will you evaluate the program to confirm your categorization?

Evaluation activities will include:

*Implementation and reach. NMPED will track the percentage of public schools with access to and actively using ILIAD; the number and types of statewide and local data sources successfully integrated into the platform; educator and family access; and participation in training and implementation activities.

*System utilization. NMPED will examine how frequently and in what ways educators use ILIAD, including use of student-level information, identification of learning needs, intervention recommendations, and progress-monitoring functionality.

*Educator usability and decision-making. Educator surveys, feedback, and other measures will assess whether ILIAD improves educators'

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

Startup requirements for ILIAD include completion of the K–12 platform, integration and validation of statewide and local data sources, development of the evidence-based intervention catalog, user access and security configuration, and testing of the system prior to statewide implementation.

a. What are the training and startup requirements for the proposed program?

Training will focus on ensuring that educators can effectively use ILIAD to interpret integrated student information, identify learning strengths and needs, select appropriate interventions, and monitor student progress. NMPED will also provide initial training and guidance for families on accessing and understanding student performance and progress information.

Implementation will include user testing and feedback to refine the platform and training materials. Because ILIAD is intended to simplify access to existing student information, training will emphasize practical use of the system for instructional and intervention decision-making rather than creating an additional reporting requirement.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

ILIAD is being implemented through a phased, multi-year approach, with full statewide K–12 implementation targeted for FY28.

FY26 – Initial Development and Pilot (Completed)

*Developed the initial Item Analysis Dashboard (IAD) using NM-MSSA data from 2023–2025.

*Developed state, district, school, teacher, and student-level views of assessment information.

*Piloted the IAD with six LEAs and refined the system based on user feedback.

*Established the initial technical foundation for expansion from an assessment-reporting dashboard to an integrated intervention and instructional support system.

FY27 – K–3 ILIAD Development and Data Integration

*Invest approximately \$700,000 in existing federal assessment funding to transition the IAD into ILIAD.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

1. Integration of multiple measures of student performance. ILIAD must successfully integrate statewide summative assessments, interim assessments, screening, progress-monitoring, attendance, and other relevant student information into a secure and reliable statewide data infrastructure. This integration is essential to providing educators with a more complete picture of student strengths and needs.
2. Accurate and meaningful data synthesis. The system must translate multiple sources of student information into clear, actionable summaries that educators can readily interpret. Information presented through ILIAD must accurately identify learning strengths, skill gaps, and areas where students may require additional support.
3. Alignment to evidence-based interventions and instructional supports. A high-quality, evidence-based intervention catalogue is critical to ensuring that ILIAD moves beyond simply reporting student performance. Identified student needs must be connected to appropriate instructional strategies, interventions, and resources that educators can consider when determining how best to support students.
4. Progress monitoring and continuous improvement. ILIAD must allow educators to monitor student progress over time and determine whether interventions and instructional supports are producing the intended results. This creates a continuous cycle of identifying needs, providing support, monitoring progress, and adjusting instruction or interventions when necessary.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

- *Statewide coverage: Track the number and percentage of public schools and students represented in ILIAD, with a target of statewide K–12 coverage of approximately 310,000 students.
- *Data integration: Track the number and types of statewide and local data sources successfully integrated into ILIAD, including summative assessments, interim assessments, screening, progress-monitoring, attendance, and other identified student data.
- *Data quality and reliability: Monitor whether integrated data are complete, accurate, timely, and correctly associated with students, schools, and relevant learning measures before information is made available to users.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Increase statewide student proficiency rates for math and reading

b. Will the requested program affect any existing performance measures?

No

i. If yes, which performance measures will be affected?

N/A

c. What program outputs will the agency measure?

Output: 310,000 students represented; number of data sources integrated; number of educators trained; number of interventions catalogued.

Outcome: educators are better able to identify needs; students receive interventions earlier; intervention effectiveness improves; student growth improves.

d. What efficiency metrics will the agency monitor?

*Cost efficiency: Monitor annual platform cost and cost per student served.

*Educator time savings: Measure whether ILIAD reduces the time educators spend locating, compiling, and interpreting information across multiple systems.

*Data availability and integration: Track the percentage of priority data sources successfully integrated and the timeliness with which data become available to educators.

e. Does the agency have baseline data for the proposed measures?

Yes. NMPED has established longitudinal statewide assessment data that can serve as the baseline for evaluating student outcomes associated with ILIAD. Baseline measures will include historical statewide grades K-8 and grade 11 proficiency and growth trends in English language arts/literacy and mathematics, including results by grade level and student subgroup.

i. If yes, please provide baseline data.

These longitudinal data will allow NMPED to establish pre-implementation performance trends and monitor whether student achievement and growth change as ILIAD is implemented statewide. Results can also be examined for historically underserved student groups to determine whether achievement gaps narrow over time.

ii. If no, when and how does the agency anticipate collecting baseline data?

f. How often will the agency collect and report on these performance metrics?

annually

g. How do you plan to share the results of your program with the public and the Legislature?

Posting on NMVistas, memorada

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Learning Management System, Micro Credentials, and Artificial Intelligence
------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

LMS: This expansion will increase the use of NMPED's Learning Management System (LMS) in K–12 classrooms by providing targeted professional development for educators and administrators on best practices, platform features, and HQIM integration. Many schools have access to LMS but are not fully leveraging its potential to enhance instruction, engage students, and use data effectively. By equipping educators with training, tools, and culturally responsive practices that reflect New Mexico’s diverse communities and multilingual assets, we can improve educator confidence, ensure consistent implementation, and ultimately strengthen teaching and learning to drive improved student outcomes statewide.

AI: New Mexico educators need practical AI literacy training to use emerging tools effectively, responsibly, and in ways that strengthen instruction.

APL Microcredentials: The LMS system is requesting an expansion in funding - the Advancement Program Level (APL) funding request remains unchanged.

Advanced Placement Learning (APL) Micro-credentials:

- Level I teachers are required to advance their license after three years of it being issued, having received three successful evaluations, and having participated in a first-year mentorship program.
- Level II teachers may choose to advance if they want after three years at current license level and have received three successful evaluations to be eligible for an increase in salary and responsibilities.
- All successful participants are eligible to receive a \$10,000 increase to the minimum salary.

b. How does this request differ from existing programming?

LMS: This request differs from existing programming because current efforts focus on other elements of different utilization methods of LMS, such as supporting the statewide teacher and administrator evaluation program, providing a centralized space for NMPED to offer high-quality professional development to educators and other key stakeholders, and delivering micro-credentials for Advanced Placement learning. In contrast, this expansion is specifically designed to increase LMS utilization in K–12 classrooms by equipping educators and administrators with targeted training, HQIM integration strategies, and culturally responsive practices aimed at improving instructional delivery and student outcomes.

AI: FY28 expands existing educational technology support by adding regional and virtual AI literacy professional development.

APL Micro-credentials: This portion of the request is not changed from previous years.

c. How does the requested program fit into the agency's strategic plan?

LMS: This program directly supports NMPED's strategic priorities by closing digital equity gaps, building educator capacity for culturally and linguistically responsive pedagogy, and using data-driven instruction to improve outcomes for all students.

AI: The program supports Martinez-Yazzie Action Plan Indicator 3.1G by building educator capacity in educational technology and AI literacy.

APL-Micro-credentials: The program addresses all 5 of the big goals as well as the first pillar "Educator Ecosystem"

d. Has the agency developed a logic model describing the agency's theory of change?

LMS: Yes

AI: No

APL: No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

- * If teachers and administrators engage in ongoing, high-quality professional learning on LMS best practices, HQIM integration, and culturally responsive strategies, then they will deepen their knowledge and confidence in using LMS to design and deliver effective instruction.
- * If teachers and administrators effectively apply LMS tools, HQIM, and culturally responsive practices in their classrooms, then they will implement highly engaging and consistent instructional strategies that improve collaboration, communication, and learning experiences for all students.
- * If schools and LEAs strengthen classroom instruction and consistently leverage LMS as a student-facing LMS, then they will build a statewide culture of data-informed teaching and equitable access to high-quality instructional resources.
- * If New Mexico builds this culture of consistent and effective LMS use, then student engagement, instructional quality, and learning outcomes will improve — ultimately contributing to greater equity and long-term academic success for students statewide.

AI:NA

APL: NA

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

LMS: The problem extends statewide, as many districts and schools have access to LMS but are not fully utilizing its capabilities to enhance teaching, learning, and assessment. While the LMS is in place, there are significant gaps in educator training, confidence, and consistency of implementation—particularly in integrating HQIM and leveraging LMS tools to support diverse learners. Additionally, through this program, the state aims to help LEAs that do not currently use LMS as a student-facing LMS integrate it into their instructional practice. Without targeted support, these gaps limit the platform’s potential to improve instructional quality, student engagement, and academic outcomes across New Mexico’s K–12 system.

AI: The need is statewide, as educators require consistent guidance and training to use AI responsibly and effectively in instruction.

