

Public Education Department

Public School Support
FY21

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.



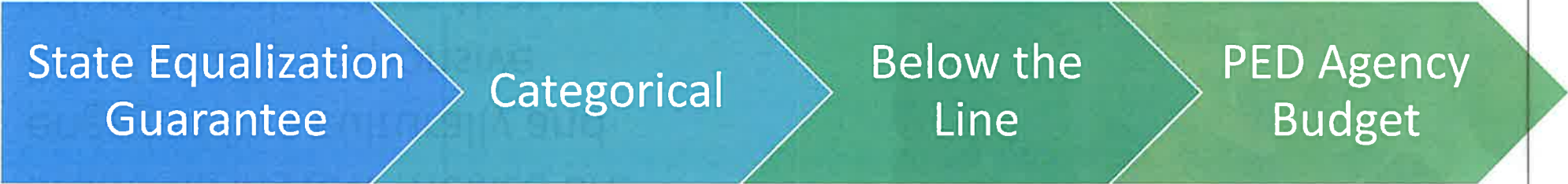
Vision

Rooted in our Strengths

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



Agenda



Increased Spending Under Gov. Lujan Grisham (SEG)

State Equalization Guarantee	Increase over FY19
Educator Compensation	+\$255M
At-Risk Funding	+\$167M
K-5+ and Extended Learning Time	+\$162M
Bilingual Multicultural Programs	+\$7M
Instructional Materials	+\$44M
TOTAL	+\$635M

Includes an FY21 request for \$93 million in additional educator compensation and \$54 million in additional at-risk funding

State Equalization Guarantee

- I. Educator Compensation
- II. At-Risk Funding
- III. K-5+ and Extended Learning Time
- IV. Bilingual Multicultural Education Programs
- V. Instructional Materials

I. Educator Compensation

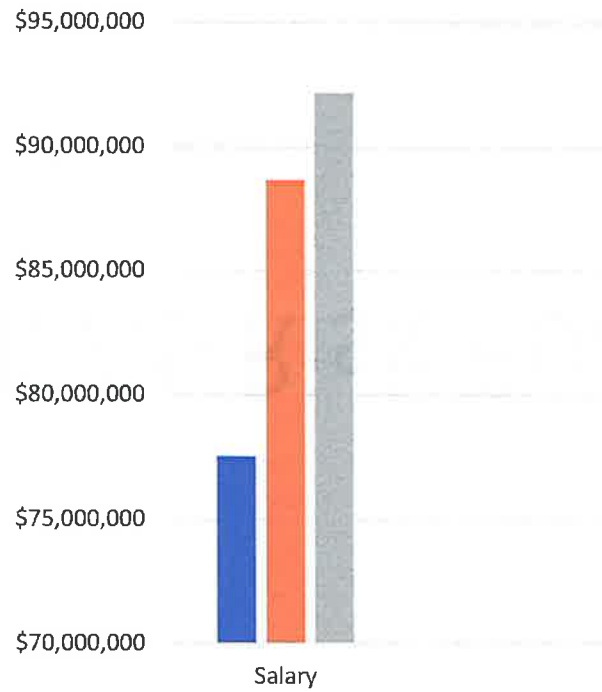
Educator Compensation (\$93M)

Teacher Salary Increases

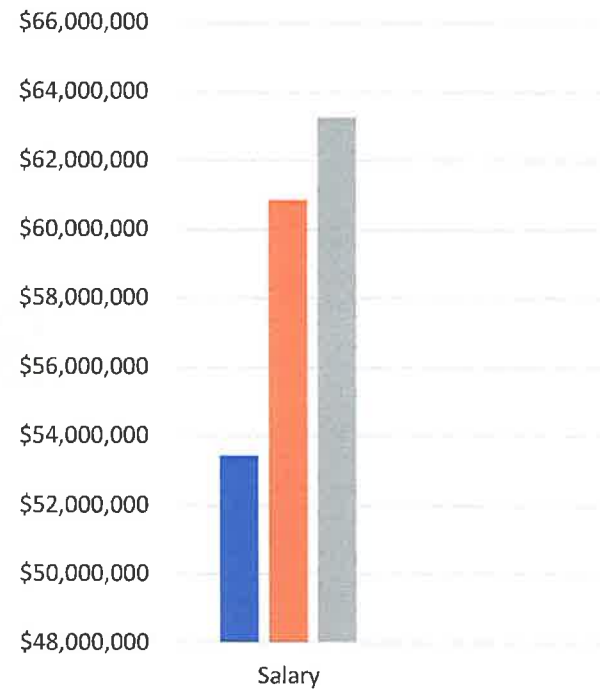


Educator Compensation (\$93M)

EA Salary Increases



Custodian Salary Increases



- FY19
- FY20
- FY21 Request (Represents 4% increase)

- FY19
- FY20
- FY21 Request (Represents 4% increase)

II. At-Risk Funding

Martinez-Yazzie Decision

Summary of Finding

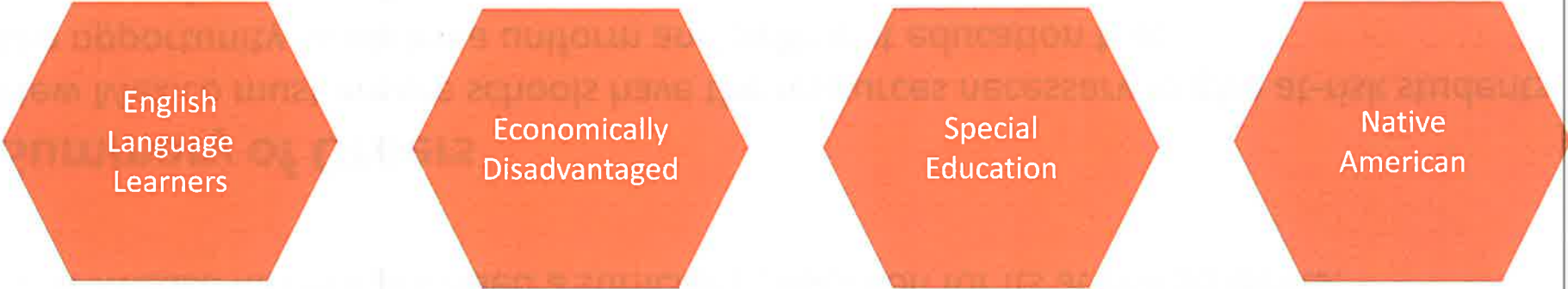
New Mexico has not provided a sufficient education for its at-risk students.

Summary of Orders

New Mexico must ensure schools have the resources necessary to give at-risk students the opportunity to obtain a uniform and sufficient education that prepares them for college and career; the current system of financing public education and managing schools should be reformed so that every public school in New Mexico has the resources to provide a sufficient education; and there should be a system of accountability in place that measures financial resource allocation toward the education of at-risk students.

Martinez-Yazzie Decision

M/Y Identified At-Risk Student Groups



English
Language
Learners

Economically
Disadvantaged

Special
Education

Native
American

Our Imperatives

Moral Imperative

We must deliver on the right of every student in New Mexico to a high-quality education, especially those students who have been historically underserved.

Legal Imperative

We must increase our investment in supports and programs for at-risk students to a level sufficient to meet their needs and ensure that programs and services are effectively getting to those students.

The State Response



Gov. Lujan Grisham signs key education bills

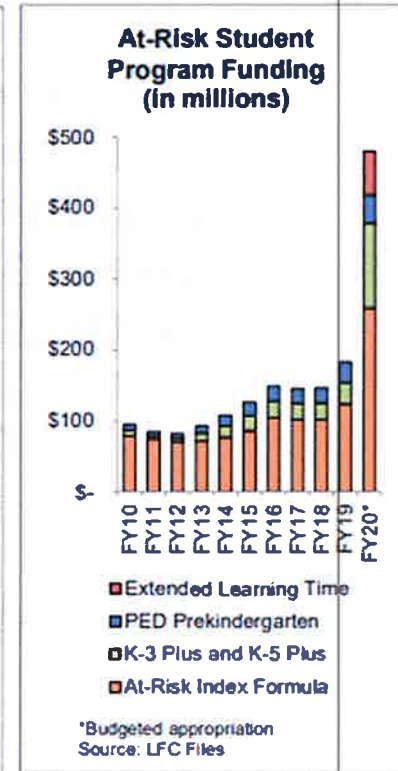
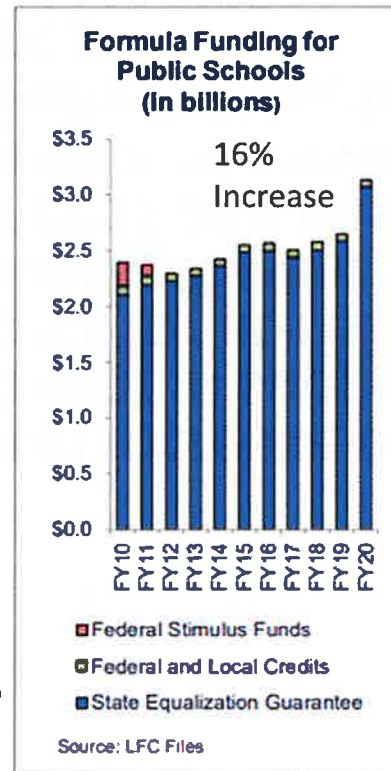
Apr 3, 2019 | Early Childhood Education, Press Releases

SANTA FE — Gov. Michelle Lujan Grisham on Wednesday signed key public education legislation into law, providing significant funding increases for evidence-based programs like K-5+ and extended learning time, raising educator salary levels in the state's three-tier licensure system and establishing a framework for community schools across New Mexico that will provide crucial wraparound health and wellbeing services to children and families in need, among other critical reforms.

