

**Date:** January 18, 2021

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## FY22 Budget Recommendations

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### Overview

- Overall recurring general fund appropriation recommendations for public schools are relatively close, with the lowest recommendation only \$14 million, or 0.4 percent, less than the highest recommendation.
  - The executive recommended \$3.340 billion;
  - LFC recommended \$3.351 billion; and
  - LESC recommended \$3.353 billion.

### State Equalization Guarantee Distribution

- LESC recommended \$3.198 billion, LFC recommended \$3.195 billion, and the executive recommended \$3.174 billion.
- All recommendations include funding for extended learning opportunities:
  - LFC and LESC recommend sufficient funds for universal extended learning with either K-5 Plus or Extended Learning Time Programs;
  - The executive recommends additional flexibility for PED to use unspent funds for community schools grants or for career technical education grants at schools participating in K-5 Plus or Extended Learning Time Programs, but does not include sufficient funds for universal participation.
  - For a comparison, see Comparisons of Proposals for Extended Learning Opportunities on page 10.
- Agreement between LFC, LESC, and executive on elimination of credit for Impact Aid, replacing nonrecurring federal stimulus swap, and increases for fixed costs. All recommendations include additional funds for insurance increases but the executive recommends a higher rate than LFC and LESC and includes increases for property and liability insurance.
- Both LFC and LESC also recommend eliminating credits for federal forest reserve payments and the half mill levy, increasing funding for

instructional materials, paying for the scheduled minimum wage increase, and providing a cost-of-living adjustment for educator salaries.

### Categorical Programs

- Recommendations for categorical programs are very similar. The executive recommended a slightly larger amount for extended learning opportunity transportation programs, but LFC and LESC fund this from the public education reform fund. LFC and LESC recommended \$3 million for emergency supplemental grants, but the executive recommended a total of \$4 million, including both recurring and nonrecurring revenue.

### PED Special Programs

- For PED special programs, the executive recommended \$26.9 million, LFC recommended \$19.2 million, and LESC recommended \$18.4 million.
- The executive recommended several programs not included in the LFC or LESC recommendation. Both the LFC and LESC recommendation shift funding for community schools and career technical education to the public education reform fund.
- Recommendations for professional development programs are for similar amounts, but LESC recommends a single appropriation to the teacher professional development fund for PED's professional development programs.
- Both LFC and LESC recommended consolidating student nutrition and wellness programs to provide PED flexibility in determining need for these programs. The executive recommended separate appropriations for these programs.

### Public Education Reform Fund

- For appropriations from the public education reform fund LESC recommended \$162.6 million, LFC recommended \$152.7 million, and the executive recommended \$148.2, with a portion of the executive recommendation being carried into FY23. The LFC and LESC recommendations would be authorized through FY22.



**Public School Support and Related Appropriations for FY22**  
(in thousands of dollars)

School Year 2020-2021 Preliminary Unit Value = \$4,531.74 School Year 2019-2020 Final Unit Value = \$4,602.27		FY21 OpBud	FY22 Exec. Recommendation	FY22 LFC Recommendation	FY22 LESC Recommendation
1	<b>PROGRAM COST</b>	\$3,137,303.4	\$3,069,463.4	\$3,069,463.4	\$3,069,463.4
2	<u>UNIT CHANGES</u>				
3	Increase At-Risk Index (Multiplier for FY20: 0.25; FY21: 0.30)	\$50,152.10			
4	Extended Learning Time Program Units (190 Days, After School Programs, and 80 Hours of Professional Development)	\$8,896.6 <sup>2</sup>	(\$71,394.1)	\$8,773.9	
5	K-5 Plus Program Units	(\$40,000.0)	(\$79,895.9)		
6	Consolidate K-5 Plus and Extended Learning Time and Authorize Funds for Community Schools and Career Technical Education		\$151,290.0 <sup>3</sup>		
7	Enrollment Growth		\$23,242.8		
9	Net Program Unit Changes	(\$10,287.0)		(\$112,260.3)	(\$4,579.0) <sup>4</sup>
10	Enrollment Hold Harmless			\$97,396.2	
11	<u>UNIT VALUE CHANGES</u>				
12	Instructional Materials			\$5,000.0	\$5,000.0
13	Insurance	\$11,567.6	\$20,846.8	\$13,755.4	\$13,755.4 <sup>5</sup>
14	Fixed Costs	\$4,764.9	\$4,681.5	\$4,681.5	\$4,681.5
15	Mentorship, Professional Development, and Induction Programs	\$11,000.0			
16	Early Literacy and Reading Support Programs	\$8,000.0			
17	Minimum Wage Increase (January 2021: \$10.50; January 2022: \$11.50)	\$1,100.0		\$1,999.6	\$1,999.6
18	Compensation Increase for Teachers (LESC: 1.5 percent)				\$22,450.6
19	Compensation Increase for Other Employees (LESC: 1.5 percent)				\$12,668.4
20	Compensation Increase for School Employees (LFC: 1.5 percent)			\$33,066.0	
21	Eliminate Impact Aid Credit	(\$67,000.0)			
22	Offset Loss of Impact Aid Credit	\$31,000.0	\$35,000.0	\$35,000.0	\$35,000.0
23	Offset Loss of Forest Reserve and Half Mill Levy Credit			\$16,667.5	
24	SEG 1 Percent Sanding	(\$32,373.2)			
25	Nonrecurring Education Stimulus Swap	(\$44,661.0)	\$44,661.0	\$44,661.0	\$44,661.0
26	<b>SUBTOTAL PROGRAM COST</b>	<b>\$3,069,463.4</b>	<b>\$3,197,895.5</b>	<b>\$3,218,204.2</b>	<b>\$3,205,100.9</b>
27	<b>Dollar Change Over Prior Year Appropriation</b>	(\$67,840.0)	\$128,432.1	\$148,740.8	\$135,637.5
28	<b>Percent Change</b>	-2.2%	3.9%	4.8%	4.4%
29	LESS PROJECTED CREDITS (FY20 Actual Credits of \$75.6 million)	(\$16,000.0)	(\$16,667.5)	(\$16,667.5)	
30	LESS OTHER STATE FUNDS (From Driver's License Fees)	(\$7,000.0)	(\$7,000.0)	(\$7,000.0)	(\$7,000.0)
31	<b>STATE EQUALIZATION GUARANTEE</b>	<b>\$3,046,463.4</b>	<b>\$3,174,228.0</b>	<b>\$3,194,536.7</b>	<b>\$3,198,100.9</b>
32	<b>Dollar Change Over Prior Year Appropriation</b>	(\$22,340.0)	\$127,764.6	\$148,073.3	\$151,637.5
33	<b>Percent Change</b>	-0.7%	4.2%	4.9%	5.0%

**Public School Support and Related Appropriations for FY22**  
(in thousands of dollars)

School Year 2020-2021 Preliminary Unit Value = \$4,531.74		FY21 OpBud	FY22 Exec. Recommendation	FY22 LFC Recommendation	FY22 LESC Recommendation
School Year 2019-2020 Final Unit Value = \$4,602.27					
34	<b>CATEGORICAL PUBLIC SCHOOL SUPPORT</b>				
35	Transportation				
36	Maintenance and Operations	\$86,664.8	\$83,624.6	\$83,624.6	\$83,624.6
37	Fuel	\$13,108.8	\$11,191.0	\$11,191.0	\$11,191.0
38	Rental Fees (Contractor-Owned Buses)	\$7,119.7	\$8,327.9	\$8,327.9	\$8,327.9
39	Transportation for Extended Learning Time Programs	\$3,707.3	\$3,577.2	\$2,409.7	\$2,409.7
40	Transportation for K-5 Plus Programs	\$3,818.9	\$3,684.9	\$899.2	\$899.2
41	Compensation Increase for Transportation (LESC: 1.5%)			\$568.5	\$603.8
42	Categorical 6% Sanding (Half Transportation; Half Other)	(\$4,013.9)			
43	<b>SUBTOTAL TRANSPORTATION</b>	<b>\$110,405.6</b>	<b>\$110,405.6</b>	<b>\$107,020.9</b>	<b>\$107,056.2</b>
44	Out-of-State Tuition	\$285.0	\$315.0	\$315.0	\$315.0
45	Emergency Supplemental	\$1,000.0	\$1,000.0	\$3,000.0	\$3,000.0
46	Standards-Based Assessments	\$7,236.0	\$7,236.0	\$7,236.0	\$7,236.0
47	Indian Education Fund	\$5,250.0	\$5,250.0	\$5,250.0	\$5,250.0
48	<b>TOTAL CATEGORICAL</b>	<b>\$124,176.6</b>	<b>\$124,206.6</b>	<b>\$122,821.9</b>	<b>\$122,857.2</b>
49	<b>TOTAL PUBLIC SCHOOL SUPPORT</b>	<b>\$3,170,640.0</b>	<b>\$3,298,434.6</b>	<b>\$3,317,358.6</b>	<b>\$3,320,958.1</b>
50	Dollar Change Over Prior Year Appropriation	(\$1,091.9)	\$127,794.6	\$146,718.6	\$149,226.2
51	Percent Change	0.0%	4.0%	4.6%	4.7%
52	<b>Related Requests: Recurring</b>				
53	Regional Education Cooperatives	\$1,034.0	\$1,034.0	\$1,034.0	\$1,034.0
54	Indigenous, Multilingual, Multicultural and Special Education	\$4,567.8	\$4,567.8	\$4,567.8	\$4,567.8
55	Culturally and Linguistically Relevant Curriculum and Instruction		\$2,000.0		
56	GRADS - Teen Parent Interventions	\$415.3 <sup>1</sup>	\$415.3 <sup>1</sup>	\$415.3 <sup>1</sup>	\$415.3 <sup>1</sup>
57	Community School Initiatives	\$3,322.0 <sup>13</sup>	\$3,322.0		
58	Career Technical Education Fund (Laws 2019, Ch. 61)	\$2,491.5 <sup>13</sup>	\$2,491.5		
59	MESA Programs	\$62.4 <sup>13</sup>	\$62.4		
60	College and Career Readiness	\$83.1 <sup>13</sup>	\$83.1		
61	Accountability and Regional Support Systems	<sup>2</sup>	<sup>2</sup>		
62	Principal Professional Development	\$2,491.5	\$2,491.5	\$2,491.5	\$2,491.5
63	Teacher Professional Development Fund (with language)				\$8,095.0
64	Early Literacy and Reading Support	\$1,661.0	\$1,661.0	\$1,661.0	<sup>6</sup>
65	Teacher Professional Development Programs	\$2,869.5	\$2,869.5	\$2,869.5	
66	STEAM Initiative (Science, Technology, Engineering, Arts, and Math)	\$4,152.6 <sup>13</sup>	\$2,152.6	\$3,525.9	<sup>6</sup>
67	Advanced Placement Test Fee Waivers and Training	\$1,245.8 <sup>13</sup>	\$1,245.8	\$1,000.0	<sup>6</sup>
68	Teaching Pathways Coordinator	\$41.5 <sup>13</sup>	\$41.5		
69	Teacher Professional Development for Computer Science	\$166.1 <sup>13</sup>	\$166.1		<sup>6</sup>
70	Student Nutrition and Wellness			\$1,650.0	\$1,800.0

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71	Breakfast for Elementary Students	\$1,328.8 <sup>13</sup>	\$1,328.8		7
72	New Mexico Grown Fruits and Vegetables	\$332.2 <sup>13</sup>	\$332.2		7
73	School Lunch Copayments	\$539.8 <sup>13</sup>	\$539.8		7
74	Feminine Hygiene Products	\$141.2 <sup>13</sup>	\$141.2		7
79	<b>TOTAL RELATED APPROPRIATIONS: RECURRING</b>	<b>\$26,946.1</b>	<b>\$26,946.1</b>	<b>\$19,215.0</b>	<b>\$18,403.6</b>
80	Dollar Change Over Prior Year Appropriation	\$105.1	\$0.0	(\$7,731.1)	(\$8,437.4)
81	Percent Change	0.4%	0.0%	-28.7%	-31.4%
82	<b>SUBTOTAL PUBLIC EDUCATION FUNDING</b>	<b>\$3,197,586.1</b>	<b>\$3,325,380.7</b>	<b>\$3,336,573.6</b>	<b>\$3,339,361.7</b>
83	Dollar Change Over Prior Year Appropriation	(\$986.8)	\$127,794.6	\$138,987.5	\$140,788.8
84	Percent Change	0.0%	4.0%	4.3%	4.4%
85	<b>PUBLIC EDUCATION DEPARTMENT</b>	<b>\$14,364.5</b>	<b>\$14,364.5</b>	<b>\$14,364.5</b>	<b>\$14,364.5</b>
86	Dollar Change Over Prior Year Appropriation	\$745.7	\$0.0	\$0.0	\$0.0
87	Percent Change	5.5%	0.0%	0.0%	0.0%
88	<b>GRAND TOTAL - SECTION 4 PUBLIC SCHOOL APPROPRIATIONS</b>	<b>\$3,211,950.6</b>	<b>\$3,339,745.2</b>	<b>\$3,350,938.1</b>	<b>\$3,353,726.2</b>
89	Dollar Change Over Prior Year Appropriation	(\$40,067.0)	\$127,794.6	\$138,987.5	\$141,775.6
90	Percent Change	-1.2%	4.0%	4.3%	4.4%
91	<b>SECTION 5 AND 7 APPROPRIATIONS: NONRECURRING GENERAL FUND OR PUBLIC EDUCATION REFORM FUND</b>				
92	<b>FROM THE PUBLIC EDUCATION REFORM FUND</b>				
93	Accountability and Regional Support Systems	\$1,000.0	\$1,000.0		
94	<i>Martinez-Yazzie</i> Regional Accountability and Technical Support		\$8,000.0		
95	Career Technical Education Fund (Laws 2019, Ch. 61)	\$2,000.0	<sup>8</sup>	\$2,000.0	\$5,000.0
96	Community Schools Fund			\$3,000.0	\$4,950.0
97	Culturally and Linguistically Appropriate Instructional Materials and Curricula	\$9,000.0			<sup>8</sup>
98	Family Income Index		\$80,000.0		
99	Educator Recruitment		\$1,500.0		
100	Cyber Security and Data Systems Upgrade	\$500.0	\$1,500.0		
101	Early Literacy Summer Professional Development	\$875.0			
102	School Budget Transparency Website	\$3,000.0			
103	Educator Evaluation System	\$1,000.0		\$1,000.0	
104	National Board Certification Scholarship Fund	\$500.0			<sup>8</sup>
105	Grow Your Own Teachers Fund	\$500.0			<sup>8</sup>
106	Statewide Special Education Convening	\$750.0			
107	Teacher Residency Fund	\$1,000.0		\$1,000.0	\$3,000.0
108	Alternative Licensure Mentorship				\$1,100.0
109	Panic Buttons in Public Schools (to Public School Facilities Authority)	\$1,500.0			

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113	Work-Based Learning and Paid Internships		\$15,000.0		
114	Culturally Appropriate Social Services Asset Mapping and Gap Analysis		\$500.0		
115	Statewide Digital Access for Students		\$10,000.0		
116	Extended Learning Time Program (Section 4 Other State Funds Appropriation)			\$80,052.5	\$13,400.0
117	K-5 Plus Programs (Section 4 Other State Funds Appropriation)			\$40,000.0	\$125,900.0
118	K-12 Plus Pilot			\$15,000.0	
119	Transportation for K-5 Plus Programs (Section 4 Other State Funds Appropriation)			\$2,265.9	\$2,265.9
120	Transportation for Extended Learning Time Programs (Section 4 Other State Funds Appropriation)			\$3,034.7	\$3,034.7
121	Tribal Remedy Framework		\$30,000.0	\$4,000.0	\$2,000.0 <sup>9</sup>
125	PED IT Systems (Section 7)	\$2,957.3	\$723.2	\$1,330.7	\$1,938.6
126	<b>Subtotal: Public Education Reform Fund</b>	\$24,582.3	\$148,223.2	\$152,683.8	\$162,589.2
127	<b>FROM THE GENERAL FUND</b>				
130	Emergency Supplemental Funding for School Districts		\$3,000.0		
133	Sufficiency Lawsuit Fees	\$750.0	\$1,250.0	\$1,250.0	\$1,250.0
136	Biliteracy Framework Study	\$100.0			
137	Potential FY20 Impact Aid Liability		\$59,992.3		
138	Potential FY21 Impact Aid Liability		\$38,800.0		
139	Panic Buttons in Public Schools (to Public School Facilities Authority)	\$95.0			
140	Insurance Claims (to Public Schools Insurance Authority)	\$8,000.0			
141	Teacher Preparation Affordability Fund (to the Higher Education Department)			<sup>10</sup>	<sup>10</sup>
142	Teacher Loan Repayment Fund			<sup>11</sup>	
143	PED IT Systems (Section 7)		\$806.0	\$607.7	
144	<b>FROM THE PUBLIC SCHOOL CAPITAL OUTLAY FUND</b>				
145	Maintenance, Repair, and Infrastructure Projects in Impact Aid Areas (to PSFA)	\$18,867.0			
146	<b>OTHER NONRECURRING APPROPRIATIONS</b>				
147	School Bus Replacement	\$8,989.0	\$6,894.0	\$6,894.0	\$6,894.0
151	School Bus Cameras (from the general fund)	\$252.4	\$180.0	\$180.0	
152	Alternative School Bus Fueling or Charging Infrastructure (VW settlement)	\$200.0			

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(in thousands of dollars)

School Year 2020-2021 Preliminary Unit Value = \$4,531.74		FY21 OpBud	FY22 Exec. Recommendation	FY22 LFC Recommendation	FY22 LESC Recommendation	
School Year 2019-2020 Final Unit Value = \$4,602.27						
153	<b>TRANSFERS</b>					153
154	State-Support Reserve Fund			\$28,800.0	\$28,800.0	154
155	National Board Certification Scholarship Fund			\$5,000.0		155
156	Community Schools Fund			\$10,000.0		156
157	Teacher Loan Repayment Fund			\$5,000.0		157
158	Teacher Preparation Affordability Scholarship Fund			\$20,000.0		158
159	<b>TOTAL - NONRECURRING APPROPRIATIONS</b>	<b>\$85,418.0</b>	<b>\$259,145.5</b>	<b>\$230,415.5</b>	<b>\$199,533.2</b>	159

Source: LESC

<sup>1</sup>The GAA of 2020 and executive, LFC, and LESC recommendations, include \$200 thousand in temporary assistance for needy families (TANF) funds.

<sup>2</sup>The GAA of 2020 included \$1 million from the public education reform fund.

<sup>3</sup>The executive recommendation includes language authorizing the use of unspent K-5 Plus and extended learning time funds for community schools and career technical education.

<sup>4</sup>The net program unit change for the LESC recommendation accounts for changes in the number of size adjustment program units pursuant to Laws 2019, Chapters 206 and 207.

<sup>5</sup>The LESC recommendation includes sufficient funds for a 7 percent increase to health insurance premiums and no increase for risk insurance premiums.

<sup>6</sup>The LESC recommendation included language earmarking a portion of the appropriation to the teacher professional development fund for this purpose.

<sup>7</sup>The LESC recommendation included language noting the appropriation for student nutrition and wellness is for this purpose.

<sup>8</sup>The LESC recommendation reauthorizes unexpended funds from FY21 for use in FY22 for the same purpose.

<sup>9</sup>The LESC recommendation includes language directing PED to develop and implement culturally relevant instructional materials and curricula, support bilingual education and language programs, and recruit and prepare Native American teachers and prioritizes funds to school districts and charter schools that receive Impact Aid and provide matching funds to partner with tribe or higher education institution for these purposes.

<sup>10</sup>The LFC and LESC recommendations include an appropriation of \$5 million in teacher preparation affordability fund balance.

<sup>11</sup>The LFC recommendations include an appropriation of \$2 million in teacher loan repayment fund.

## Public School Appropriations with Multiple Funding Sources

	Line Numbers	FY21 OpBud	FY22 Executive Recommendation	FY22 LFC Recommendation	FY22 LESC Recommendation		
160	<b><i>Funding Formula Programs</i></b>					160	
161	Extended Learning Time Programs	4, 116	\$71,394.0	\$0.0	\$160,220.5	\$84,794.0	161
162	K-5 Plus Programs/K-12 Plus Pilot	5, 117, 118	\$79,895.9	\$0.0	\$134,895.9	\$205,795.9	162
163	<b>Total Funding Formula</b>		<b>\$151,289.9</b>	<b>\$151,289.9</b>	<b>\$295,116.4</b>	<b>\$290,589.9</b>	163
164	<b><i>Transportation</i></b>					164	
165	Transportation	36-38	\$102,879.4	\$103,143.4	\$103,143.5	\$103,143.5	165
166	Extended Learning Transportation	39, 120	\$3,707.3	\$3,577.3	\$4,675.6	\$4,675.6	166
167	K-5 Plus Transportation	40, 119	\$3,818.9	\$3,684.9	\$3,933.9	\$3,933.9	167
168	Transportation Compensation Increase	41			\$568.5	\$603.8	168
169	<b>Grand Total Transportation</b>		<b>\$110,405.6</b>	<b>\$110,405.6</b>	<b>\$112,321.5</b>	<b>\$112,356.8</b>	169
170	<b><i>PED Special Programs</i></b>					170	
171	Community Schools	57, 97	\$3,322.0	\$3,322.0	\$3,000.0	\$4,950.0	171
172	Career Technical Education	58, 96	\$4,491.5	\$2,491.5	\$2,000.0	\$5,000.0	172
173	<b><i>PED IT Systems</i></b>					173	
174	Business Intelligence, Integration and Reporting	125, 143		\$806.0	\$1,215.4		174
175	High Availabilty Infrastructure	125, 143		\$723.2	\$723.0		175
	<b>Total</b>			<b>\$1,529.2</b>	<b>\$1,938.4</b>	<b>\$1,938.6</b>	

Source: LESC

**Appropriations Included in LESC Recommendation for the Teacher Professional Development Fund**

	<b>Program</b>	<b>FY21 OpBud</b>	<b>FY22 Exec</b>	<b>FY22 LFC</b>	<b>FY22 LESC</b>	
176	Early Literacy and Reading Support	\$1,661.0	\$1,661.0	\$1,661.0	\$1,661.0	176
177	Teacher Professional Development Programs	\$2,869.4	\$2,869.4	\$2,869.5	\$2,869.5	177
178	STEAM Initiative (Science, Technology, Engineering, Arts, and Math)	\$4,152.6	\$2,152.6	\$3,525.9	\$2,318.7	178
179	Advanced Placement	\$1,245.8	\$1,245.8	\$1,000.0	\$1,245.8	179
180	Teaching Pathways Coordinator	\$41.5	\$41.5			180
181	Teacher Professional Development for Computer Science	\$166.1	\$166.1			181
	<b>Total</b>	<b>\$10,136.4</b>	<b>\$8,136.4</b>	<b>\$9,056.4</b>	<b>\$8,095.0</b>	

Source: LESC

Note: The LESC recommendation includes \$166.1 thousand in the STEAM Initiative for professional development for computer science.