APL: Micro-credentials are an opportunity for teachers to move up in licensure level, which is required for Level I teachers after 5 years at most, and for Level II teachers to advance to Level III - Educational Leader level. • Develop a comprehensive and inclusive framework for licensure advancement microcredentials. • Ensure educators possess and augment essential skills and knowledge vital for effectively instructing the state's students. • Elevating academic achievement and fostering statewide college and career readiness for all students.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

LMS: Currently, only 31 of New Mexico's 159 LEAs have active student-facing LMS sub-accounts within the NMPED main account, leaving the majority of students without access to a consistent learning platform. Even among the 31 LEAs that do use LMS, the level of full implementation varies, meaning many students are not yet experiencing the full benefits. An LMS is important because it provides students with a single place to access coursework, assignments, feedback, and resources—reducing barriers, promoting equity, and supporting consistent, high-quality instruction. Strengthening implementation for existing users, while expanding access to additional LEAs, is critical to ensuring that students across all regions, especially those in underserved and rural communities, benefit from an engaging, equitable, and data-informed digital learning environment. In addition to LEA usage Canvas is also used to support the state evaluation system, providing a space for all 21,000 teachers and over 1000 administrators across the state to input and track evaluations. Canvas is also used to support professional learning across the agency and state, with other 185 active courses across the entire agency.

AI: The request provides statewide access through regional training and a virtual Canvas cohort, with a goal of serving 1,500 participants.

APL: The APL I-II micro-credential program has seen significant participation, with 3,622 teachers enrolled. Of these, 1,062 have successfully completed the five required micro-credentials, and 883 have met the criteria for advancement, moving on to Level 2. The APL II-III micro-credential program also demonstrates strong engagement, with 2,560 teachers currently enrolled. Within this group, 619 teachers have finished the required four micro-credentials, and 488 have achieved the advancement criteria, progressing to Level 3. As the micro-credentials are delivered via the online Learning Management System, geographic location of a participant do not inhibit their participation. This way, students across the state are not disadvantaged with this system.

c. What percentage of the previously identified total statewide need does this request seek to address?

LMS: 100% - Supporting current LEAs and other programs utilizing the LMS.

AI: A percentage is not yet available; the request targets 1,500 participants statewide.

APL: 100%

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

- 1- Targeted Virtual Professional Development – Online training sessions for educators and administrators focused on LMS best practices, HQIM integration, and culturally responsive teaching strategies.
- 2- In-Person Professional Development – Workshops and seminars held statewide to provide hands-on support and peer collaboration opportunities.
- 3- Stipends for Teachers – Financial incentives for participating educators to acknowledge their time and effort in completing training and implementing new practices.
- 4- LEA LMS Implementation Support – Funding to assist districts that do not currently use LMS as a student-facing LMS with setup, integration, and technical support.
- 5- In-Person Seminars and Networking Events – Statewide gatherings to share best practices, showcase innovative uses of LMS, and foster professional learning communities.
- 6- Supplemental Instructional Resources – Development and distribution of guides, templates, and support materials to facilitate consistent and effective LMS use.
- 7- Micro-Credentials and Badging – Opportunities for educators to earn recognition for advanced skills in LMS and HQIM integration.

AI: Provide regional training, a virtual Canvas cohort, training materials, and stipends for participating educators.

APL: The state will continue to offer the 5 required micro-credentials for teachers advancing from level I to level II, and will continue to hose the 2 required micro-credentials and a growing library of 2 further elective micro-credentials (currently 7) for educators to choose from. Participants will be supported in their learning by facilitators (APL I-II) and reviewers (APL II-III), who in turn are guided by lead facilitators and a contracted liaison. Further micro-credentials will also be developed through contractors specializing in the field of the micro-credential topic.

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

LMS Expansion:
Teacher Stipends: cost \$1500/ per unit (100 teachers)
In person PD/ Seminars \$5,000/ per unit (per event: participant stipends, materials, venue)
LEA Implementation \$10,000/ per unit (LEA)

AI: Regional training is projected at approximately \$33.33 per participant for 1,500 participants.

APL: A unit is counted as separate micro-credential enrollments -we anticipate a total of 10,000 micro-credential participations by level I and level II teachers - cost \$110/per unit.

LMS as a whole: cost \$ 34.90/ per unit (LMS user accounts)

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

LMS: NA
AI:NA
APL: NA

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

LMS: We would anticipate the same level of funding in subsequent years.

AI: Continued funding may be needed to sustain statewide training and update content as AI tools and guidance evolve.

APL: The agency anticipates the same funding for the coming years.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

LMS: This program is research-based. Studies, including quantitative and qualitative research on LMS in K–12 and higher education settings, show that it is an effective learning management system that enhances student engagement, supports differentiated instruction, and enables data-informed decision-making. Evidence indicates that LMS promotes student-teacher interaction, accommodates diverse learning needs, and provides assessment tools to guide instructional decisions. This program aims to increase statewide LMS utilization and support the integration of High-Quality Instructional Materials (HQIM) by offering targeted training, ongoing support, and culturally responsive practices to strengthen teaching and learning outcomes.

AI: Promising practice aligned with Martinez-Yazzie Action Plan Indicator 3.1G.

APL: The Advancement Program Level Licensure Advancement Micro-credential Program is an evidence-based initiative under the Accountability in Government Act, authorized by 6.69.4.11 NMAC. Grounded in educator standards, it ensures teachers advance through demonstrated competencies. Since 2022, the program has shown strong participation, successful licensure advancement, and alignment with NMPED's Big 5 Goals, with documented outcomes confirming its effectiveness in strengthening New Mexico's teacher pipeline.

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

LMS: <https://www.instructure.com/resources/research-reports/lifelong-learning-report-trends-and-insights-k-12-career?ng=https://www.instructure.com/resources/research-reports/LMS-lms-essa-level-iv-k-12-logic-model>

APL: This program is classified as evidence-based, supported by research from Digital Promise (2024), RAND (Schwartz & Hamilton, 2024), and New America (Tooley & Hood, 2025) demonstrating the effectiveness and policy relevance of competency-based educator micro-credentials.

c. How will you evaluate the program to confirm your categorization?

LMS: The program will collect LMS Usage Data to determine the utilization of LMS, as well as pre/post surveys of participating educators and administrators collecting data on their confidence in utilizing LMS and any immediate impact on student outcomes.

AI: Participation, completion, and pre/post survey data will measure changes in educator knowledge and confidence.

APL:

Implementation – Enrollment, completions, facilitator training, surveys

Advancement Outcomes – % advancing to Level II/III, time-to-advancement, comparison with non-participants

Impact – Elevate NM growth data, retention, pipeline case studies

Equity – Disaggregate by region/demographics, rural/at-risk district participation

Validation – Benchmark with national research and periodic external review

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

LMS:

Initial Needs Assessment – Review current LMS usage across LEAs to identify gaps, training priorities, and schools or districts that do and do not use LMS as a student-facing LMS.

Virtual Professional Development – Conduct online training sessions for educators and administrators on LMS features, best practices, HQIM integration, and culturally responsive instructional strategies.

Canvas Connection Conference - Conduct 1-2 In person Canvas Connection Conference to highlight key features and provide training on improving Canvas usage and increase awareness of key features.

In-Person Training and Seminars – Offer workshops and hands-on sessions to provide practical experience with LMS tools and foster collaboration among educators.

Technical Setup and Support – Assist LEAs with LMS setup, integration, and configuration to ensure all students and teachers have access to the LMS.

Resource Development – Create guides, templates, and reference materials to support ongoing use of LMS and HQIM.

Monitoring and Follow-Up – Implement a plan for ongoing coaching, support, and data tracking to ensure consistent adoption and effective use of the LMS.

AI: Develop training materials, configure the Canvas cohort, recruit participants and facilitators, and schedule regional and virtual sessions.

APL: The program has been established over the past three years and has as such no start up requirements. Facilitators, reviewers, and head facilitators (approx 130 total) are trained by the licensure coordinator, NMPED employee, and the APL Liaison contractor on a continuous basis.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

May – June 2026: Conduct initial needs assessment and identify target LEAs and schools as well as topics for professional learning
June – July 2026: Recruit LEAs for Onsite Professional Learning Opportunities (10 Onsite PD Opportunities Available) Recruit new Canvas Implementation LEAs --> Start Canvas Webinars and learning Series
August 2026: Launch Ongoing Canvas Professional Learning Series and 1:1 Support, Implementation Support, Use Case sessions/ Presentations
September 2026 – May 2027: Provide ongoing coaching, continuous professional development, technical support, and resource updates. Hold 1–2 in-person LMS Canvas Connection Conferences .
April- May 2027: Cohort 2 SIS Conversions, Ongoing Professional Learning and technical support

AI: Implement during FY28, with milestones for recruitment, training delivery, cohort completion, and evaluation.

APL: Micro-credentials begin about the first week of each new calendar quarter and last 12 weeks. The program is as such fully implemented, bar new topic micro-credentials added to the library of electives for APL II-III. No new FTE is needed for this year.☐

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

LMS:

Statewide Engagement of LEAs and Educators – Building broad participation is essential. By engaging districts, school leaders, and educators across the state, the program creates a unified effort to expand Canvas use and ensures representation from diverse communities.

Financial Support for Participation – Dedicated funding is critical to facilitate in-person training, informational sessions, and statewide networking events. Stipends for teachers who participate acknowledge their time and effort, driving higher levels of engagement and ensuring that the learning translates into classroom practice.

High-Quality Professional Development and Instructional Resources – Success relies on providing rigorous, relevant, and culturally responsive professional development. Supplemental guides, templates, and support materials will ensure consistency and help educators apply best practices aligned to New Mexico’s diverse student needs.