Surrounded by students, educators, advocates, legislative sponsors and Public Education Secretary Karen Trujillo at Salazar Elementary in Santa Fe, Gov. Lujan Grisham signed Senate Bill 1, House Bill 5 and House Bill 589.

"New Mexico understands our children are our future; we are clear we will do everything in our power to help them succeed," said Gov. Lujan Grisham. "Perhaps the most significant investment we can make as a state is in our educators and administrators, and we have made a sizable one this year. I'm proud to say this has been a bipartisan effort. There is more we can do, and there is more we will do, and today I'm thrilled to say we have taken a leap forward in New Mexico public education."

"We've been talking about our education moonshot for many, many months," said House Speaker Brian Egolf. "We built the rocket; the rocket is fueled; and now, with the governor's signature, we have hit the ignition. This is a first and important step in a multi-year effort to reform education in New Mexico, because every child, regardless of zip code, deserves the best possible head start."



PED Response

PHASE 0

- Assess the findings from the court
- Seek additional funds
- Develop program options for state
- Build support

Jan '19 – Feb '20

PHASE 1

- Refine planning to address the findings from Court's Order
- Create plans for implementation

Feb '20 – June '20

PHASE 2

- Assess districts and charters
- Set up systems to track progress within PED, districts, and charters
- Disseminate administrative actions

July '20 – June '21

PHASE 3

- Implement regional supports
- Implement continuous improvement cycles

July '21 - Ongoing

At-Risk Funding – Current Year (FY20)



Bernalillo Public Schools



At-Risk Index
0.223

At-Risk Funds
Generated:
\$2,848.1m

At-Risk Funds
Budgeted:
\$2,848.1m

Counselors and Social Workers: 14 FTE
\$1.092m

Contract Therapists, Diagnosticians,
Psychologists, Speech Language Pathologists:
\$1.227m

Psychologist: 1.0 FTE
\$117.0k

Other Classroom Support:
\$412.5k

Source: FY20 District Budget Submission

At-Risk Funding – Current Year (FY20)



Cuba
Independent
Schools



At-Risk Index
0.363

At-Risk
Funds
Generated:
\$855.2

At-Risk
Funds
Budgeted:
\$855.2

Counselors and Social Workers: 3.0 FTE
\$234.0k

Nurse: 1.0 FTE
\$78.0k

Contract Therapists, Diagnosticians, Speech
Language Pathologists:
\$420.0k

Contract Psychologist:
\$106.0k

Other Classroom Support:
\$17.2k

Source: FY20 District Budget Submission

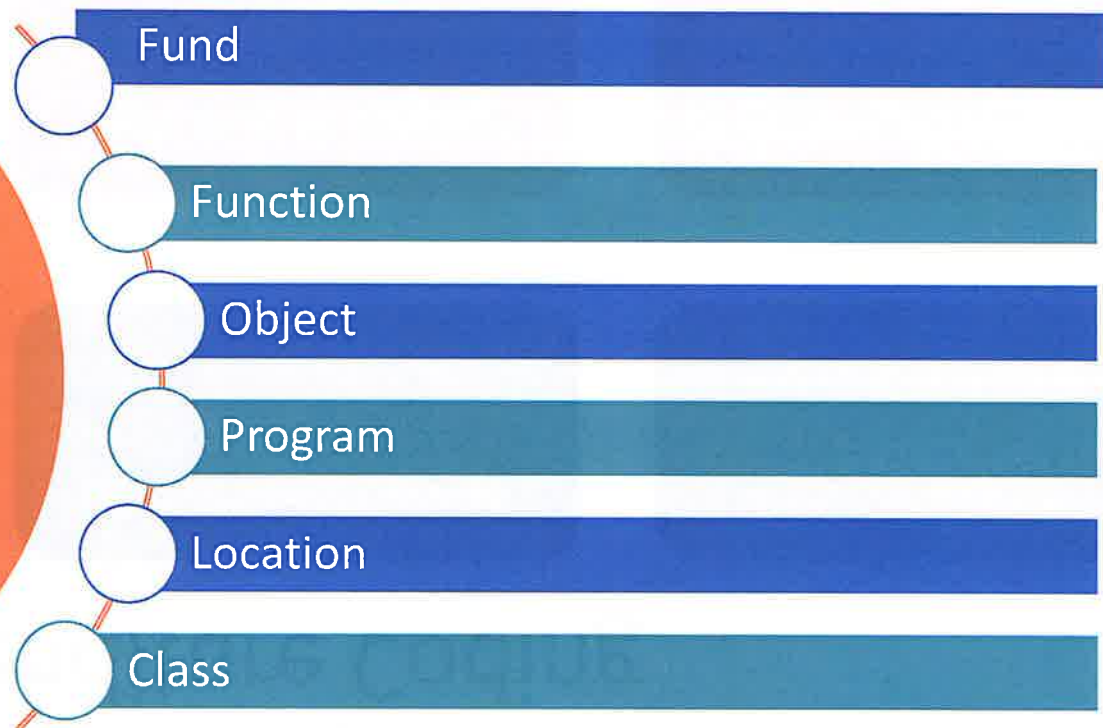
At-Risk Funding Challenges: Staffing



- Special Education Teachers
- Intervention Math Teachers
- Bilingual Teachers
- English Language Development Teachers
- Social Workers
- Counselors
- Psychologists

At-Risk Funding Challenges: Chart of Accounts

- Funds flow through SEG
- Districts have latitude to budget
- PED records expenditures in COA →