Comparisons of Proposals for Extended Learning Opportunities

	LESC	LFC	Executive
Total Extended Learning Time Program and K-5 Plus Funding (in thousands)	\$290,589.9	\$295,116.4	\$151,289.9
Includes funding for all students to participate in extended learning opportunities	Yes	Yes	No
Number of students supported by K-5 Plus appropriation at current unit value	151,373	88,189	58,767
Number of students supported by Extended Learning Time Appropriation appropriation at current unit value	170,101	321,410	143,220
Pilot Program for K-5 Plus in middle and high schools	No	Yes	No
Number of students supported by K-12 Plus Pilot	0	30,090	0
Mandate a program that extends learning time in the 2021-2022 school year	Yes	No	No
Appropriation from the public education reform fund for K-5 Plus and Extended Learning Time Programs	Yes	Yes	No
Flexibility to use unspent K-5 Plus funds for Extended Learning Time Programs	Yes	Yes	Yes
Flexibility to use unspent K-5 Plus or Extended Learning Time Program funds on community schools or career technical education	No	No	Yes

**PUBLIC SCHOOL SUPPORT**  
**General Fund Highlevel**  
(in thousands)

	FY21 Opbud	FY22 LESC Recommendation	FY22 Executive Recommendation	FY22 LFC Recommendation	
<b>1 PROGRAM COST</b>					<b>1</b>
<b>2 Prior Year Program Cost OpBud</b>	<b>3,137,303.4</b>	<b>3,069,463.4</b>	<b>3,069,463.4</b>	<b>3,069,463.4</b>	<b>2</b>
3 Remove Impact Aid Credit	(67,000.0)				3
4 Impact Aid Hold Harmless	31,000.0	35,000.0	35,000.0	35,000.0	4
5 Remove Half Mill Levy and Federal Forest Reserve Credit				(16,667.5)	5
6 Half Mill Levy and Federal Forest Reserve Hold Harmless				16,667.5	6
<b>7 UNIT CHANGES</b>					<b>7</b>
8 At-Risk Index Factor Increase (FY20: 0.25, FY21: 0.30)	50,152.1				8
9 Other Projected Net Unit Changes	(10,287.0)	(4,579.0)		(112,260.3)	9
10 Enrollment Hold Harmless				97,396.2	10
11 Enrollment Growth Units			23,242.8		11
12 Extended Learning Time Programs <sup>1</sup>	8,896.6		(71,394.1)	8,773.9	12
13 K-5 Plus Programs <sup>1</sup>	(40,000.0)		(79,895.9)		13
14 Martinez-Yazzie Consolidated Remediation Programs <sup>1</sup>			151,290.0		14
<b>15 UNIT VALUE CHANGES</b>					<b>15</b>
16 Instructional Materials		5,000.0		5,000.0	16
17 Insurance	11,567.6	13,755.4	20,846.8	13,755.4	17
18 Fixed Costs	4,764.9	4,681.5	4,681.5	4,681.5	18
19 Minimum Wage Increase (FY20: \$9.00, FY21: \$10.50, FY22: \$11.50)	1,100.0	1,999.6		1,999.6	19
20 Mentorship and Professional Development	11,000.0				20
21 Early Literacy	8,000.0				21
22 SEG Sanding (HB1: 1%)	(32,373.2)				22
23 Nonrecurring Education Stimulus Swap (HB1: 41% Credit)	(44,661.0)	44,661.0	44,661.0	44,661.0	23
<b>24 Subtotal Current Year Program Cost Base</b>	<b>3,069,463.4</b>	<b>3,169,981.9</b>	<b>3,197,895.5</b>	<b>3,168,470.7</b>	<b>24</b>
<b>25 \$ Change from OpBud</b>	<b>(67,840.0)</b>	<b>100,518.5</b>	<b>128,432.1</b>	<b>99,007.3</b>	<b>25</b>
<b>26 % Change from OpBud</b>	<b>-2.2%</b>	<b>3.3%</b>	<b>4.2%</b>	<b>3.2%</b>	<b>26</b>
<b>27 STATE EQUALIZATION GUARANTEE (SEG)</b>					<b>27</b>
28 Less: Projected Credits	(16,000.0)		(16,667.5)		28
29 Less: Other State Funds	(7,000.0)	(7,000.0)	(7,000.0)	(7,000.0)	29
<b>30 Subtotal Current Year SEG Base</b>	<b>3,046,463.4</b>	<b>3,162,981.9</b>	<b>3,174,228.0</b>	<b>3,161,470.7</b>	<b>30</b>
<b>31 \$ Change from OpBud</b>	<b>(22,340.0)</b>	<b>116,518.5</b>	<b>127,764.6</b>	<b>115,007.3</b>	<b>31</b>
<b>32 % Change from OpBud</b>	<b>-0.7%</b>	<b>3.8%</b>	<b>4.2%</b>	<b>3.8%</b>	<b>32</b>
<b>33 CATEGORICAL APPROPRIATIONS</b>					<b>33</b>
<b>34 TRANSPORTATION DISTRIBUTION</b>					<b>34</b>
36 Maintenance and Operations	83,624.6	83,624.6	83,624.6	83,624.6	36
37 Fuel	12,648.9	11,191.0	11,191.0	11,191.0	37
38 Rental Fees	6,869.9	8,327.9	8,327.9	8,327.9	38
39 Transportation for Extended Learning Time <sup>1</sup>	3,577.3	2,409.7	3,577.2	2,409.7	39
40 Transportation for K-5 Plus <sup>1</sup>	3,684.9	899.2	3,684.9	899.2	40
<b>41 Subtotal Current Year Transportation Base</b>	<b>110,405.6</b>	<b>106,452.4</b>	<b>110,405.6</b>	<b>106,452.4</b>	<b>41</b>
42 OUT-OF-STATE TUITION	285.0	315.0	315.0	315.0	42
43 EMERGENCY SUPPLEMENTAL	1,000.0	3,000.0	1,000.0	3,000.0	43
44 STANDARDS-BASED ASSESSMENTS	7,236.0	7,236.0	7,236.0	7,236.0	44
45 INDIAN EDUCATION FUND	5,250.0	5,250.0	5,250.0	5,250.0	45
<b>46 Subtotal Current Year Categorical Appropriations</b>	<b>124,176.6</b>	<b>122,253.4</b>	<b>124,206.6</b>	<b>122,253.4</b>	<b>46</b>
<b>47 SUBTOTAL PUBLIC SCHOOL SUPPORT</b>	<b>3,170,640.0</b>	<b>3,285,235.3</b>	<b>3,298,434.6</b>	<b>3,283,724.1</b>	<b>47</b>
<b>48 \$ Change from OpBud</b>	<b>(1,091.9)</b>	<b>114,595.3</b>	<b>127,794.6</b>	<b>113,084.1</b>	<b>48</b>
<b>49 % Change from OpBud</b>	<b>0.0%</b>	<b>3.6%</b>	<b>4.0%</b>	<b>3.6%</b>	<b>49</b>
<b>50 RELATED REQUESTS: RECURRING</b>					<b>50</b>
51 Regional Education Cooperatives	1,034.0	1,034.0	1,034.0	1,034.0	51
52 Indigenous, Multilingual, Multicultural, and Special Education Initiatives	4,567.8	4,567.8	4,567.8	4,567.8	52
53 Culturally and Linguistically Relevant Curriculum and Instruction			2,000.0		53
54 Early Literacy and Reading Support	1,661.0		1,661.0	1,661.0	54
55 Principal Professional Development	2,491.5	2,491.5	2,491.5	2,491.5	55
56 Teacher Recruitment, Mentorship, Professional Development, Evaluation, and Retention	2,869.5		2,869.5	2,869.5	56
57 Teacher Professional Development Fund		8,095.0			57
58 Community School Initiatives <sup>1</sup>	3,322.0		3,322.0		58
59 Breakfast for Elementary Students	1,328.8		1,328.8		59
60 New Mexico Grown Fruits and Vegetables	332.2		332.2		60
61 School Lunch Copayments	539.8		539.8		61
62 Student Nutrition and Wellness		1,800.0		1,650.0	62
63 GRADS – Teen Parent Interventions <sup>1,2</sup>	415.3	415.3	415.3	415.3	63
64 Feminine Hygiene Products	141.2		141.2		64
65 STEAM (Science, Technology, Engineering, Arts, and Math) Initiatives	4,152.6		2,152.6	3,525.9	65
66 Advanced Placement Test Fee Waivers and Training	1,245.8		1,245.8	1,000.0	66
67 Career Technical Education <sup>1,4</sup>	2,491.5		2,491.5		67
68 College and Career Readiness	83.1		83.1		68
69 Teaching Pathways Coordinator	41.5		41.5		69
70 Computer Science Professional Development	166.1		166.1		70
71 Mathematics, Engineering, Science Achievement (MESA) Program	62.4	-	62.4	-	71
<b>72 Subtotal Current Year Base</b>	<b>26,946.1</b>	<b>18,403.6</b>	<b>26,946.1</b>	<b>19,215.0</b>	<b>72</b>

**PUBLIC SCHOOL SUPPORT**  
**General Fund Highlevel**  
(in thousands)

	FY21 Opbud	FY22 LESC Recommendation	FY22 Executive Recommendation	FY22 LFC Recommendation	
73 \$ Change from OpBud	105.1	(8,542.5)	-	(7,731.1)	73
74 % Change from OpBud	0.4%	-31.7%	0.0%	-28.7%	74
<b>PUBLIC EDUCATION DEPARTMENT</b>					
75 <b>PUBLIC EDUCATION DEPARTMENT</b>					75
76 Prior Year OpBud	13,618.8	14,364.5	14,364.5	14,364.5	76
77 Base Changes	745.7	-	-	-	77
78 Subtotal Current Year Base	14,364.5	14,364.5	14,364.5	14,364.5	78
79 % Change from OpBud	5.5%	0.0%	0.0%	0.0%	79
80 <b>Total</b>					80
81 Prior Year OpBud	3,212,191.7	3,211,950.6	3,211,950.6	3,211,950.6	81
82 Base Changes	(241.1)	106,052.8	127,794.6	105,353.0	82
83 <b>Total</b>	3,211,950.6	3,318,003.4	3,339,745.2	3,317,303.6	83
84 % Change from OpBud	0.0%	3.3%	4.0%	3.3%	84
<b>COMPENSATION APPROPRIATIONS</b>					
85 <b>General Fund</b>					85
86 Compensation Increase for SEG School Personnel (LESC: 1.5%, LFC: 1.4% - Sec. 8)		35,119.0		33,066.0	86
87 Compensation Increase for Transportation Personnel (LESC: 1.5%, LFC: 1.4% - Sec. 8)	-	603.8	-	568.5	87
88 Subtotal Current Year Base	-	35,722.8	-	33,634.5	88
<b>SECTIONS 5, 6, 7, AND OTHER NONRECURRING APPROPRIATIONS</b>					
89 <b>General Fund</b>					89
90 Emergency Supplemental			3,000.0		90
91 Potential FY20 Impact Aid Liability <sup>3</sup>		28,800.0	59,992.3	20,899.6	91
92 Potential FY21 Impact Aid Liability			38,800.0		92
93 PED Information Technology Systems			361.6		93
94 Cyber Security and Data Systems			1,500.0		94
95 National Board Certification Fund				5,000.0	95
96 Community Schools Fund				10,000.0	96
97 Sufficiency Lawsuit Fees	750.0	1,250.0	1,250.0	1,250.0	97
98 Biliteracy Framework Study	100.0				98
99 School Panic Buttons	95.0	-	-	-	99
100 Subtotal Current Year Base	945.0	30,050.0	104,903.9	37,149.6	100
<b>OTHER STATE AND FEDERAL FUNDS</b>					
101 <b>Public Education Reform Fund</b>					101
102 Pandemic Remediation Fund					102
103 High School Work-Based Learning and Paid Internships			15,000.0		103
104 Culturally Appropriate Social Service Task Force			500.0		104
105 Student Digital Access			10,000.0		105
106 Family Income Index Support			80,000.0		106
107 Martinez-Yazzie Regional Accountability and Technical Support			8,000.0		107
108 Educator Recruitment			1,500.0		108
109 HED Grow Your Own Teacher Program Scholarships			1,000.0		109
110 Tribal Remedy Framework		2,000.0	30,000.0	4,000.0	110
111 Community School Initiatives <sup>1</sup>		4,950.0		3,000.0	111
112 Extended Learning Time Programs		13,400.0		80,052.5	112
113 K-5 Plus Programs		125,900.0		40,000.0	113
114 K-12 Plus Pilot Programs				15,000.0	114
115 Transportation for Extended Learning Time Programs		2,265.9		2,265.9	115
116 Transportation for K-5 Plus Programs		3,034.7		3,034.7	116
117 Teacher Residency Pilot	1,000.0	3,000.0		1,000.0	117
118 Career Technical Education <sup>1</sup>	2,000.0	5,000.0		2,000.0	118
119 PED and HED Information Technology Systems	2,957.3	1,938.6	1,368.6	1,531.9	119
120 Teacher and Administrator Evaluation System	1,000.0			1,000.0	120
121 Alternative Licensure Mentorships		1,100.0			121
122 Grow Your Own Teachers Act	500.0				122
123 Early Literacy and Summer Professional Development	875.0				123
124 Culturally and Linguistically Diverse Instructional Materials and Curricula	9,000.0				124
125 Accountability and Regional Supports	1,000.0		1,000.0		125
126 Statewide Special Education Convening	750.0				126
127 Cyber Security and Data Systems	500.0				127
128 School Budget Transparency	3,000.0				128
129 National Board Certification Grants	500.0				129
130 School Panic Buttons	1,500.0	-	-	-	130
131 Subtotal Current Year Base	24,582.3	162,589.2	148,368.6	152,885.0	131
132 <b>Other State Funds and Inter-Agency Transfers</b>					132
133 Pre-Kindergarten Classrooms (PSCOF)				4,000.0	133
134 School Bus Replacement (PSCOF, EMTF)	8,989.0	6,984.0		6,984.0	134
135 School Bus Cameras (STB)	252.4			180.0	135
136 Alternative School Bus Fueling or Charging Infrastructure (EMTF)	200.0				136
137 CARES/CAA ESSER Fund (FF)	108,032.0	439,830.0	439,830.0	439,830.0	137

**PUBLIC SCHOOL SUPPORT**  
**General Fund Highlevel**  
(in thousands)

		FY21 Opbud	FY22 LESC Recommendation	FY22 Executive Recommendation	FY22 LFC Recommendation	
138	Impact Aid District Facilities and Maintenance (PSCOF)	18,867.0				138
139	GRADS - Teen Parent Interventions (TANF)	200.0	200.0	200.0	200.0	139
140	<b>Subtotal Current Year Base</b>	136,540.4	447,014.0	440,030.0	451,194.0	140
141	<b>Total</b>	<b>161,122.7</b>	<b>609,603.2</b>	<b>588,398.6</b>	<b>604,079.0</b>	141

Footnotes

1. Includes appropriations from the public education reform fund for Section 4. The agency request combines K-5 Plus and ELTP and expands uses for CTE and community schools.
2. Includes appropriations from the Temporary Assistance for Needy Families (TANF) grant.
3. Includes language transferring amounts to the state-support reserve fund and authorizing use to address potential federal Impact Aid liabilities.
4. The executive recommendation includes language extending the FY21 CTE appropriation to FY22.

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
1 Unit Value	The rate of distribution of the state equalization guarantee distribution shall be based on a program unit value determined by the secretary of public education. The secretary of public education shall establish a preliminary unit value to establish budgets for the 2020-2021 school year and then, on verification of the number of units statewide for fiscal year 2021 but no later than January 31, 2021, the secretary of public education may adjust the program unit value. In setting the preliminary unit value and the final unit value in January, the public education department shall consult with the department of finance and administration, the legislative finance committee and the legislative education study committee.	The rate of distribution of the state equalization guarantee distribution shall be based on a program unit value determined by the secretary of public education. The secretary of public education shall establish a preliminary unit value to establish budgets for the 2021-2022 school year and then, on verification of the number of units statewide for fiscal year 2022 but no later than <u>January 31, 2022</u> , the secretary of public education may adjust the program unit value. In setting the preliminary unit value and the final unit value in January, the public education department shall consult with the department of finance and administration, the legislative finance committee and the legislative education study committee.	The rate of distribution of the state equalization guarantee distribution shall be based on a program unit value determined by the secretary of public education. The secretary of public education shall establish a preliminary unit value to establish budgets for the 2021-2022 school year and then, on verification of the number of units statewide for fiscal year 2022 but no later than <u>January 31, 2022</u> , the secretary of public education may adjust the program unit value. <u>The secretary of public education may adjust to a third and final program unit value for the 2021-2022 school year, prior to processing the final June state equalization guarantee monthly allotment but no later than June 30, 2022.</u>	The rate of distribution of the state equalization guarantee distribution shall be based on a program unit value determined by the secretary of public education. The secretary of public education shall establish a preliminary unit value to establish budgets for the 2021-2022 school year and then, on verification of the number of units statewide for fiscal year 2022 but no later than <u>January 15, 2022</u> , the secretary of public education may adjust the program unit value. In setting the preliminary unit value and the final unit value in January, the public education department shall consult with the department of finance and administration, the legislative finance committee and the legislative education study committee.
2 Student Enrollment Hold Harmless			Notwithstanding the provisions of Paragraphs (1 – 4) of Subsection D of Section 22-8-25 NMSA 1978, for school year 2021-2022, to determine the amount of the state equalization guarantee distribution the department shall: calculate the number of program units to which each school district or charter school is entitled using a weighted average prior year membership (MEM) such that seventy-five percent of the weight is calculated using the average of MEM on the second and third reporting dates of the 2019-2020 school year and twenty-five percent of the weight is calculated using the average of membership (MEM) on the second and third reporting dates of the 2020-2021 school year; or calculate the number of program units to which a school district or charter school operating under an approved year-round school calendar is entitled using an average of the membership (MEM) on appropriate dates established by the department; or calculate the number of program units to which a school district or charter school with a membership (MEM) of two hundred or less is entitled by using an average of the membership (MEM) on the second and third reporting dates of the prior year or the fortieth day of the current year, whichever is greater; and using the results of the calculations in this provision and the staffing cost multiplier from the October report of the prior school year, establish a total program cost of the school district or charter school provided that all other elements of the Public School Finance Act are implemented as written.	For fiscal year 2022, the public education department, in consultation with the department of finance and administration, the legislative finance committee and the legislative education study committee, shall issue budget instructions for school districts and charter schools on budgeting enrollment growth program units in preliminary budgets no later than April 15, 2021. The budget instructions shall allow school districts to budget enrollment growth program units based on students expected to enroll in the 2021-2022 school year and consider changes in enrollment from prior years.
3 New Program			For the 2021-2022 school year, the state equalization guarantee distribution includes sufficient funding for school districts and charter schools to implement a new formula-based program. Those districts and charter schools shall use a current-year membership in the calculation of program units for the new formula-based program.	
4 Salary Minimum Increases	The secretary of public education shall ensure that during fiscal year 2021 no full-time level one teacher receives a base salary less than forty-one thousand dollars (\$41,000).	The secretary of public education shall ensure that during fiscal year 2022 no full-time level one teacher receives a base salary less than forty-one thousand dollars (\$41,000).		The secretary of public education shall ensure that during fiscal year 2022 no full-time level one teacher receives a base salary less than forty-one thousand dollars (\$41,000).

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
5 Teacher Salary Percentage Raises	<del>The general fund appropriation to the state equalization guarantee distribution includes fifty-nine million one hundred eighty thousand two hundred dollars (\$59,180,200) to provide an average four percent salary increase to all licensed teachers whose primary duty is classroom instruction. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide an average four percent salary increase for all licensed teachers whose primary duty is classroom instruction.</del>	The general fund appropriation to the state equalization guarantee distribution includes twenty two million four hundred fifty thousand six hundred dollars (\$22,450,600) to provide an average one and one half percent salary increase to all licensed teachers whose primary duty is classroom instruction. Prior to the approval of a school district's or charter school's operating budget for fiscal year 2022, the secretary of public education shall ensure that the school district's or charter school's operating budget includes an average one and one half percent salary increase for all licensed teachers whose primary duty is classroom instruction.		5
6 Other Staff Salary Percentage Raises	<del>The general fund appropriation to the state equalization guarantee distribution includes thirtythree million four hundred forty seven thousand four hundred dollars (\$33,447,400) to provide an average four percent salary increase for all school personnel, other than licensed teachers whose primary duty is classroom instruction. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide an average four percent salary increase for all school personnel, other than licensed teachers whose primary duty is classroom instruction.</del>	The general fund appropriation to the state equalization guarantee distribution includes twelve million six hundred sixty-eight thousand four hundred dollars (\$12,668,400) to provide an average one and one half percent salary increase for all school personnel, other than licensed teachers whose primary duty is classroom instruction. Prior to the approval of a school district's or charter school's operating budget for fiscal year 2022, the secretary of public education shall ensure that the school district's or charter school's operating budget includes an average one and one half percent salary increase for all school personnel, other than licensed teachers whose primary duty is classroom instruction.		6
7 Funding Formula Reform: At-Risk Index	The general fund appropriation to the state equalization guarantee distribution includes fifty million one hundred fifty-two thousand one hundred dollars (\$50,152,100) contingent on enactment of a bill in the second session of the fifty-fourth legislature amending the Public School Finance Act to increase the at-risk index multiplier to three-tenths.			7
8 Extended Learning Time Programs	The general fund appropriation to the state equalization guarantee distribution includes seventyone million three hundred ninety-four thousand one hundred dollars (\$71,394,100) for extended learning time programs pursuant to Section 22-8-23.10 NMSA 1978. The secretary of public education shall consider those extended learning time programs eligible for state financial support and the amount of state funding available for extended learning time programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in extended learning time programs that will be used to calculate the number of additional program units for extended learning time programs. Any amount of the seventy-one million three hundred ninety-four thousand one hundred dollar (\$71,394,100) appropriation that is not distributed through the extended learning time program factor, calculated by multiplying the final program unit value set for the 2020-2021 school year by the total extended learning time program units and subtracting that product from seventy-one million three hundred ninety-four thousand one hundred dollars (\$71,394,100), shall be transferred to the public education reform fund.	The general fund appropriation to the state equalization guarantee distribution includes seventy-one million three hundred ninety-four thousand one hundred dollars (\$71,394,100) <u>and the other state funds appropriation to the state equalization guarantee includes thirteen million four hundred thousand dollars (\$13,400,000) from the public education reform fund</u> for extended learning time programs pursuant to Section 22-8-23.10 NMSA 1978. The secretary of public education shall consider those extended learning time programs eligible for state financial support and the amount of state funding available for extended learning time programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in extended learning time programs that will be used to calculate the number of additional program units for extended learning time programs. Any amount of the seventy-one million three hundred ninety-four thousand one hundred dollar (\$71,394,100) appropriation or the thirteen million four hundred thousand dollar (\$13,400,000) appropriation that is not distributed through the extended learning time program factor, calculated by multiplying the final program unit value set for the 2020-2022 school year by the total extended learning time program units and subtracting that product from eighty four million seven hundred and ninety four thousand one hundred dollars (\$84,794,100), shall be transferred to the public education reform fund.	The general fund appropriation to the state equalization guarantee distribution includes seventy-one million three hundred ninety-four thousand one hundred dollars (\$71,394,100) for extended learning time programs pursuant to Section 22-8-23.10 NMSA 1978. The secretary of public education shall consider those extended learning time programs eligible for state financial support and the amount of state funding available for extended learning time programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in extended learning time programs that will be used to calculate the number of additional program units for extended learning time programs. Any amount of the seventy-one million three hundred ninety-four thousand one hundred dollar (\$71,394,100) appropriation that is not distributed through the extended learning time program factor, calculated by multiplying the final program unit value set for the 2021-2022 school year by the total extended learning time program units and subtracting that product from seventy-one million three hundred ninety-four thousand one hundred dollars (\$71,394,100). <u>shall be used for K-5 plus programs, community school programs or career technical education programs. Any remaining, unused amounts of the appropriation shall be transferred to the public education reform fund.</u>	The state equalization guarantee distribution includes <u>eighty million one hundred sixty-eight thousand dollars (\$80,168,000) from the general fund and eighty million fifty-two thousand five hundred dollars (\$80,052,500) from the public education reform fund for in-person</u> extended learning time programs pursuant to Section 22-8-23.10 NMSA 1978. The secretary of public education shall consider those extended learning time programs eligible for state financial support and the amount of state funding available for extended learning time programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in extended learning time programs that will be used to calculate the number of additional program units for extended learning time programs. Any amount of the eighty million one hundred sixty-eight thousand dollar (\$80,168,000) general fund appropriation that is not distributed through the extended learning time program factor, calculated by multiplying the final program unit value set for the 2021-2022 school year by the total extended learning time program units and subtracting that product from eighty million one hundred sixty-eight thousand dollars (\$80,168,000), shall be transferred to the public education reform fund.

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
9 ELTP for K-5 Plus			For fiscal year 2022, if the general fund appropriation to the state equalization guarantee distribution for K-5 plus programs, conducted pursuant to the K-5 Plus Act, is insufficient to meet the level of state support required for department-approved K-5 plus programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved extended learning time programs, the general fund appropriation to the state equalization guarantee distribution for extended learning time programs may be used for department-approved K-5 plus programs.	
10 ELTP for Community Schools			For fiscal year 2022, if the general fund appropriation to the state equalization guarantee distribution for community school programs, conducted pursuant to the Community Schools Act, is insufficient to meet the level of state support required for department-approved community school programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved extended learning time programs, the general fund appropriation to the state equalization guarantee distribution for extended learning time programs may be used for department-approved community school programs.	
11 ELTP for CTE			For fiscal year 2022, if the general fund appropriation to the state equalization guarantee distribution for career technical education programs, conducted pursuant to Section 22-1-12 NMSA 1978 et seq., is insufficient to meet the level of state support required for department-approved career technical programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved extended learning time programs, the general fund appropriation to the state equalization guarantee distribution for extended learning time programs may be used for department-approved career technical education programs	

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
12 K-5 Plus Programs	<p>The general fund appropriation to the state equalization guarantee distribution includes one hundred nineteen million eight hundred ninety-five thousand nine hundred dollars (\$119,895,900) for K-5 plus programs pursuant to the K-5 Plus Act. The secretary of public education shall consider those K-5 plus programs eligible for state financial support and the amount of state funding available for K-5 plus programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in K-5 plus programs that will be used to calculate the number of additional program units for K-5 plus programs. Any amount of the one hundred nineteen million eight hundred ninety-five thousand nine hundred dollars (\$119,895,900) appropriation that is not distributed through the K-5 plus program factor, calculated by multiplying the final program unit value set for the 2020-2021 school year by the total K-5 plus program units and subtracting that product from one hundred nineteen million eight hundred ninety-five thousand nine hundred dollars (\$119,895,900), shall be transferred to the public education reform fund.</p>	<p>The general fund appropriation to the state equalization guarantee distribution includes <u>seventy nine million eight hundred ninety-five thousand nine hundred dollars (\$79,895,900) and the other state funds appropriation to the state equalization guarantee distribution includes one hundred twenty five million nine hundred thousand dollars (\$125,900,000) from the public education reform fund</u> for K-5 plus programs pursuant to the K-5 Plus Act. The secretary of public education shall consider those K-5 plus programs eligible for state financial support and the amount of state funding available for K-5 plus programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in K-5 plus programs that will be used to calculate the number of additional program units for K-5 plus programs. Any amount of the seventy nine million eight hundred ninety-five thousand nine hundred dollar (\$79,895,900) general fund appropriation or the one hundred twenty-five million nine hundred thousand dollar (\$125,900,000) other state funds appropriation that is not distributed through the K-5 plus program factor, calculated by multiplying the final program unit value set for the 2021-2022 school year by the total K-5 plus program units and subtracting that product from the two hundred five million seven hundred ninety five thousand nine hundred dollars (\$205,795,900), shall be transferred to the public education reform fund.</p>	<p>The general fund appropriation to the state equalization guarantee distribution includes <u>seventy-nine million eight hundred ninety-five thousand nine hundred dollars (\$79,895,900)</u> for K-5 plus programs pursuant to the K-5 Plus Act. The secretary of public education shall consider those K-5 plus programs eligible for state financial support and the amount of state funding available for K-5 plus programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in K-5 plus programs that will be used to calculate the number of additional program units for K-5 plus programs. Any amount of the seventy-nine million eight hundred ninety-five thousand nine hundred dollars (\$79,895,900) appropriation that is not distributed through the K-5 plus program factor, calculated by multiplying the final program unit value set for the 2021-2022 school year by the total K-5 plus program units and subtracting that product from seventy-nine million eight hundred ninety-five thousand nine hundred dollars (\$79,895,900), <u>shall be used for extended learning time programs, community school programs or career technical education programs. Any remaining balance of the appropriation shall be transferred to the public education reform fund.</u></p>	<p>The state equalization guarantee distribution includes <u>seventy-nine million eight hundred ninety-five thousand nine hundred dollars (\$79,895,900) from the general fund and forty million dollars (\$40,000,000) from the public education reform fund for in-person K-5 plus programs</u> pursuant to the K-5 Plus Act. The secretary of public education shall consider those K-5 plus programs eligible for state financial support and the amount of state funding available for K-5 plus programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in K-5 plus programs that will be used to calculate the number of additional program units for K-5 plus programs. Any amount of the seventy-nine million eight hundred ninety-five thousand nine hundred dollar (\$79,895,900) general fund appropriation that is not distributed through the K-5 plus program factor, calculated by multiplying the final program unit value set for the 2021-2022 school year by the total K-5 plus program units and subtracting that product from seventy-nine million eight hundred ninety-five thousand nine hundred dollars (\$79,895,900), shall be transferred to the public education reform fund.</p>
13 K-5 Plus/ELTP Mandate for FY22		<p>For fiscal year 2022 each public elementary school shall provide a school wide K-5 plus program or an extended learning time program and all other public schools shall provide a schoolwide extended learning time program. School districts and charter schools shall apply the provisions of the Attendance for Success Act during K-5 plus and extended learning time programs. Notwithstanding the provisions of the Public School Finance Act and the K-5 Plus Act, the number of MEM used to calculate the number of approved K-5 plus program units or extended learning time program units for each school district or charter school with an approved program during the 2021-2022 school year shall be calculated using the greater of the average of MEM in each approved public school on the second and third reporting dates of the 2020-2021 school year or the MEM in each approved public school on the first reporting date of the 2021-2022 school year. A school that offers a K-5 plus program may add the required additional instructional days at any time during the 2021-2022 school year.</p>		