Support for LEA Adoption of LMS – Financial and technical assistance for districts that wish to adopt Canvas as a student-facing LMS will promote equitable access. This support will help districts with implementation, integration, and ongoing use, ensuring that the benefits of LMS extend statewide.

AI: Consistent content, qualified facilitators, accessible statewide delivery, and ongoing monitoring are critical to success.

APL:

-Compliance – Aligned to 6.69.4.11 NMAC and licensure statutes.

-Competency-Based Design – Teachers advance through demonstrated mastery of standards.

-Equity – Statewide access with focus on rural and high-need districts.

-Outcomes – Measurable licensure advancement, retention, and educator growth.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

LMS:

Statewide Engagement of LEAs and Educators

- ☐ Number and percentage of LEAs participating in program activities (goal: representation from all regions of NM).
- ☐ Number of educators and administrators enrolled in professional development sessions, disaggregated by region, grade level, and role.
- ☐ Ensure representation of educators/ LEAs serving English learners, Native American students, low-income students, and students with disabilities.
- ☐ Outreach conducted to rural, tribal, and bilingual/multilingual communities to ensure equity of access.

Financial Support for Participation

- ☐ Total number of stipends awarded to educators
- ☐ Number of in-person trainings and informational sessions offered statewide, with geographic distribution ensuring rural and high-need areas are served.
- ☐ Financial Support for new or existing LEAs looking to integrate and/or expand utilization of LMS

High-Quality Professional Development and Instructional Resources

- ☐ Percentage of professional development sessions aligned to HQIM and culturally responsive teaching practices.
- ☐ Participant satisfaction and self-reported confidence growth in LMS use
- ☐ Number of instructional resources developed and disseminated
- ☐ Include modules/ sessions specifically addressing strategies for supporting English learners, students with disabilities, Native American students, and economically disadvantaged students.

Support for LEA Adoption of LMS

- ☐ Number of LEAs provided financial and/or technical support to implement LMS.
- ☐ Percentage of new LEA adoptions
- ☐ Equity check: prioritization of funding to LEAs with limited technology resources or without a current LMS.

Ongoing Monitoring and Equity Assurance

- ☐ Annual review of participation data to identify gaps by geography, demographics, or school type.
- ☐ Adjustments to outreach, training formats, or supports to address participation inequities.
- ☐ Disaggregate participation and outcome data by region, LEA type, and student demographics aligned to the Yazzie/Martinez decision.
- ☐ Conduct annual equity reviews to identify participation gaps for educators serving targeted student groups.
- ☐ Compilation of statewide success stories to highlight diverse educator and student experiences.

AI: Consistent content, qualified facilitators, accessible statewide delivery, and ongoing monitoring are critical to success.

APL:

Compliance – Confirm alignment with 6.69.4.11 NMAC; annual statutory review.

Competency Design – Ensure clear competencies, tasks, and rubrics; ≥95% validated.

Equity & Access – Track enrollment by region/demographics; address gaps and proportional representation.

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

LMS:

- Increased educator participation, confidence, and LEA utilization of LMS both as a student-facing LMS and as a platform for internal professional development for educators and district staff.
- Expanded and deepened LMS utilization, supporting educators and schools that have access to LMS but are not yet fully leveraging its capabilities, with an emphasis on enhancing instruction, communication, and curriculum delivery.
- Stronger integration of high-quality instructional materials (HQIM) within LMS, making materials accessible for all students and educators and supporting culturally and linguistically responsive instruction.
- Enhanced student outcomes and engagement through consistent use of LMS as a learning platform and improved instructional coherence.
- Support for efficient, data-informed teaching by equipping educators to use LMS tools (e.g., SpeedGrader, Learning Mastery Gradebook, analytics) to monitor student progress, inform instruction, and address disparities in engagement and achievement.
- Foster peer leadership and sustainability through a cohort of LMS Ambassadors who model best practices, coach colleagues, and support ongoing use of LMS as a core instructional platform.

AI: Increase educator knowledge, confidence, and effective use of educational technology and AI to support instruction.

APL: The agency increases the percentage of Level I teachers advancing to Level II licensure and Level II teachers advancing to Level III licensure—measured annually.

b. Will the requested program affect any existing performance measures?

N/A

AI: Yes

i. If yes, which performance measures will be affected?

AI: Martinez-Yazzie Action Plan Indicator 3.1G.

c. What program outputs will the agency measure?

AI: Regional sessions, Canvas cohort enrollments and completions, stipends awarded, and educators trained.

APL - we are working with a data analyst to evaluate the program for its efficiency.

d. What efficiency metrics will the agency monitor?

LMS:

Cost per educator trained (total program cost ÷ number of educators/administrators trained).

Cost per LEA supported in adopting or expanding LMS.

Cost per in-person professional development session delivered.

LEA adoption success rate (percentage of supported LEAs that fully implement LMS within the expected timeframe).

AI: Cost per participant, completion rate, attendance rate, and cost per training session

APL: Efficiency metrics: cost per advancement, time-to-advancement, completion rates, facilitator ratios, admin timeliness, and equity in rural/high-need districts.

e. Does the agency have baseline data for the proposed measures?

LMS: NA

AI: NA

i. If yes, please provide baseline data.

APL: The APL I-II micro-credential program has seen significant participation, with 3,622 teachers enrolled. Of these, 1,062 have successfully completed the five required micro-credentials, and 883 have met the criteria for advancement, moving on to Level II. The APL II-III micro-credential program also demonstrates strong engagement, with 2,560 teachers currently enrolled. Within this group, 619 teachers have finished the required four micro-credentials, and 488 have achieved the advancement criteria, progressing to

ii. If no, when and how does the agency anticipate collecting baseline data?

LMS: Baseline data will be collected at the start of the program by analyzing current NMPED LMS usage by LEAs to identify adoption levels and potential participants. In addition, surveys of current LMS users will capture gaps in knowledge and challenges to inform targeted professional development and support.

AI: AI: Baseline data will be collected through participant pre-surveys at the start of training and the Canvas cohort.

APL: NA

f. How often will the agency collect and report on these performance metrics?

LMS: Annually
AI: Annually
APL: Annually

g. How do you plan to share the results of your program with the public and the Legislature?

LMS: Annual Report
AI: Annual Report
APL: Annual Report

Agency	Public Education Department
---------------	-----------------------------

Short Title of Request	Statewide Student Information System and Related Systems (Including IEP System)
-------------------------------	---

Is the requested expansion solely the result of a workload change?	(Yes / No) No
--	---------------

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?	There are currently six different student information systems (SIS) being used by districts within the state, with different and oftentimes limited education and administrative offerings, at costs ranging from \$14 to \$153 per student. By paying for districts to use a Statewide Student Information Implementation (SSIS), the state can provide a standardized but extremely robust education, administrative, and data collection platform from Edupoint at approximately \$11 per student in 2027 – producing overall cost savings to districts and the state. For example, this platform offers not only a comprehensive student information system, but an expansive special education component and extensive teaching and learning suite. For districts implementing such a system – of which there were 103 districts which successfully implemented the platform in Cohort 1 (representing approx. 65% of students statewide) and 40+ signing up to do so in Cohort 2 to date, <u>though the deadline for which to do is 9/30/26 (bringing total to approx. 85%) – this approach also facilitates the transfer of student</u>
---	--

b. How does this request differ from existing programming?	It is a continuation of existing funding to maintain and support continuation the project, including the addition of new districts entering Cohort 2.
--	---

c. How does the requested program fit into the agency's strategic plan?	This project will continue supporting LEAs and charters, facilitate data collection and reporting, improve data informed decision making, and reduce overall costs while increasing service delivery and student outcomes.
---	--

d. Has the agency developed a logic model describing the agency's theory of change?	No.
---	-----