At-Risk Funding Challenges: Guidance and Support on Expenditure Coding

Detail Not Captured by
Chart Of Accounts

eg: contract services

Instructional Core vs
At-Risk

eg: class size reduction

Expenses that cross
programs

eg: FTE partially assigned to at-risk

Definitions and
Expectations

*Collaboratively developed
Guidance document*

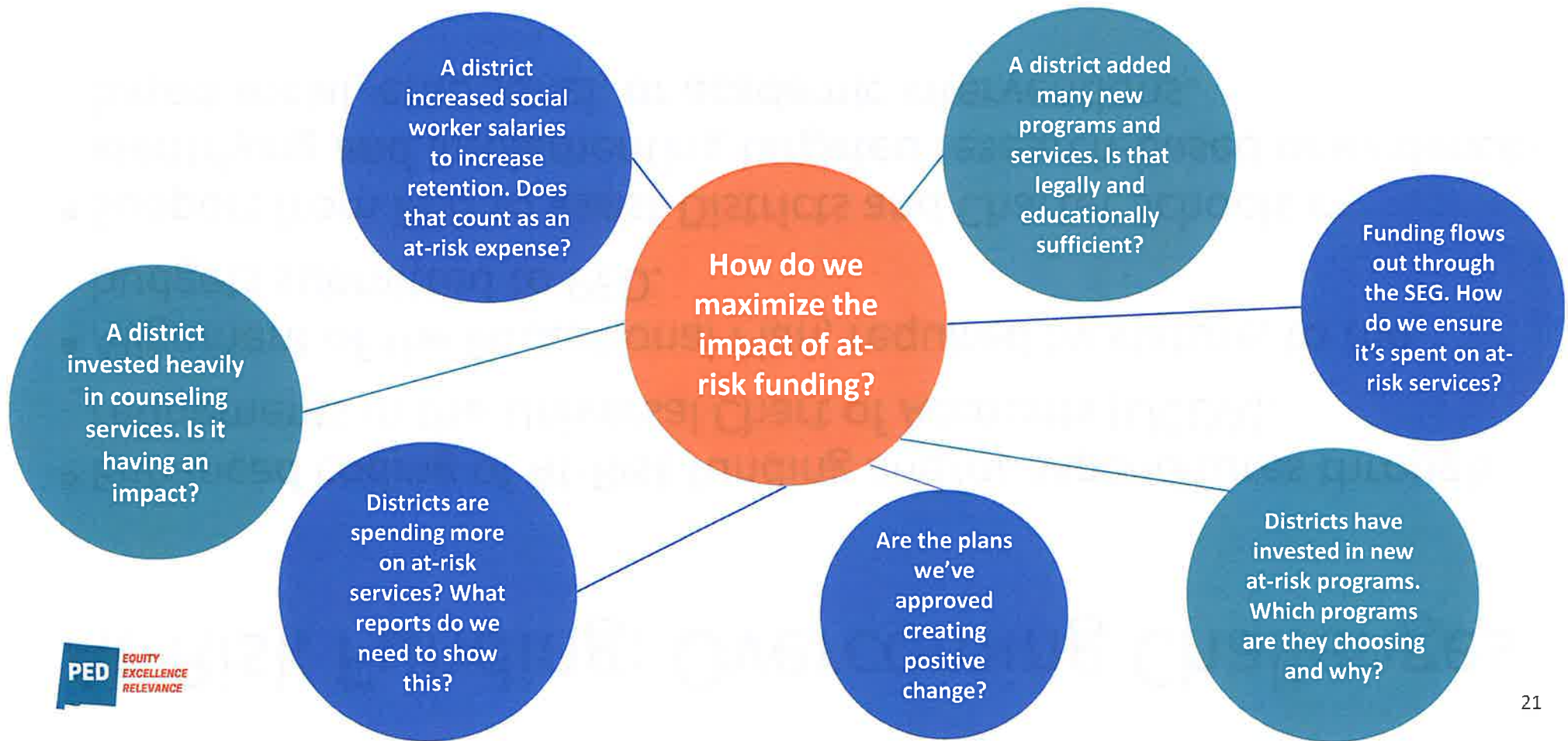
Software Programs

*Able to fully capture program
expenditures*

LEA Staff Training

*Budget tracking expectations;
software programs*

At-Risk Funding – Questions to Drive Future Guidance and Oversight



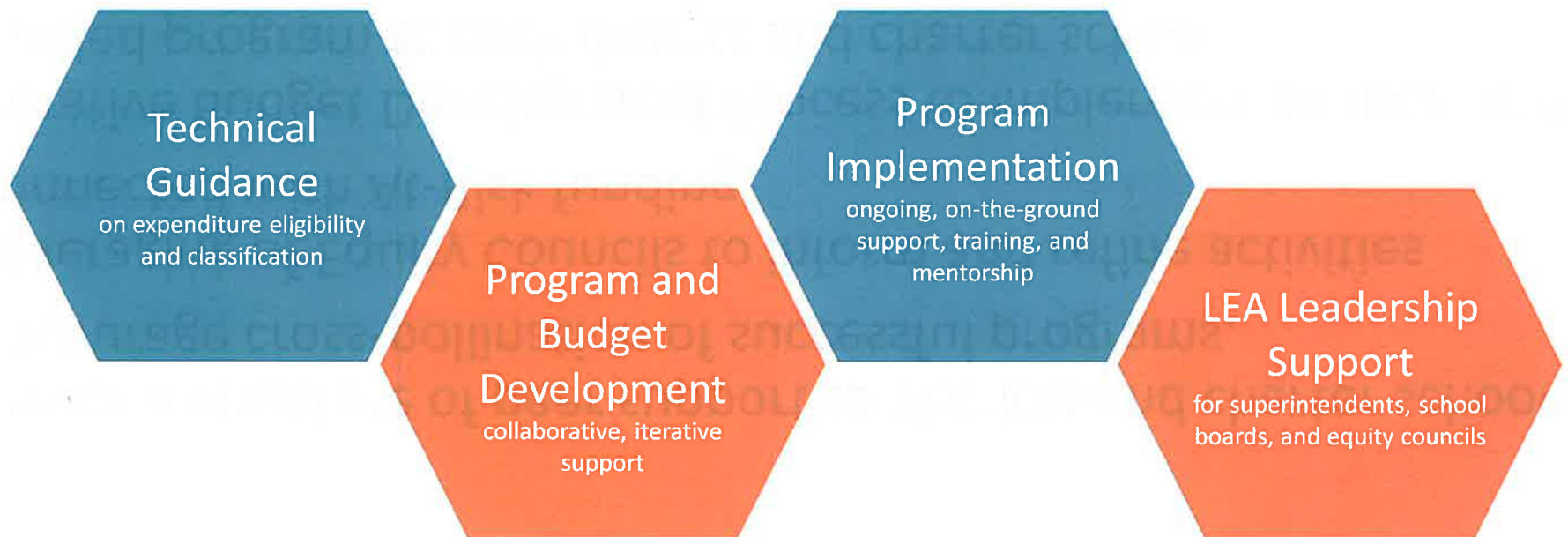
At-Risk Funding: Overcoming Challenges

- Enhanced coding of At-Risk funding and/or expenditures through refinements in the Universal Chart of Accounts (UCOA).
- Alignment of the Educational Plan, required by statute, to the budgets submitted to PED.
- Support from PED to assist Districts and Charter Schools in identifying and implementing targeted research-based or evidence-based social, emotional, or academic interventions.

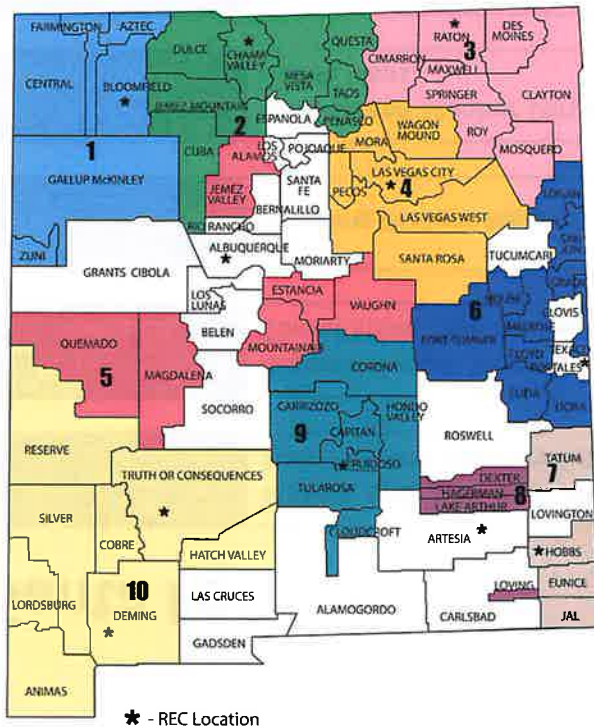
At-Risk Funding: Overcoming Challenges

- Create a structure of peer support to districts and charter schools to encourage cross-pollination of successful programs.
- Leveraging of Equity Councils to inform and refine activities connected with At-Risk funding.
- Iterative Budget Development Process to implement an ideal At-Risk funded program at each district and charter school.

At-Risk Funding – Next Year (FY21; \$53M)



Regional Supports



- **Santa Fe Staff**
 - Policy Development
 - Standard Setting
 - Desk Audits
 - Data Analysis
 - Corrective Action Plans
 - Research

- **Regional Staff**
 - Program and Budget Design Consultation
 - Training
 - Mentorship
 - Program Review and Adjustment

Sample Staffing Structure

Santa Fe

Director	Manage and Coordinate Regional Staff; Program Standard Setting
Budget/Audit Specialist	Regional Budget Specialist Consultation, Desk Audits
Financial Analyst	Spending Analysis Reports
Statewide Program Analyst	Develop and Monitor Corrective Action Plans
Data Analysis Specialist	Research

Regions (x 10)

Regional Program Specialist	Program design, training; mentorship, program data review
Regional Budget Specialist	Budget design and review, CAP implementation, budget data review
Regional Admin. Specialist	Superintendent, School Board, and Equity Council Support

Sample Supports and Oversight

List of Support and Oversight Activities

Sept '19	Launch FY21 Budget Design Process with PED and prepare FY21 Budget Request	Oct '20	FY 21 Program review, budget consultations and adjustment with PED
Dec '19 – Mar '20	Manage the Legislative Budget Process and ensure advocacy for needed dollars and legislation is in place	Nov '20	FY 21 Q1 Spending Analysis Reports Distributed; Quarterly Budget vs. Actual Review with Equity Councils; Corrective Action Plans Distributed
Feb – Apr '20	FY 21 Budget Design Consultations and Feedback; Equity Council Budget Review; Budget Approval	Dec '20	FY 21 Program review, budget consultations and adjustment with PED
May '20	FY 21 Program review, budget consultations and adjustment with PED	Jan '21	FY 21 Program review, budget consultations and adjustment with PED; Launch FY 22 Budget Design Process with PED
July '20	Implement approved budgets and programs	Feb '21	FY 21 Q2 Spending Analysis Reports Distributed; Quarterly Budget vs. Actual Review with Equity Councils; Corrective Action Plans Distributed; FY22 Budget Design Consultations
Aug '20	FY 21 Start of Year At-Risk Funding Reports Distributed; Equity Council Budget Consultation	Mar '21	FY 21 Program review, budget consultations and adjustment with PED; FY 22 Budget Design Consultations
Sept '20	FY 21 Program review, budget consultations and adjustment with PED	Apr '21	Program review, budget consultations and adjustment with PED; FY 22 Budget Design Consultations, FY 22 Budget Approval
Sept '19	Launch FY22 Budget Design Process with PED and prepare FY21 Budget Request	May '21	Q3 Spending Analysis Reports Distributed; Quarterly Budget vs. Actual Review with Equity Councils; Corrective Action Plans Distributed; FY 22 Budget Consultations and adjustment

III. K-5+ and Extended Learning Time

Closing the Opportunity Gap

Although students in New Mexico demonstrate about one year's worth of academic growth each year, not all NM students begin the school year at the same place.

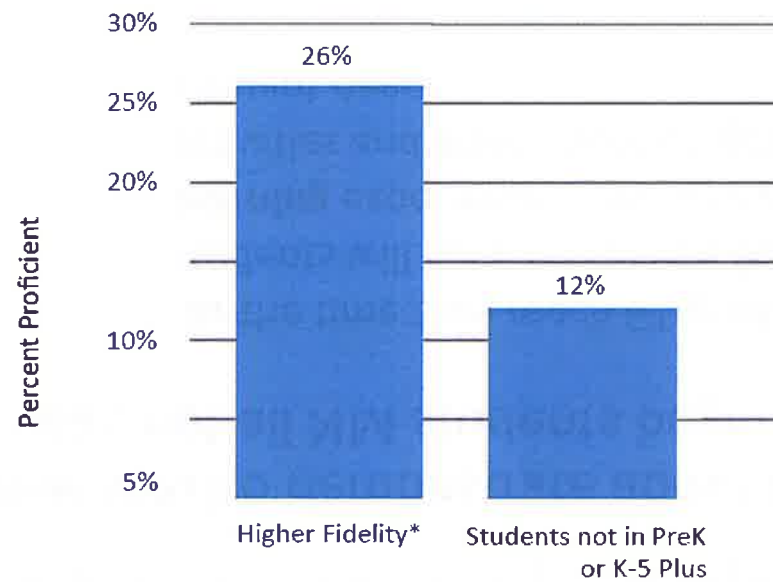


By the time they reach 6th grade, low-income students will have received **6,000 fewer hours of learning** experiences - including summer enrichment activities and afterschool programs - than their more affluent peers.