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
14 MEM Count Options for Schoolwide K-5 Plus	For fiscal year 2021, in approving schools for participation in the K-5 plus program, the public education department shall prioritize approval for school districts or charter schools that provide the program to all elementary students. A school district or charter school that provides a department-approved K-5 plus program as defined in Section 22-13D-2.B. NMSA 1978 to all elementary school students in the school district or charter school in fiscal year 2021 shall be eligible to generate K-5 plus program units using the total average number of elementary school students enrolled on the second and third reporting date of the 2019-2020 school year multiplied by the cost differential factor of three tenths as established in Section 22-8-23.11 NMSA 1978.		For fiscal year 2022, in approving schools for participation in the K-5 plus program, the public education department shall prioritize approval for school districts or charter schools that provide the program to all elementary students. A school district or charter school that provides a department-approved K-5 plus program as defined in Section 22-13-2.B. NMSA 1978 to all elementary school students in the school district or charter school in fiscal year 2021 shall be eligible to generate K-5 plus program units using the total average number of elementary school students enrolled on the second and third reporting date of the 2020-2021 school year multiplied by the cost differential factor of three-tenths as established in Section 22-8-23.11 NMSA 1978.	A school district or charter school that provides a department-approved K-5 plus program as defined in Section 22-13D-2 NMSA 1978 to all elementary school students in the school district or charter school in fiscal year 2022 shall be eligible to generate K-5 plus program units using the <u>greater of the average of the number of students enrolled in each approved elementary school on the second and third reporting dates of the 2020-2021 school year or the number of students enrolled in each approved elementary school on the first reporting date of the 2021-2022 school year</u>
15 K-5 Plus Calendar Flexibility				Notwithstanding the provisions of Section 22-13D-2 NMSA 1978, for the 2021-2022 school year, a school district or charter school that provides a department-approved K-5 plus program as defined in Section 22-13D-2 NMSA 1978 to all elementary school students in the school district or charter school in fiscal year 2022 may add the required additional instructional days prior to the start of the regular school year or at any time during the regular school year and may transfer students into another classroom, provided the transfer is in the best interest of the student.
16 Use K-5 Plus for ELTP	For fiscal year 2021, if the general fund appropriation to the state equalization guarantee distribution for extended learning time programs is insufficient to meet the level of state support required for department-approved extended learning time programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved K-5 plus programs, up to thirty-five million dollars (\$35,000,000) of the general fund appropriation to the state equalization guarantee distribution for K-5 plus programs may be used for extended learning time programs.	For fiscal year 2022, if the general fund <u>and other state funds appropriations</u> to the state equalization guarantee distribution for extended learning time programs are insufficient to meet the level of state support required for department-approved extended learning time programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved K-5 plus programs, the general fund and other state funds appropriations to the state equalization guarantee distribution for K-5 plus programs may be used for extended learning time programs.	For fiscal year 2022, if the general fund appropriation to the state equalization guarantee distribution for extended learning time programs is insufficient to meet the level of state support required for department-approved extended learning time programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved K-5 plus programs, the general fund appropriation to the state equalization guarantee distribution for K-5 plus programs may be used for extended learning time programs.	16
17 Use of K-5 Plus for Community Schools			For fiscal year 2022, if the general fund appropriation to the state equalization guarantee distribution for community school programs, conducted pursuant to the Community Schools Act, is insufficient to meet the level of state support required for department-approved community school programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved K-5 plus programs, the general fund appropriation to the state equalization guarantee distribution for K-5 plus programs may be used for department-approved community school programs.	

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<b>993 Public School Support</b>				
18 Use of K-5 Plus for CTE			For fiscal year 2022, if the general fund appropriation to the state equalization guarantee distribution for career technical education programs, conducted pursuant to Section 22-1-12 NMSA 1978 et seq., is insufficient to meet the level of state support required for department-approved career technical education programs and the secretary of public education certifies to the department of finance and administration, legislative finance committee and legislative education study committee that sufficient funds are available for department-approved K-5 plus programs, the general fund appropriation to the state equalization guarantee distribution for K-5 plus programs may be used for department-approved career technical education programs.	
19 ELTP Flexibility				A school district or charter school that provides all enrolled students ten additional instructional days beyond the number of regular instructional days provided in the 2020-2021 school year, a five-day school week and one hundred ninety instructional days during the 2021-2022 school year, or a four-day school week and one hundred sixty instructional days during the 2021-2022 school year is eligible to generate additional program units using the cost differential factor of eleven-hundredths as established in Section 22-8-23.10 NMSA 1978 multiplied by the greater of the average number of students enrolled in the school district or charter school on the second and third reporting date of the 2020-2021 school year or the number of students enrolled in the school district or charter school on the first reporting date of the 2021-2022 school year.
20 Non-Participation in K-5 Plus or ELTP				A school district or charter school that chooses not to participate in a K-5 plus program or extended learning time program during the 2021-2022 school year shall provide written notification to the public education department, the legislative education study committee and the legislative finance committee of its intent not to participate and additional documentation detailing how the school district or charter school will recover instructional time that was lost to students due to the public health emergency in its educational plan pursuant to Section 22-8-6 NMSA 1978.
21 Startup K-5 Plus Flexibility	For fiscal year 2021, the secretary of public education may allow an elementary school <del>starting a new K-5 plus program</del> with at least eighty percent of students that participate in the K-5 plus program staying with the same teacher and cohort of students during the regular school year to be eligible for K5 plus program units in fiscal year 2021, provided the elementary school shall meet all requirements of Subsection B of Section 22-13D-2.B. NMSA 1978 by fiscal year 2022.		For fiscal year 2022, the secretary of public education may allow an elementary school <u>starting a new K-5 plus program</u> with at least eighty percent of students that participate in the K-5 plus program staying with the same teacher and cohort of students during the regular school year to be eligible for K-5 plus program units in fiscal year 2021, provided the elementary school shall meet all requirements of Subsection B of Section 22-13D-2.B. NMSA 1978 by fiscal year 2022.	

21

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<b>993 Public School Support</b>				
22 IDEA-B MOE Adjustment	For fiscal year 2021, if the program cost made available is insufficient to meet the level of state support required by the special education maintenance of effort requirements of Part B of the federal Individuals with Disabilities Education Act, the public education department shall reduce the program cost in an amount that equals the projected shortfall and distribute that amount to school districts and charter schools in the same manner and on the same basis as the state equalization guarantee distribution to meet the level of support required by Part B of the federal Individuals with Disabilities Education Act for fiscal year 2021 <del>and shall reduce the final unit value to account for the reduction.</del>	For fiscal year 2022, if the program cost made available is insufficient to meet the level of state support required by the special education maintenance of effort requirements of Part B of the federal Individuals with Disabilities Education Act, the public education department shall reduce the program cost <u>and state equalization guarantee distribution appropriation in an amount sufficient to cover the projected shortfall, and distribute that amount to school districts and charter schools in proportion to each school district's and charter school's share of the total statewide program cost,</u> to meet the level of support required by Part B of the federal Individuals with Disabilities Education Act for fiscal year 2022. <u>The public education department shall also reset the program unit value and recalculate each school district's and charter school's program cost for fiscal year 2022.</u>	For fiscal year 2022, if the program cost made available is insufficient to meet the level of state support required by the special education maintenance of effort requirements of Part B of the federal Individuals with Disabilities Education Act, the public education department shall reduce the <u>state equalization guarantee distribution</u> in an amount that equals the projected shortfall and distribute that amount to school districts and charter schools, in the same manner and on the same basis as the state equalization guarantee distribution, to meet the level of support required by Part B of the federal Individuals with Disabilities Education Act for fiscal year 2022.	For fiscal year 2022, if the program cost made available is insufficient to meet the level of state support required by the special education maintenance of effort requirements of Part B of the federal Individuals with Disabilities Education Act, the public education department shall reduce the program cost <u>and state equalization guarantee distribution appropriation in an amount sufficient to cover the projected shortfall and distribute that amount to school districts and charter schools in proportion to each school district's and charter school's share of the total statewide program cost</u> to meet the level of support required by Part B of the federal Individuals with Disabilities Education Act for fiscal year 2022. <u>The public education department shall reset the final unit value and recalculate each school district's and charter school's program cost for fiscal year 2022.</u>
23 Elementary P.E.	<del>The general fund appropriation to the state equalization guarantee distribution includes six million dollars (\$6,000,000) for elementary physical education programs.</del> After considering those elementary physical education programs eligible for state financial support and the amount of state funding available for elementary physical education, the secretary of public education shall annually determine the programs and the consequent numbers of students in elementary physical education that will be used to calculate the number of elementary physical education program units, provided that no school district or charter school shall generate elementary physical education program units in fiscal year 2021 in excess of the total average number of elementary school students enrolled on the second and third reporting date of the 2019-2020 school year multiplied by the cost differential factor of six onehundredths as established in Section 22-8-23.7 NMSA 1978.	After considering those elementary physical education programs eligible for state financial support and the amount of state funding available for elementary physical education, the secretary of public education shall annually determine the programs and the consequent numbers of students in elementary physical education that will be used to calculate the number of elementary physical education program units provided that no school district or charter school shall generate elementary physical education program units in fiscal year 2022 in excess of the total average number of elementary school students enrolled on the second and third reporting dates of the 2020-2021 school year multiplied by the cost differential factor of six onehundredths as established in Section 22-8-23.7 NMSA 1978.	After considering those elementary physical education programs eligible for state financial support and the amount of state funding available for elementary physical education, the secretary of public education shall annually determine the programs and the consequent numbers of students in elementary physical education that will be used to calculate the number of elementary physical education program units.	After considering those elementary physical education programs eligible for state financial support and the amount of state funding available for elementary physical education, the secretary of public education shall annually determine the programs and the consequent numbers of students in elementary physical education that will be used to calculate the number of elementary physical education program units, provided that no school district or charter school shall generate elementary physical education program units in fiscal year 2022 in excess of the total average number of elementary school students enrolled on the second and third reporting date of the 2020-2021 school year multiplied by the cost differential factor of six onehundredths as established in Section 22-8-23.7 NMSA 1978.
24 Department Monitoring and Reporting	The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for at-risk program units, bilingual and multicultural education program units, extended learning time program units, K-5 plus program units, special education program units, instructional materials, new teacher mentorship and classroom instruction in fiscal year 2021 and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2020.	The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for at-risk program units, bilingual and multicultural education program units, extended learning time program units, K-5 plus program units, special education program units, instructional materials, new teacher mentorship and classroom instruction in fiscal year 2022 and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.		The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for at-risk program units, bilingual and multicultural education program units, extended learning time program units, K-5 plus program units, special education program units, instructional materials, new teacher mentorship and classroom instruction in fiscal year 2022 and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.
25 Instructional Materials	The general fund appropriation to the state equalization guarantee distribution includes thirty million dollars (\$30,000,000) for school districts and charter schools to purchase culturally and linguistically appropriate instructional materials for eligible students. A school district or charter school that does not use the allocation for instructional materials shall provide the public education department a description of how the allocation was used and demonstrate that budgeted spending levels for instructional materials are sufficient to provide a free and appropriate public education to all students.	The general fund appropriation to the state equalization guarantee distribution includes <u>thirty-five million dollars (\$35,000,000)</u> for school districts and charter schools to purchase culturally and linguistically appropriate instructional materials for eligible students, including instructional materials for dual credit courses. A school district or charter school that does not use the allocation for instructional materials shall provide the public education department a description of how the allocation was used and demonstrate that budgeted spending levels for instructional materials are suitable to provide a sufficient public education to all students.		The general fund appropriation to the state equalization guarantee distribution includes <u>thirty-five million dollars (\$35,000,000)</u> for school districts and charter schools to purchase culturally and linguistically appropriate instructional materials for eligible students, including dual-credit instructional materials. A school district or charter school that does not use the full proportional allocation for instructional materials shall provide the public education department a description of how the allocation was used and demonstrate that budgeted spending levels for instructional materials are sufficient to provide a free and appropriate public education to all students.

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
26 Monitor Instructional Materials	The public education department shall monitor and evaluate the extent to which schools purchase and use instructional materials relevant to the cultures, languages, history and experiences of culturally and linguistically diverse students and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2020.	The public education department shall monitor and evaluate the extent to which schools purchase and use instructional materials relevant to the cultures, languages, history and experiences of culturally and linguistically diverse students and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.		The public education department shall monitor and evaluate the extent to which schools purchase and use instructional materials relevant to the cultures, languages, history and experiences of culturally and linguistically diverse students and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.
27 Mentorship and PD	The general fund appropriation to the state equalization guarantee distribution includes eleven million dollars (\$11,000,000) for school districts and charter schools to meet requirements of Section 22-10A-9 NMSA 1978, create an educational plan pursuant to Section 22-8-6 NMSA 1978 and provide targeted and ongoing professional development focused on case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes. The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding for mentorship and professional development and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2020.	The general fund appropriation to the state equalization guarantee distribution includes eleven million dollars (\$11,000,000) for school districts and charter schools to meet requirements of Section 22-10A-9 NMSA 1978, create an educational plan pursuant to Section 22-8-6 NMSA 1978 and provide targeted and ongoing professional development focused on case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes. The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding for mentorship and professional development and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.	The general fund appropriation to the state equalization guarantee distribution includes eleven million dollars (\$11,000,000) for school districts and charter schools to meet requirements of Section 22-10A-9 NMSA 1978, create an educational plan pursuant to Section 22-8-6 NMSA 1978 and provide targeted and ongoing professional development focused on case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes.	The general fund appropriation to the state equalization guarantee distribution includes eleven million dollars (\$11,000,000) for school districts and charter schools to meet requirements of Section 22-10A-9 NMSA 1978, create an educational plan pursuant to Section 22-8-6 NMSA 1978 and provide targeted and ongoing professional development focused on case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes. The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding for mentorship and professional development and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.
28 Early Literacy	The general fund appropriation to the state equalization guarantee distribution includes ten million dollars (\$10,000,000) for school districts and charter schools to provide evidence-based structured literacy interventions and develop literacy collaborative models that lead to improved reading and writing achievement of students in kindergarten through second grade. The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for early literacy interventions and collaborative models and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2020.	The general fund appropriation to the state equalization guarantee distribution includes eight million dollars (\$8,000,000) for school districts and charter schools to provide evidence-based structured literacy interventions and develop literacy collaborative models that lead to improved reading and writing achievement of students in kindergarten through second grade. The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for early literacy interventions and collaborative models and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.	The general fund appropriation to the state equalization guarantee distribution includes eight million dollars (\$8,000,000) for school districts and charter schools to provide evidence-based structured literacy interventions and develop literacy collaborative models that lead to improved reading and writing achievement of students in kindergarten through second grade.	The general fund appropriation to the state equalization guarantee distribution includes eight million dollars (\$8,000,000) for school districts and charter schools to provide evidence-based structured literacy interventions and develop literacy collaborative models that lead to improved reading and writing achievement of students in kindergarten through second grade. The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for early literacy interventions and collaborative models and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before November 1, 2021.
29 Four-Day School Week	The public education department shall not approve the operating budget of any school district or charter school to operate a four-day school week during the 2020-2021 school year that did not provide a four-day school week during the 2019-2020 school year.	The public education department shall not approve the operating budget of any school district or charter school to operate a four-day school week during the 2021-2022 school year that did not provide a four-day school week during the 2020-2021 school year.		The public education department shall not approve the operating budget of any school district or charter school to operate a four-day school week during the 2021-2022 school year that did not provide a four-day school week during the 2020-2021 school year.
30 PED Budget Oversight of Schools		The public education department shall monitor and review the operating budgets of school districts and charter schools to ensure each school district or charter schools is prioritizing available funds to those expenditures most likely to improve student outcomes. If a school district or charter school submits a fiscal year 2022 operating budget that, in the opinion of the secretary of public education, fails to prioritize funds to improve student achievement, the secretary of public education shall, prior to approving the school district's or charter school's fiscal year 2022 budget, direct the school district or charter school to revise its submitted budget or shall make such revisions as required to prioritize funds to improve student achievement.		The public education department shall monitor and review the operating budgets of school districts and charter schools to ensure the school district or charter schools is prioritizing available funds to those functions most likely to improve student outcomes. If a school district or charter school submits a fiscal year 2022 operating budget that, in the opinion of the secretary of public education, fails to prioritize funds as described in this paragraph, the secretary of public education shall, prior to approving the school district's or charter school's fiscal year 2022 budget, direct the school district or charter school to revise its submitted budget or shall make such revisions as required to <u>meet the requirements of this paragraph.</u>

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<b>993 Public School Support</b>				
31 Justify Instructional Budgets	The public education department shall not approve the operating budget of any school district or charter school with less than fifty thousand students that spends less than one standard deviation below the average expenditure rate of comparable school districts and charter schools on instruction, student support services and instructional support services unless that school district or charter school demonstrates the budgeted spending level for instruction, student support services and instructional support services is an increase from the prior year and is sufficient to provide a free and appropriate public education to all students.			
32 Justify Instructional Budgets	The public education department shall not approve the operating budget of any school district or charter school with greater than or equal to fifty thousand students that spends less than eighty percent of general fund appropriations on instruction, student support services and instructional support services unless that school district or charter school demonstrates the budgeted spending level for instruction, student support services and instructional support services is an increase from the prior year and is sufficient to provide a free and appropriate public education to all students.			
33 Prohibit SEG for Litigation	Funds appropriated from the general fund to the state equalization guarantee distribution or any cash balances derived from appropriations from the general fund to the state equalization guarantee distribution in any year shall not be used to fund any litigation against the state unless or until a court issues a final decision in favor of a plaintiff school district or charter school and all legal remedies have been exhausted.	Funds appropriated from the general fund to the state equalization guarantee distribution or any cash balances derived from appropriations from the general fund to the state equalization guarantee distribution in any year shall not be used to fund any litigation against the state unless or until a court issues a final decision in favor of a plaintiff school district or charter school and all legal remedies have been exhausted.	Funds appropriated from the general fund to the state equalization guarantee distribution or any cash balances derived from appropriations from the general fund to the state equalization guarantee distribution in any year shall not be used to fund any litigation against the state unless or until a court issues a final decision in favor of a plaintiff school district or charter school and all legal remedies have been exhausted.	
34 LGPF and FML Appropriations	The general fund appropriation to the public school fund shall be reduced by the amounts transferred to the public school fund from the current school fund and from federal Mineral Leasing Act receipts otherwise unappropriated.	The general fund appropriation to the public school fund shall be reduced by the amounts transferred to the public school fund from the current school fund and from federal Mineral Leasing Act receipts otherwise unappropriated.	The general fund appropriation to the public school fund shall be reduced by the amounts transferred to the public school fund from the current school fund and from federal Mineral Leasing Act receipts otherwise unappropriated.	The general fund appropriation to the public school fund shall be reduced by the amounts transferred to the public school fund from the current school fund and from federal Mineral Leasing Act receipts otherwise unappropriated.
35 Impact Aid Credit	The general fund appropriation to the state equalization guarantee distribution reflects the deduction of federal revenue pursuant to Paragraph (2) of Subsection C of Section 22-8-25 NMSA 1978 that includes payments to school districts and charter schools commonly known as "impact aid funds" pursuant to 20 U.S.C. 7701 et seq., and formerly known as "PL874 funds."			
36 Remove Formula Credits		The general fund appropriation to the state equalization guarantee distribution includes thirty five million dollars (\$35,000,000) contingent on enactment of a bill from the first session of the fifty-fifth legislature to amend Section 22-8-25 NMSA 1978 to eliminate reductions to the state equalization guarantee distribution for federal and local revenue and to amend Section 22-24-5 NMSA 1978 change the phase two local and state match formula for capital outlay projects.		The general fund appropriation to the state equalization guarantee distribution includes eighty-two million six hundred sixty-seven thousand five hundred dollars (\$82,667,500) contingent on enactment of a bill in the first session of the fifty-fifth legislature amending the Public School Finance Act to remove local and federal revenue credits from the public school funding formula and allocate an amount equal to the removed revenue credits for public school capital outlay, capital improvements, information technology and programs necessary to meet requirements of the Indian Education Act and Community Schools Act.

**Public Education Recommended Language Difference Sheet**

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<b>993 Public School Support</b>				
37 Drivers' License Fees	The other state funds appropriation is from the balances received by the public education department pursuant to Section 66-5-44 NMSA 1978.	The other state funds appropriation is from the balances received by the public education department pursuant to Section 66-5-44 NMSA 1978.	The other state funds appropriation is from the balances received by the public education department pursuant to Section 66-5-44 NMSA 1978.	The other state funds appropriation to the state equalization guarantee distribution <u>includes seven million dollars (\$7,000,000)</u> from balances received by the public education department pursuant to Section 66-5-44 NMSA 1978.
38 Timely Reimbursements	<del>Within thirty calendar days of initial submission, the secretary of public education shall process and pay each request for reimbursement submitted to the public education department by a school district or charter school.</del>	Within thirty calendar days of initial submission, the secretary of public education shall process and pay each request for reimbursement submitted to the public education department by a school district or charter school.		
39 Cash Flow Flexibility	The department of finance and administration may adjust a school district's or charter school's monthly state equalization guarantee progress payment to provide flexibility to meet cash flow needs, provided that no school district or charter school shall receive an annual state equalization guarantee distribution that is more than their proportionate fiscal year 2021 share.	The <u>public education department</u> may adjust a school district's or charter school's monthly state equalization guarantee progress payment to provide flexibility to meet cash flow needs, provided that no school district or charter school shall receive an annual state equalization guarantee distribution that is more than their proportionate fiscal year 2022 share.	The department of finance and administration may adjust a school district's or charter school's monthly state equalization guarantee progress payment to provide flexibility to meet cash flow needs, provided that no school district or charter school shall receive an annual state equalization guarantee distribution that is more than their proportionate fiscal year 2022 share.	
40 PSS Reversion	Any unexpended balances in the authorized distributions remaining at the end of fiscal year 2021 from appropriations made from the general fund shall revert to the general fund.	Any unexpended balances in the authorized distributions remaining at the end of fiscal year 2022 from appropriations made from the general fund shall revert to the general fund.	Any unexpended balances in the authorized distributions remaining at the end of fiscal year 2022 from appropriations made from the general fund <u>for educational purposes shall revert to the state support reserve fund up to an amount of twenty million dollars (\$20,000,000). Any amount in excess of twenty million dollars (\$20,000,000) shall revert to the general fund.</u>	Any unexpended balances in the authorized distributions remaining at the end of fiscal year 2022 from appropriations made from the general fund shall revert to the general fund.
41 Transportation Personnel Salaries	<del>The general fund appropriation to the transportation distribution includes one million five hundred ninety four thousand dollars (\$1,594,000) to provide an average four percent salary increase for all public school transportation personnel. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide an average four percent salary increase for public school transportation personnel.</del>	The general fund appropriation to the transportation distribution includes six hundred three thousand eight hundred dollars (\$603,800) to provide an average one and one half percent salary increase for all public school transportation personnel. Prior to the approval of a school district's or state-chartered charter school's operating budget for fiscal year 2022, the secretary of public education shall ensure that the school district's or state-chartered charter school's operating budget includes an average one and on half percent salary increase for public school transportation personnel.		
42 ELTP Transportation Costs	The general fund appropriation to the transportation distribution includes three million seven hundred seven thousand three hundred dollars (\$3,707,300) for transportation of students to extended learning time programs. If a school district or state-chartered charter school does not transport students to extended learning time programs, the school district's or state-chartered charter school's proportionate share of the three million seven hundred seven thousand three hundred dollar (\$3,707,300) appropriation to the transportation distribution for extended learning time programs shall be transferred to the public education reform fund.	The general fund appropriation to the transportation distribution includes <u>two million four hundred nine thousand seven hundred dollars (\$2,409,700) and the other state funds appropriation to the transportation distribution includes three million thirty-four thousand seven hundred dollars (\$3,034,700) from the public education reform fund</u> for transportation of students to extended learning time programs. If a school district or state-chartered charter school does not transport students to extended learning time programs, the school district's or state-chartered charter school's proportionate share of the five million four hundred forty-four thousand four hundred dollar (\$5,444,400) appropriations to the transportation distribution for extended learning time programs shall revert to the public education reform fund.	The general fund appropriation to the transportation distribution includes <u>three million five hundred seventy-seven thousand two hundred dollars (\$3,577,200)</u> for transportation of students to extended learning time programs. If a school district or state-chartered charter school does not transport students to extended learning time programs, the school district's or state-chartered charter school's proportionate share of the three million five hundred seventy-seven thousand two hundred dollar (\$3,577,200) appropriation to the transportation distribution for extended learning time programs shall be transferred to the public education reform fund.	The transportation distribution includes <u>two million four hundred nine thousand seven hundred dollars (\$2,409,700) from the general fund and two million two hundred sixty-five thousand nine hundred dollars (\$2,265,900) from the public education reform fund</u> for transportation of students to extended learning time programs. If a school district or state-chartered charter school does not transport students to extended learning time programs, the school district's or state-chartered charter school's proportionate share of the two million four hundred nine thousand seven hundred dollar (\$2,409,700) general fund appropriation to the transportation distribution for extended learning time programs shall be transferred to the public education reform fund.