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

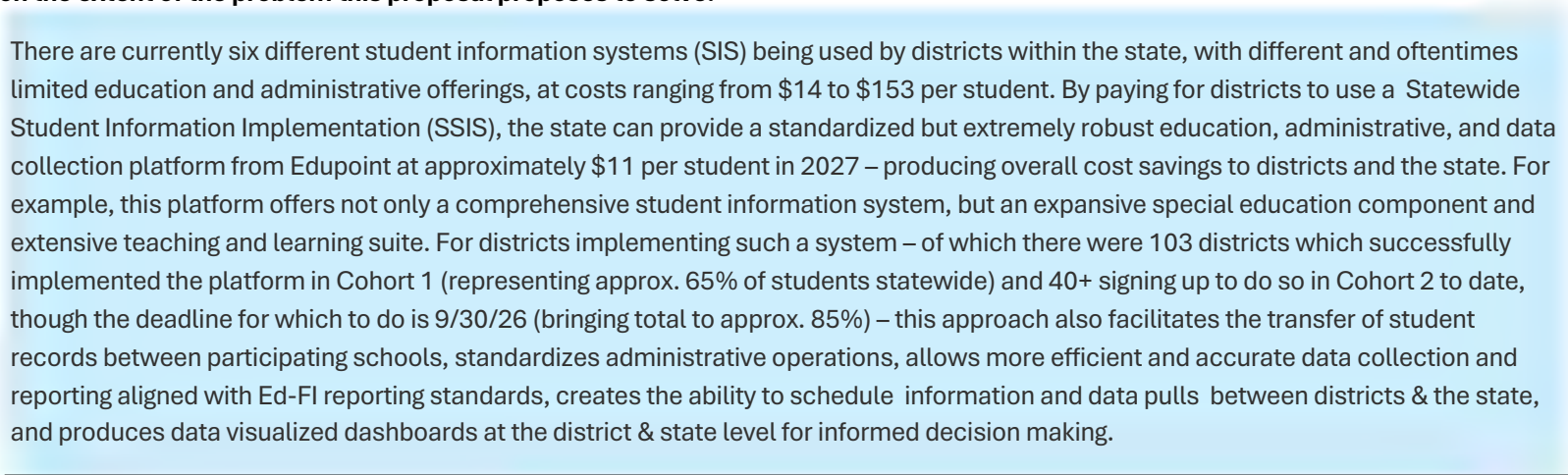


Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

There are currently six different student information systems (SIS) being used by districts within the state, with different and oftentimes limited education and administrative offerings, at costs ranging from \$14 to \$153 per student. By paying for districts to use a Statewide Student Information Implementation (SSIS), the state can provide a standardized but extremely robust education, administrative, and data collection platform from Edupoint at approximately \$11 per student in 2027 – producing overall cost savings to districts and the state. For example, this platform offers not only a comprehensive student information system, but an expansive special education component and extensive teaching and learning suite. For districts implementing such a system – of which there were 103 districts which successfully implemented the platform in Cohort 1 (representing approx. 65% of students statewide) and 40+ signing up to do so in Cohort 2 to date, though the deadline for which to do is 9/30/26 (bringing total to approx. 85%) – this approach also facilitates the transfer of student records between participating schools, standardizes administrative operations, allows more efficient and accurate data collection and reporting aligned with Ed-FI reporting standards, creates the ability to schedule information and data pulls between districts & the state, and produces data visualized dashboards at the district & state level for informed decision making.



b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

The need extends statewide, and addresses historically unserved or underserved populations. For example, at present 103 LEAs and charters scattered across the state participated in cohort one (with all being successfully implementing the solution but one, which had to drop out due to high staff turnover), with an additional 40+ LEAs and charters signing up to participate in Cohort 2 - even though the signup deadline is September 30, 2026.

c. What percentage of the previously identified total statewide need does this request seek to address?

An additional 20+%.

Program Description
In this section, provide information detailing activities, costs, and benefits of the proposal.

We plan to offer the following services:

b. Provide a list of specific activities that will be carried out if this request is granted.

300s	Contract Staff	1,000,000
------	----------------	-----------

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

We plan to offer the following services:

300s	Contract Staff	1,000,000
------	----------------	-----------

Cost Savings

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

The selection of Edupoint / Synergy provided significant cost savings to charters, districts, and the state. Prior to selection of Edupoint / Synergy the average cost per student across the six platforms in New Mexico ranged from \$14.71 to \$153.41.

For the 102 districts and charters - 198,601 students - implementing Edupoint / Synergy in Cohort 1, the cost is \$11 per student in 2026 and \$11.28 per student in 2027, with the state picking up costs, producing overall cost savings both to districts and the state.

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

License costs will increase, but not significantly. Data center operations and maintenance should decrease.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

Promising Program

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

N/A

c. How will you evaluate the program to confirm your categorization?

Vendors provide live - 24/7/365 - links to project completion status in project management console. IV&V contractors provide a monthly analysis of progress towards goals. Participation rates confirm statewide adoption.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Training requirements follow a strict protocol outlined by the SSIS vendor. Startup requirements have been tested in the previous years, with effectively 100% adoption.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

The estimated timeline for completion of Phase 2 / Cohort 2 / Year 2 is June 30, 2028.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

Full implementation of LEAs and charters joining Cohort 2, bringing state total student participation to 85%. Continued operation and maintenance of DoIT data center. Completion and use of SSIS data dashboards. Continued maintenance and support of licenses critical to support aligned projects. Completion of initial findings related to IT systems and AI study.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Full implementation of LEAs and charters joining Cohort 2, bringing state total student participation to 85%. Continued operation and maintenance of DoIT data center. Completion and use of SSIS data dashboards. Continued maintenance and support of licenses critical to support aligned projects. Completion of initial findings related to IT systems and AI study.

Measurement and Evaluation

Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

An additional 40+ LEAs and charters participating in the statewide student information system. Plus continued operating of aligned projects in support of a robust and secure platform.

b. Will the requested program affect any existing performance measures?

No.

i. If yes, which performance measures will be affected?

c. What program outputs will the agency measure?

Platform adoption rates. Improved data collection and reporting, Increased security around systems and data.

d. What efficiency metrics will the agency monitor?

Overall adoption rate and overall cost savings to state.

e. Does the agency have baseline data for the proposed measures?

i. If yes, please provide baseline data.

1st year adoption and implementation by LEAs and charters, per initial sign-up.

ii. If no, when and how does the agency anticipate collecting baseline data?

f. How often will the agency collect and report on these performance metrics?

Metrics on SSIS adoption is available 24/7/365 through console. Weekly meetings on project management. Monthly meetings with vendor.

g. How do you plan to share the results of your program with the public and the Legislature?

The agency will provide updates when requested, and report annually.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	STEAM, Outdoor Learning, and HQIM Implementation
------------------------	--

Is the requested expansion solely the result of a workload change? (Yes / No) No
If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

Based on the Martinez-Yazzie sufficiency lawsuit, it is prudent to increase support in the area of STEM in a comprehensive statewide approach. To that end, Senate Bill 29 (SB29) was signed into law following the 2026 legislative session. It requires the development of the mathematics instructional leadership framework, including standards for high-quality mathematics instruction and professional learning. Providing technical assistance and support to mathematics leaders is imperative in order to set up local educational agency leaders for success to implement these requirements with integrity. Implementing high-quality instructional materials (HQIM), is foundational component. Providing teachers with access to HQIM is a foundational step to improve student outcomes. In order to maximize instructional time, districts and schools need to fully implement their HQIM and provide curriculum-based professional learning (CBPL) so their teachers can more intensively and effectively use those materials, assuring all students receive grade level instruction. This expansion will provide for funding to support districts and schools with implementing their HQIM for mathematics. In addition, the Martinez/Yazzie Action Plan requires PED to monitor the implementation of HQIM across districts and schools. Outdoor learning is interwoven within core instruction to address access to high-quality and engaging instruction in math and science, as well as to address student absenteeism. Many schools lack the resources needed to launch and sustain outdoor learning without start-up and continuation funding, and educators need ongoing professional learning to effectively align outdoor experiences with academic standards.

b. How does this request differ from existing programming?

NMSA, 1978, 22–15E–7 through 22–15E–9 requires the PED to ensure that school districts' plans include goals for improving mathematics and science education that are aligned to the department's strategic plan and recommend funding mechanisms that support the improvement of mathematics and science education in the state. This request is different from existing programming in that districts, schools and teachers will need support with implementing their HQIM for mathematics, the instructional leadership framework, professional learning plans and screeners.

c. How does the requested program fit into the agency's strategic plan?

This requested program supports Goal II: Accelerate Mathematics Achievement, strategies 1-5 to promote a comprehensive, systematic approach to supporting leaders, teachers and ultimately students in engaging in grade-level instruction. For Outdoor Learning, the program supports Goal III: Improve Student Attendance and Goal 5: Foster Shared Accountability. Outdoor learning supports high-quality professional learning that equips teachers with new instructional strategies, and strengthens collaboration across grade levels and content areas. It connects academic content to students' lived experience, cultures, and communities. It makes learning relevant and meaningfully by leveraging local environments and integrating place-based practices. Outdoor learning can provide experiences that cultivate critical thinking, collaboration, and systems thinking. By strengthening math and science achievement, outdoor learning also helps students prepare for pathways in STEM careers. Outdoor learning also directly addresses absenteeism by increasing student engagement and motivation. All stakeholders are able and responsible for ensuring students have access to quality education, and outdoor learning is a direct pathway to achieving this goal.

d. Has the agency developed a logic model describing the agency's theory of change?

Yes

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

If PED, districts and schools...

- Increase the adoption of HQIM
- Increase participation in high-quality CBPL
- Increase skillful use of HQIM
- Prepare new educators to recognize and skillfully use HQIM
- Analyze and take action based on data

Then, schools will...

- Strengthen instruction
- Improve student engagement

As a result...

- Students' learning outcomes will improve.

For Outdoor Learning and STEM:

- If teachers and administrators engage in ongoing professional learning that is high-quality, they will deepen their knowledge and expand pedagogies to enact highly effective classroom instructional strategies.
- If teachers and administrators enact highly effective classroom instructional strategies, then they will engage in cycles of inquiry to improve classroom instruction and provide students with the highest quality teaching and learning environment.
- If schools and LEAs improve classroom instruction and increase all students' access to the highest quality STEM/outdoor learning teaching and learning environments, then student achievement and students' lifelong mathematical and science proficiency will increase.