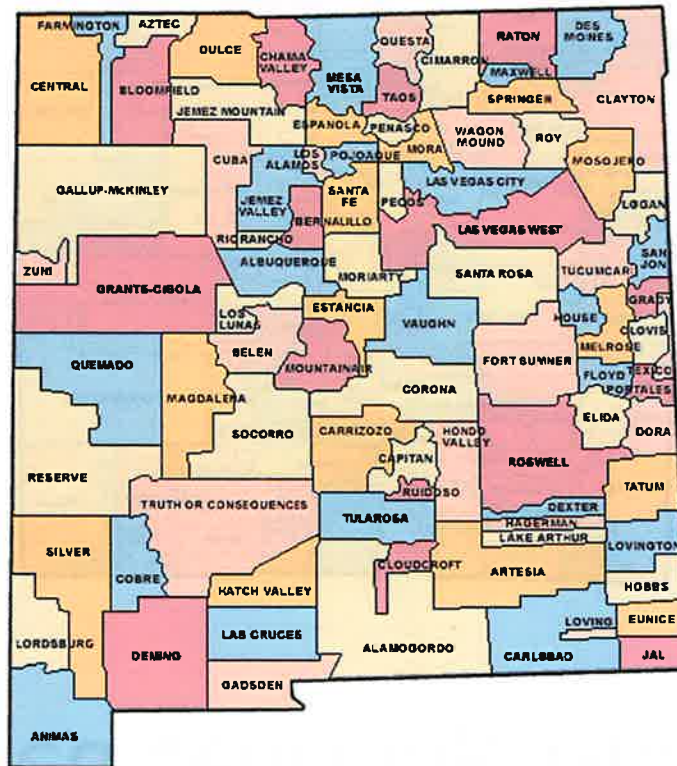
The opportunity gap means that, **despite making progress** every year, low-income students **struggle to close the achievement gap**.

Impact of K-5+

**Reading Proficiency for Low Income Students
in Both Prekindergarten and K-5 Plus**



K-5+ Participation (FY20)



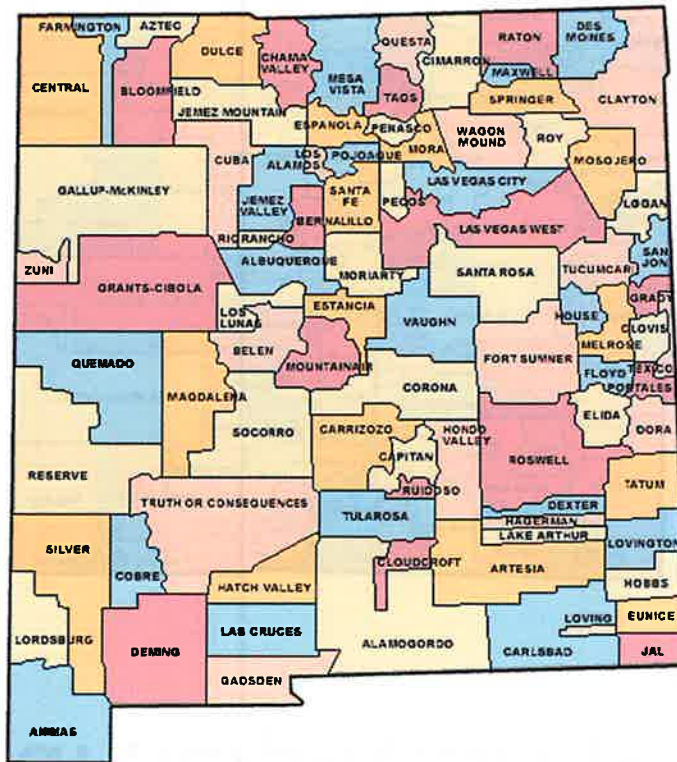
207 Schools =
17,827 Students

Total Summer 2019
\$29 Million*



*Includes appropriations from both FY19 and FY20 to account for programs that began in June of 2019

Extended Learning Time Participation (FY20)



327 Schools =
84,152 Students

Total School Year
2019-2020 =
\$ 42.3 Million

K-5+ and Extended Learning Time Convening

NEW MEXICO
Public Education Department

**K-5 Plus and
Extended Learning
Convening**

I. Welcome 8:30 AM
Dr. Ryan Stewart, Secretary of Education Designate

II. Vision for the K-5 Plus and Extended Learning Programs
Deputy Secretary Dr. Gwen Perea-Wainment
Deputy Secretary Karolina Sandoval

III. Expert Panel 9:00 -10:15 AM

Location	Panelist	Topic
Deming	Melanie Rhinehart & Toby Soderberg	District wide participation and ELTP Jumpstart Program
Cobre	Dr. Jose Carrillo	Funding/ELTP
Dulce	Melissa Polanco	Community Participation
ABQ Bilingual Academy	Chris Jones	K-5 Plus programming at a Charter

IV. Break 10:15- 10:30 AM

V. Funding 10:30-11:30 AM
Deputy Secretary Adan Delgado

VI. Lunch 11:30-12:30
(K-5 Plus Advisory Committee will meet in Room 114 during lunch)

VII. Breakout Session 12:30- 1:45 PM

Room 112- High School and Middle School Jumpstart Programs
(Presentations by Santa Fe Public Schools, Deming and Taos)

Room 113- Structured Literacy 101
(Presentation by Jessica Powell)

Room 114- How to Market Extended Learning Programs and Involve your community
(Presentations by NMPED, Deming, and Cobre)

Room 102A- Innovative Themes
(Presentations by Lovington, Bernalillo, Cobre, Roswell and Hageman)

Room 102 B- Culturally and Linguistically Relevant Programs
(Presentations by NMPED, Dulce and Farmington)

Room 101 B- The Importance of Classroom Culture during Extended Learning Programs
(Presentations by APS, Taos, Deming, San Diego Riverside and Las Cruces)

VIII. Break 1:45- 2:00 PM

IX. Breakout Session 2:00 - 3:15 PM

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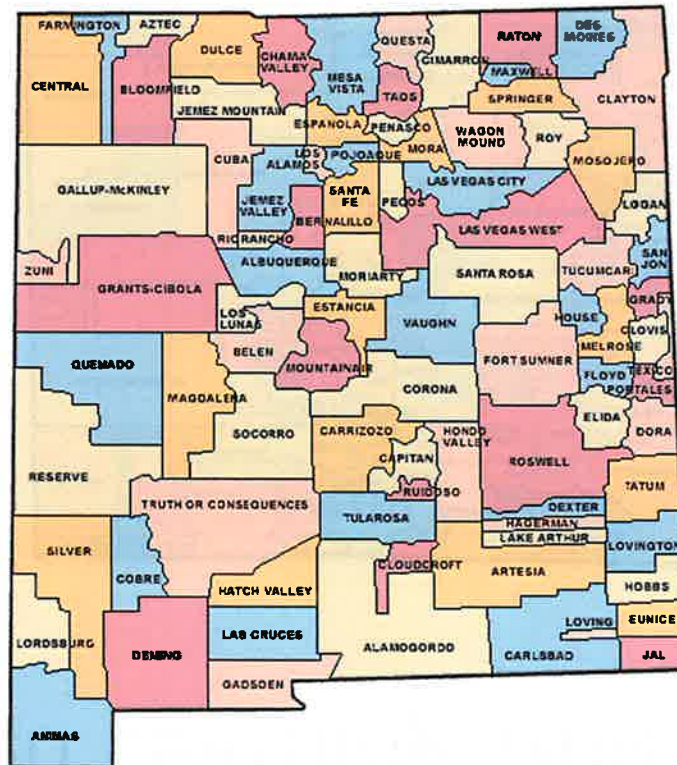


K-5+ and Extended Learning Time Convening



K5+ and ELTP Expert Panel discussing funding, community participation, and ELT charter programs

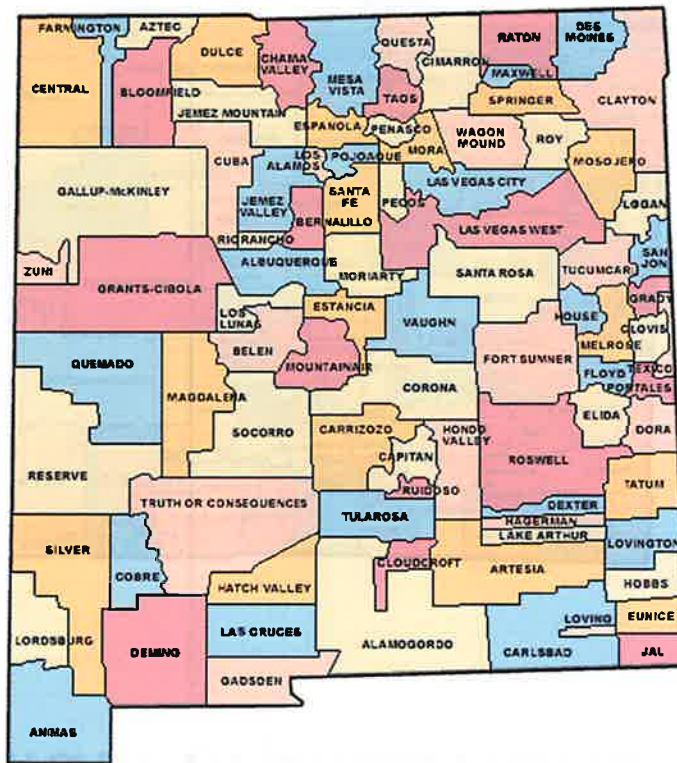
K-5+ Initial Applications (FY21)



50,000 Students

Total School Year
2020-2021 =
\$ 68.4 Million

Extended Learning Time Initial Applications (FY21)



190,000 students

Total School Year
2020-2021 =
\$ 95.6 Million

K-5+ and Extended Learning Time

Significant
Increase in
Learning
Opportunities

Enrichment
Activities

Professional
Development

Collaboration
for Teachers

K-5+ and Extended Learning Time



K-5 Plus and Extended Learning Programs in Cobre and Los Lunas

K-5+ and Extended Learning Time



Enrichment at Sundance Elementary

Economic Impact

Teacher Salary Increases with K-5 Plus

Tier I

$$\text{\$40k} + 14\% = \text{\$45.6k}$$

Tier II

$$\text{\$50k} + 14\% = \text{\$57k}$$

Tier III

$$\text{\$60k} + 14\% = \text{\$68.4k}$$

Extending the school year to 205 days in a district with 8,000 students could mean 14% more pay for teachers, which translates to approximately \$15M added to the local economy.