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
43 K-5 Plus Transportation Costs	The general fund appropriation to the transportation distribution includes three million eight hundred eighteen thousand nine hundred dollars (\$3,818,900) for transportation of students to K-5 plus programs. If a school district or state-chartered charter school does not transport students to K-5 plus programs, the school district's or state-chartered charter school's proportionate share of the three million eight hundred eighteen thousand nine hundred dollar (\$3,818,900) appropriation to the transportation distribution for K-5 plus programs shall be transferred to the public education reform fund.	The general fund appropriation to the transportation distribution includes <u>eight hundred ninety-nine thousand two hundred dollars (\$899,200) and the other state funds appropriation to the transportation distribution includes two million two hundred sixty-five thousand nine hundred dollars (\$2,265,900) from the public education reform fund</u> for transportation of students to K-5 plus programs. If a school district or state-chartered charter school does not transport students to K-5 plus programs, the school district's or state-chartered charter school's proportionate share of the three million one hundred sixty five thousand one hundred dollar (\$3,165,100) appropriation to the transportation distribution for K-5 plus programs shall revert to the public education reform fund.	The general fund appropriation to the transportation distribution includes <u>three million six hundred eighty-four thousand nine hundred dollars (\$3,684,900)</u> for transportation of students to K-5 plus programs. If a school district or state-chartered charter school does not transport students to K-5 plus programs, the school district's or state-chartered charter school's proportionate share of the three million six hundred eighty-four thousand nine hundred dollar (\$3,684,900) appropriation to the transportation distribution for K-5 plus programs shall be transferred to the public education reform fund.	The transportation distribution includes <u>eight hundred ninety-nine thousand two hundred dollars (\$899,200) from the general fund and three million thirty-four thousand seven hundred dollars (\$3,034,700) from the public education reform fund</u> for transportation of students to K-5 plus programs. If a school district or state-chartered charter school does not transport students to K-5 plus programs, the school district's or state-chartered charter school's proportionate share of the eight hundred ninety-nine thousand two hundred dollar (\$899,200) general fund appropriation to the transportation distribution for K-5 plus programs shall be transferred to the public education reform fund.
44 Transportation Distribution Hold Harmless				Notwithstanding the provisions of Section 22-8-29 NMSA 1978 and Section 22-8-29.1 NMSA 1978, for fiscal year 2022, the allocations from the transportation distribution shall be based on the transportation distribution formula established in the Public School Code calculated and distributed for the entire school year using an average of the amounts reported on the second reporting date and third reporting date of the 2019-2020 school year and annual variables from the two years prior to the 2020-2021 school year.
45 Charter School Transportation Reversion		Notwithstanding the provisions of Section 22-8-26 NMSA 1978, a state-chartered charter school that receives a transportation allocation that exceeds the amount required to provide to-and-from transportation, three- and four-year-old developmentally disabled transportation and vocational education transportation during fiscal year 2022 shall deposit one hundred percent of the remaining balance in the transportation emergency fund at the end of fiscal year 2022.	Notwithstanding the provisions of Section 22-8-26 NMSA 1978, a state-chartered charter school that receives a transportation allocation that exceeds the amount required to provide to-and-from transportation, three- and four-year-old developmentally disabled transportation and vocational education transportation during fiscal year 2022 shall deposit one hundred percent of the remaining balance in the transportation emergency fund at the end of fiscal year 2022.	Notwithstanding the provisions of Section 22-8-26 NMSA 1978, a state-chartered charter school that receives a transportation allocation that exceeds the amount required to provide to-and-from transportation, three- and four-year-old developmentally disabled transportation and vocational education transportation during fiscal year 2022 shall deposit one hundred percent of the remaining balance in the transportation emergency fund at the end of fiscal year 2022.
46 Emergency Supplemental Requirements	The secretary of public education shall not distribute any emergency supplemental funds to a school district or charter school that is not in compliance with the Audit Act or that has cash and invested reserves, or other resources or any combination thereof, equaling five percent or more of their operating budget.	The secretary of public education shall not distribute any emergency supplemental funds to a school district or charter school that is not in compliance with the Audit Act or that has cash and invested reserves, or other resources or any combination thereof, equaling five percent or more of their operating budget.	The secretary of public education shall not distribute any emergency supplemental funds to a school district or charter school that is not in compliance with the Audit Act or that has cash and invested reserves, or other resources or any combination thereof, equaling five percent or more of their operating budget.	The secretary of public education shall not distribute any emergency supplemental funds to a school district or charter school that is not in compliance with the Audit Act or that has cash and invested reserves, or other resources or any combination thereof, equaling five percent or more of their operating budget.
47 Supplemental Distribution Reversion	Any unexpended balances in the supplemental distribution of the public education department remaining at the end of fiscal year 2021 from appropriations made from the general fund shall revert to the general fund.	Any unexpended balances in the supplemental distribution of the public education department remaining at the end of fiscal year 2022 from appropriations made from the general fund shall revert to the general fund.	Any unexpended balances in the supplemental distribution of the public education department remaining at the end of fiscal year 2022 from appropriations <u>revert to the state support reserve fund up to an amount of twenty million dollars (\$20,000,000). Any amount in excess of twenty million dollars (\$20,000,000) shall revert to the general fund.</u>	Any unexpended balances in the supplemental distribution of the public education department remaining at the end of fiscal year 2022 from appropriations made from the general fund shall revert to the general fund.
48 Dual Credit Instructional Materials	The general fund appropriation to the public education department for dual-credit instructional materials shall be used by the department to reimburse school districts, charter schools, state-supported schools and bureau of Indian education high schools in New Mexico for the cost of required textbooks and other course supplies for students enrolled in the dual-credit program to the extent of the available funds.		The general fund appropriation to the public education department for dual-credit instructional materials shall be used by the department to reimburse school districts, charter schools, state-supported schools and bureau of Indian education high schools in New Mexico for the cost of required textbooks and other course supplies for students enrolled in the dual-credit program to the extent of the available funds.	

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>993 Public School Support</b>				
49 Dual Credit Instructional Materials Reversion	Any unexpended balances in the dual-credit instructional materials appropriation remaining at the end of fiscal year 2021 from appropriations made from the general fund shall revert to the general fund.		Any unexpended balances in the dual-credit instructional materials appropriation remaining at the end of fiscal year 2022 from appropriations made from the general fund for educational purposes shall <u>revert to the state support reserve fund up to an amount of twenty million dollars (\$20,000,000). Any amount in excess of twenty million dollars (\$20,000,000) shall revert to the general fund.</u>	49
50 SBA Reversion	Any unexpended balances in the standards-based assessments appropriation remaining at the end of fiscal year 2021 from appropriations made from the general fund shall revert to the general fund.		Any unexpended balances in the standards-based assessments appropriation remaining at the end of fiscal year 2022 from appropriations made from the general fund for educational purposes shall <u>revert to the state support reserve fund up to an amount of twenty million dollars (\$20,000,000). Any amount in excess of twenty million dollars (\$20,000,000) shall revert to the general fund.</u>	50

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>925 Public Education Department and Department Special Appropriations (Below the Line)</b>				
51 ECECD Prekindergarten Transfer			Money appropriated to the early childhood education and care department for prekindergarten programs shall be transferred to the public education department for the provision and oversight of prekindergarten programs by the public education department.	51
51 Early Literacy Awards	A school district or charter school may submit an application to the public education department for an allocation from the early literacy and reading support appropriation to support literacy interventions for students in kindergarten through second grade. The public education department shall prioritize awards to school districts or charter schools that budget the portion of the state equalization guarantee distribution attributable to providing evidence-based literacy interventions and developing literacy collaborative models for purposes of improving the reading and writing achievement of students in kindergarten through second grade. The public education department shall not make an award to a school district or charter school that does not submit an approved educational plan pursuant to Section 22-8-6 NMSA 1978 or an approved teacher mentorship program report pursuant to Section 22-10A-9 NMSA 1978.		A school district or charter school may submit an application to the public education department for an allocation from the early literacy and reading support appropriation to support literacy interventions for students in kindergarten through second grade. The public education department shall prioritize awards to school districts or charter schools that budget the portion of the state equalization guarantee distribution attributable to providing evidence-based literacy interventions and developing literacy collaborative models for purposes of improving the reading and writing achievement of students in kindergarten through second grade. The public education department shall not make an award to a school district or charter school that does not submit an approved educational plan pursuant to Section 22-8-6 NMSA 1978 or an approved teacher mentorship program report pursuant to Section 22-10A-9 NMSA 1978.	51
52 CTE Pilot	The general fund appropriation to the career technical education fund, as established in Section 22-1-13 NMSA 1978, includes three million dollars (\$3,000,000) for the public education department to support high-quality career technical education pilot programs pursuant to Section 22-1-12 NMSA 1978.			52
53 Community Schools	The general fund appropriation to the public education department for community school initiatives shall be used to establish or expand community school initiatives pursuant to Section 22-32-4 NMSA 1978.		The general fund appropriation to the public education department for community school initiatives shall be used to establish or expand community school initiatives pursuant to Section 22-32-4 NMSA 1978.	53
54 Special Education Support	The general fund appropriation to the public education department for indigenous, multilingual, multicultural and special education includes one million six hundred fifty thousand dollars (\$1,650,000) to monitor and ensure public schools and educators provide appropriate, evidence-based instruction for students with disabilities.			54
55 IAD Transfer	The general fund appropriation to the public education department for indigenous, multilingual, multicultural and special education includes one million dollars (\$1,000,000) to the Indian affairs department for tribal departments of education to develop early childhood culturally and linguistically relevant curriculum, to design culturally and linguistically relevant assessment tools and culturally appropriate teacher and program evaluation instruments, to conduct needs assessments of early childhood education facilities and to develop plans for constructing needed facilities.		The general fund appropriation to the public education department for Indigenous, multilingual, multicultural and special education includes one million dollars (\$1,000,000) to the Indian affairs department for tribal departments of education to develop early childhood culturally and linguistically relevant curriculum, to design culturally and linguistically relevant assessment tools and culturally appropriate teacher and program evaluation instruments, to conduct needs assessments of early childhood education facilities and to develop plans for constructing needed facilities.	55

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>925 Public Education Department and Department Special Appropriations (Below the Line)</b>				
56 Indigenous, SPED, and BMEP Earmark		The general fund appropriation to the public education department for indigenous, multilingual, multicultural and special education includes one million five hundred thousand dollars (\$1,500,000) to monitor and ensure public schools and educators provide appropriate, evidence-based instruction for students with disabilities; one million five hundred thousand dollars (\$1,500,000) to develop or expand innovative indigenous education programs; and one million five hundred sixty-seven thousand eight hundred dollars (\$1,567,800) to implement bilingual multicultural education programs and culturally and linguistically responsive instruction.		
57 Student Nutrition and Wellness Earmark		The general fund appropriation to student nutrition and wellness is for grants to school districts and charter schools for nutrition and wellness programs, including grants pursuant to Sections 22-13-13.2 and 22-13C-8 NMSA 1978, and includes fifty thousand dollars (\$50,000) to reimburse school districts and charter schools for the purchase of feminine hygiene products.		
58 Special Program Award Priority				The public education department shall prioritize special appropriation awards to school districts or charter schools that implement K-5 plus programs or extended learning time programs to all eligible students
59 Mentorship and PD Awards	A school district or charter school may submit an application to the public education department for an allocation from the teachers professional development appropriation to support mentorship and professional development for teachers. The public education department shall prioritize awards to school districts or charter schools that budget the portion of the state equalization guarantee distribution attributable to meeting requirements of Section 22-10A-9 NMSA 1978 and providing targeted and ongoing professional development for purposes of new teacher mentorship, case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes. The public education department shall not make an award to a school district or charter school that does not submit an approved educational plan pursuant to Section 22-8-6 NMSA 1978 or an approved teacher mentorship program pursuant to Section 22-10A-9 NMSA 1978.		A school district or charter school may submit an application to the public education department for an allocation from the teacher professional development appropriation to support mentorship and professional development for teachers. The public education department shall prioritize awards to school districts or charter schools that budget the portion of the state equalization guarantee distribution attributable to meeting requirements of Section 22-10A-9 NMSA 1978 and providing targeted and ongoing professional development for purposes of new teacher mentorship, case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes. The public education department shall not make an award to a school district or charter school that does not submit an approved educational plan pursuant to Section 22-8-6 NMSA 1978 or an approved teacher mentorship program pursuant to Section 22-10A-9 NMSA 1978	A school district or charter school may submit an application to the public education department for an allocation from the teacher professional development appropriation to support mentorship and professional development for teachers. The public education department shall prioritize awards to school districts or charter schools that budget the portion of the state equalization guarantee distribution attributable to meeting requirements of Section 22-10A-9 NMSA 1978 and providing targeted and ongoing professional development for purposes of new teacher mentorship, case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes. The public education department shall not make an award to a school district or charter school that does not submit an approved educational plan pursuant to Section 22-8-6 NMSA 1978 or an approved teacher mentorship program pursuant to Section 22-10A-9 NMSA 1978.
60 Teacher PD Purpose	The general fund appropriation to the public education department for teachers professional development shall be used to improve teacher preparation, recruitment, mentorship, professional development, evaluation and retention.		The general fund appropriation to the public education department for teacher professional development shall be used to improve teacher preparation, recruitment, mentorship, professional development, evaluation and retention.	
61 Teacher PD Recruitment Earmark	The general fund appropriation to the public education department for teachers professional development includes five hundred thousand dollars (\$500,000) to a school district or charter school that works with a nonprofit organization that recruits recent college graduates and professionals who have demonstrated a record of achievement to teach in low-income urban and rural public schools with a demonstrated success of recruiting teachers in districts with a historic difficulty in recruiting and retaining highly qualified teachers.			

**Public Education Recommended Language Difference Sheet**

Short Title	General Appropriation Act of 2020 (strikethroughs indicate vetoed or amended language)	LESC Recommendation (underlines indicate partial differences)	Executive Recommendation (underlines indicate partial differences)	LFC Recommendation (underlines indicate partial differences)
<b>925 Public Education Department and Department Special Appropriations (Below the Line)</b>				
62 Teacher Professional Development Fund		The general fund appropriation to the teacher professional development fund includes one million six hundred sixty-one thousand (\$1,661,000) for training in structured literacy approaches for elementary school teachers focused on supporting early learning and those not reading at grade level; two million three hundred eighteen thousand seven hundred dollars (\$2,318,700) to provide teachers with professional development in the areas of science, technology, engineering, arts, and mathematics, including professional development for computer science teachers; and one million two hundred forty-five thousand eight hundred dollars (\$1,245,800) for programs to provide current and prospective advanced placement teachers with materials and training designed to improve student outcomes on advanced placement examinations.		
63 GRADS TANF Transfer	The internal service funds/interagency transfers appropriation to the graduation, reality and dual-role skills program of the public education department is from the federal temporary assistance for needy families block grant to New Mexico.	The internal service funds/interagency transfers appropriation to the graduation, reality and dual-role skills program of the public education department is from the federal temporary assistance for needy families block grant to New Mexico.	The internal service funds/interagency transfers appropriation to the graduation, reality and dual-role skills program of the public education department is from the federal temporary assistance for needy families block grant to New Mexico.	The internal service funds/interagency transfers appropriation to the graduation, reality and dual-role skills program of the public education department is from the federal temporary assistance for needy families block grant to New Mexico.
64 College and Career Readiness Earmark	The general fund appropriation to the public education department for college and career readiness shall be used to contract with an organization to address long-term economic development throughout the state through increased college and career readiness by providing proven kindergarten through twelfth grade research-based college and career readiness systems that have a long history of a successful track record in New Mexico of serving low-income, Hispanic and Native American students and other generationally underserved populations statewide.		The general fund appropriation to the public education department for college and career readiness shall be used to contract with an organization to address long-term economic development throughout the state through increased college and career readiness by providing proven kindergarten through twelfth grade research-based college and career readiness systems that have a long history of a successful track record in New Mexico of serving low-income, Hispanic and Native American students and other generationally underserved populations statewide.	
65 STEAM Awards	A school district or charter school may submit an application to the public education department for an allocation from the science, technology, engineering, arts and math initiatives appropriation to develop, in consultation with industry or community partners, programs to improve the pipeline of graduates into high-demand science, technology, engineering, arts or math careers.		A school district or charter school may submit an application to the public education department for an allocation from the science, technology, engineering, arts and math initiatives appropriation to develop, in consultation with industry or community partners, programs to improve the pipeline of graduates into high-demand science, technology, engineering, arts or math careers.	
66 Accountability and Regional Supports	The other state funds appropriation to the public education department for accountability and regional support systems is from the public education reform fund and shall be used to improve regional fiscal and programmatic oversight of public school operations.		The appropriation to the public education department for accountability and regional support systems shall be used to improve regional fiscal and programmatic oversight of public school operations.	
67 Reversion Language	Any unexpended balances in the special appropriations to the public education department remaining at the end of fiscal year 2021 from appropriations made from the general fund shall revert to the general fund.	Any unexpended balances in the special appropriations to the public education department remaining at the end of fiscal year 2022 from appropriations made from the general fund shall revert to the general fund.	Any unexpended balances in the special appropriations to the public education department remaining at the end of fiscal year 2022 from appropriations made from the general fund for educational purposes shall <u>revert to the state support reserve fund up to an amount of twenty million dollars (\$20,000,000). Any amount in excess of twenty million dollars (\$20,000,000) shall revert to the general fund. Except as otherwise provided, unexpended balances of appropriations made in this subsection shall not revert at the end of fiscal year 2022.</u>	Any unexpended balances in the special appropriations to the public education department remaining at the end of fiscal year 2022 from appropriations made from the general fund shall revert to the general fund.

**Public School Support**  
**Performance Measures Summary**  
**Difference Sheet**

**99300**

Purpose/Measure		FY20 Actual	FY21 Budget	FY22 Request	FY22 LFC Recomm	FY22 EXEC Recomm
<b>P100</b>	<b>Public School Support</b>					
	<b>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.</b>					
* Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in reading	No Report	34%	30%	34%	34%
* Outcome	Percent of fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	No Report	34%	30%	34%	34%
* Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in reading	No Report	34%	30%	34%	34%
* Outcome	Percent of eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	No Report	34%	30%	34%	34%
Outcome	Percent of third-grade students who achieve proficiency or above on standard-based assessments in reading	No Report	32%	30%	34%	34%
Outcome	Percent of third-grade students who achieve proficiency or above on standard-based assessments in mathematics	No Report	32%	30%	34%	34%
Quality	Current five-year cohort graduation rate using shared accountability	No Report	80%	80%	80%	80%
* Quality	Current four-year cohort graduation rate using shared accountability	No Report	75%	75%	75%	75%
* Explanatory	Percent of dollars budgeted by districts with fewer than 750 members for instructional support, budget categories 1000, 2100 and 2200	No Report	65%			
* Explanatory	Percent of dollars budgeted by districts with 750 members or greater for instructional support, budget categories 1000, 2100 and 2200	No Report	75%			
* Explanatory	Percent of dollars budgeted by charter schools for instructional support, budget categories 1000, 2100 and 2200	No Report	68%			
* Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	No Report	34%	30%	34%	34%
* Outcome	Percent of economically disadvantaged eighth-grade students who achieve proficiency or above on the standards-based assessment in reading	No Report	34%	30%	34%	34%
* Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in reading	No Report	34%	30%	34%	34%
* Outcome	Percent of economically disadvantaged fourth-grade students who achieve proficiency or above on the standards-based assessment in mathematics	No Report	34%	30%	34%	34%
Outcome	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools	No Report	<30%	No Request	<30%	
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	No Report	20%	No Request	30%	20%
Outcome	Percent of third-grade Native American students who achieve proficiency or above on standards-based assessment in reading	No Report	45%	30%	45%	34%

\* LFC recommends for General Appropriation Act

**Public School Support  
Performance Measures Summary  
Difference Sheet**

**99300**

Purpose/Measure		FY20 Actual	FY21 Budget	FY22 Request	FY22 LFC Recomm	FY22 EXEC Recomm
Outcome	Current four-year cohort graduation rate for Native American students using shared accountability	No Report	75%	75%	75%	75%
Explanatory	First time passing rate on the national evaluation series teacher competency exam					
Outcome	Percent of kindergarten-five plus students scoring at grade level or above on reading assessments	NEW	NEW	30%	30%	34%
Outcome	Percent of kindergarten-five plus students scoring at grade level or above on math assessments	NEW	NEW	30%	30%	34%
Explanatory	Number of certified teacher vacancies	572				
* Explanatory	Percent of funds generated by the at-risk index associated with at-risk services	75.4%				
Outcome	Math achievement gap for third grade economically disadvantaged students	No Report	15%	24%	15%	<5%
Outcome	Percentage of elementary school students exiting english language learner status	No Report	10%	2%	10%	10%
Explanatory	Average state funded per pupil expenditures	No Report				
Outcome	Reading achievement gap for third grade economically disadvantaged students	No Report	15%	20%	10%	<5%
Explanatory	Average federally funded per pupil expenditures	No Report				
Outcome	Percentage of middle school students exiting english language learner status	No Report	10%	2%	10%	10%
Outcome	Percent of recent New Mexico high school graduates who enroll in and complete a post-secondary pathway	No Report	50%	No Request	50%	
Outcome	Math achievement gap for eleventh grade economically disadvantaged students	No Report	5%	24%	5%	<5%
Outcome	Percent of New Mexico high school graduates who enroll in and complete a post-secondary pathway	No Report	50%	50%	50%	50%
Outcome	Math achievement gap for eighth grade economically disadvantaged students	No Report	15%	5%	15%	<5%
Outcome	Percentage of high school students exiting english language learner status	No Report	10%	3%	10%	10%
Outcome	Additional instructional hours generated per pupil through extended learning time programs	No Report	55	No Request	55	
Explanatory	Average locally funded per pupil expenditures	No Report				
Outcome	Reading achievement gap for eleventh grade economically disadvantaged students	No Report	15%	18%	15%	<5%
Outcome	Reading achievement gap for eighth grade economically disadvantaged students	No Report	15%	22%	15%	<5%
* Outcome	Chronic absenteeism rate among students in middle school	No Report	<10%	<10%	<10%	<10%
Outcome	Math achievement gap for fifth grade economically disadvantaged students	No Report	15%	24%	15%	<5%

\* LFC recommends for General Appropriation Act

**Public School Support  
Performance Measures Summary  
Difference Sheet**

**99300**

<b>Purpose/Measure</b>		<b>FY20 Actual</b>	<b>FY21 Budget</b>	<b>FY22 Request</b>	<b>FY22 LFC Recomm</b>	<b>FY22 EXEC Recomm</b>
Outcome	Reading achievement gap for fifth grade economically disadvantaged students	No Report	15%	13%	15%	<5%
* Outcome	Chronic absenteeism rate among students in high school	No Report	<10%	<10%	<10%	<10%
* Outcome	Chronic absenteeism rate among students in elementary school	No Report	<10%	<10%	<10%	<10%
Explanatory	Number of American-Indian-language teachers certified to teach Native American languages in the public schools					
Explanatory	Percent of American Indian students participating in Native American language classes taught in public schools					
Explanatory	Percent of Indian policies and procedures entered between tribes and pueblos and respective school districts					

\* LFC recommends for General Appropriation Act

**Public Education Funding Formula:  
Student Membership and Program Unit History and Budget Assumptions**

	FY20			FY21			FY22
	FY20 PED Projection April 2019	FY20 PRELIMINARY FUNDED UNITS August 2019	FY20 FINAL FUNDED UNITS April 2020	FY21 PED Projection July 2020	FY21 PRELIMINARY FUNDED UNITS September 2020	FY21 Legislative Staff Projection November 2020	FY22 Legislative Staff Projection November 2020
1 ECE FTE		25,943.3	25,919.3		25,674.5	25,641.7	22,421.2
2 Grades 1-12 MEM		297,157.5	297,130.5		295,736.0	295,600.5	285,847.6
3 <b>Total</b>		<b>323,100.8</b>	<b>323,049.8</b>		<b>321,410.5</b>	<b>321,242.2</b>	<b>308,268.7</b>
4 MEM UNITS							
5 ECE		37,358.3	37,323.7		36,971.3	36,924.1	32,286.5
6 Grades 1-12		350,888.5	350,859.0		349,579.3	349,417.9	338,682.8
7 <b>MEM Subtotal</b>		<b>388,246.8</b>	<b>388,182.7</b>		<b>386,550.5</b>	<b>386,342.0</b>	<b>370,969.3</b>
8 Special Education							
9 A/B UNITS		32,497.9	32,509.1		33,089.0	33,095.5	31,726.1
10 C UNITS		9,154.5	9,172.5		9,299.5	9,313.3	8,905.0
11 D UNITS		17,459.0	17,463.0		17,048.0	17,059.5	16,206.6
12 3 & 4 YR DD		8,251.0	8,251.0		8,149.0	8,149.0	7,752.7
13 RELATED SERVICES		45,822.5	45,832.0		46,513.3	46,517.2	46,513.3
14 <b>Special Education Subtotal</b>		<b>113,184.9</b>	<b>113,227.6</b>		<b>114,098.8</b>	<b>114,134.5</b>	<b>111,103.6</b>
15 Other Units							
16 Bilingual Multicultural Education		8,083.7	8,011.2		7,972.8	7,936.5	7,688.3
17 Fine Arts Program		8,140.6	8,127.2		8,019.8	8,017.5	7,659.4
18 Elementary PE		3,907.7	3,907.7		3,734.7	3,734.7	3,583.6
19 Training and Experience/Teacher Cost Index		31,874.6	31,839.2		30,125.6	29,990.1	28,127.3
20 Charter School Student Activities		19.9	19.9		17.3	17.3	16.3
21 Home School Student Activities		17.9	17.9		19.4	18.6	29.0
22 Home School Student Program		41.3	41.3		35.5	36.2	35.5
23 National Board Certified Teachers		1,069.5	1,095.0		1,096.5	1,136.6	1,096.5
24 Size Adjustment		24,071.9	24,094.0		22,096.1	22,076.9	19,885.9
25 Micro Size		1,672.0	1,672.0		1,612.3	1,612.3	1,649.0
26 Enrollment Growth		2,200.4	5,362.6		5,128.9	7,480.5	21,064.4
27 At-Risk		55,386.4	55,377.7		65,314.0	65,296.7	62,914.4
30 Rural Population		1,217.1	1,217.1		2,433.9	2,433.9	3,542.7
28 K-5 Plus		6,341.7	4,784.7		4,820.1	4,820.1	5,120.1
29 Extended Learning Time Program		9,256.7	9,162.2		14,744.6	14,744.6	16,944.6
31 Save Harmless			229.6			144.1	1,801.6
32 New Charter School Units							
33 <b>Other Subtotal</b>		<b>153,301.4</b>	<b>154,959.3</b>		<b>167,171.4</b>	<b>169,496.6</b>	<b>181,158.6</b>
34							
35 <b>TOTAL UNITS</b>	<b>647,763.1</b>	<b>654,733.0</b>	<b>656,369.6</b>	<b>650,145.7</b>	<b>667,820.7</b>	<b>669,973.2</b>	<b>663,231.5</b>
36 MEM	325,508.0	323,100.8	323,049.75		321,410.5	321,242.24	308,268.7
37 Units/Mem	1.99	2.03	2.03		2.08	2.09	2.15
38							
39 <b>UNIT VALUE</b>	<b>\$4,565.41</b>	<b>\$4,565.41</b>	<b>\$4,602.27</b>	<b>\$4,531.74</b>	<b>\$4,531.74</b>	<b>\$4,575.16</b>	

Source: PED and LFC Files

**Key Points:**

- 1.) The at-risk index increased in FY19 (0.13), FY20 (0.25), and FY21 (0.30)
- 2.) Between FY20 and FY23, the training and experience (T&E) index will transition to a teacher cost index, computed using basic MEM units (excluding special education, bilingual, and fine arts program units).
- 3.) Between FY20 and FY24, the formula will phase-out size adjustment units for all schools in districts with more than 2,000 MEM while phasing in new rural population units.
- 4.) Beginning in FY20, the formula includes new K-5 Plus and extended learning time program units, which may change significantly depending on participation by public schools.