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

Over the past three school years, student science proficiency has hovered between 34–37% as measured by the NM Assessment of Science Readiness (NM-ASR); student mathematics proficiency has stayed below 25% as measured by the NM Measures of S. They now need to move beyond slow, incremental changes and adopt practices that can significantly raise and sustain student achievement within one to three years. This urgency is particularly critical for low-performing schools serving historically disenfranchised (i.e., students identified in the Martinez Yazzie consolidated lawsuit as demonstrated below) students.

a. What is the extent of the problem to be addressed?

According to the 2025 RAND American Instructional Resources Survey, nearly 40% of NM teachers think the high-quality instructional materials provided by their district are too challenging for their students. LEAs need to implement the HQIM they purchase and provide curriculum-based professional learning for teachers so they can skillfully use those HQIM in their classrooms. Without implementation support, teachers may revert to using lower quality materials that aren't aligned with the grade-level standards.

The expansion of outdoor learning proposes a solution to chronic absenteeism and underperformance in math and science which present persistent challenges across New Mexico. Outdoor classrooms create authentic and engaging opportunities for data collection

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

According to the 2025 RAND American Instructional Resources Survey, only 36% of NM teachers use their HQIM for half of their math instruction and only 21% of the NM teachers surveyed use their HQIM for 75% of their math instruction. The need for HQIM implementation support is significant so that teachers have the curriculum-based professional learning they need to be able to skillfully use their HQIM. The positive impact of HQIM on student achievement is backed by a growing body of evidence. In a 2017 study, the use of high-quality materials in middle school led to student performance gains equivalent to moving a teacher from the 50th to the 80th percentile for effectiveness. Additionally, a TNTP study found that students who started the year behind but were given grade-appropriate assignments and high-quality materials closed the achievement gap with their higher-performing peers.

This urgency is particularly critical for low-performing schools serving historically disenfranchised (i.e., students identified in the Martinez Yazzie consolidated lawsuit as demonstrated below) students. The expansion of outdoor learning proposes a solution to chronic absenteeism and underperformance in math and science which present persistent challenges across New Mexico. Outdoor classrooms create authentic and engaging opportunities for data collection, measurement, and systems thinking that strengthen academic performance while increasing student motivation, belonging, and connection to school, which are key factors in reducing absenteeism. Since 2022, when the outdoor learning initiative was established, we have provided funding to 8-10 schools per year with our current funding. Each year we have more schools asking for funding than is available. This year alone, we received 31 applications for start up and continuation grant funding, and were only able to serve 11. In 2025-2026 school year, we provided professional development to three regions in the state with the capacity to serve 30 teachers in each region. We had interest from over 150 teachers who are asking for professional learning in the Hobbs and Grants rural areas alone. Each year that schools have been provided funding, a request is made for continuation funding for professional development or to expand their outdoor spaces. Since program inception, we have provided grants to 46 schools.

c. What percentage of the previously identified total statewide need does this request seek to address?

This request will provide grants for approximately 15 district and charter school implemenation teams to support their implementation of their adopted high-quality instructional materials for mathematics; 18 districts/charter schools willl be impacated with startup ir continuation outdoor learning grants. We will be able to provide professional learning for at least 6700 educators in the school year.

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

b. Provide a list of specific activities that will be carried out if this request is granted.

- This funding request will provide for:

 1. grants for districts and charter schools to move advance to the next phase of implementation of their HQIM, including providing CBPL for their teachers.
 2. Planning, scheduling, and delivery of 3 regional convenings for up to 150 educators.
 3. Monthly communities of practice (online).
 4. 3-4 online trainings for districts and charter schools on how to use the HQIM Implementation dashboard and build a course in PED's Canvas for all NM educators to be able to access.
 5. Train staff from 5 STEM Hubs and 2 RECs to build their capacity to support member districts and schools on monitoring HQIM implementation by collecting data, building an action plan, and utilizing the HQIM Implementation Tool and Dashboard.
 6. Creation of HQIM Implementation dashboard based on the Implementation Tool to make available for all NM districts and schools to monitor and track their progress with implementation and highlight their key action steps.
 7. Update the NM Materials Matter dashboard of district and charter school instructional material purchases and display the quality of those materials based on NM teacher reviews.
- Outdoor Learning:

 1. Start Up Grant funding
 2. Continuation Grant Funding
 3. Monthly Communities of Practice
 4. Professional Learning opportunities offered throughout the state
 5. Expansion and inclusion of Outdoor Learning in the New Mexico Instructional Scopes - High School
- SB 29 leader and teacher profesisonal learning to support implementation of professional learning plans, continued implementation of the leadership framework and technical assistance - \$2.0M
- Building Science Leaders network: job-embedded professional learning in a hybrid yearlong format, school site coaching and ongoing technical assistance to build capacity in reaching more educators - \$1.0M
- Computer Science Leader Network: job-embedded professional learning in a hybrid yearlong format, school site coaching and ongoing technical

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

HQIM implementation grants of up to \$100,000 for approximately 15 districts and charter schools (through RFA process)
Outdoor Learning Grants of up to \$30,000 for approximately 8 schools. Professional Learning cost of \$260/educator for 500 educators.
\$120,000.00 for Outdoor Education Specialist FTE 1.0 position.
Building Science Leaders network - \$331.00/individual (4500 leaders @ 50 sites, stipends for educators, contract services for facilitators and event support for in-person convenings)
SB 29 Math Leaders Network - \$1,333.00/individual (1500 leaders @ 75 sites, stipends for educators, contract services for facilitators and event support for in-person convenings)

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

N/A

e. Does the agency anticipate additional increases will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

We currently have a waitlist of 18 districts and charter schools who want this type of support to implement their HQIM. Given the professional learning plan requirements for districts and charter schools in SB 29, the need for this support will continue to increase. I would project that with \$5,000,000 we could offer grants to approximately 40 districts and charter schools. If this need continues, we would anticipate the agency would have to hire an additional FTE to support districts and charter schools with their HQIM implementation.

Outdoor Learning: Increase in support for grant funding and professional learning would require an additional 1.0 FTE.

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

These programs are research-based. The positive impact of HQIM on student achievement is backed by a growing body of research. In a 2017 study, the use of high-quality materials in middle school led to student performance gains equivalent to moving a teacher from the 50th to the 80th percentile for effectiveness. Additionally, a TNTP study found that students who started the year behind but were given grade-appropriate assignments and high-quality materials closed the achievement gap with their higher-performing peers.

<https://drive.google.com/file/d/1jvUUVV/vvxmRin8NVRi5jIXdzlh30iS-9KA/view>

Elsborg, P., Mygind, L., Bølling, M., Klinker, C. D., Melby, P. S., Andreasen, A. H., Brønd, J. C., Bentsen, P., & Nielsen, G. (2024). Efficacy of education outside the classroom to increase adolescent physical activity. *Scientific Reports*, 14, Article 28213. <https://doi.org/10.1038/s41598-024-79138-z>

Gardin, T. N., & Requia, W. J. (2025). Green spaces and learning outcomes in 3 million Brazilian students. *npj Urban Sustainability*, 5, Article 100. <https://doi.org/10.1038/s42949-025-00287-9>

Haidari, S. M., Karakuş, F., & Kanadlı, S. (2024). Short- and long-term effects of out-of-school learning activities on student achievement: A mixed-research synthesis. *Educational Research Review*, 44, Article 100628. <https://doi.org/10.1016/j.edurev.2024.100628>

Mann, J., Gray, T., Truong, S., Brymer, E., Passy, R., Ho, S., Sahlberg, P., Ward, K., Bentsen, P., Curry, C., & Cowper, R. (2022). Getting out of the classroom and into nature: A systematic review of nature-specific outdoor learning on school children's learning and development. *Frontiers in Public Health*, 10, Article 877058. <https://doi.org/10.3389/fpubh.2022.877058>

Patchen, A. K., Edwards, A., Rakow, D. A., & Meredith, G. R. (2024). Supporting children's wellbeing through outdoor time: Opportunities to integrate consistent outdoor time into the elementary school day. *Frontiers in Public Health*, 12, Article 1483862. <https://doi.org/10.3389/fpubh.2024.1483862>

Pulido, L., Pépin, A., Bergeron-Leclerc, C., Cherblanc, J., Godue-Couture, C., Laprise, C., Paquette, L., Nadeau-Tremblay, S., & Simard, S. (2025). The effects of outdoor teaching on academic achievement and its associated factors—A scoping review. *Education Sciences*, 15(8), Article 1060. <https://doi.org/10.3390/educsci15081060>

<https://drive.google.com/file/d/1jW0W7WxmRih8NVRi5jiXdzlh30iS-9KA/view>

<https://journals.sagepub.com/doi/10.3102/0162373719849044>

Journal of Science Teacher Education, Volume 32, Issue 7 (2021)

<https://www.wested.org/resources/centering-students-in-science-learning-a-professional-learning-success-story/>

<https://www.niet.org/research-and-policy/show/policy/high-quality-curriculum-implementation>

<https://riveteducation.org/wp-content/uploads/2024/09/HQ-CBPI-Framework-2024-TRACKING.pdf>

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

c. How will you evaluate the program to confirm your categorization?