Menu of Options

Program	Extended Learning Time Program	K5 Plus Program
Funding per MEM	\$502 per Participating Student - FY20	\$1,370 per Participating Student - FY20
Teacher Pay	6% Increase	14% Increase
Learning Time	Current Instructional Days + 10 Days	Current School Calendar + 25 Days
Hours Beyond 990	55 Hours (10 Days @ 5.5 Hours Per Day)	138 Hours (25 Days @ 5.5 Hours Per Day)
Funding	$(.11) * (\text{Unit Value}) * (\text{Participating MEM})$	$(.3) * (\text{Unit Value}) * (\text{Participating MEM})$
Program Fidelity	Required Plan for 80 Hours of PD After School or Extracurricular Enrichment Programs	PED funds classrooms where the students follow the teacher into the regular school year. Required Plan for Literacy and Numeracy Components Required Plan for Services for At-Risk Students

Program	K5 Plus Extended Learning Time Program Elementary School 205 Day Calendar	(*Requested Flexibility to Use Equivalent Hours*) Elementary School 190 Day Calendar with Extended Hours
Funding per MEM	\$1,872 per MEM - FY20	\$1,872 per MEM - FY20
Teacher Pay	14% Increase	14% Increase
Learning Time	1,190 Hours @ 5.8 Hours Per Day	1,290 Hours @ 6.8 Hours Per Day
Hours Beyond 990	200 Hours	300 Hours
Funding	$(.41) * (\text{Unit Value}) * (\text{Previous Year School Enrollment})$	$(.41) * (\text{Unit Value}) * (\text{Previous Year School Enrollment})$
Program Fidelity	Required Plan for 80 Hours of PD After School or Extracurricular Enrichment Programs Required Plan for Literacy and Numeracy Components Required Plan for Services for At-Risk Students	Required Plan for 80 Hours of PD After School or Extracurricular Enrichment Programs Required Plan for Literacy and Numeracy Components Required Plan for Services for At-Risk Students

Requested Flexibilities

- Additional Days + Equivalent Hours
- Limited Cohort Exceptions*
- Pilot Implementation Models
- Implementation Rulemaking
- Combine Funding Streams



*To ensure effective provision of special education services, to ensure access to bilingual and dual language programming, and to avoid homogenous tracking of students by academic performance level

IV. Bilingual Multicultural Educational Programs

Bilingual Multicultural Education Programs

- Implementation of the Bilingual Multicultural Education Act
- Development of Native American Language Programs with Tribes
- Technical assistance and oversight for BMEPs
- Spanish Language Proficiency Assessment for State-funded BMEPs and the State Seal of Bilingualism – Biliteracy
- Update La Prueba de Español for Bilingual Endorsement

English Learners

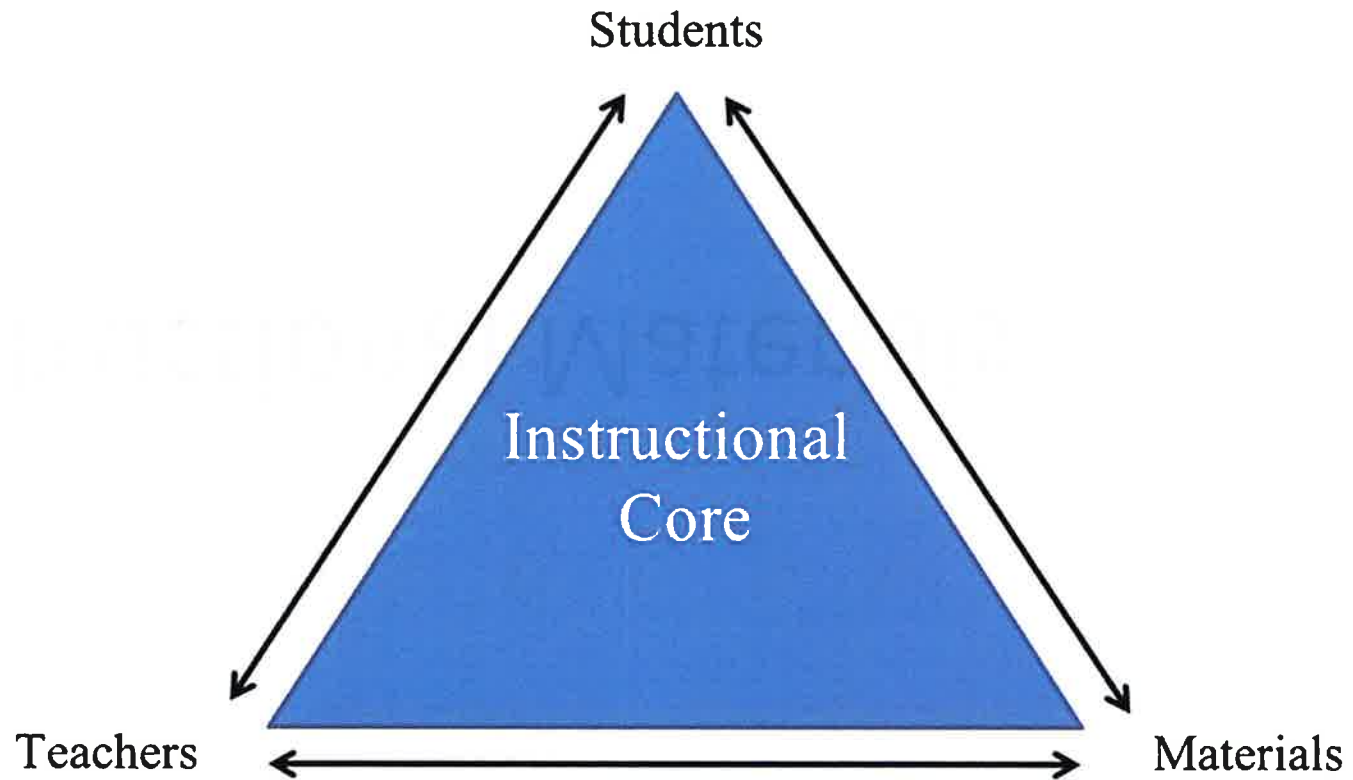
- Implementation of Office for Civil Rights requirements for ELs under Title VI of the Civil Rights Act
- Technical assistance and focused monitoring visits to districts and charter schools
- Training for districts and charters on effective and evidence-based EL Programs and services

Hispanic Education

- Implementation of the Hispanic Education Act
- Implementation of Culturally and Linguistically Responsive Framework for Schools
- Family and Community Engagement toolkit that strengthens equity and access for Families.
 - NM Parent Guide
 - <https://families.ped.state.nm.us/>
 - Framework for Family-School Partnerships
 - <http://nmengaged.com/>

V. Instructional Materials

Instructional Core



Teachers Curriculum Choices (NM)

Which of the following ELA curricula do you use regularly (once a week or more) for your ELA instruction this school year (Elem) (2018-19)?

1) Curricula I create myself

2) Other curricula not listed

3) ReadyGEN (Pearson)

4) Lucy Caulkins Units of Study
(Heinemann/Columbia)

5) Leveled Reader Series

Teachers Curriculum Choices

science lessons

Elementary Middle School **First Grade** Kindergarten Preschool Videos

science lessons videos for you

Watch more videos

Easy & fun **Solid, Liquid, Gas Experiment & FREE Page**

Get used to hearing, "Where'd you get that shirt? I love it!"

SNORGETEES

MYSTERY SCIENCE

Paper Mountains ACTIVITY

Promoted by Mystery Science

Water Pollution Exploration

Teachers Pay Teachers

Browse Search

Explore Middle School Resources

RATIOS, RATES & PROPORTIONS 6th GRADE STANDARDS
30 Print-and-Play Games!
6th Grade Math Games: Ratios, Proportions, & Un...
\$2.95
★★★★ 240 Ratings
Games 4 Gams

POLITICAL PARTIES
POLITICAL PARTIES - Democrats, Republicans ...
\$1.99
★★★★ 112 Ratings
Mr Playmore Social S...