**Unit Projection Methodology:**

Membership in FY22 is based on uncertified first reporting date counts for 2020, which significantly dropped due to school closures and hybrid reopenings. Certain unit projections are adjusted in FY15, FY19, FY20, and FY21 due to formula changes.

### FY22 Student Membership (MEM), Units, and Program Cost Projections

District/Charter	FY21 Prelim TOTAL MEM	FY22 Est. TOTAL MEM	FY21 TOTAL Units	FY22 Est. TOTAL Units	FY21 Program Cost	FY22 Est. Program Cost	Program Cost Change
ALAMOGORDO	5,730.5	5,460.6	9,979.4	9,932.2	\$ 45,223,992	\$ 47,390,572	4.8%
ALBUQUERQUE	77,714.3	72,948.2	156,320.4	152,516.8	\$ 708,403,264	\$ 727,718,195	2.7%
ACE LEADERSHIP	257.0	-	588.8	-	\$ 2,668,415	\$ -	-100.0%
ALBUQUERQUE CHARTER ACADEMY	328.0	348.0	673.0	699.5	\$ 3,049,961	\$ 3,337,526	9.4%
THE ALBUQUERQUE TALENT AND DEVELOPMENT ACAD	152.0	118.0	357.5	345.3	\$ 1,620,156	\$ 1,647,383	1.7%
ALICE KING COMMUNITY SCHOOL	474.0	471.7	928.5	939.1	\$ 4,207,680	\$ 4,480,877	6.5%
CHRISTINE DUNCAN COMMUNITY	406.3	398.5	813.8	861.9	\$ 3,688,043	\$ 4,112,435	11.5%
CIEN AGUAS INTERNATIONAL	425.0	423.8	815.8	813.8	\$ 3,696,984	\$ 3,882,840	5.0%
CORAL COMMUNITY	216.5	209.8	354.0	344.7	\$ 1,604,114	\$ 1,644,777	2.5%
CORRALES INTERNATIONAL	261.0	251.9	576.4	528.0	\$ 2,612,077	\$ 2,519,208	-3.6%
COTTONWOOD CLASSICAL ST. CHARTER	725.0	782.0	1,248.2	1,347.2	\$ 5,656,341	\$ 6,427,861	13.6%
DIGITAL ARTS & TECH ACADEMY	282.5	312.0	641.8	600.4	\$ 2,908,303	\$ 2,864,609	-1.5%
EAST MOUNTAIN	357.5	372.0	748.6	746.3	\$ 3,392,415	\$ 3,560,976	5.0%
EL CAMINO REAL	334.0	279.9	709.7	672.0	\$ 3,215,981	\$ 3,206,437	-0.3%
GILBERT L. SENA CHARTER	169.5	149.0	416.6	343.6	\$ 1,887,701	\$ 1,639,305	-13.2%
GORDON BERNELL	187.5	179.0	425.2	377.9	\$ 1,926,733	\$ 1,803,145	-6.4%
HEALTH LEADERSHIP CHARTER	219.5	181.0	480.8	379.1	\$ 2,178,987	\$ 1,808,751	-17.0%
INT'L SCHOOL MESA DEL SOL ST. CHARTER	323.0	302.4	670.3	649.4	\$ 3,037,453	\$ 3,098,474	2.0%
LA ACADEMIA DE ESPERANZA	224.0	242.0	592.9	604.1	\$ 2,686,810	\$ 2,882,173	7.3%
LOS PUENTES	177.0	133.0	424.6	421.9	\$ 1,924,064	\$ 2,012,862	4.6%
MONTESSORI OF THE RIO GRANDE	217.0	208.8	424.2	420.3	\$ 1,922,450	\$ 2,005,228	4.3%
MOUNTAIN MAHOGANY	194.5	196.9	432.1	405.9	\$ 1,958,355	\$ 1,936,472	-1.1%
NATIVE AMERICAN COMM ACAD.	471.0	498.9	883.0	929.1	\$ 4,001,345	\$ 4,433,025	10.8%
NEW AMERICA CHARTER SCHOOL	238.5	213.0	487.1	413.6	\$ 2,207,343	\$ 1,973,307	-10.6%
NEW MEXICO INTERNATIONAL	334.0	388.6	776.9	747.2	\$ 3,520,886	\$ 3,564,988	1.3%
MARK ARMIJO (NUESTROS VALORES)	192.0	179.0	459.9	497.6	\$ 2,084,215	\$ 2,374,377	13.9%
PAPA	446.5	449.0	772.4	822.9	\$ 3,500,212	\$ 3,926,193	12.2%
ROBERT F. KENNEDY	348.0	322.0	804.6	795.9	\$ 3,646,224	\$ 3,797,403	4.1%
SIEMBRA LEADERSHIP HIGH SCHOOL	149.5	177.0	406.8	390.9	\$ 1,843,439	\$ 1,865,249	1.2%
SOUTH VALLEY	614.5	622.0	1,230.3	1,232.1	\$ 5,575,431	\$ 5,878,859	5.4%
TECHNOLOGY LEADERSHIP	248.5	274.0	724.6	602.2	\$ 3,283,857	\$ 2,873,436	-12.5%

### FY22 Student Membership (MEM), Units, and Program Cost Projections

District/Charter	FY21 Prelim TOTAL MEM	FY22 Est. TOTAL MEM	FY21 TOTAL Units	FY22 Est. TOTAL Units	FY21 Program Cost	FY22 Est. Program Cost	Program Cost Change
WILLIAM W & JOSEPHINE DORN CHARTER	53.5	36.0	129.5	195.5	\$ 586,806	\$ 932,660	58.9%
<b>ALBUQUERQUE W/CHARTERS</b>	<b>86,741.0</b>	<b>81,667.5</b>	<b>175,318.1</b>	<b>170,643.7</b>	<b>\$ 794,496,046</b>	<b>\$ 814,209,030</b>	2.5%
ANIMAS	152.5	147.0	493.5	493.9	\$ 2,236,541	\$ 2,356,379	5.4%
ARTESIA	3,796.0	3,729.9	7,018.4	6,782.6	\$ 31,805,446	\$ 32,362,691	1.8%
AZTEC	2,607.8	2,282.9	4,844.8	4,654.9	\$ 21,955,161	\$ 22,210,458	1.2%
MOSAIC ACADEMY CHARTER	180.0	178.9	339.0	335.2	\$ 1,536,088	\$ 1,599,249	4.1%
<b>AZTEC W/CHARTERS</b>	<b>2,787.8</b>	<b>2,461.9</b>	<b>5,183.7</b>	<b>4,990.1</b>	<b>\$ 23,491,249</b>	<b>\$ 23,809,707</b>	1.4%
BELEN	3,783.8	3,637.7	7,499.8	7,484.6	\$ 33,987,175	\$ 35,711,940	5.1%
BERNALILLO	2,826.0	2,704.1	6,197.2	5,954.9	\$ 28,084,131	\$ 28,413,285	1.2%
BLOOMFIELD	2,645.0	2,478.3	5,083.3	4,813.2	\$ 23,036,393	\$ 22,965,570	-0.3%
CAPITAN	495.3	424.6	1,277.6	1,278.9	\$ 5,789,724	\$ 6,102,332	5.4%
CARLSBAD	6,931.3	6,507.3	13,097.7	13,075.8	\$ 59,355,507	\$ 62,389,882	5.1%
JEFFERSON MONT. ACAD.	244.5	249.9	480.9	491.0	\$ 2,179,518	\$ 2,342,666	7.5%
PECOS CONNECTIONS	1,255.0	1,955.3	2,515.3	3,318.3	\$ 11,398,668	\$ 15,832,754	38.9%
<b>CARLSBAD W/CHARTERS</b>	<b>8,430.8</b>	<b>8,712.5</b>	<b>16,094.0</b>	<b>16,885.1</b>	<b>\$ 72,933,692</b>	<b>\$ 80,565,303</b>	10.5%
CARRIZOZO	137.5	137.9	503.3	509.3	\$ 2,280,847	\$ 2,430,202	6.5%
CENTRAL CONS.	5,392.8	5,051.4	10,940.0	10,621.5	\$ 49,577,231	\$ 50,679,459	2.2%
DREAM DINE'	19.0	28.0	49.7	59.9	\$ 225,246	\$ 285,654	26.8%
<b>CENTRAL W/CHARTERS</b>	<b>5,411.8</b>	<b>5,079.3</b>	<b>10,989.7</b>	<b>10,681.4</b>	<b>\$ 49,802,477</b>	<b>\$ 50,965,113</b>	2.3%
CHAMA VALLEY	398.5	362.9	1,153.0	1,144.8	\$ 5,225,282	\$ 5,462,497	4.5%
CIMARRON	351.5	319.5	975.5	968.8	\$ 4,420,545	\$ 4,622,550	4.6%
MORENO VALLEY HIGH	61.0	62.0	201.6	226.6	\$ 913,730	\$ 1,081,227	18.3%
<b>CIMARRON W/CHARTERS</b>	<b>412.5</b>	<b>381.5</b>	<b>1,177.1</b>	<b>1,195.4</b>	<b>\$ 5,334,275</b>	<b>\$ 5,703,777</b>	6.9%
CLAYTON	423.5	388.4	1,130.2	1,107.0	\$ 5,121,931	\$ 5,282,043	3.1%
CLOUDCROFT	419.0	366.9	1,077.1	1,148.6	\$ 4,881,214	\$ 5,480,438	12.3%
CLOVIS	7,778.8	7,578.6	14,621.6	14,179.1	\$ 66,261,276	\$ 67,653,894	2.1%
COBRE CONS.	1,117.5	1,030.6	2,816.8	2,715.7	\$ 12,765,087	\$ 12,957,605	1.5%
CORONA	62.3	63.2	357.6	352.8	\$ 1,620,664	\$ 1,683,201	3.9%
CUBA	549.3	587.1	1,719.4	1,795.9	\$ 7,791,788	\$ 8,569,112	10.0%
DEMING	5,090.3	4,868.3	10,126.9	9,996.7	\$ 45,892,496	\$ 47,698,113	3.9%
DEMING CESAR CHAVEZ	158.0	129.0	353.5	486.5	\$ 1,601,943	\$ 2,321,233	44.9%

### FY22 Student Membership (MEM), Units, and Program Cost Projections

District/Charter	FY21 Prelim TOTAL MEM	FY22 Est. TOTAL MEM	FY21 TOTAL Units	FY22 Est. TOTAL Units	FY21 Program Cost	FY22 Est. Program Cost	Program Cost Change
<b>DEMING W/CHARTERS</b>	<b>5,248.3</b>	<b>4,997.3</b>	<b>10,480.4</b>	<b>10,483.2</b>	<b>\$ 47,494,439</b>	<b>\$ 50,019,345</b>	5.3%
DES MOINES	85.8	84.7	376.9	376.6	\$ 1,708,226	\$ 1,797,099	5.2%
DEXTER	856.3	804.0	1,890.3	1,821.7	\$ 8,566,480	\$ 8,691,908	1.5%
DORA	227.0	208.9	644.2	649.2	\$ 2,919,424	\$ 3,097,558	6.1%
DULCE	578.0	600.8	1,569.8	1,623.1	\$ 7,113,916	\$ 7,744,514	8.9%
ELIDA	155.0	160.9	512.9	577.0	\$ 2,324,271	\$ 2,753,283	18.5%
ESPAÑOLA	3,222.3	3,050.2	6,885.7	6,601.6	\$ 31,204,334	\$ 31,499,049	0.9%
ESTANCIA	595.0	550.4	1,700.1	1,621.6	\$ 7,704,230	\$ 7,737,151	0.4%
EUNICE	810.3	735.5	1,752.3	1,826.9	\$ 7,940,986	\$ 8,716,705	9.8%
FARMINGTON	11,051.0	10,620.5	19,785.4	19,899.8	\$ 89,662,135	\$ 94,950,085	5.9%
FLOYD	203.3	201.7	593.8	611.7	\$ 2,691,110	\$ 2,918,469	8.4%
FT. SUMNER	262.3	254.1	699.6	708.1	\$ 3,170,287	\$ 3,378,603	6.6%
GADSDEN	12,679.0	12,407.7	26,317.9	25,731.9	\$ 119,266,043	\$ 122,777,243	2.9%
GALLUP	10,720.0	11,903.0	22,449.4	24,834.6	\$ 101,734,880	\$ 118,495,566	16.5%
GRADY	171.3	169.2	508.6	561.6	\$ 2,305,024	\$ 2,679,570	16.2%
GRANTS	3,349.0	3,162.0	6,949.8	6,624.5	\$ 31,494,474	\$ 31,608,104	0.4%
HAGERMAN	390.5	384.8	1,066.9	1,087.8	\$ 4,835,004	\$ 5,190,337	7.3%
HATCH	1,195.0	1,188.6	2,576.9	2,606.0	\$ 11,677,863	\$ 12,434,221	6.5%
HOBBS	10,303.5	9,674.0	19,217.4	19,509.5	\$ 87,088,355	\$ 93,087,766	6.9%
HONDO	146.5	133.0	522.6	601.9	\$ 2,368,224	\$ 2,871,943	21.3%
HOUSE	57.0	58.0	363.1	338.8	\$ 1,645,448	\$ 1,616,745	-1.7%
JAL	514.0	445.8	1,255.5	1,219.0	\$ 5,689,532	\$ 5,816,201	2.2%
JEMEZ MOUNTAIN	207.5	195.9	683.1	660.6	\$ 3,095,505	\$ 3,151,857	1.8%
JEMEZ VALLEY	261.8	162.8	762.1	1,032.1	\$ 3,453,412	\$ 4,924,350	42.6%
SAN DIEGO RIVERSIDE CHARTER	88.0	79.0	220.7	302.7	\$ 1,000,341	\$ 1,444,154	44.4%
<b>JEMEZ VALLEY W/CHARTER</b>	<b>349.8</b>	<b>241.7</b>	<b>982.8</b>	<b>1,334.7</b>	<b>\$ 4,453,753</b>	<b>\$ 6,368,505</b>	43.0%
LAKE ARTHUR	93.5	108.5	432.2	453.8	\$ 1,958,509	\$ 2,165,117	10.5%
LAS CRUCES	23,828.8	23,117.6	45,556.4	44,574.4	\$ 206,449,769	\$ 212,682,290	3.0%
LAS VEGAS CITY	1,440.8	1,289.2	3,133.7	3,067.0	\$ 14,201,050	\$ 14,633,917	3.0%
LOGAN	336.8	299.7	844.9	861.3	\$ 3,828,931	\$ 4,109,739	7.3%
LORDSBURG	466.0	432.8	1,170.4	1,207.2	\$ 5,303,899	\$ 5,760,104	8.6%

### FY22 Student Membership (MEM), Units, and Program Cost Projections

District/Charter	FY21 Prelim TOTAL MEM	FY22 Est. TOTAL MEM	FY21 TOTAL Units	FY22 Est. TOTAL Units	FY21 Program Cost	FY22 Est. Program Cost	Program Cost Change
LOS ALAMOS	3,669.8	3,478.2	6,861.3	6,895.1	\$ 31,093,687	\$ 32,899,421	5.8%
LOS LUNAS	8,245.0	7,864.6	14,853.4	14,923.3	\$ 67,311,892	\$ 71,205,088	5.8%
LOVING	622.3	597.0	1,448.5	1,430.6	\$ 6,564,262	\$ 6,826,110	4.0%
LOVINGTON	3,712.5	3,489.3	7,667.6	7,623.1	\$ 34,747,366	\$ 36,372,860	4.7%
MAGDALENA	299.8	269.7	905.4	886.2	\$ 4,103,033	\$ 4,228,227	3.1%
MAXWELL	139.5	121.0	464.5	603.4	\$ 2,104,880	\$ 2,878,957	36.8%
MELROSE	276.8	280.7	678.5	736.6	\$ 3,074,595	\$ 3,514,645	14.3%
MESA VISTA	245.3	240.2	733.1	728.7	\$ 3,322,336	\$ 3,476,718	4.6%
MORA	413.3	404.1	1,047.0	1,037.3	\$ 4,744,859	\$ 4,949,243	4.3%
MORIARTY	2,289.8	2,139.1	4,430.5	4,304.6	\$ 20,077,774	\$ 20,538,775	2.3%
MOSQUERO	80.8	102.2	399.1	395.7	\$ 1,808,649	\$ 1,887,904	4.4%
MOUNTAINAIR	211.8	212.7	680.2	689.2	\$ 3,082,277	\$ 3,288,214	6.7%
PECOS	541.5	489.4	1,279.9	1,297.2	\$ 5,800,301	\$ 6,189,358	6.7%
PEÑASCO	345.0	316.9	911.7	915.5	\$ 4,131,764	\$ 4,367,991	5.7%
POJOAQUE	1,828.8	1,760.8	3,461.4	3,480.1	\$ 15,686,373	\$ 16,605,010	5.9%
PORTALES	2,627.8	2,533.4	5,364.2	5,262.3	\$ 24,309,142	\$ 25,108,333	3.3%
QUEMADO	163.0	157.5	545.4	591.2	\$ 2,471,566	\$ 2,820,655	14.1%
QUESTA	269.0	266.4	827.7	826.4	\$ 3,751,125	\$ 3,943,150	5.1%
RATON	880.5	827.2	1,805.5	1,774.9	\$ 8,181,902	\$ 8,468,516	3.5%
RESERVE	112.8	97.7	461.1	531.4	\$ 2,089,581	\$ 2,535,559	21.3%
RIO RANCHO	17,020.3	16,379.5	32,148.8	32,223.1	\$ 145,689,808	\$ 153,749,443	5.5%
ROSWELL	10,119.0	9,425.1	18,681.5	18,157.2	\$ 84,659,755	\$ 86,635,442	2.3%
SIDNEY GUTIERREZ	67.0	195.9	387.2	386.3	\$ 1,754,640	\$ 1,843,377	5.1%
<b>ROSWELL W/CHARTER</b>	<b>10,186.0</b>	<b>9,621.0</b>	<b>19,068.7</b>	<b>18,543.6</b>	<b>\$ 86,414,395</b>	<b>\$ 88,478,819</b>	2.4%
ROY	58.0	52.5	316.6	374.4	\$ 1,434,957	\$ 1,786,278	24.5%
RUIDOSO	1,961.5	1,765.9	3,716.5	3,805.3	\$ 16,842,248	\$ 18,156,544	7.8%
SAN JON	116.0	108.5	453.6	435.6	\$ 2,055,575	\$ 2,078,431	1.1%
SANTA FE	12,205.8	11,696.6	23,554.5	22,970.1	\$ 106,743,038	\$ 109,599,495	2.7%
ACADEMY FOR TECH & CLASSICS	374.5	379.0	684.9	656.8	\$ 3,103,852	\$ 3,134,079	1.0%
<b>SANTA FE W/CHARTERS</b>	<b>12,580.3</b>	<b>12,075.6</b>	<b>24,239.5</b>	<b>23,626.9</b>	<b>\$ 109,846,890</b>	<b>\$ 112,733,573</b>	2.6%
SANTA ROSA	613.3	587.6	1,486.0	1,498.1	\$ 6,734,093	\$ 7,147,965	6.1%

### FY22 Student Membership (MEM), Units, and Program Cost Projections

District/Charter	FY21 Prelim TOTAL MEM	FY22 Est. TOTAL MEM	FY21 TOTAL Units	FY22 Est. TOTAL Units	FY21 Program Cost	FY22 Est. Program Cost	Program Cost Change
SILVER CITY CONS.	2,468.3	2,280.1	4,925.7	4,567.7	\$ 22,321,897	\$ 21,794,306	-2.4%
SOCORRO	1,405.3	1,339.3	2,949.2	2,833.1	\$ 13,364,858	\$ 13,517,734	1.1%
COTTONWOOD VALLEY CHARTER	170.0	169.9	332.4	330.0	\$ 1,506,405	\$ 1,574,328	4.5%
<b>SOCORRO W/CHARTERS</b>	<b>1,575.3</b>	<b>1,509.2</b>	<b>3,281.6</b>	<b>3,163.0</b>	<b>\$ 14,871,263</b>	<b>\$ 15,092,061</b>	1.5%
SPRINGER	136.5	137.9	497.2	504.8	\$ 2,253,149	\$ 2,408,630	6.9%
TAOS	2,071.8	2,025.6	4,212.5	4,153.3	\$ 19,089,955	\$ 19,817,010	3.8%
ANANSI CHARTER	196.0	189.9	388.9	417.6	\$ 1,762,335	\$ 1,992,402	13.1%
TAOS MUNICIPAL CHARTER	211.5	215.9	419.3	433.1	\$ 1,900,082	\$ 2,066,345	8.8%
VISTA GRANDE	87.0	76.0	216.7	264.6	\$ 981,906	\$ 1,262,712	28.6%
<b>TAOS W/CHARTER</b>	<b>2,566.3</b>	<b>2,507.4</b>	<b>5,237.3</b>	<b>5,268.6</b>	<b>\$ 23,734,277</b>	<b>\$ 25,138,469</b>	5.9%
TATUM	358.5	326.5	937.5	908.5	\$ 4,248,520	\$ 4,334,973	2.0%
TEXICO	549.0	524.8	1,250.8	1,284.7	\$ 5,668,205	\$ 6,129,663	8.1%
TRUTH OR CONSEQ.	1,197.3	1,155.3	2,606.2	2,599.4	\$ 11,810,544	\$ 12,402,572	5.0%
TUCUMCARI	919.8	852.5	2,002.4	1,968.9	\$ 9,074,161	\$ 9,394,563	3.5%
TULAROSA	857.0	808.8	2,076.1	2,022.7	\$ 9,408,187	\$ 9,651,260	2.6%
VAUGHN	53.5	50.5	348.6	384.1	\$ 1,579,742	\$ 1,832,823	16.0%
WAGON MOUND	66.5	75.0	364.2	375.5	\$ 1,650,446	\$ 1,791,784	8.6%
WEST LAS VEGAS	1,387.8	1,426.2	2,997.6	3,082.0	\$ 13,584,543	\$ 14,705,416	8.3%
RIO GALLINAS CHARTER SCHOOL	72.0	68.0	203.1	195.5	\$ 920,297	\$ 932,866	1.4%
<b>WEST LAS VEGAS W/CHARTER</b>	<b>1,459.8</b>	<b>1,494.1</b>	<b>3,200.7</b>	<b>3,277.5</b>	<b>\$ 14,504,840</b>	<b>\$ 15,638,282</b>	7.8%
ZUNI	1,232.5	1,223.2	2,795.7	2,745.6	\$ 12,669,277	\$ 13,100,499	3.4%
<b>STATE CHARTERS</b>							
ACES TECHNICAL CHARTER SCHOOL	125.0	45.0	201.7	81.2	\$ 914,052	\$ 387,390	-57.6%
ALBUQUERQUE BILINGUAL ACADEMY	383.8	378.6	771.8	749.3	\$ 3,497,538	\$ 3,575,147	2.2%
ALBUQUERQUE COLLEGIATE	74.0	130.8	283.9	240.5	\$ 1,286,597	\$ 1,147,717	-10.8%
AIMS @ UNM	377.5	382.0	742.1	743.4	\$ 3,362,963	\$ 3,546,871	5.5%
ALBUQUERQUE SCHOOL OF EXCELLENCE	663.0	904.7	1,524.3	1,465.4	\$ 6,907,885	\$ 6,992,126	1.2%
ALBUQUERQUE SIGN LANGUAGE	103.0	111.0	510.6	532.5	\$ 2,313,829	\$ 2,540,956	9.8%
ALDO LEOPOLD ST. CHARTER	170.5	167.0	427.1	440.3	\$ 1,935,393	\$ 2,100,727	8.5%
ALMA D' ARTE STATE CHARTER	127.5	135.0	379.8	344.4	\$ 1,720,992	\$ 1,643,336	-4.5%
ALTURA PREPARATORY SCHOOL	89.0	183.7	302.4	340.5	\$ 1,370,330	\$ 1,624,566	18.6%