The evaluation process involves engaging stakeholders, reviewing goals and grant-funded action steps, gathering and interpreting evidence, determining necessary adjustments, and communicating results to stakeholders. We will utilize research-based tools, such as Stages of Concern Questionnaire or the Levels of Use to measure change implementation. We will rely on independent evaluation of programs with mixed methods models to confirm categorizations. ☐

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

We will build off of the training and professional learning provided to nine grantees that were provided support of their HQIM implementation for math and science in FY26 and FY27. Based on the Rivet HQIM Implementation Tool and implementation science, there are five distinct phases of HQIM implemenation. The district and charter school implemenation teams will be supported as they advance from their current phase of HQIM implemenation for ELA to the next phase. We will also train STEM Hub and willing REC staff to support districts and charter schools with HQIM implementation.

STEM and outdoor learning initiatives are established, this would be expansion. Programs have monthly training and data collection requirements.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

May - Release RFA for grants; June - Select grant recipients; July - Funding allocation and grant awards; August: CoP, teacher survey, a baseline survey of educators (confidence, readiness, professional learning needs), gather baseline data; September - CoP, host five regional convenings across the state for grantees, non-grantees, and STEM Hub and REC staff; October - CoP, site visits; November - CoP, site visits; December - Collect first semester data from schools, teacher survey; January - CoP, grant funding check; February - CoP, site visits; March/April - CoP, final site visits; May - Final CoP, final survey, collect data from school sites; June - collect end of year reports from school sites.

All grant participants will progress from their initial phase of HQIM implementation at the beginning of the SY into the next phase of implementation by the end of the SY. The HQIM Implementation dashboard will allow us to measure and monitor the strength of HQIM implementation in districts, schools and across the state as stated in the Martinez/Yazzie Action Plan.

Martinez Yazzie Action Plan 1.1 Access to High-Quality Instructional Materials

PED will monitor the implementation of HQIM across districts and charter schools, including:

- reviewing DASH plans
- school visits and classroom observations

PED will evaluate the impact of HQIM implementation on instructional quality and student outcomes and will publicly report compliance with HQIM implementation. Non-compliance may impact school accreditation.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

Implementing a successful improvement program involves several key components from the SEA and Legislature:

- o Resource Allocation: Ensure that the necessary resources, including time, funding, materials and effort are available to support program implementation and change management.

- o Continuous Monitoring and Evaluation: Regularly assess the program's progress and adjust as needed based on feedback and data. Work with professional learning providers to offer curriculum-based, ongoing learning opportunities throughout the school year that includes specific emphasis on learning for new and veteran teachers and administrators. Having the ability to institute tools and collect clean data enables educators to make informed decisions, tailor instruction to meet student needs, and track progress accurately, ultimately leading to better educational outcomes.

- o Ensuring Access and Opportunity: Equity plays a pivotal role in ensuring that all students, regardless of their background, have access to the resources and opportunities they need to succeed. This involves creating an inclusive environment where every student feels valued and supported. The SEA must address disparities in funding, resources and academic supports, so schools can close achievement gaps and foster more equitable learning environments.

- o Strong Leadership: Effective leadership is crucial for setting the vision, motivating staff, and driving the program forward.

- o Collaboration and Communication: Foster a collaborative environment where open communication is encouraged, and best practices are shared.

- o Sustainability Planning: Develop a plan to sustain the improvements over the long term, including strategies for maintaining momentum and addressing potential challenges.

- o Long-Term Assessment Trends: Continue to monitor NM-ASR, NM-MSSA, SAT and NAEP data trends to see effects on all students, with

a. Describe key components critical to the success of your program.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Grantees of the HQIM Implementation grants will be required to:

- LEAs must adopt and implement a HQIM as identified as core instructional material (CIM) on the PED adopted multiple list;
- RECs/PL providers/organizations only—be certified for an HQIM approved model;
- Awarded entities would utilize a PED-approved curriculum implementation change monitoring and measurement tool (Samples of potential curriculum implementation monitoring and measurement tools are available to view.);
- Attend the Instructional Materials Regional Conference;
- Work with PED staff to conduct site visit(s) as needed, at least once per performance period;
- Participate in a minimum of seven of eight monthly online community of practice with PED staff;
- Selected awardees must submit to the PED their detailed HQIM implementation plan;
- Selected awardees must submit to PED their completed Instructional Material Implementation Tool;
- Submit monthly progress reports.

Outdoor Learning:

Monthly community of practice sign in sheets; teacher surveys; iStation Math and NMSSA data, NMSAR data, attendance data, sign in sheets and surveys for professional learning sessions.

Measurement and Evaluation Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Increase the percentage of teachers who report increasing their extent of use of their adopted HQIM by 50% as measured by the Curriculum Implementation Change Framework (CICF) survey.

Increase the percentage of teachers' quality of use of their adopted HQIM by 50% as measured by the Curriculum Implementation Change Framework observation tool.

At least 75% of all districts and charter schools who participate in the grants will have advanced to their next phase of HQIM implementation across their district/school.

Increase student attendance rates by 20% of students who participate in outdoor learning. Increase math and science achievement by 20% of students who participate in outdoor learning. Increase teacher efficacy and motivation by 20%.

b. Will the requested program affect any existing performance measures?

No existing performance measures will be affected. We will be able to expand our performance measures.

i. If yes, which performance measures will be affected?

N/A

c. What program outputs will the agency measure?

What instructional materials for core instruction do each of the districts in our state use for ELA?

If they were reviewed by NM teachers, what was the quality rating?

For Grantees:

The extent teachers and school leaders are getting high-quality CBPL (e.g., PL delivery model, amount of PL, perceived effectiveness of PL)

Confirmation that HQIM is at the center of the instruction and being implemented skillfully.

Student achievement data for the grant participants.

d. What efficiency metrics will the agency monitor?

Student achievement data of grant participants, survey data of teachers and school leaders on their feelings, concerns, and extent of use of their adopted HQIM; classroom observation data of teachers's quality of use of their adopted HQIM (if adopted HQIM is supported by HQIM CICF tool).

STEM and Outdoor Learning initiatives will review at student science and math achievement proficiency, changes in classroom practices,

e. Does the agency have baseline data for the proposed measures?

For HQIM implementation for mathematics the CICF survey of teachers in the fall results are:

Self reported overall feeling about the HQIM

42% positive

40% neutral

18% negative

i. If yes, please provide baseline data.

Self reported extent of use of the HQIM

21% beginning

34% building

37% managing

Outdoor learning initiatives are collecting baseline data this fiscal year (FY27).

ii. If no, when and how does the	Other data will be collected in FY28 using this funding.
f. How often will the agency collect and report on these performance metrics?	The Curriculum Implementation Change Framework survey data will be collected in the fall and in the spring as well as the classroom observation data. Grantees will report their progress advancing from their initial phase of HQIM implementation also in the fall and in the late spring/early summer. Outdoor Learning will report yearly after grants have been expended and reports collected.
g. How do you plan to share the results of your program with the public and the Legislature?	With this funding we would pursue the use of an HQIM implementation dashboard that will provide reports of districts/charter schools and what instructional materials they are using, if they are HQIM and how they are progressing across the phases of HQIM implementaiton. These reports would be accessible on the dashboard by the public and the Legislature.

NOTE: This example was used for the FY25 expansion form, which has changed a bit. Please use this as an example only.

Program Name	Universal Gifted Screening
Amount requested	\$1,500,000
Funding will be used to...	Implement universal gifted screening and identification and to contract for training.
Program Premise	In this section provide information describing the problem this funding is proposed to address. You should include information on the following items: a. ☒ What problem or need is this request attempting to address? b. ☒ An explanation of why this expansion (program) is needed, if expanding on an existing program, why it is needed or how it differs from existing programs. c. ☒ An explanation of how this program fits into your agency strategic plan, existing performance measures, and what measurable outcome you are trying to achieve with the expansion.
	a. Equitable identification of gifted students and universal screening requirements for elementary schools will require a significant increase in the number of students b. House Memorial 33 (HM33) 2022, Gifted Education Program Recommendations recognized that gifted education services in New Mexico did not necessarily follow c. Senate Memorial 60 (SM60) of 2023 included access to gifted programs as a need for M/Y groups: "BE IT FURTHER RESOLVED that students identified in the <i>Martinez/Yazzie v. State of New Mexico</i> ruling be represented with greater equity and consistency as eligible for gifted education programs and bilingual multicultural programs"
Needs Assessment	In this section provide specifics on the extent of the problem this proposal proposes to solve including responses to the following items: a. ☒ Explain the extent of the problem to be addressed by providing a description of total statewide need in numerical and/or geographic terms. If applicable, this may include a description and analysis of historically unserved or underserved populations. b. ☒ What percentage of the previously identified total statewide need does this request seek to address?
	a. According to the HM33 Report, New Mexico data show disproportionate identification of groups by race. White and Asian students are identified at rates higher b. 100 percent
Program Description	In this section provide information detailing activities, costs, and benefits of the proposed funding by addressing the following items: a. ☒ List the specific activities that will be carried out to achieve expected outcomes? Provide a logic model if available. b. ☒ Provide a cost per unit for the funding (e.g. cost per individual/cost per activity) and, if available, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs). c. ☒ Once the program is operational what are estimated annual costs?
	a. Funds will be provided to districts and charter through SEG distribution proportionate to their allocation FY25. 6.31.3 NMAC requires biannual gifted education plans b. Licenses for each CogAT test administered and scored electronically \$35 c. Similar to requested amount with lower training costs.
Research and Evidence Catigorization	In this section provide information regarding the evidence and research supporting your request by addressing the following items: a. ☒ As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above. Include references/links to relevant research supporting your categorization (for example, published research or categorization provided by clearinghouse databases). Also, identify if your request is in fulfillment of a compliance need (in statute or as a part of a lawsuit agreement). b. ☒ How will you evaluate the program to confirm your categorization, or in the case of a new or pilot program, to determine program impact?
	a. Empirical studies have shown that universal screening and the use of local norms as provided by this program result in consistent correction to inequitable b. Numbers and demographics of identified gifted students will increase to appropriate Risk Indices for Native American, Hispanic, English learners, and other groups
Implementation/Action Plan	In this section describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items: a. PED personnel will provide on-site or remote support for all districts developing gifted education plans that meet the requirements of 6.31.3 NMAC and are funded b. By the end of SY24 districts and charter schools with K-3 students will have referred those students with the highest achievement scores for further screening using
Fidelity Plan	In this section provide information regarding how you will ensure your proposal is delivered as intended by addressing the following items: a. ☒ Describe key components critical to the success of your program. b. ☒ Provide a checklist/specific process metrics you will use to ensure component parts are implemented in accordance with your implementation plan. Provide information on how you will ensure the program will be implemented with equity if this is an applicable fidelity component.
	a. Districts and charter schools must have both the funding and the training to meet these requirements. b. Program review of the Gifted Education plan in the Education Plan for each budget entity will ensure equitable implementation and fidelity.