Map Activity
World War I Map Activity (1914 and 1918 Europe...
\$5.00
★★★★ 250 Ratings
History Gal

Identifying Functions - Notes, Card Sort Activity...
\$3.00
★★★★ 314 Ratings
Amazing Mathematics

See more >

Explore Elementary School Resources

Christmas Lapbook (with 40 Mini-Books)
\$1.99
★★★★ 112 Ratings
Mrs. B's Classroom

Multiplication Games - NO PREP
\$1.99
★★★★ 112 Ratings
Mrs. B's Classroom

INFERRING & PREDICTING WITH REAL PICTURES
\$1.99
★★★★ 112 Ratings
Mrs. B's Classroom

Christmas Math Color by Number 4th Grade
\$1.99
★★★★ 112 Ratings
Mrs. B's Classroom



High Quality Instructional Materials

Content Rich

Fully Accessible

Culturally Relevant,
Free of Bias

Research-Based

Standards Aligned

Clear Purpose,
Structure, Pacing

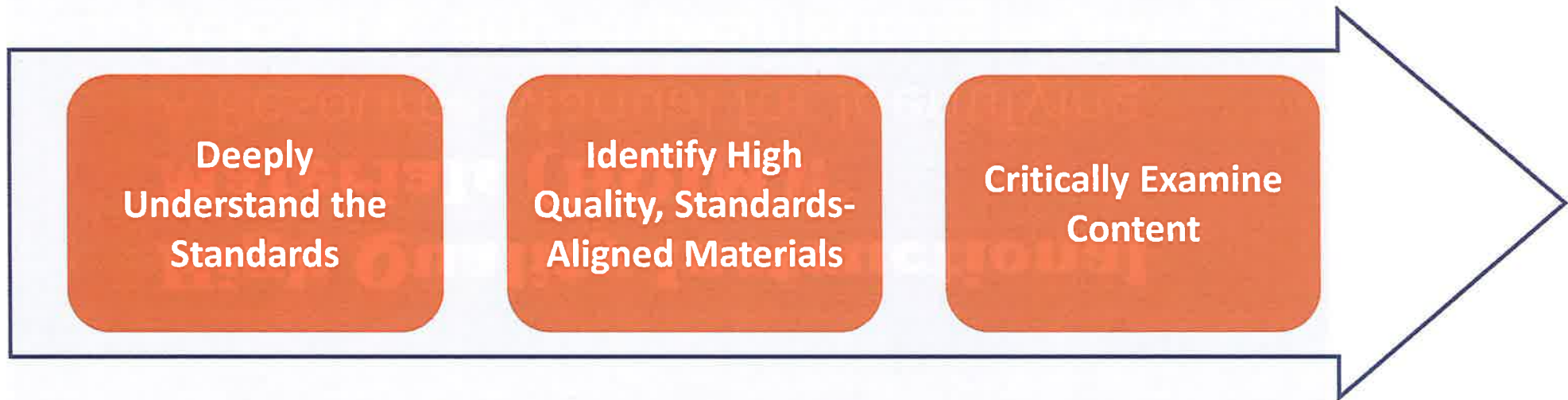
NMPED: Leading the Way on HQIM

Funding: Incentives and requirements to purchase reviewed and adopted HQIM

Cultural Relevance: Instructional materials that authentically and positively reflect the elements of culture such as language, customs, beliefs, traditions, and norms

NMPED: Leading the Way on HQIM

HQIM Review Process = HQ Professional Development



NMPED: Leading the Way on HQIM

High Quality Instructional Materials (HQIM):

A Resource Manual for Identifying,
Selecting, and Implementing HQIM

Categorical

I. Assessment

II. Indian Education Fund

I. Assessment

Assessment

Vendor	Component	Cost
Cognia	Summative 3-8	\$5,462,816
	Interim 3-8	\$555,000
	Summative 3-8 SLA	\$1,033,978
	Local K-12 Platform	\$197,181
	Local Platform Support	\$ 117,418
	Assessment Literacy	\$345,900
	PSAT 9 and PSAT 10	\$652,000
College Board	SAT	\$1,234,800
	TOTAL*	9,599,093



*Partially covered by federal funds

II. Indian Education Fund

Indian Education Fund

- Implementation of the Indian Education Act (HB 250)
- Grants to Districts and Charter Schools
- Grants to Tribes and Pueblos
- Indian Education Advisory Council
- Government to Government Meetings
- Indigenous Education Curriculum Initiative
- Technical Assistance Providers

Below the Line

- I. Whole Child Education
- II. Educator Ecosystem
- III. Closing the Opportunity Gap
- IV. Pathways and Profiles
- V. Regional Supports

Focus Area 1 – An Educational System that Benefits the Whole Child

Initiatives

- Culturally and Linguistically Responsive Education Framework
- Integrated Social and Emotional Learning
- Support for Special Education
- Academic Content Mastery

Focus Area 1 – An Educational System that Benefits the Whole Child



Key Strategies

- Bilingual Programming
- Hispanic Education Initiative
- Indigenous Education Initiative
- Bilingual Multicultural Education Act Support
- Deeper Learning Initiative
- Support for Tier 1 Instruction
- Special Education
- Social and emotional learning Initiatives

Outputs

- Funding, technical assistance and monitoring of bilingual programs that are grounded in best practices in multicultural and language pedagogy
- Funding, technical assistance and monitoring to help LEAs with large Native populations to align community goals and academic purpose
- Programs and communities of practice that grow/sustain rigorous and meaningful education for rural space
- Social and emotional framework and curriculum in place for all schools
- Initiatives in early literacy, early numeracy, and high quality, culturally relevant instructional materials
- Professional learning initiatives that support the health and well being of all students
- Literacy/Numeracy Frameworks established and improved educator practice in early literacy and early numeracy
- Indigenous bilingual programs, wellness, and indigenous core values driving purpose within schools systems
- Efficient and compliant special education systems

Outcomes

- Increased English language proficiency for English Learners
- Increased Spanish language proficiency and increased numbers of students graduating with a bilingual seal
- Improved K-3rd grade reading competency
- Improved 8th grade math competency
- 3,5,8, and 11 Science, ELA and Math proficiency, disaggregated by key demographic indicators

Impact

- Robust bilingual programs that reflect community needs, best practices in multicultural and language pedagogy
- Sustained, valued bilingual workforce
- Revitalized school systems that are centered around indigenous ideology and community
- Students academically prepared for rigorous, application-based, learner-centered models of education at the upper elementary and secondary levels
- Healthy, thriving students and educators
- Students with special needs serviced as part of the general education system that honors both their specific needs and individual potential
- Bilingual programs that reflect strong teacher practice in bilingual pedagogy, wide access to dual language programs, and supportive instructional materials and assessment practices
- High quality special education systems and services

Whole Child Education - Strategies

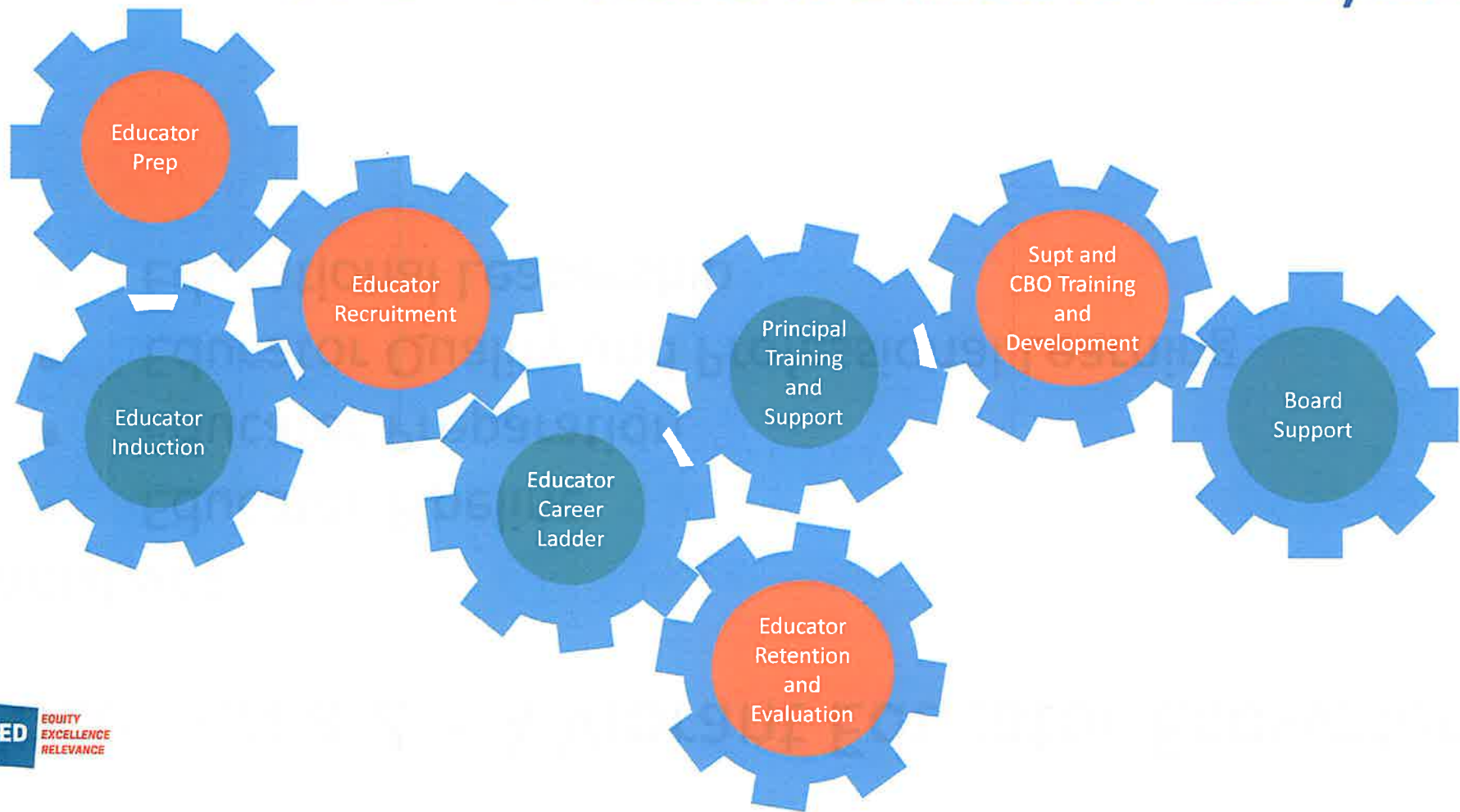
Whole Child Education System	FY19 Funding	FY20 Funding	FY21 Request	Acct
Bilingual Multicultural Education Act & Hispanic Education Act Support <i>Educator & Administrator Development and Support</i>	\$0	\$2.5M	\$12M	Math, Science and Reading Proficiency
Indigenous Education Initiative <i>Innovative Strategies and Support for Indigenous Students</i>	\$0	\$1M		ELL Progress
Early Literacy Development and Support (Structured Literacy & MLSS) <i>Holistic intervention framework that guides educators to intervene quickly when students need additional supports</i>	\$8.8M	\$0		Spanish and Indigenous Language Proficiency