**FY22 Student Membership (MEM), Units, and Program Cost Projections**

District/Charter	FY21 Prelim TOTAL MEM	FY22 Est. TOTAL MEM	FY21 TOTAL Units	FY22 Est. TOTAL Units	FY21 Program Cost	FY22 Est. Program Cost	Program Cost Change
AMY BIEHL ST. CHARTER	298.0	278.0	714.6	696.0	\$ 3,238,395	\$ 3,321,108	2.6%
ASK ACADEMY ST. CHARTER	538.0	567.0	906.4	982.7	\$ 4,107,782	\$ 4,688,972	14.1%
CESAR CHAVEZ COMM. ST. CHARTER	198.5	203.0	475.0	449.0	\$ 2,152,712	\$ 2,142,415	-0.5%
DEAP	39.5	46.0	113.3	102.3	\$ 513,473	\$ 487,947	-5.0%
ESTANCIA VALLEY	589.5	596.7	1,051.2	1,058.7	\$ 4,763,634	\$ 5,051,417	6.0%
EXPLORE ACADEMY	465.0	646.0	1,014.2	1,130.6	\$ 4,596,295	\$ 5,394,404	17.4%
HORIZON ACADEMY WEST ST. CHARTER	454.3	403.0	788.0	806.1	\$ 3,570,785	\$ 3,846,181	7.7%
HOZHO ACADEMY	294.5	408.8	794.6	689.0	\$ 3,600,993	\$ 3,287,603	-8.7%
J. PAUL TAYLOR ACADEMY	200.0	199.9	346.4	343.9	\$ 1,569,650	\$ 1,641,056	4.5%
LA ACADEMIA DOLORES HUERTA	81.0	71.0	277.0	160.3	\$ 1,255,106	\$ 764,931	-39.1%
LA TIERRA MONTESSORI	62.0	61.0	151.7	132.2	\$ 687,574	\$ 630,889	-8.2%
LAS MONTANAS	174.5	158.0	423.2	481.0	\$ 1,917,950	\$ 2,294,871	19.7%
MASTERS PROGRAM ST. CHARTER	261.0	270.0	548.3	535.0	\$ 2,484,767	\$ 2,552,622	2.7%
MCCURDY CHARTER SCHOOL	547.5	529.8	938.4	921.0	\$ 4,252,535	\$ 4,394,424	3.3%
MEDIA ARTS COLLAB. ST. CHARTER	216.5	189.0	533.2	597.1	\$ 2,416,319	\$ 2,848,797	17.9%
MIDDLE COLLEGE HIGH	120.0	140.0	354.9	327.3	\$ 1,608,401	\$ 1,561,536	-2.9%
MISSION ACHIEVEMENT & SUCCESS-MAS	1,299.0	1,715.3	2,739.7	2,845.0	\$ 12,415,794	\$ 13,574,695	9.3%
MONTE DEL SOL	359.0	360.0	723.3	702.9	\$ 3,277,604	\$ 3,353,582	2.3%
MONTESSORI ELEMMENTARY ST. CHARTER	429.0	432.7	655.6	661.2	\$ 2,971,009	\$ 3,154,939	6.2%
NEW AMERICA SCHOOL - LAS CRUCES	198.5	184.0	428.6	367.2	\$ 1,942,127	\$ 1,752,143	-9.8%
NEW MEXICO CONNECTIONS ACADEMY	1,083.0	1,289.0	2,193.9	2,228.1	\$ 9,942,112	\$ 10,631,386	6.9%
NEW MEXICO SCHOOL FOR THE ARTS ST. CH	240.0	292.0	613.6	573.4	\$ 2,780,472	\$ 2,735,777	-1.6%
NORTH VALLEY ACADEMY ST. CHARTER	458.3	436.0	837.3	650.1	\$ 3,794,430	\$ 3,102,091	-18.2%
RAICES DEL SABER XINACHTLI	30.5	60.9	142.9	135.6	\$ 647,423	\$ 646,773	-0.1%
RED RIVER VALLEY	83.5	71.5	215.1	253.4	\$ 974,872	\$ 1,209,015	24.0%
ROOTS & WINGS	50.0	50.0	131.5	132.2	\$ 595,869	\$ 630,769	5.9%
SANDOVAL ACADEMY OF BIL ED SABE	182.5	206.8	438.8	401.8	\$ 1,988,555	\$ 1,917,196	-3.6%
SCHOOL OF DREAMS ST. CHARTER	451.5	471.3	943.5	974.4	\$ 4,275,851	\$ 4,649,441	8.7%
SIX DIRECTIONS	72.5	78.0	206.5	181.8	\$ 935,886	\$ 867,493	-7.3%
SOLARE COLLEGIATE	135.0	193.0	358.1	344.3	\$ 1,622,721	\$ 1,642,921	1.2%
SOUTH VALLEY PREP ST. CHARTER	171.0	180.0	377.5	349.8	\$ 1,710,573	\$ 1,669,035	-2.4%

### FY22 Student Membership (MEM), Units, and Program Cost Projections

District/Charter	FY21 Prelim TOTAL MEM	FY22 Est. TOTAL MEM	FY21 TOTAL Units	FY22 Est. TOTAL Units	FY21 Program Cost	FY22 Est. Program Cost	Program Cost Change
SW AERONAUTICS, MATHEMATICS AND SCIENCE ACADEMY	268.5	231.0	549.0	537.2	\$ 2,487,866	\$ 2,563,004	3.0%
SOUTHWEST PREPATORY LEARNING CENTER	192.5	173.0	333.8	356.4	\$ 1,512,727	\$ 1,700,646	12.4%
SOUTHWEST SECONDARY LEARNING CENTER	186.0	159.0	450.6	505.0	\$ 2,042,111	\$ 2,409,613	18.0%
TAOS ACADEMY	235.0	218.0	499.2	489.8	\$ 2,262,326	\$ 2,337,160	3.3%
TAOS INTEGRATED SCHOOL OF ARTS ST.	172.5	176.9	333.4	344.1	\$ 1,510,769	\$ 1,641,977	8.7%
TAOS INTERNATIONAL	158.5	189.9	368.2	384.1	\$ 1,668,795	\$ 1,832,470	9.8%
THE GREAT ACADEMY	157.5	115.0	368.0	436.2	\$ 1,667,744	\$ 2,081,336	24.8%
TIERRA ADENTRO ST. CHARTER	278.0	246.0	636.1	582.3	\$ 2,882,699	\$ 2,778,562	-3.6%
TIERRA ENCANTADA CHARTER	304.5	320.0	719.6	660.0	\$ 3,260,823	\$ 3,149,056	-3.4%
TURQUOISE TRAIL ELEMENTARY	585.0	655.7	1,171.6	1,175.8	\$ 5,309,473	\$ 5,610,148	5.7%
TWENTY-FIRST CENTURY	329.0	-	675.2	-	\$ 3,059,967	\$ -	-100.0%
WALATOWA CHARTER HIGH SCHOOL	55.5	55.0	177.8	177.1	\$ 805,739	\$ 844,857	4.9%
STATEWIDE	321,410.5	309,829.0	648,256.0	641,473.9	\$ 2,937,727,451	\$ 3,060,727,451	4.2%

Model assumptions: The projections assume the status quo, with no formula changes, and LEA enrollment follows the average of the prior 3-year trend in FY22. Figures in the FY22 Est. TOTAL MEM column are based on uncertified October 2020 first reporting date counts with a -0.5% adjustment for second and third reporting date trends. Enrollment growth units are based on a 3-year average of the change in first reporting date membership for each LEA. Size adjustment units, SCM, and rural population formula changes are adjusted for FY22, and half-day kindergarten counts are based on a linear forecast of the prior 3-year counts. Special program units (BMEP, Fine Arts, SPED, etc.) reflect FY21 preliminary counts adjusted for changes in total membership. The model does not include appropriations or units from K-5 Plus and ELTP. The model uses the latest membership counts for LEAs with less than 3 years of data or LEAs that have been closed. The model assumes \$123 million is added to the program cost, which reflects the base funding increase in the LFC recommendation. These estimates are dependent on verification of final reporting date counts and unit values and are subject to change as more reliable and timely data becomes available.

**Estimated Federal CARES Act and CAA 2021 Elementary and Secondary School  
Emergency Relief (ESSER) Fund Distributions**

<b>SCHOOL DISTRICTS</b>	<b>CARES ESSER</b>	<b>Est. CAA ESSER</b>
Alamogordo	\$ 1,557,526	\$ 6,341,146
Albuquerque	\$ 25,981,991	\$ 105,780,315
Animas	\$ 63,223	\$ 257,401
Artesia	\$ 608,433	\$ 2,477,110
Aztec	\$ 390,507	\$ 1,589,870
Belen	\$ 1,222,832	\$ 4,978,509
Bernalillo	\$ 808,774	\$ 3,292,758
Bloomfield	\$ 764,506	\$ 3,112,530
Capitan	\$ 200,284	\$ 815,415
Carlsbad	\$ 988,628	\$ 4,024,993
Carrizozo	\$ 80,198	\$ 326,509
Central	\$ 2,477,755	\$ 10,087,670
Chama Valley	\$ 75,809	\$ 308,642
Cimarron	\$ 91,155	\$ 371,120
Clayton	\$ 124,155	\$ 505,473
Cloudcroft	\$ 150,923	\$ 614,453
Clovis	\$ 1,933,515	\$ 7,871,906
Cobre	\$ 384,039	\$ 1,563,535
Corona	\$ 11,003	\$ 44,796
Cuba	\$ 596,932	\$ 2,430,286
Deming	\$ 2,492,794	\$ 10,148,897
Des Moines	\$ 30,452	\$ 123,981
Dexter	\$ 180,009	\$ 732,871
Dora	\$ 26,707	\$ 108,730
Dulce	\$ 242,203	\$ 986,078
Elida	\$ 10,062	\$ 40,966
Espanola	\$ 1,442,671	\$ 5,873,539
Estancia	\$ 155,379	\$ 632,592
Eunice	\$ 172,255	\$ 701,299
Farmington	\$ 2,218,994	\$ 9,034,177
Floyd	\$ 29,282	\$ 119,216
Fort Sumner	\$ 86,563	\$ 352,425
Gadsden	\$ 7,823,499	\$ 31,851,761
Gallup	\$ 7,094,180	\$ 28,882,490
Grady	\$ 9,779	\$ 39,814
Grants/Cibola	\$ 1,640,533	\$ 6,679,090
Hagerman	\$ 107,938	\$ 439,446
Hatch	\$ 655,883	\$ 2,670,292
Hobbs	\$ 2,300,255	\$ 9,365,014
Hondo Valley	\$ 38,658	\$ 157,386
House	\$ - <sup>1</sup>	\$ - <sup>1</sup>
Jal	\$ 37,186	\$ 151,393
Jemez Mountain	\$ 149,449	\$ 608,449
Jemez Valley	\$ 128,444	\$ 522,932
Lake Arthur	\$ 30,271	\$ 123,242
Las Cruces	\$ 7,386,048	\$ 30,070,769
Las Vegas City	\$ 488,495	\$ 1,988,806
Logan	\$ 28,719	\$ 116,923
Lordsburg	\$ 206,126	\$ 839,197
Los Alamos	\$ 43,414	\$ 176,750
Los Lunas	\$ 1,584,710	\$ 6,451,822
Loving	\$ 76,279	\$ 310,554
Lovington	\$ 600,994	\$ 2,446,824
Magdalena	\$ 233,682	\$ 951,387

**Estimated Federal CARES Act and CAA 2021 Elementary and Secondary School  
Emergency Relief (ESSER) Fund Distributions**

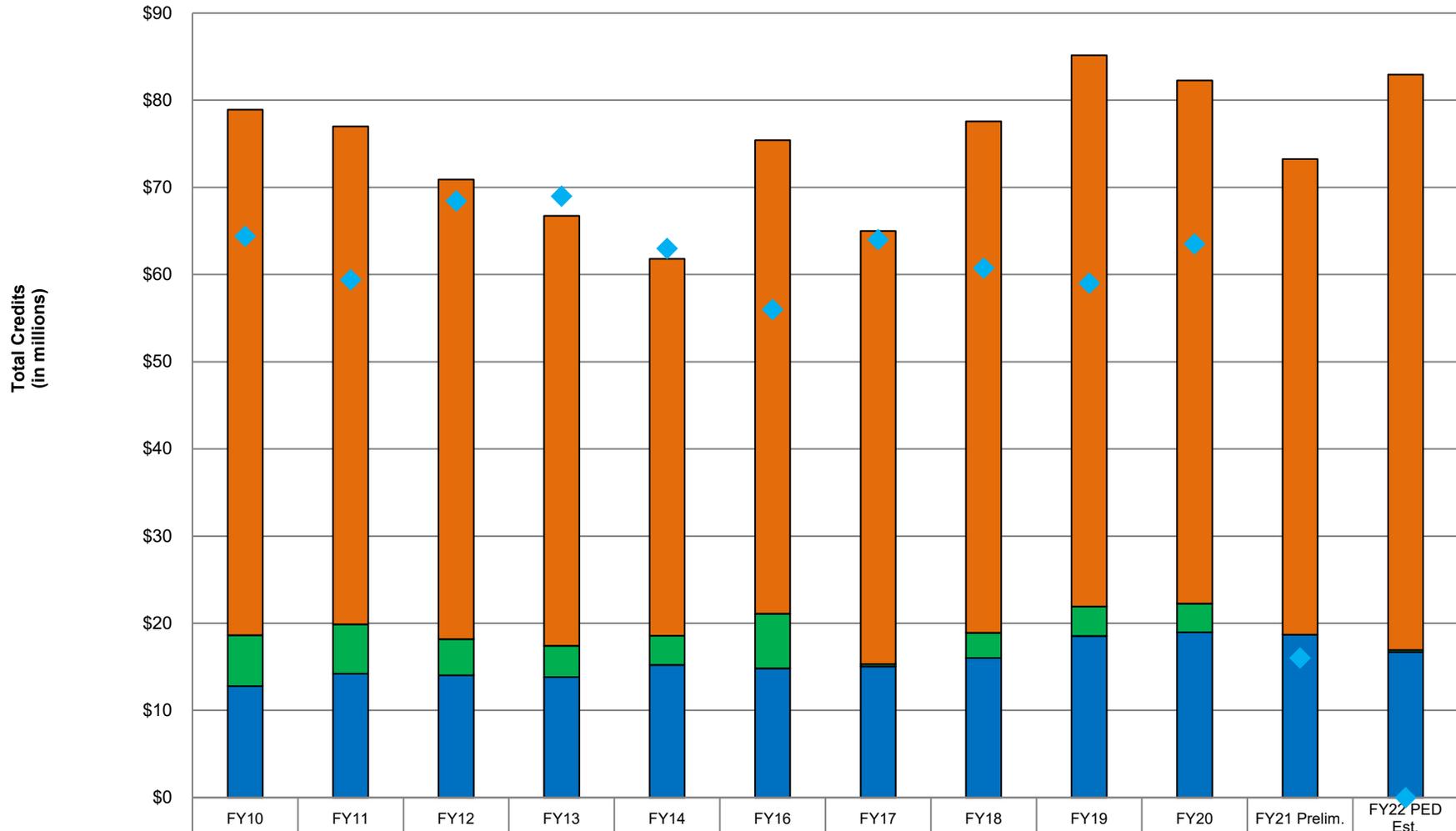
<b>SCHOOL DISTRICTS</b>	<b>CARES ESSER</b>	<b>Est. CAA ESSER</b>
Maxwell	\$ 24,034	\$ 97,848
Melrose	\$ 32,600	\$ 132,724
Mesa Vista	\$ 108,746	\$ 442,736
Mora	\$ 108,488	\$ 441,685
Moriarty	\$ 546,646	\$ 2,225,557
Mosquero	\$ - <sup>1</sup>	\$ - <sup>1</sup>
Mountainair	\$ 164,466	\$ 669,591
Pecos	\$ 156,466	\$ 637,018
Penasco	\$ 160,736	\$ 654,405
Pojoaque Valley	\$ 310,816	\$ 1,265,425
Portales	\$ 900,187	\$ 3,664,927
Quemado	\$ 129,312	\$ 526,466
Questa	\$ 142,902	\$ 581,797
Raton	\$ 267,412	\$ 1,088,714
Reserve	\$ 64,570	\$ 262,883
Rio Rancho	\$ 1,873,753	\$ 7,628,600
Roswell	\$ 2,962,972	\$ 12,063,128
Roy	\$ 1,090	\$ 4,437
Ruidoso	\$ 459,425	\$ 1,870,455
San Jon	\$ 27,967	\$ 113,861
Santa Fe	\$ 2,684,545	\$ 10,929,570
Santa Rosa	\$ 177,484	\$ 722,588
Silver City	\$ 810,328	\$ 3,299,084
Socorro	\$ 801,754	\$ 3,264,177
Springer	\$ 58,615	\$ 238,640
Taos	\$ 997,544	\$ 4,061,293
Tatum	\$ 56,711	\$ 230,887
Texico	\$ 136,697	\$ 556,534
Truth or Consequences	\$ 631,671	\$ 2,571,717
Tucumcari	\$ 417,337	\$ 1,699,102
Tularosa	\$ 477,087	\$ 1,942,361
Vaughn	\$ 27,357	\$ 111,379
Wagon Mound	\$ 95,129	\$ 387,299
West Las Vegas	\$ 755,724	\$ 3,076,773
Zuni	\$ 911,191	\$ 3,709,725
<b>TOTAL</b>	<b>\$ 93,745,862</b>	<b>\$ 381,666,936</b>

Source: PED, LFC Files

Note: This table does not include 10 percent of ESSER funds set-aside by PED or charter school allocations

1. District is eligible for PED ESSER set-aside funding.

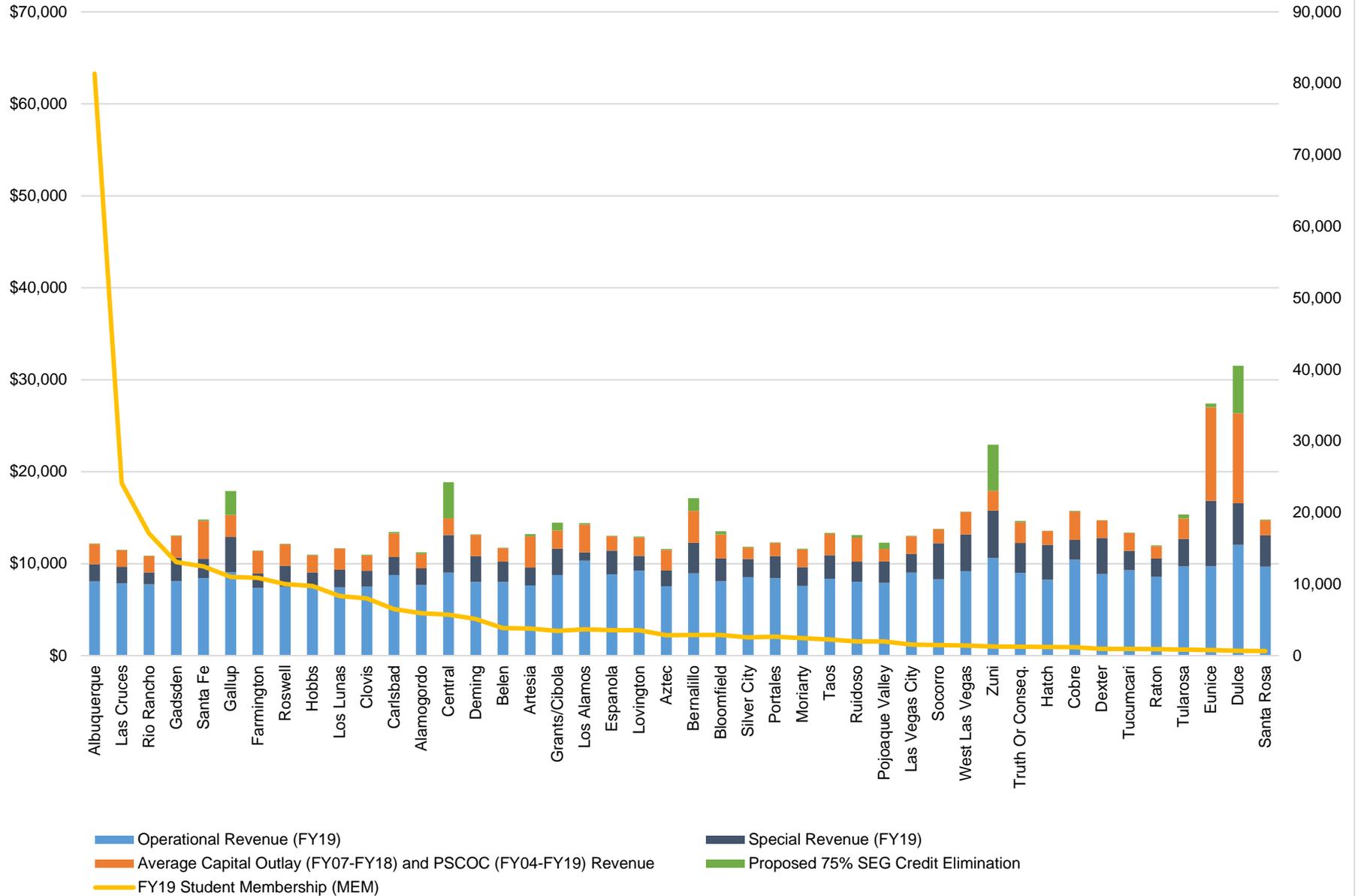
### 75 Percent Credit History and Budget Assumptions



	FY10	FY11	FY12	FY13	FY14	FY16	FY17	FY18	FY19	FY20	FY21 Prelim.	FY22 PED Est.
Impact Aid	\$60,271,578	\$57,117,047	\$52,723,165	\$49,324,907	\$43,242,029	\$54,315,844	\$49,700,238	\$58,684,641	\$63,239,250	\$59,992,240	\$54,559,632	\$66,000,000
Forest Reserve	\$5,869,876	\$5,658,509	\$4,134,252	\$3,598,835	\$3,343,462	\$6,279,302	\$270,821	\$2,892,711	\$3,371,257	\$3,295,840	\$0	\$270,821
Half Mill	\$12,768,424	\$14,227,401	\$14,045,410	\$13,816,911	\$15,232,544	\$14,810,345	\$15,027,303	\$16,000,397	\$18,544,819	\$18,963,105	\$18,679,312	\$16,667,499
Total Actual Credits	\$78,909,878	\$77,002,957	\$70,902,827	\$66,740,653	\$61,818,035	\$75,405,491	\$64,998,362	\$77,577,748	\$85,155,326	\$82,251,185	\$73,238,944	\$82,938,320
Budgeted Credits	\$64,400,000	\$59,400,000	\$68,436,000	\$69,000,000	\$63,000,000	\$56,000,000	\$64,000,000	\$60,750,000	\$59,000,000	\$63,500,000	\$16,000,000	\$0
Difference	\$14,509,878	\$17,602,957	\$2,466,827	(\$2,259,347)	(\$1,181,965)	\$19,405,491	\$998,362	\$16,827,748	\$26,155,326	\$18,751,185	\$57,238,944	\$82,938,320