Measurement and Evaluation

In this section provide information about measuring outcomes and impact of your proposal by addressing the following items.

a. What specific outcomes do you expect to achieve in this program and how do you intend to measure impact. Include measures of program outputs, outcomes, and efficiency, if a program logic model was provided, you can use the metrics from the logic model. Also include existing metric baselines along with goals/targets if available.

b. How often will you collect/report on these performance metrics?

c. How do you plan to share the results of your program with the public and the Legislature?

a.

16,000 students in grade 3 or below will be screened as part of the gifted identification process in FY25. Risk indices for each demographic group will make

b.

PED staff will collect the data from Gifted Education Plans for each school district and charter school.

c.

Gifted education plans by districts and charter schools will be posted publicly online, and data will be provided to the legislature upon request.

Agency	Public Education Department
--------	-----------------------------

Short Title of Request	Assessment and Accountability Program
------------------------	---------------------------------------

Point of Contact for Follow-Up Information

Name	Lynn Vasquez
Title	Division Director, Assessment, Research, Evaluati
Phone	505 469-8967
E-Mail	lynn.vasquez @ped.nm.gov

Is the requested expansion solely the result of a workload change? (Yes / No) No

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

Program Premise

In this section, provide information describing the problem this funding is proposed to address.

a. Why is this expansion needed and what problem or need is it attempting to address?

This request funds the development, delivery, administration, scoring, and reporting of federally required Every Student Succeeds Act (ESSA) Title I student assessments, screeners, and college readiness assessments. This request has been expanded to include:

- * Gifted Screeners
- * Panorama well-being survey

b. How does this request differ from existing programming?

- * This is the initial request for funding the gifted screener, as required by 6.31.3 NMAC, Gifted and Talented Students.
- * The Panorama survey was previously funded through the Safe and Healthy Schools Bureau PSSR request under behavioral health.

c. How does the requested program fit into the agency's strategic plan?

*The gifted screener and Panorama's survey are part of Whole Child and Culturally Responsive Education, Pillar II, in the agency's Strategic Plan

d. Has the agency developed a logic model describing the agency's theory of change?

No

e. If yes, please provide a copy of the logic model as a picture, to the right, or as an additional attachment with the form as part of the agency's submission in BFM. If no, please contact your LFC or DFA analyst for assistance in developing a logic model.

-

Needs Assessment

In this section, provide specifics on the extent of the problem this proposal proposes to solve.

a. What is the extent of the problem to be addressed?

Gifted Screener: Equitable identification of gifted students and universal screening requirements for elementary schools require a significant increase in the number of students and costs for administering cognitive and creativity tests. Training new gifted coordinators in universal screening will incur additional costs for school districts. PED findings, documented in the department’s Fall of 2022 HM33 Report to LESC, concur with decades of well-documented inequity persisting in public school gifted education programs, which may be attributed to poorly designed identification systems in combination with systemic societal patterns of racial, cultural, socioeconomic, and linguistic discrimination. This program supports PED strategic plans to close achievement gaps and provide an equitable education for its most underrepresented students.

Panorama Survey: Students, teachers, and staff struggle to identify ways to move through difficult situations, build healthy relationships, and communicate effectively. These challenges point to a need for increased social-emotional needs. The Panorama survey provides an opportunity for each LEA and the SEA to identify the individualized social emotional needs and where to focus efforts to remedy those needs.

b. What is the total statewide need in numerical or geographic terms? If applicable, this may include a description and analysis of historically unserved or underserved populations.

Gifted Screeners: According to the HM33 Report, New Mexico data show disproportionate identification of groups by race. White and Asian students are identified at rates higher than their peers. White students make up 22.5 percent of the total student population and account for over 44 percent of the gifted population. Asian students make up less than 1.5 percent of the total student population and account for 4.1 percent of the gifted population. Conversely, Hispanic students make up over 62 percent of the total student population, but account for only 43.4 percent of the total population of identified gifted students. Students that identify as American Indian make up 10 percent of the total student population but account for only 6.5 percent of the gifted population. The report cites the 2019 study by Gentry, et al., who argue that racial disparities may be caused by implicit racial bias, lack of knowledgeable gifted education teachers and staff, and funding inequities (see, Gentry M., Gray A. M., Whiting G. W., Maeda Y., Pereira N. (2019). Gifted education in the United States: Laws, access, equity, and missingness across the country by locale, Title I school status, and race. Gifted Education Research and Resource Institute, Purdue University). Similar disparities are evident in identification of English learners and students who are eligible for free and reduced-price lunch (FRL). 16,000 students in grade 3 or below will be screened as part of the gifted identification process in FY26. Risk indices for each demographic group will make significant progress toward .80 standard.

Panorama Survey: 340,000 students (grades 3rd - 12th), school staff/teachers, and families of local educational agencies across New Mexico will have the opportunity to take part in elevating their voices through this survey regarding well-being and perceptions of school safety and climate.

c. What percentage of the previously identified total statewide need does this request seek to address?

*Gifted: 100%;
*Panorama survey: 100%;

Program Description

In this section, provide information detailing activities, costs, and benefits of the proposal.

a. How much is the agency's request for FY26 and from what source is the agency requesting additional funding?

The agency is requesting \$14.8 million from the general fund for the entirety of the Assessment & Accountability PSSR. Within that request, the following amounts are requested for:

*Gifted Screener: \$1.62 million
*Panorama survey: \$500 thousand

b. Provide a list of specific activities that will be carried out if this request is granted.

Gifted Screener: Activities are identified in 6.31.3.11 NMAC, EVALUATION PROCEDURES FOR GIFTED STUDENTS:
<https://www.srca.nm.gov/nmac/nmregister/xxxiv/6.31.3.pdf>

Panorama SEL survey: three surveys (student, staff/teacher, and family) will be available for LEAs to administer in both the Fall and Spring of school year 2025-2026

c. Provide a cost per unit for the funding (such as the cost per individual or cost per activity).

Gifted Screener: Licenses for each cognitive ability test administered and scored electronically \$35; Scoring for each creativity measure to be scored \$10; Contracts for training 2 gifted coordinators per budget entity \$200,000.

Panorama SEL survey: Annual license cost per survey \$1.40.

d. If available and applicable, provide a benefit-to-cost ratio for this program (the total monetized benefits divided by total costs).

Not available or applicable.

e. Does the agency anticipate additional increases above the FY26 request will be needed in future years to continue to operate the program? If so, please describe these additional expenses and projections of future financial needs.

*Gifted Screener: None
*Panorama SEL survey: None

Research and Evidence Categorization

In this section, provide information regarding the evidence and research supporting your request.

a. As defined in New Mexico's Accountability in Government Act, specify whether your program is evidence-based, research-based, a promising program or practice, or none of the above.

Gifted Screener: Empirical studies have shown that universal screening and the use of local norms as provided by this program result in consistent correction to inequitable identification of gifted students. Once the identification issues have been addressed, district and charter school use of quality instructional materials for acceleration and enrichment for identified students is expected to yield significant growth outcomes. Improvements in the academic performance of diverse students is anticipated as a result of improvements in programming and teacher preparation. Periodic evaluation of gifted identification and services as well as increased access to accelerated and enriched instruction for other high-ability students may also contribute to student academic growth. In a 2014 study, Card and Giuliano found that underachieving, economically disadvantaged, Black, and Hispanic students showed the most growth as a result of access to gifted education (see Card & Giuliano (2014) Does Gifted Education Work? For Which Students?). This program supports PED strategic plans to close achievement gaps and provide an equitable education for its most underrepresented students. Numbers and demographics of identified gifted students will increase to appropriate Risk Indices for Native American, Hispanic, English learners, and other groups within five years of statewide universal screening.