Focus Area 2 – A Vibrant Educator Ecosystem

Initiatives

- Educator Pipeline
- Educator Preparation
- Educator Quality and Professional Learning
- Educational Leadership

Focus Area 2 – A Vibrant Educator Ecosystem



Key Strategies

- Professional Educator Salaries
- Early Career Professional Development
- Educational Leadership Development and Support
- Educator and Administrator Recruitment, Retention, and Evaluation
- Teacher Supply Fund
- Teacher Residency and Educator Preparation Program Development

Outputs

- Increased minimum salaries, and equivalent increases for non-certified educators
- Established programming that supports teachers in the first five years of their career
- Established programming that develops administrators as instructional, community-focused leaders
- New educator evaluation system that integrates purposeful feedback, includes opportunities for reflection, incentivizes collaboration, and celebrates the profession
- Grow-your-own initiatives and marketing campaigns to honor and cultivate educators across NM
- Rebuilding the licensure system to incentivize on-going professional learning, promote specialized competencies, and reflect cohesive pathways to educator leadership
- Establishing funds to support supplies for classroom success
- Establishing residency programs and providing stronger technical assistance, monitoring, and partnerships with existing educator prep programs

Outcomes

- Teacher vacancy rate minimized
- Number of candidates in teacher prep programs and residency programs increases
- % of Educators rated Applying or Innovating (level 3 or 4) increases
- % of Educators who are Native increases
- % of Educators who are African American and Hispanic increases
- % of early career teachers who are assigned a mentor increases
- Number of Native educators who are certified to teach Native American languages in the public schools increases
- Micro credentials embedded in licensure system

Impact

- Mitigating educator turnover, increasing retention and recruitment
- Increased successful classroom outcomes including academic metrics and stronger classroom culture
- Mitigating administrator turnover, increasing retention and targeted recruitment to grow our own administrators
- Reflective practitioners that demonstrate life-long learning, collaborate across schools and systems, and center students are the core of their work
- Clearly defined pathways and processes that support and honor educator growth and development
- Thriving classrooms with materials to support project-based, learner-centered practices
- Educator prep programs that are built around outcomes of success for all adults entering the profession and guided by a whole child, bilingual multicultural framework.

Educator Ecosystem - Strategies

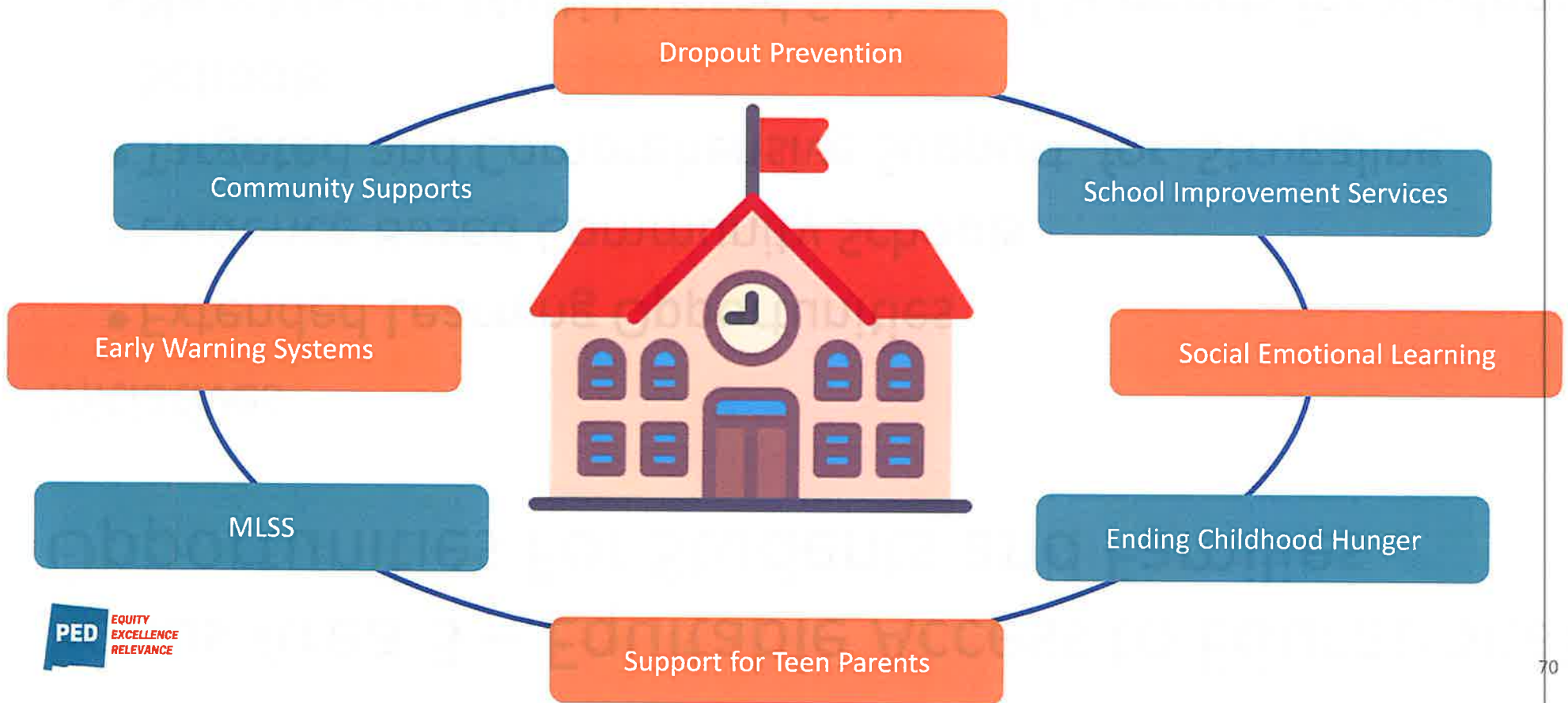
Thriving Educator Ecosystem	FY19 Funding	FY20 Funding	FY21 Request	Acct
Early Career Teacher Professional Development & Mentoring <i>Achieving Excellence Program for Teachers in the First Five Years</i>	\$2M	\$2.5M	\$10M	Educator Vacancies
Educational Leadership Development & Support <i>Principals Pursuing Excellence Program and Superintendent Development</i>	\$2M	\$2.5M		EPP Program Participation
Educator Recruitment, Retention, & Evaluation <i>Difficult to Staff Stipends, Native American and Understaffed Educator Pipelines</i>	\$1M	\$2M		Educator Diversity Micro credentials Educator Quality

Focus Area 3 – Equitable Access to Educational Opportunities For Students and Families

Initiatives

- Extended Learning Opportunities
- Evidence Based Community Schools
- Targeted and Comprehensive Support for Struggling Schools
- New Mexico Multi-layered System of Supports for Students

Opportunity Gap - Strategies



Key Strategies

- K-5 Plus Program
- Extended Learning Time Program
- Community Schools & School Based Health Centers
- Increased At-Risk Funding and Accountability
- NM Multi-layered System of Supports
- GRADS Program
- End Childhood Hunger Campaign

Outputs

- Evidence-rich program that reflects an extended school calendar and focuses on building early literacy/numeracy skills through integrated curriculum
- Increased instructional days that are flexible and designed to incentivize innovation. Support for afterschool programming and increased professional development hours
- Programming and services that target students at-risk (i.e. counselors, support staff, wrap-around services, tutoring, afterschool support, and family guidance)
- Multi-layered, flexible intervention design that allows for students' varied needs to be met
- Early warning system and programming that supports dropout prevention
- Funding for teen students who are young parents
- Programs that target child nutrition, ameliorate hunger and provide NM grown produce

Outcomes

- Chronic absenteeism rates reduced for elementary, middle, and high schools
- Participation rates in K-5 Plus and Extended Learning Programs increase
- Average instructional hours increase across the state
- Academic achievement gaps for EL, SPED, Native America, Hispanic and African American students as well as students who are economically disadvantaged reduced

Impact

- Healthy, robust community schools providing integrated services and addressing holistic wellness and security for students and families
- Communities with access to ample opportunities for both academic enrichment and academic supports
- Students who are traditionally underserved find academic and social success that still allows them to be secure in their own identity