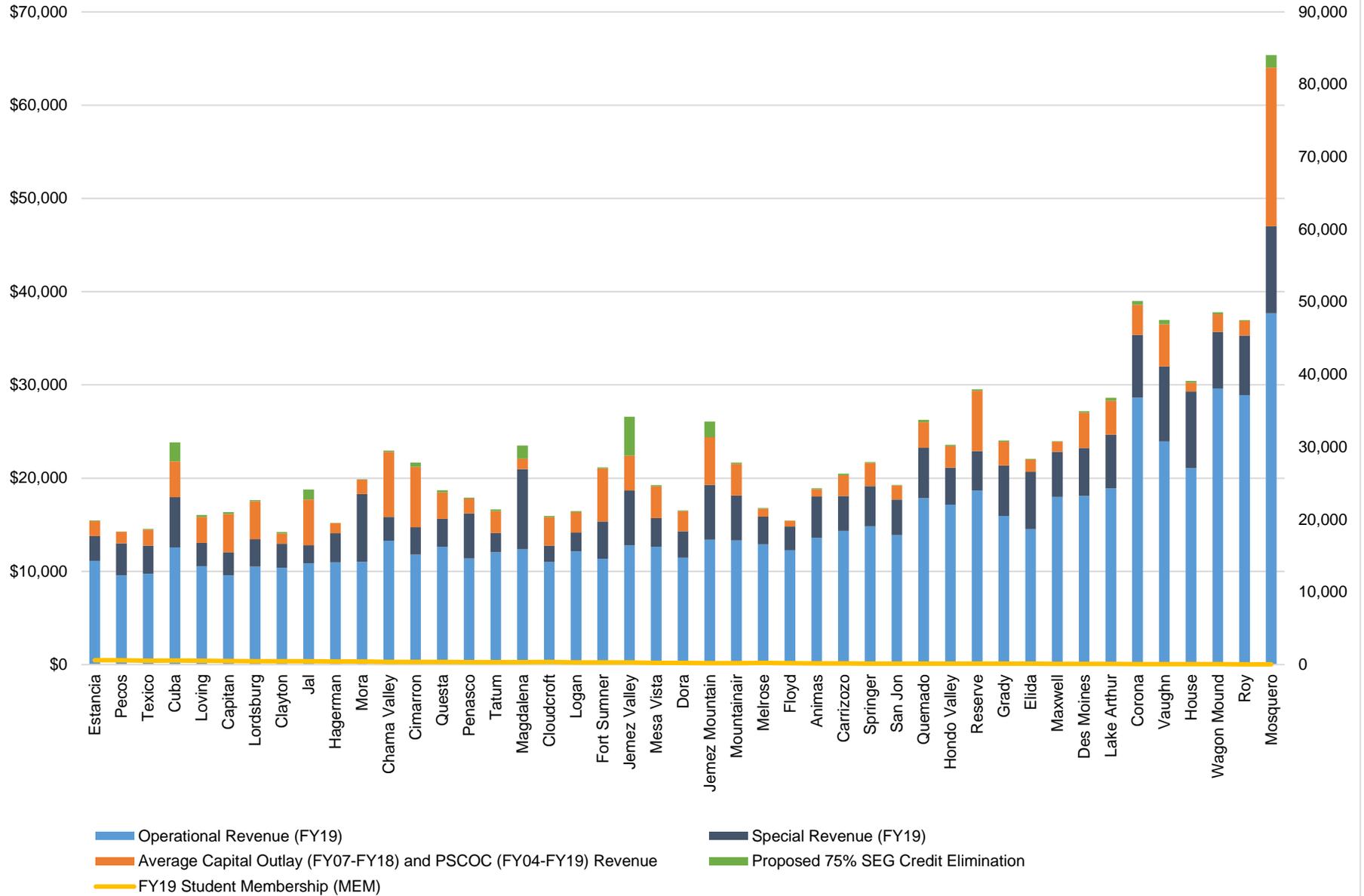
Source: PED

### Public School Revenue per Student



Source: PSFA and PED Files

### Public School Revenue per Student



Source: PSFA and PED Files

District/Charter	K-5 Plus Actual Students (FY19)	K-5 Plus Students Actual (FY20)	K-5 Plus Students Budgeted (FY21)	K-5 Total <sup>1</sup> Students	Percent of K-5 Total <sup>1</sup> Students	ELTP Students Actual (FY20)	ELTP Students Budgeted (FY21)	K-12 Total <sup>1</sup> Students	Percent of K-12 Total <sup>1</sup> Students
ALAMOGORDO	218	-	-	2,839	0%	-	-	5,731	0%
ALBUQUERQUE	3,796	1,688	1,026	37,134	3%	6,808	3,256	77,714	4%
ANIMAS	-	-	-	68	0%	-	-	153	0%
ARTESIA	360	389	-	1,875	0%	1,785	480	3,796	13%
AZTEC	-	29	-	1,162	0%	381	2,608	2,608	100%
BELEN	159	155	-	1,787	0%	510	665	3,784	18%
BERNALILLO	236	419	-	1,414	0%	1,290	2,796	2,826	99%
BLOOMFIELD	174	193	1,378	1,176	117%	1,189	-	2,645	0%
CAPITAN	-	-	-	207	0%	-	-	495	0%
CARLSBAD	322	469	-	3,530	0%	-	-	6,931	0%
CARRIZOZO	39	38	-	53	0%	-	135	138	98%
CENTRAL CONS.	-	-	2,325	2,365	98%	-	5,275	5,393	98%
CHAMA VALLEY	26	48	-	177	0%	-	386	399	97%
CIMARRON	-	-	-	173	0%	-	341	352	97%
CLAYTON	-	-	-	193	0%	415	415	424	98%
CLOUDCROFT	-	-	-	177	0%	-	-	419	0%
CLOVIS	268	-	-	3,893	0%	-	-	7,779	0%
COBRE CONS.	211	196	554	566	98%	797	1,106	1,118	99%
CORONA	-	-	-	33	0%	-	43	62	69%
CUBA	33	31	211	197	107%	255	547	549	100%
DEMING	1,071	1,742	-	2,366	0%	3,572	5,046	5,090	99%
DES MOINES	-	-	-	37	0%	-	-	86	0%
DEXTER	141	96	150	357	42%	-	-	856	0%
DORA	-	-	-	106	0%	-	-	227	0%
DULCE	88	91	-	295	0%	291	-	578	0%
ELIDA	-	-	-	72	0%	-	-	155	0%
ESPAÑOLA	404	-	-	1,609	0%	-	-	3,222	0%
ESTANCIA	-	-	-	275	0%	-	-	595	0%
EUNICE	96	85	-	378	0%	-	-	810	0%
FARMINGTON	-	169	-	4,933	0%	-	-	11,051	0%
FLOYD	-	-	-	108	0%	-	-	203	0%
FT. SUMNER	41	65	127	131	97%	129	127	262	48%
GADSDEN	1,513	974	1,250	5,655	22%	12,684	5,438	12,679	43%
GALLUP	880	1,112	-	4,698	0%	10,665	10,657	10,720	99%
GRADY	-	-	-	82	0%	-	-	171	0%
GRANTS	206	314	-	1,554	0%	-	3,250	3,349	97%
HAGERMAN	80	91	-	168	0%	-	-	391	0%
HATCH	450	301	-	535	0%	188	400	1,195	33%
HOBBS	202	238	-	5,051	0%	-	10,300	10,304	100%
HONDO	-	-	-	61	0%	-	-	147	0%
HOUSE	-	-	-	25	0%	-	-	57	0%
JAL	-	-	-	242	0%	-	509	514	99%
JEMEZ MOUNTAIN	26	43	145	108	135%	-	258	208	124%
JEMEZ VALLEY	35	30	-	106	0%	-	-	262	0%
LAKE ARTHUR	-	-	-	42	0%	-	91	94	97%
LAS CRUCES	2,140	2,733	-	10,959	0%	10,080	8,035	23,829	34%
LAS VEGAS CITY	132	114	664	668	99%	-	-	1,441	0%
LOGAN	-	-	-	100	0%	-	-	337	0%
LORDSBURG	84	62	80	219	37%	-	-	466	0%
LOS ALAMOS	-	-	1,875	1,605	117%	307	695	3,670	19%
LOS LUNAS	408	292	-	3,702	0%	8,208	8,208	8,245	100%
LOVING	98	28	-	281	0%	-	619	622	99%
LOVINGTON	98	120	-	1,695	0%	1,596	3,709	3,713	100%
MAGDALENA	-	-	-	131	0%	-	-	300	0%
MAXWELL	11	-	-	58	0%	-	-	140	0%
MELROSE	-	-	-	130	0%	-	-	277	0%
MESA VISTA	-	-	-	96	0%	-	-	245	0%
MORA	20	-	-	199	0%	-	-	413	0%
MORIARTY	-	-	-	1,013	0%	-	2,334	2,290	102%
MOSQUERO	-	-	-	32	0%	-	-	81	0%

District/Charter	K-5 Plus Actual Students (FY19)	K-5 Plus Students Actual (FY20)	K-5 Plus Students Budgeted (FY21)	K-5 Total <sup>1</sup> Students	Percent of K-5 Total <sup>1</sup> Students	ELTP Students Actual (FY20)	ELTP Students Budgeted (FY21)	K-12 Total <sup>1</sup> Students	Percent of K-12 Total <sup>1</sup> Students
MOUNTAINAIR		-	-	91	0%	213	-	212	0%
PECOS	76	91	-	226	0%	-	-	542	0%
PENASCO		-	-	164	0%	-	345	345	100%
POJOAQUE	77	75	-	726	0%	777	1,817	1,829	99%
PORTALES		-	-	1,228	0%	-	-	2,628	0%
QUEMADO		-	-	68	0%	-	-	163	0%
QUESTA	38	27	-	120	0%	219	-	269	0%
RATON		-	-	414	0%	-	870	881	99%
RESERVE		-	-	47	0%	-	-	113	0%
RIO RANCHO		-	-	7,668	0%	2,900	16,866	17,020	99%
ROSWELL	1,941	1,375	4,288	4,894	88%	6,447	9,962	10,119	98%
ROY		-	-	38	0%	-	-	58	0%
RUIDOSO	102	-	-	918	0%	-	250	1,962	13%
SAN JON		-	-	63	0%	-	-	116	0%
SANTA FE	839	975	-	5,996	0%	4,626	1,426	12,206	12%
SANTA ROSA		-	-	276	0%	-	608	613	99%
SILVER CITY CONS.	61	-	-	1,200	0%	-	-	2,468	0%
SOCORRO	82	110	-	600	0%	507	1,396	1,405	99%
SPRINGER		-	-	67	0%	-	132	137	97%
TAOS	189	43	-	821	0%	378	2,056	2,072	99%
TATUM		-	-	148	0%	-	337	359	94%
TEXICO		-	-	240	0%	-	-	549	0%
TRUTH OR CONSEQ.	150	-	-	567	0%	-	1,180	1,197	99%
TUCUMCARI		-	-	446	0%	-	450	920	49%
TULAROSA		-	-	425	0%	-	-	857	0%
VAUGHN		-	-	26	0%	-	52	54	97%
WAGON MOUND	24	27	-	35	0%	-	67	67	100%
WEST LAS VEGAS	89	62	-	618	0%	-	-	1,388	0%
ZUNI		-	-	602	0%	-	1,225	1,233	99%
STATEWIDE <sup>2</sup>	18,227	15,967	16,067	146,078	11%	82,816	134,042	321,411	42%

1. Total Students are estimates based on FY21 student membership in the preliminary funding formula.

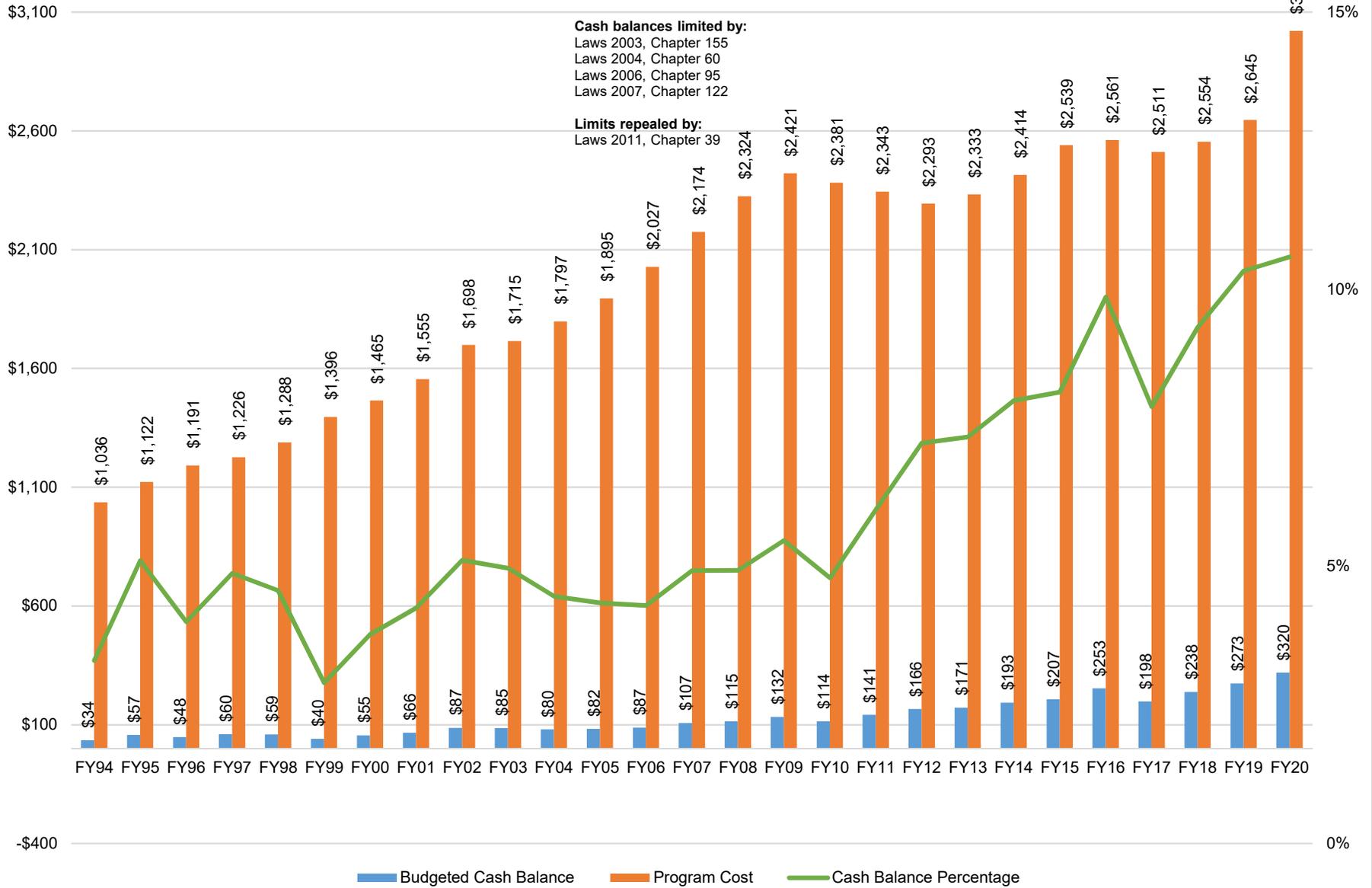
Source: PED

2. Statewide includes charter schools, which are not shown.

*Participating:*

Districts	46	40	13	27	46
Charters	51	45	18	32	51

### Statewide Public School Program Cost and Cash Balance History (in millions)



Source: LESC, PED, and LFC Files

School District and Charter School Program Cost and Unrestricted Cash Carry Forward History

DISTRICT/CHARTER	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
	Program Cost \$3,979.64	June 2017 Cash Carry Forward	Program Cost \$4,053.55	June 2018 Cash Carry Forward	Program Cost \$4,190.85	June 2019 Cash Carry Forward	Program Cost \$4,565.41	June 2020 Cash Carry Forward	Program Cost \$4,531.74*
ALAMOGORDO	\$39,658,541	\$2,956,309	\$40,706,533	\$3,241,515	\$44,472,240	\$4,849,688	\$46,761,926	\$ 4,493,792	\$ 45,223,992
ALBUQUERQUE	\$624,042,505	\$45,303,413	\$626,351,237	\$44,009,697	\$642,216,260	\$48,478,832	\$716,456,854	\$ 53,838,352	\$ 708,403,305
ALBUQUERQUE BILINGUAL ACADEMY	New FY21	New FY21	New FY21	New FY21	New FY21	New FY21	New FY21	\$ 395,659	\$ 3,497,538
ALBUQUERQUE CHARTER ACADEMY	\$2,781,678	\$483,965	\$2,574,027	\$295,943	\$2,686,243	\$285,000	\$3,375,475	\$ 470,000	\$ 3,049,961
ACADEMY OF TRADES & TECH ST. CHARTER (APS)	\$1,479,969	\$244,334	\$1,295,463	\$0	Closed FY18	Closed FY18	Closed FY19	Closed FY20	Closed FY20
ACE (APS)	\$2,699,172	\$510,595	\$3,172,171	\$585,430	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter
ACE LEADERSHIP	State Charter	State Charter	State Charter	State Charter	\$3,017,592	\$970,700	\$3,093,315	\$ 999,288	\$ 2,688,415
ALBUQUERQUE COLLEGIATE (APS)	New FY19	New FY19	New FY19	New FY19	\$411,835	\$5,433	\$744,505	\$ 22,743	\$ 1,286,597
ALBUQUERQUE INSTI. MATH & SCI. (AIMS) ST. (APS)	\$2,857,235	\$1,124,000	\$3,115,886	\$1,388,999	\$3,141,717	\$1,384,336	\$3,259,194	\$1,435,000	\$ 3,362,963
ALBUQUERQUE SCHOOL OF EXCELLENCE ST. CHAR (APS)	\$3,087,031	\$210,000	\$3,492,786	\$189,944	\$4,029,519	\$397,136	\$4,697,542	\$ 347,573	\$ 6,907,895
ALBUQUERQUE SIGN LANGUAGE ST. CHARTER (APS)	\$1,994,539	\$301,717	\$2,152,989	\$600,000	\$2,138,725	\$967,925	\$2,320,414	\$ 1,111,167	\$ 2,313,829
ALB TALENT DEV SECONDARY	\$1,737,793	\$235,781	\$1,688,613	\$194,000	\$1,770,295	\$200,885	\$1,848,842	\$ 225,000	\$ 1,620,156
ALICE KING COMMUNITY SCHOOL	\$3,147,068	\$100,000	\$3,075,374	\$10,000	\$3,575,260	\$20,000	\$3,973,660	\$ 50,000	\$ 4,207,680
ALTURA PREPARATORY SCHOOL (APS)	New FY19	New FY19	New FY19	New FY19	\$588,785	\$9,130	\$837,949	\$ 5,000	\$ 1,370,330
AMY BIEHL ST. CHARTER (APS)	\$3,325,407	\$495,215	\$3,376,090	\$519,434	\$3,176,442	\$0	\$3,273,618	\$ 597,233	\$ 3,238,395
BATAAN MILITARY ACADEMY	Closed FY17	Closed FY17	Closed FY17						
CESAR CHAVEZ COMM. ST. CHARTER (APS)	\$2,033,774	\$554,770	\$2,079,044	\$638,136	\$2,182,121	\$684,987	\$2,344,811	\$ 726,880	\$ 2,152,712
CHRISTINE DUNCAN COMMUNITY	\$2,328,255	\$369,948	\$2,707,464	\$403,524	\$3,291,699	\$879,547	\$3,552,635	\$ 724,793	\$ 3,688,043
CIEN AGUAS INTERNATIONAL	State Charter	State Charter	\$3,061,998	\$21,204	\$3,497,629	\$31,596	\$3,781,915	\$ 200,040	\$ 3,696,984
CIEN AGUAS INTERNATIONAL ST. CHARTER (APS)	\$2,862,946	\$25,656	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter
CORAL COMMUNITY (APS)	\$1,430,379	\$21,446	\$1,286,615	\$18,362	\$1,448,328	\$31,313	\$1,692,600	\$ 169,356	\$ 1,604,114
CORAL COMMUNITY	State Charter	State Charter	State Charter						
CORRALES INTERNATIONAL	\$2,339,589	\$76,110	\$2,505,375	\$215,211	\$2,451,186	\$377,735	\$2,819,236	\$ 627,426	\$ 2,612,077
COTTONWOOD CLASSICAL ST. CHARTER	State Charter	State Charter	State Charter	\$51,926	\$4,826,183	\$21,868	\$5,654,823	\$ 200,000	\$ 5,656,341
COTTONWOOD CLASSICAL ST. CHARTER (APS)	\$4,442,151	\$20,000	\$4,749,729	\$0	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter
CREATIVE ED. PREP INST #1 ST. CHARTER (APS)	Closed FY17	Closed FY17	Closed FY17						
DIGITAL ARTS & TECH ACADEMY	\$2,497,664	\$200,000	\$2,615,609	\$172,040	\$2,524,870	\$340,856	\$2,716,587	\$ 320,160	\$ 2,908,303
EAST MOUNTAIN	\$2,731,670	\$305,709	\$2,989,703	\$0	\$2,975,436	\$450,000	\$3,314,592	\$ 503,144	\$ 3,392,415
EL CAMINO REAL	\$2,531,677	\$12,247	\$2,552,895	\$2,825	\$2,828,526	\$105,177	\$3,095,791	\$ 75,652	\$ 3,215,981
EXPLORE ACADEMY (APS)	\$2,112,356	\$13,000	\$2,326,909	\$30,000	\$3,781,505	\$50,000	\$4,137,698	\$ 280,464	\$ 4,596,295
GILBERT L. SENA STATE CHARTER (APS)	\$1,827,836	\$150,000	\$1,887,108	\$150,000	\$2,000,628	\$150,000	\$2,053,602	\$ 150,000	\$ 1,887,701
GILBERT L. SENA STATE CHARTER (APS)	State Charter	State Charter	State Charter						
GORDON BERNELL	\$2,961,434	\$475,772	\$3,212,556	\$400,000	\$3,046,295	\$650,000	\$3,343,480	\$ 1,000,000	\$ 1,887,701
HEALTH LEADERSHIP CHARTER (APS)	\$2,274,824	\$201,332	\$2,092,738	\$500,432	\$2,308,785	\$1,383,017	\$2,608,240	\$ 1,668,443	\$ 2,178,987
HEALTH LEADERSHIP CHARTER (APS)	State Charter	State Charter	State Charter						
HORIZON ACADEMY WEST ST. CHARTER (APS)	\$2,829,652	\$96,513	\$2,989,049	\$299,999	\$3,041,958	\$400,000	\$3,572,517	\$ 400,000	\$ 3,570,785
HOZHO ACADEMY (GALLUP)	New FY19	New FY19	New FY19	New FY19	\$995,373	\$6,913	\$2,955,458	\$ 37,614	\$ 3,600,993
INTL SCHOOL MESA DEL SOL ST. CHARTER	State Charter	State Charter	\$2,637,848	\$291,007	\$2,641,535	\$294,111	\$2,898,404	\$ 275,000	\$ 3,037,453
INTL SCHOOL MESA DEL SOL ST. CHARTER (APS)	\$2,283,193	\$360,000	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter
LA ACADEMIA DE ESPERANZA	\$4,014,157	\$520,072	\$4,100,487	\$0	\$4,062,497	\$658,755	\$4,102,003	\$ 1,759,388	\$ 2,686,810
LA PROMESA ST. CHARTER (APS)	\$2,790,214	\$0	\$3,023,006	\$470,785	\$2,695,395	\$41,859	\$3,457,787	\$ -	Closed FY22
LA RESOLANA LEADERSHIP	State Charter	State Charter	\$853,353	\$137,104	\$778,622	\$0	Closed FY20	Closed FY20	Closed FY20
LA RESOLANA LEADERSHIP (APS)	\$749,734	\$5,000	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter
LOS PUENTES	\$2,295,598	\$201,655	\$2,113,368	\$419,328	\$1,981,011	\$339,148	\$2,120,174	\$ 414,000	\$ 1,924,064
MEDIA ARTS COLLAB. ST. CHARTER (APS)	\$2,188,594	\$209,984	\$2,267,250	\$121,534	\$2,539,701	\$192,800	\$2,834,428	\$ 450,000	\$ 2,416,319
MISSION ACHIEVEMENT & SUCCESS-MA5 (APS)	\$6,090,410	\$300,000	\$5,693,369	\$100,000	\$8,827,665	\$300,000	\$10,390,973	\$ 120,000	\$ 12,415,794
MONTESSORI ELEMENTARY ST. CHARTER (APS)	\$2,338,347	\$30,000	\$2,416,518	\$82,000	\$2,541,202	\$1,000	\$2,946,810	\$ 10,000	\$ 2,971,009
MONTESSORI OF THE RIO GRANDE	\$1,381,250	\$34,750	\$1,439,497	\$721,193	\$1,546,780	\$108,637	\$1,793,275	\$ 87,000	\$ 1,922,450
MOUNTAIN MAHOGANY	\$1,478,261	\$56,690	\$1,637,490	\$88,271	\$1,573,115	\$75,128	\$1,771,294	\$ 80,930	\$ 1,958,355
NATIVE AMERICAN COMM ACAD.	\$2,875,939	\$115,141	\$3,186,017	\$486,525	\$3,439,950	\$10,000	\$4,000,196	\$ 358,297	\$ 4,001,345
NEW AMERICA CHARTER SCHOOL ST. CH. (APS)	\$2,293,099	\$393,042	\$2,454,604	\$365,102	\$2,505,575	\$461,002	\$2,597,954	\$ 535,148	\$ 2,207,343
NEW AMERICA CHARTER SCHOOL ST. CH. (APS)	State Charter	State Charter	State Charter						
NEW MEXICO INTERNATIONAL	\$1,564,731	\$337,633	\$1,548,723	\$329,163	\$1,966,649	\$423,688	\$2,794,770	\$ 475,743	\$ 3,520,886
NEW MEXICO INTERNATIONAL SCHOOL (APS)	Local Charter	Local Charter	Local Charter						
NORTH VALLEY ACADEMY ST. CHARTER (APS)	\$2,869,063	\$106,448	\$3,219,949	\$150,000	\$3,283,124	\$472,903	\$3,947,763	\$ 1,163,015	\$ 3,794,430
MARK ARMIJO (NUESTROS VALORES)	\$1,527,119	\$216,402	\$1,719,804	\$695,986	\$1,933,570	\$200,000	\$2,117,573	\$ 75,000	\$ 2,084,215
PAPA	\$2,815,572	\$189,000	\$2,760,053	\$30,000	\$2,922,590	\$10,000	\$3,519,816	\$ 150,000	\$ 3,500,212
ROBERT F. KENNEDY	\$3,233,652	\$87,665	\$3,128,400	\$46,760	\$3,459,387	\$113,737	\$3,572,029	\$ 57,203	\$ 3,646,224
SAGE MONTESSORI CHARTER (APS)	\$1,192,540	\$0	Closed FY18	Closed FY18	Closed FY18	Closed FY18	Closed FY18	Closed FY18	Closed FY19
SIEMBRA LEADERSHIP HIGH SCHOOL	\$369,950	\$18,122	\$1,056,451	\$381,661	\$1,374,963	\$483,908	\$1,644,773	\$ 261,206	\$ 1,843,439
SOLARE COLLEGIATE (APS)	New FY20	New FY20	New FY20	New FY20	New FY20	\$97,337	\$1,217,646	\$ -	\$ 1,622,721
SOUTH VALLEY	\$4,764,568	\$882,759	\$4,782,227	\$825,636	\$5,031,794	\$1,075,619	\$5,702,590	\$ 1,335,029	\$ 5,575,431
SOUTH VALLEY PREP ST. CHARTER (APS)	\$1,255,307	\$20,000	\$1,203,509	\$34,000	\$1,345,472	\$81,734	\$1,565,798	\$ 64,341	\$ 1,710,573
SOUTHWEST AER. MATH & SCIENCE-SAMS (APS)	\$2,183,106	\$466,677	\$2,206,129	\$368,938	\$2,530,976	\$196,597	\$2,638,201	\$ 500,378	\$ 2,487,866
SOUTHWEST INTERMEDIATE LEARNING CENTER (APS)	\$860,034	\$0	Closed FY18	Closed FY18	Closed FY18	Closed FY18	Closed FY19	Closed FY19	Closed FY20
SOUTHWEST PREPARATORY LEARNING CENTER (APS)	\$831,392	\$112,016	\$1,580,110	\$206,981	\$1,378,823	\$151,438	\$1,750,450	\$ 373,776	\$ 1,512,727
SOUTHWEST SECONDARY LEARNING CENTER (APS)	\$2,373,209	\$1,286,964	\$2,496,353	\$1,016,303	\$2,427,495	\$1,611,522	\$2,331,312	\$ 1,950,000	\$ 2,042,111
STUDENT ATHLETE HEADQUARTERS (SHAQ) (APS)	New FY18	New FY18	\$888,637	\$6,000	\$0	\$0	Closed FY20	Closed FY20	Closed FY21
THE GREAT ACADEMY (APS)	\$1,911,663	\$300,000	\$1,622,909	\$280,667	\$1,761,079	\$288,797	\$1,871,173	\$ 342,441	\$ 1,667,744
TECHNOLOGY LEADERSHIP	State Charter	State Charter	State Charter	State Charter	\$2,312,138	\$1,183,114	\$2,449,600	\$ 1,495,372	\$ 3,283,657
TECHNOLOGY LEADERSHIP (APS)	\$1,866,928	\$743,549	\$1,890,367	\$873,362	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter
TIERRA ADENTRO ST. CHARTER (APS)	\$2,634,328	\$80,000	\$2,738,374	\$350,000	\$2,844,963	\$472,204	\$3,025,400	\$ 500,000	\$ 2,882,699
TWENTY FIRST CENT.	\$1,719,136	\$35,613	\$1,746,654	\$22,876	\$2,401,093	\$99,121	\$2,789,261	\$ 152,320	\$ 3,059,967
WILLIAM W & JOSEPHINE DORN CHARTER	State Charter	State Charter	\$573,896	\$30,000	\$590,076	\$37,597	\$699,209	\$ 54,117	\$ 586,806
WILLIAM W & JOSEPHINE DORN CHARTER (APS)	\$464,156	\$10,000	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter	Local Charter
ANIMAS	\$2,295,845	\$191,120	\$2,286,638	\$198,066	\$2,208,138	\$230,601	\$2,382,793	\$ 392,458	\$ 2,236,541
ARTESIA	\$27,247,989	\$2,724,102	\$27,860,167	\$2,793,955	\$28,019,503	\$2,277,050	\$30,965,274	\$ 3,487,062	\$ 31,805,446
AZTEC	\$20,996,667	\$1,966,076	\$20,990,809	\$1,833,956	\$21,042,706	\$2,337,723	\$22,566,136	\$ 2,237,553	\$ 21,955,161
MOOSAIC ACADEMY CHARTER	\$1,452,446	\$777,241	\$1,334,336	\$85,687	\$1,396,588	\$316,496	\$1,536,141	\$ 291,777	\$ 1,536,088
BELEN	\$29,105,008	\$250,000	\$29,522,236	\$550,533	\$30,053,771	\$651,369	\$34,208,194	\$ 820,218	\$ 33,987,175
BERNALILLO	\$23,008,223	\$2,102,874	\$23,545,399	\$208,210	\$23,716,930	\$2,673,214	\$27,724,272	\$ 5,208,586	\$ 28,084,131
BLOOMFIELD	\$21,469,423	\$2,627,419	\$21,445,575	\$3,855,769	\$22,009,112	\$6,179,248	\$22,760,669	\$ 7,435,487	\$ 23,036,393
CAPITAN	\$4,463,784	\$740,494	\$4,551,830	\$584,527	\$4,748,690	\$835,463	\$5,315,815	\$ 1,179,081	\$ 5,789,724
CARLSBAD	\$51,102,759	\$2,221,136	\$52,066,567	\$4,279,096	\$55,728,490	\$4,581,331	\$61,605,328	\$ 5,320,812	\$ 59,355,507
JEFFERSON MONT. ACAD.	\$1,772,583	\$20,317	\$1,913,590	\$159,829	\$2,205,263	\$457,525	\$2,274,258	\$ 376,053	\$ 2,179,518
PECCOS CONNECTIONS	\$2,004,814	\$50,000	\$4,004,311	\$189,000	\$6,537,818	\$348,000	\$10,411,241	\$ 615,021	\$ 11,398,688
CARRIZOZO	\$1,860,772	\$83,596	\$1,949,724	\$93,77					