Panorama survey: Panorama has over a decade of experience helping schools and districts engage in student-first, data-driven decision making. They have worked with thousands of districts to build and maintain systems of support that improve student outcomes across academics and well-being. <https://www.panoramaed.com/>

b. Please provide any references or links to relevant research supporting your categorization. For example, sources may include published research or categorization provided by clearinghouse databases.

*Gifted Screener:

- NAGC Gifted Publications <https://nagc.org/page/publications>
- Improving the identification of English Learners in Gifted Education - <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/el-tag-infographic.pdf>
- Gifted Education - Impact of Differentiation Practices - <https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/72>

*Panorama survey:

- Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs - <https://www.ed.gov/sites/ed/files/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>
-

c. How will you evaluate the program to confirm your categorization?

Panorama Survey: LEAs who administer the survey in the Fall and Spring semesters will be able to evaluate the gains their school community has made given data driven supports LEAs have put in place.

Gifted Screener: The Agency will monitor the completion rates of Gifted Screeners through NOVA. The Agency will use the identification rates as a comparison with Gifted Staffing, also in NOVA, to evaluate staffing levels for Gifted students. Finally, the Agency currently tracks identification rates statewide. Using this data as a baseline, the Agency will examine identification rates through implementation of the screener with a focus on identification of Yazzie/Martinez populations.

Implementation Plan

In this section, describe all activities related to implementation of your proposal (What, when, where, who, and how) by addressing the following items:

a. What are the training and startup requirements for the proposed program?

Gifted Screener: PED staff will hold a workshop to explain the tool and provide context into its purpose. This workshop will be added to the Assessment Bureau's current catalog of PD, but will be conducted by the C&I department in collaboration with assessment. The screener will be implemented in every LEA as it is already in legislation (NMAC 6.31.3.11 B) and is required by all school districts. This request adds funding to the mandate for LEAs. The screener is required to be universally implemented once for all students in grades K-3. The agency recommends the end of 2nd grade (Spring Semester) using 3rd grade as an opportunity to identify any students who did not complete the screener for makeup. Monthly gifted meetings are currently being held and on-going support for implementation will occur in those meetings.

Panorama Survey: PED in collaboration with Panorama will hold virtual survey administration support sessions for participating LEAs. When survey closes, additional professional development sessions will be offered to support LEAs in navigating survey results.

b. Provide an estimated timeline for implementation of activities. Include planned benchmarks, milestones, and a target date for full implementation. If the request includes new FTE, provide your current vacancy rate and plan for recruitment.

Gifted Screener: September 2025 - Gifted Screener PD with Assessment Bureau; October 2025 to March 2026 - Ongoing monthly meetings and support for school districts; April 2026 - Gifted Screener Deadline; May 2026 - Analyze Gifted Screener Results for evaluation

Benchmarks - Implement Training and Ongoing Support Cycle; Increase the number of Gifted Students across New Mexico's districts; Increase the identification of Yazzie/Martinez populations

Panorama Survey: timeline for implementation - August and September 2025 survey administration professional development and roster upload guidance for LEAs; October and November 2025 LEAs administer the survey; December 2025 survey result navigation professional development for LEAs; January and February guidance sessions for LEAs on how to utilize data to identify evidence based practices to meet identified need; March 2026 roster uploads and spring survey data administration sessions for LEAs; April 2026, LEAs administer spring survey; May 2026 data release and navigation support; June and July informed data decision making support session to plan for implementation of evidence based practices in the coming school year.

Fidelity Plan

In this section, provide information regarding how you will ensure your proposal is delivered as intended.

a. Describe key components critical to the success of your program.

NMAC 6.31.11.3 B currently mandates all LEAs implement a universal screening tool for the identification of gifted students. Currently, this is an unfunded mandate. Standardization of a screening tool will provide more stability to the identification of gifted students and facilitate equity for all students in New Mexico. C&I staff will support school districts in the implementation of this tool through training, communication, and personalized workshops when requested. Identification of Gifted data is critical to evaluating the current legislation. Without funding, each district has its own processes which have led to large levels of inequity in Gifted identification.

Panorama Survey: it is critical for PED to have an identified internal team comprised of PED leadership who collaborate with the Panorama team to support LEAs with roster upload, survey administration, data navigation, resource identification and guidance on implementation of those resources; this internal team would also be integral in leading their bureaus/departments in data analysis that informs their work with and support of LEAs.

b. Provide a checklist or specific process metrics you will use to ensure component parts are implemented, including equity if applicable.

Gifted Screener: PED internal team will create a schedule of events for both Fall and Spring. This schedule will act as a supplement to the current assessment calendar.

Panorama Survey: In collaboration with Panorama team, PED internal team will create a project plan for both Fall and Spring semesters. Project plan will include Phase (of project), Date to be completed, Description of Task, Team assignment, Owner of the task, Completion Status and Resources.

Measurement and Evaluation
Plan

In this section, provide information about measuring outcomes and the impact of your proposal.

a. What measurable outcome is the agency trying to achieve with the requested expansion?

Gifted Screener: Increase the identification of Gifted students across New Mexico, with a specific focus on Yazzie/Martinez populations; Establish equity for Gifted learners across all New Mexico LEAs.

Panorama Survey: Students grades 3rd - 12th measurable outcomes: self-management, self-efficacy, sense of belonging, along with perceptions of school safety and school climate; staff and teacher measurable outcomes: school climate, well-being, professional learning and educating all students (teachers only); family measurable outcomes: school climate, school safety, and barriers to engagement

b. Will the requested program affect any existing performance measures?

Gifted Screener: No
Panorama Survey: Yes

i. If yes, which performance measures will be affected?

Panorama Survey: Attendance and Discipline data

c. What program outputs will the agency measure?	Gifted Screener: The agency will examine gifted identification rates for each district. This data will be compared with existing data for each district. In addition, the agency will examine staffing levels to ensure staffing at each LEA is meeting the needs of the learners. Panorama Survey: the agency will have access to both state level and individual LEA data points outlined in box a. of this section. A program output to measure might be a report of how program has utilized survey data to inform guidance and support for LEAs and program initiatives.
d. What efficiency metrics will the agency monitor?	Gifted Screener: Identification of Gifted Students (Overall), Identification of Gifted Students (Specific populations), Staffing for Gifted Learners. Panorama Survey: Student Performance, Attendance Rates, Resource Allocation, and Program Implementation
e. Does the agency have baseline data for the proposed measures?	
i. If yes, please provide baseline data.	Gifted Screener: PED has the identification rates of gifted students for each LEA from previous years. Panorama Survey: PED and LEAs who have participated in the 2023-2024 and 2024-2025 surveys will have data from previous years
ii. If no, when and how does the agency anticipate collecting baseline data?	
f. How often will the agency collect and report on these performance metrics?	Gifted Screener: Annually - Spring Semester Panorama Survey: Twice a year - a survey window in the Fall and in the Spring semester
g. How do you plan to share the results of your program with the public and the Legislature?	Gifted Screener: PED will review trends in Gifted Identification through Nova and create a report to be posted on the PED website for C&I. This report will be shared with organization partners upon request. PED will prepare presentations for the Legislature when asked. Panorama Survey: PED is considering the following - create a webpage for the survey on the PED website that provides state level data; share LEA level data on NM VISTAS; prepare presentations for the Legislature and state organization partners, such as the Department of Health on state level data

PUBLIC EDUCATION DEPARTMENT | FY28 Appropriation Request Recommendations

FY27 General Fund Base Budget		\$	27,229,700.00
FY28 GF Base Increase			
1	Funding to Reduce Funded Vacancy Rate		-
2	SB376 Permanent Implementation (Health Benefits Swap)	\$	1,006,300.00
3	FY28 Health Insurance Request Increase (521100)	\$	345,625.40
4	Recurring Expenses (Rent/\$396K)	\$	396,000.00
5	Increase costs to GSD Rates		
	521410-12 Workers Compensation	\$	61,900.00
	521600 -21 General Liability & 24 Civil Rights	\$	100.00
	542700 - 41 Auto Physical Damage	\$	626,800.00
	Leased Vehicle rate	\$	(5,900.00)
	546610- FY28 Telecom Rate Cost Projection	\$	61,400.00
	535400 - Audit rates	\$	12,900.00
	521500 Unemployment Insurance	\$	32,200.00
6	DoIT Data Center Hosting	\$	800,000.00
	Subtotal	\$	3,337,325.40
FY28 Base Expansion Request:			
1	Funding for 10 New Positions (OSE, OGC, IT, Licensure, School Budget, ASD)		
	4-Ed Admin Specialist (C10)	\$	374,344.00
	1-Senior Budget Analyst (C7)	\$	70,321.00
	2-Senior Compliance Officer (C7)	\$	140,642.00
	1-Financial Analyst Specialist (C9)	\$	85,077.00
	1-Attorney (C11)	\$	107,630.00
	1-IT App Developer (C11)	\$	107,630.00
	Subtotal	\$	885,644.00
	Benefits for 10 FTE	\$	339,949.00
2	Administrative funds for hardware and supplies for 10 new staff members	\$	27,000.00
	Subtotal	\$	1,252,593.00
		\$	31,819,618.40
Total FY28 General Fund Appropriation Request Amount		\$	31,819,618.40
FY27 Supplemental Requests			
1	SB376 Permanent Implementation (Health Benefits Swap)	\$	1,006,300.00
2	Rent	\$	396,000.00
	Total	\$	1,402,300.00