Opportunity Gap - Strategies

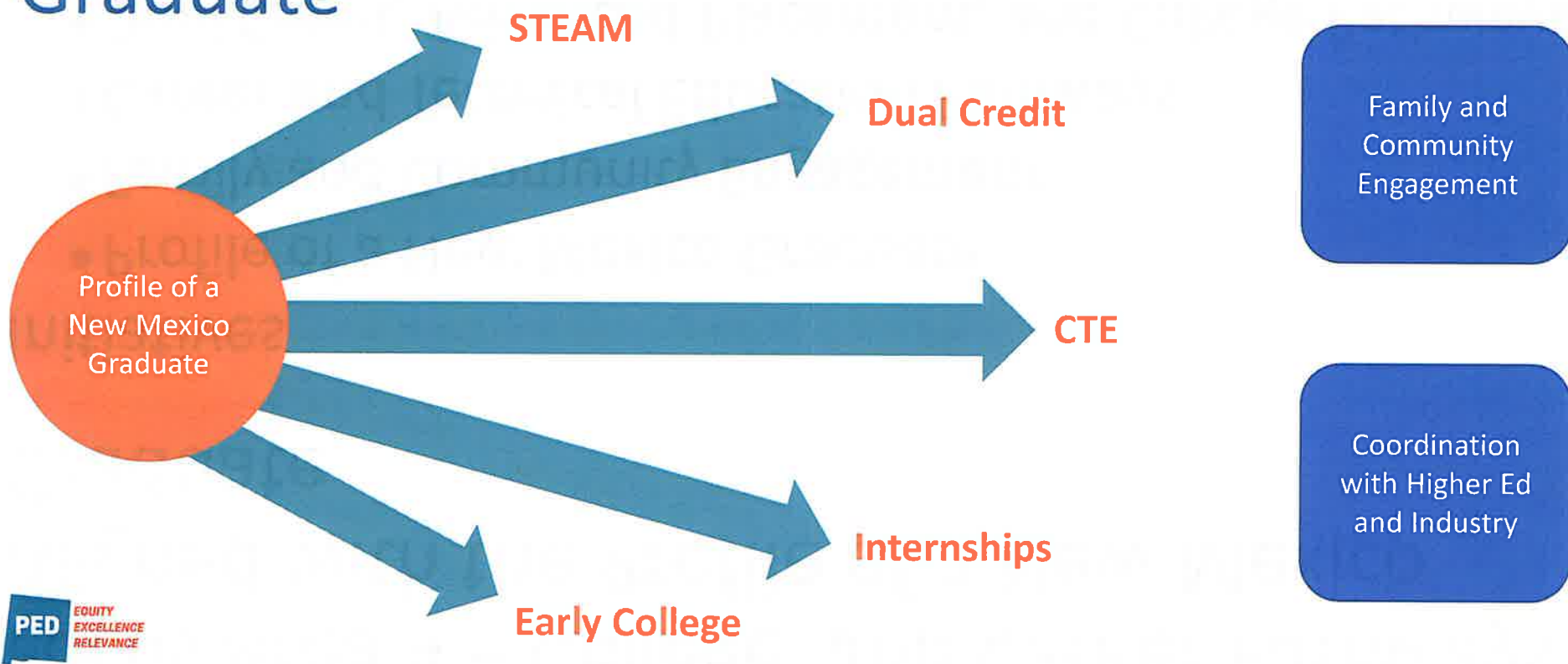
Closing the Opportunity Gap		FY19 Funding	FY20 Funding	FY21 Request	Acct
Community Schools Development and Implementation <i>Evidence Based Strategy for School Improvement and Student Success</i>	\$0	\$2M	\$12M	Chronic Absenteeism Rates	
Academic Engagement – Supports for Students and Struggling Schools <i>MLSS, Early Warning System, Dropout Prevention, CSI, SEL</i>	\$4M	\$0		Average Instructional Hours	
GRADS Program <i>Support for Teen Student Pregnancies</i>	\$200K	\$200K		Academic Achievement Gaps	
End Childhood Hunger in New Mexico Campaign <i>Breakfast after the Bell, NM Grown Produce, Student Nutrition</i>	\$1.8M	\$1.8M		Feeding Opportunities	

Focus Area 4 – College and Career Pathways Aligned with the Profile of a New Mexico Graduate

Initiatives

- Profile of a New Mexico Graduate
- Family and Community Engagement
- Career and Technical Education Pathways
- Dual Credit, Advanced Placement, and College Pathways

Focus Area 4 – College and Career Pathways Aligned with the Profile of a New Mexico Graduate



Key Strategies

- College and Career Pathways
- STEAM Initiative
- Innovation in High School Design
- Family and Community Engagement
- Career and Technical Education Initiative
- Advanced Placement and Dual Credit Supports
- Universal Pre-Kindergarten

Outputs

- Developing the Profile of a New Mexican Graduate
- A multi-user friendly dashboard that provides transparency of school metrics and celebrates school identity
- Innovative High School design and programming that provides supports for college applications, career advisement, and mentorships
- Widespread Advanced Placement and Dual Credit programs with increased accessibility
- Curriculum and professional development that targets STEAM education
- Statewide STEM Coalition and partnerships that link STEAM and computer science initiatives with industry
- Strategic outreach, communications and feedback loops with all stakeholder groups including established networks to inform pathways across the system
- Vibrant career technical education programs across the state, informed by industry priority sectors and regional strengths
- Instructional materials that provide for student success in dual credit courses
- Increased slots and educators in high quality Pre-K classrooms

Outcomes

- 4-, 5-, and 6-year graduation cohort rates increase, particularly evidenced by disaggregation of EL, SPED, Native American, Hispanic, African American, and economically disadvantaged students
- % of students participating in Dual Credit, and AP course increases
- % of students as completers in CTE increases
- % of graduates entering a post-secondary pathway increases
- % of students completing Algebra 1 before 10th grade increases
- % and number of children served in state-funded pre-kindergarten increases

Impact

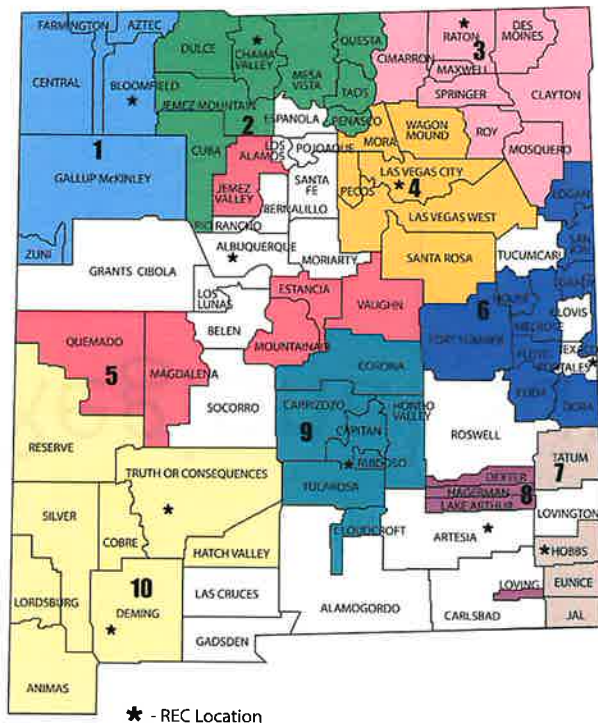
- A Profile of a New Mexican Graduate that becomes a touchstone for all education systems: assessment, curriculum and instruction, school redesign, social and emotional and integrated support systems, and most importantly, connectivity to career, college, and community.
- Cohesive pathways across the Pre-K -12 system that allow students and families to visualize success, understand how the education system functions holistically, and allows them to realize future achievement.

Pathways and Profiles – Strategies

Profiles and Pathways for Student Success	FY19 Funding	FY20 Funding	FY21 Request	Acct.
Innovation in High School Design Initiative <i>College Application Support, AP, Dual Credit, Dashboard, Academic Advising</i>	\$2.5M	\$1.5M	\$12M	Disaggregated Grad Rates
STEAM Initiative <i>Support for Science, Technology, Engineering, Art & Mathematics</i>	\$3M	\$5M		CTE Completion
Family, Educator, & Community Engagement <i>Communications and Engagement Strategies for Families, Educators and Community</i>	\$0	\$0		% Entering Post-Sec Pathways
Career and Technical Education Initiative <i>CTE Program Development and Work-based Learning</i>	\$0	\$5M		Dual Credit and AP Participation
Dual Credit Instructional Materials <i>Instructional Materials for Dual Credit Courses</i>	\$1M	\$1M	\$1.5M	

Regional Supports

Regional Supports (\$5.7M)



Strengthen RECs

- Exec Dir
- Business Officer
- Admin Support
- Basic Supplies and Materials

Regions (x 10)

Regional Program Specialist	Program design, training; mentorship, program data review
Regional Budget Specialist	Budget design and review, CAP implementation, budget data review
Regional Admin. Specialist	Superintendent, School Board, and Equity Council Support



Non-Recurring Reform Fund

Non-Recurring Reform Fund Appropriations

Whole Child Educational System - \$3M

* Statewide Literacy and Numeracy Development and Support, Rural Education Initiative, Support for Students with Disabilities

Thriving Educator Ecosystem - \$7M

* Educator and Administrator Recruitment, Retention and Evaluation, Educational Plans for Student Success

Profiles and Pathways for Student Success - \$4M

* College and Career Pathways, High School Redesign, STEAM Initiatives, Educator, Family and Community Engagement

Agency Budget

FY21 PED Agency Budget Request

The FY21 budget request represents an increase of \$1.485 million and aligns with the department's four major goals:

Whole Child Educational System

Thriving Educator Ecosystem

Closing the Opportunity Gap

Profiles and Pathways for Student Success



FY21 PED Agency Budget Request

Whole Child Education

Identity and Transformation (1 FTE)

Support implementation of the Indian Education Act, the Hispanic Education Act, and the Bilingual Education Act.

Thriving Educator Ecosystem

Office of General Counsel (2 FTE)

Actively ensure compliance with laws, rules, and regulations through efficient and thorough professional investigations.



FY21 PED Agency Budget Request

Closing the Opportunity Gap

Academic Engagement (1 FTE)

Support implementation of Extended Learning Time Program.

Profiles and Pathways for Student Success

Teaching, Learning, and Assessment (1 FTE)

Ensure access to rigorous, culturally relevant instructional materials for all students.



FY21 PED Agency Budget Request

Finance and Operations

Information Technology (1 FTE)

Modernize data collection and educator licensure system.

Budget and Financial Analysis (1 FTE)

Increase monitoring and technical assistance to schools.

Transportation (1 FTE)

Enhance student transportation safety measures and training programs.

Policy, Research, and Accountability (1 FTE)

Evaluate statewide performance and implement evidence-based practice.

Audit Bureau (1 FTE)

Fulfill department's oversight responsibilities.