School District and Charter School Program Cost and Unrestricted Cash Carry Forward History

DISTRICT/CHARTER	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
	Program Cost \$3,979.64	June 2017 Cash Carry Forward	Program Cost \$4,053.55	June 2018 Cash Carry Forward	Program Cost \$4,190.85	June 2019 Cash Carry Forward	Program Cost \$4,565.41	June 2020 Cash Carry Forward	Program Cost \$4,531.74*
DREAM DINE'	State Charter	State Charter	State Charter						
CHAMA VALLEY	\$4,251,156	\$68,242	\$4,185,141	\$128,305	\$4,178,261	\$39,146	\$5,201,472	\$232,226	\$ 5,225,282
CIMARRON	\$3,958,056	\$149,876	\$4,110,710	\$239,087	\$4,228,911	\$176,638	\$4,516,258	\$ 207,374	\$ 4,420,545
MORENO VALLEY HIGH	\$778,372	\$40,005	\$686,311	\$493,906	\$757,002	\$37,761	\$909,017	\$ 43,672	\$ 913,730
CLAYTON	\$4,521,636	\$386,731	\$4,664,654	\$547,643	\$4,777,716	\$534,957	\$5,237,489	\$ 627,055	\$ 5,121,931
CLOUDCROFT	\$3,494,629	\$441,595	\$3,977,934	\$573,803	\$4,073,175	\$424,030	\$4,938,530	\$ 678,754	\$ 4,881,214
CLOVIS	\$58,076,328	\$9,621,256	\$58,394,961	\$9,320,797	\$59,000,337	\$10,138,394	\$66,438,273	\$ 10,325,831	\$ 66,261,276
COBRE CONS.	\$11,236,951	\$28,211	\$11,985,408	\$349,234	\$12,282,857	\$117,267	\$13,107,997	\$ 27,581	\$ 12,765,087
CORONA	\$1,472,610	\$67,056	\$1,479,405	\$0	\$1,447,473	\$14,905	\$1,564,486	\$ 188,746	\$ 1,620,664
CUBA	\$5,687,886	\$186,241	\$6,183,271	\$829,736	\$6,375,796	\$411,223	\$7,383,173	\$ 13,414	\$ 7,791,788
DEMING	\$37,323,609	\$1,341,115	\$38,464,985	\$3,447,755	\$40,210,845	\$3,040,650	\$46,524,255	\$ 4,486,074	\$ 45,892,496
DEMING CESAR CHAVEZ	\$1,409,864	\$327,444	\$1,727,515	\$400,924	\$1,685,514	\$333,343	\$1,750,874	\$ 567,265	\$ 1,801,943
DES MOINES	\$1,515,658	\$123,041	\$1,535,437	\$88,471	\$1,561,657	\$89,910	\$1,732,138	\$ 193,933	\$ 1,708,226
DEXTER	\$8,049,558	\$271,825	\$8,276,001	\$701,445	\$8,276,300	\$1,678,228	\$8,693,803	\$ 1,100,023	\$ 8,566,480
DORA	\$2,683,500	\$387,727	\$2,606,252	\$357,957	\$2,657,724	\$491,145	\$2,937,638	\$ 549,209	\$ 2,919,424
DULCE	\$6,310,475	\$1,095,654	\$6,246,263	\$1,652,635	\$6,842,057	\$1,625,207	\$7,055,220	\$ 1,688,653	\$ 7,113,916
ELIDA	\$1,611,372	\$60,000	\$1,828,037	\$117,204	\$1,982,876	\$188,785	\$2,371,062	\$ 18,013	\$ 2,324,271
ESPAÑOLA	\$29,592,163	\$1,581,897	\$29,236,158	\$2,608,233	\$30,419,930	\$1,783,290	\$32,025,209	\$ 1,185,980	\$ 31,204,334
CARINOS DE LOS NIÑOS	State Charter	State Charter	State Charter	State Charter	Closed FY19	Closed FY19	Closed FY19	Closed FY19	Closed FY19
CARINOS DE LOS NIÑOS (ESPAÑOLA)	\$1,119,132	\$6,509	\$1,181,964	\$0	Closed FY19	Closed FY19	Closed FY19	Closed FY19	Closed FY19
LA TIERRA MONTESSORI (ESPAÑOLA)	\$1,101,478	\$76,441	\$1,095,202	\$138,866	\$1,048,764	\$256,004	\$834,387	\$ 189,953	\$ 687,574
MCCURDY CHARTER SCHOOL (ESPAÑOLA)	\$3,249,157	\$35,868	\$3,452,429	\$175,000	\$3,702,172	\$529,413	\$4,235,764	\$ 250,480	\$ 4,252,535
ESTANCIA	\$6,367,492	\$818,967	\$6,345,184	\$1,392,853	\$6,676,217	\$1,410,088	\$7,362,095	\$ 1,104,723	\$ 7,704,230
EUNICE	\$6,057,331	\$929,528	\$6,323,852	\$1,260,143	\$7,315,598	\$2,030,348	\$8,001,732	\$ 2,742,301	\$ 7,940,986
FARMINGTON	\$73,792,926	\$4,456,659	\$75,364,902	\$6,554,429	\$79,437,268	\$3,847,514	\$90,020,236	\$ 300,346	\$ 89,662,135
NEW MEXICO VIRTUAL ACADEMY	\$2,857,804	\$10,000	\$3,119,223	\$3,322,837	\$0	Closed FY20	Closed FY20	Closed FY21	Closed FY21
FLOYD	\$2,258,635	\$107,841	\$2,412,393	\$123,947	\$2,516,228	\$202,844	\$2,907,917	\$ 298,855	\$ 2,691,110
FT. SUMNER	\$3,211,458	\$215,585	\$3,109,739	\$203,154	\$3,165,818	\$274,073	\$3,385,572	\$ 268,257	\$ 3,170,287
GADSDEN	\$99,605,944	\$13,968,365	\$101,232,579	\$16,671,675	\$104,676,046	\$20,592,458	\$120,270,579	\$ 27,196,574	\$ 119,266,043
ANTHONY CHARTER (GADSDEN)	\$1,046,050	\$40,000	\$1,234,333	\$0	Closed FY19	Closed FY19	Closed FY19	Closed FY19	Closed FY20
GALLUP	\$84,570,429	\$12,003,358	\$84,795,842	\$19,776,805	\$88,371,339	\$11,093,121	\$101,273,982	\$ 13,339,603	\$ 101,734,880
DZIT DIT LOOL DEAP (GALLUP)	\$281,531	\$0	\$275,659	\$18,923	\$375,207	\$1,042	\$629,924	\$ 15,433	\$ 513,473
MIDDLE COLLEGE HIGH	\$1,271,273	\$375,349	\$1,310,353	\$400,000	\$1,339,132	\$711,667	\$1,574,197	\$ 744,000	\$ 1,608,401
MIDDLE COLLEGE HIGH (GALLUP)	Local Charter	Local Charter	Local Charter						
SIX DIRECTIONS (GALLUP)	\$450,824	\$24,000	\$831,886	\$200,000	\$671,651	\$140,000	\$825,141	\$ 140,000	\$ 935,886
UPLIFT COMMUNITY SCHOOL (GALLUP)	\$1,324,417	\$0	Closed FY18	Closed FY18	Closed FY18	Closed FY18	Closed FY18	Closed FY18	Closed FY19
GRADY	\$1,767,879	\$186,841	\$1,779,247	\$107,342	\$1,965,416	\$76,590	\$2,268,997	\$ 131,209	\$ 2,305,024
GRANTS	\$28,525,116	\$3,776,360	\$28,600,598	\$6,180,557	\$28,579,636	\$8,000,000	\$31,468,914	\$ 5,222,764	\$ 31,494,474
HAGERMAN	\$4,233,379	\$579,384	\$4,293,844	\$271,442	\$4,565,893	\$312,216	\$5,182,787	\$ 718,278	\$ 4,835,004
HATCH	\$9,213,639	\$80,877	\$9,568,539	\$539,518	\$9,820,457	\$515,027	\$11,102,489	\$ 747,529	\$ 11,677,863
HOBBS	\$66,250,469	\$2,949,965	\$67,831,570	\$4,945,028	\$72,409,611	\$9,234,962	\$86,666,548	\$ 12,179,081	\$ 87,088,355
HONDO	\$1,884,944	\$78,781	\$1,994,365	\$98,928	\$2,145,187	\$104,891	\$2,473,913	\$ 19,889	\$ 2,368,224
HOUSE	\$1,354,029	\$43,541	\$1,546,803	\$116,700	\$1,538,490	\$144,546	\$1,575,035	\$ 206,330	\$ 1,645,448
JAL	\$4,038,445	\$469,392	\$4,016,045	\$386,853	\$4,550,559	\$748,562	\$5,040,811	\$ 1,069,147	\$ 5,689,532
JEMEZ MOUNTAIN	\$2,780,130	\$703,339	\$2,714,068	\$701,333	\$2,470,263	\$656,406	\$2,986,082	\$ 236,231	\$ 3,095,505
LINDRITH AREA HERITAGE	\$256,766	\$56,274	\$264,501	\$48,889	\$251,317	\$52,035	\$223,380	\$ -	Closed FY22
JEMEZ VALLEY	\$3,271,121	\$576,590	\$3,218,238	\$563,568	\$3,232,109	\$866,862	\$3,376,027	\$ 689,845	\$ 3,453,412
SAN DIEGO RIVERSIDE CHARTER	\$825,339	\$150,561	\$913,085	\$101,854	\$928,562	\$7,000	\$1,008,864	\$ 10,787	\$ 1,000,341
WALATOWA CHARTER HIGH (JEMEZ VALLEY)	\$725,268	\$1,433,767	\$724,691	\$1,836,523	\$597,506	\$1,677,800	\$756,355	\$ 1,732,192	\$ 805,739
LAKE ARTHUR	\$1,682,588	\$120,745	\$1,696,340	\$143,785	\$1,786,890	\$182,637	\$1,916,938	\$ 227,024	\$ 1,958,509
LAS CRUCES	\$175,654,787	\$9,749,515	\$180,196,232	\$10,519,630	\$185,967,087	\$17,276,840	\$206,617,554	\$ 25,488,246	\$ 206,449,769
ALMA D'ARTE STATE CHARTER (LAS CRUCES)	\$1,869,594	\$80,000	\$1,983,190	\$95,000	\$1,943,423	\$274,391	\$1,753,552	\$ 150,168	\$ 1,720,992
J. PAUL TAYLOR ACADEMY (LAS CRUCES)	\$1,283,510	\$120,920	\$1,348,512	\$122,885	\$1,486,838	\$117,471	\$1,647,852	\$ 191,359	\$ 1,569,650
LA ACADEMIA DOLORES HUERTA (LAS CRUCES)	\$1,383,013	\$90,000	\$1,377,176	\$180,000	\$1,342,141	\$235,192	\$1,243,750	\$ 189,210	\$ 1,255,106
LA MONTANAS (LAS CRUCES)	\$1,641,458	\$30,261	\$1,770,233	\$91,986	\$1,975,705	\$18,666	\$2,357,241	\$ 235,355	\$ 1,917,950
NEW AMERICA SCHOOL (LAS CRUCES)	\$2,345,705	\$390,060	\$2,176,184	\$492,280	\$2,271,256	\$485,262	\$2,130,672	\$ 459,859	\$ 1,942,127
RAICES DEL SABER XINACHTLI (LAS CRUCES)	New FY20	New FY20	New FY20	New FY20	New FY20	New FY20	\$326,954	\$ 3,065	\$ 647,423
LAS VEGAS CITY	\$13,713,431	\$94,823	\$13,822,214	\$1,014,711	\$13,529,966	\$1,450,803	\$14,463,218	\$ 1,040,795	\$ 14,201,050
LOGAN	\$3,150,812	\$536,016	\$3,323,007	\$495,224	\$3,718,902	\$761,792	\$3,673,449	\$ 875,331	\$ 3,828,931
LORDSBURG	\$4,365,161	\$209,367	\$4,683,098	\$291,857	\$4,622,386	\$447,378	\$5,335,596	\$ 408,569	\$ 5,309,899
LOS ALAMOS	\$27,175,807	\$385,959	\$27,973,215	\$1,916,926	\$29,236,392	\$1,776,431	\$31,415,509	\$ 3,778,721	\$ 31,093,687
LOS LUNAS	\$55,570,507	\$5,584,715	\$56,278,767	\$4,844,611	\$61,025,196	\$5,325,693	\$68,348,431	\$ 5,505,600	\$ 67,311,892
SCHOOL OF DREAMS ST. CHARTER (LOS LUNAS)	\$4,122,232	\$200,000	\$3,737,903	\$36,000	\$3,688,216	\$72,000	\$4,651,887	\$ -	\$ 4,275,851
LOVING	\$5,214,274	\$128,798	\$5,245,072	\$492,214	\$5,532,169	\$976,023	\$6,393,777	\$ 1,435,398	\$ 6,564,262
LOVINGTON	\$29,410,214	\$1,180,427	\$28,976,505	\$2,181,142	\$32,192,945	\$3,726,093	\$35,423,341	\$ 4,949,350	\$ 34,747,366
MAGDALENA	\$3,856,560	\$457,221	\$3,762,776	\$606,971	\$3,687,529	\$626,000	\$4,285,712	\$ 719,662	\$ 4,103,033
MAXWELL	\$1,625,750	\$68,410	\$1,668,649	\$81,402	\$1,829,071	\$117,782	\$2,138,399	\$ 119,370	\$ 2,104,680
MELROSE	\$2,072,002	\$163,285	\$2,251,199	\$10,000	\$2,577,444	\$197,264	\$2,997,560	\$ 373,133	\$ 3,074,595
MESA VISTA	\$3,532,630	\$476,005	\$2,822,175	\$646,550	\$2,867,681	\$43,632	\$3,582,936	\$ 209,977	\$ 3,322,336
MORA	\$4,232,667	\$614,267	\$4,414,411	\$82,261	\$4,423,350	\$585,964	\$4,853,264	\$ 469,220	\$ 4,744,859
MORIARTY	\$17,918,563	\$143,262	\$18,056,799	\$243,745	\$18,084,943	\$1,086,865	\$20,188,750	\$ 1,569,846	\$ 20,077,774
ESTANCIA VALLEY (MORIARTY)	\$2,535,514	\$17,819	\$2,767,503	\$50,622	\$3,519,555	\$51,545	\$4,099,191	\$ 103,152	\$ 4,763,634
MOSQUERO	\$1,234,211	\$81,759	\$1,216,693	\$74,021	\$1,183,324	\$98,675	\$1,623,326	\$ 91,509	\$ 1,808,649
MOUNTAINAIR	\$2,857,167	\$407,595	\$2,810,972	\$9,133	\$2,905,013	\$101,861	\$3,209,052	\$ 10,132	\$ 3,082,277
PECOS	\$5,378,593	\$191,155	\$5,635,033	\$630,609	\$5,726,847	\$638,333	\$6,132,497	\$ 1,005,780	\$ 5,800,301
PEÑASCO	\$3,645,365	\$938,715	\$3,536,303	\$228,810	\$3,758,736	\$306,709	\$4,194,780	\$ 355,285	\$ 4,131,764
LA JICARITA (PEÑASCO)	Closed FY17	Closed FY17	Closed FY17						
POJOAQUE	\$13,462,770	\$293,325	\$13,923,034	Not Reported	\$14,716,354	\$345	\$16,006,658	\$ 960,296	\$ 15,686,373
PORTALES	\$20,727,461	\$383,132	\$21,062,913	\$1,393,126	\$21,764,312	\$1,972,426	\$24,779,584	\$ 2,334,892	\$ 24,309,142
QUEMADO	\$1,990,659	\$104,852	\$2,095,752	\$223,847	\$2,187,393	\$257,779	\$2,503,230	\$ 307,813	\$ 2,471,566
QUESTA	\$4,436,468	\$274,373	\$4,211,268	\$60,092	\$4,387,652	\$56,853	\$4,429,671	\$ 123,011	\$ 3,751,125
RED RIVER VALLEY (QUESTA)	\$695,341	\$9,255	\$767,151	\$97,471	\$757,203	\$41,019	\$945,932	\$ 190,683	\$ 974,872
ROOTS & WINGS	State Charter	State Charter	State Charter						
ROOTS & WINGS (QUESTA)	\$489,363	\$500	\$463,094	\$50,711	\$486,390	\$30,434	\$582,380	\$ 91,984</	

**School District and Charter School Program Cost and Unrestricted Cash Carry Forward History**

DISTRICT/CHARTER	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
	Program Cost \$3,979.64	June 2017 Cash Carry Forward	Program Cost \$4,053.55	June 2018 Cash Carry Forward	Program Cost \$4,190.85	June 2019 Cash Carry Forward	Program Cost \$4,565.41	June 2020 Cash Carry Forward	Program Cost \$4,531.74*
RESERVE	\$1,940,527	\$69,362	\$2,003,620	\$63,961	\$2,094,574	\$221,449	\$2,344,019	\$ 393,877	\$ 2,089,581
RIO RANCHO	\$119,760,633	\$872,528	\$126,561,644	\$8,572,745	\$131,075,933	\$14,000,000	\$144,905,490	\$ 16,819,158	\$ 145,688,808
ASK ACADEMY ST. CHARTER (RIO RANCHO)	\$3,314,105	\$161,016	\$3,441,446	\$97,895	\$3,726,831	\$163,995	\$4,468,629	\$ 300,000	\$ 4,107,782
SANDOVAL ACADEMY OF BIL ED SABA (RIO RANCHO)	\$902,922	\$0	\$796,075	\$182,665	\$1,238,815	\$50,000	\$1,628,983	\$ 200,000	\$ 1,988,555
ROSWELL	\$69,242,096	\$5,322,501	\$70,603,161	\$313,806	\$72,971,126	\$974,405	\$86,092,695	\$ 2,664,117	\$ 84,659,755
SIDNEY GUTIERREZ	\$636,506	\$157,734	\$684,975	\$220,294	\$709,406	\$242,789	\$734,909	\$ 61,495	\$ 1,754,640
ROY	\$1,208,908	\$39,845	\$1,212,449	\$49,610	\$1,213,637	\$68,896	\$1,495,540	\$ 98,549	\$ 1,434,957
RUIDOSO	\$13,840,644	\$3,440,979	\$14,545,214	\$4,144,932	\$15,285,832	\$4,493,638	\$16,780,972	\$ 4,221,997	\$ 16,842,248
SAN JON	\$1,897,981	\$200,784	\$1,889,097	\$0	\$1,962,927	\$234,397	\$2,136,070	\$ 313,131	\$ 2,055,575
SANTA FE	\$96,933,336	\$7,984,535	\$98,151,090	\$5,569,537	\$100,372,802	\$6,618,911	\$108,260,578	\$ 4,316,825	\$ 106,743,038
ACAD FOR TECH & CLASSICS	\$2,632,410	\$25,774	\$2,890,394	\$68,998	\$2,876,788	\$640,749	\$3,124,108	\$ 622,399	\$ 3,103,852
MASTERS PROGRAM ST. CHARTER (SANTA FE)	\$1,933,268	\$494,267	\$1,965,138	\$59,327	\$2,145,254	\$947,045	\$2,699,461	\$ 1,404,351	\$ 2,484,767
MONTE DEL SOL (SANTA FE)	\$2,868,860	\$170,720	\$2,948,427	\$40,700	\$3,418,003	\$686,022	\$3,467,990	\$ 421,780	\$ 3,277,604
NEW MEXICO CONNECTIONS VIRTUAL (SANTA FE)	\$8,984,719	\$100,000	\$12,370,088	\$391,690	\$12,980,429	\$1,959,656	\$8,941,842	\$ 2,330,000	\$ 9,942,112
NEW MEXICO SCHOOL FOR THE ARTS ST. CH (SANTA FE)	\$2,045,968	\$216,542	\$2,178,185	\$15,000	\$2,262,401	\$279,226	\$2,618,291	\$ 292,803	\$ 2,780,472
TIERRA ENCANTADA CHARTER (SANTA FE)	\$2,569,902	\$130,000	\$2,542,681	\$184,273	\$2,622,009	\$110,000	\$3,127,813	\$ 265,513	\$ 3,260,823
TURQUOISE TRAIL (SANTA FE)	\$3,160,801	\$217,330	\$3,327,602	\$164,034	\$3,880,262	\$371,716	\$5,119,123	\$ 703,879	\$ 5,309,473
SANTA ROSA	\$5,958,147	\$445,549	\$6,067,401	\$587,373	\$6,094,070	\$535,408	\$6,901,440	\$ 869,340	\$ 6,734,093
SILVER CITY CONS.	\$22,763,977	\$756,628	\$22,176,674	\$274,311	\$21,451,595	\$675,239	\$22,977,238	\$ 388,772	\$ 22,321,897
ALDO LEOPOLD ST. CHARTER (SILVER CITY)	\$1,786,205	\$360,810	\$1,877,346	\$190,395	\$2,125,431	\$242,972	\$2,153,876	\$ 470,385	\$ 1,935,393
SOCORRO	\$12,192,739	\$610,496	\$11,995,080	\$1,370,764	\$11,976,372	\$1,576,682	\$13,327,953	\$ 1,368,927	\$ 13,364,858
COTTONWOOD VALLEY CHARTER	\$1,286,069	\$32,000	\$1,310,047	\$110,000	\$1,389,711	\$160,000	\$1,539,726	\$ 215,000	\$ 1,506,405
SPRINGER	\$2,057,242	\$237,783	\$2,023,849	\$272,406	\$2,019,349	\$167,000	\$2,333,273	\$ 270,874	\$ 2,253,149
TAOS	\$17,860,890	\$1,285,585	\$17,971,344	\$2,189,979	\$17,994,533	\$2,734,021	\$19,522,572	\$ 1,756,447	\$ 19,089,955
ANANSI CHARTER	\$1,598,713	\$56,143	\$1,499,728	\$74,060	\$1,419,470	\$6,262	\$1,795,925	\$ 111,622	\$ 1,762,335
TAOS ACADEMY ST. CHARTER (TAOS)	\$2,182,262	\$228,201	\$2,126,601	\$334,430	\$2,063,243	\$202,159	\$2,527,479	\$ 238,366	\$ 2,262,326
TAOS INTEGRATED SCHOOL OF ARTS ST. (TAOS)	\$1,167,500	\$91,921	\$1,225,503	\$13,222	\$1,369,029	\$5,342	\$1,487,665	\$ 32,730	\$ 1,510,769
TAOS CHARTER	\$1,458,276	\$5,388	\$1,535,947	\$100	\$1,587,297	\$30,609	\$1,848,327	\$ 19,834	\$ 1,900,082
TAOS INTERNATIONAL (TAOS)	\$1,682,826	\$150,000	\$1,717,448	\$76,423	\$1,556,184	\$9,841	\$1,515,951	\$ 1,000	\$ 1,668,795
VISTA GRANDE	\$1,085,106	\$91,713	\$1,058,885	\$84,852	\$1,185,545	\$196,283	\$1,188,283	\$ 177,275	\$ 981,906
TATUM	\$3,645,476	\$325,967	\$3,499,222	\$290,122	\$3,740,614	\$356,530	\$4,114,641	\$ 390,906	\$ 4,248,520
TEXICO	\$5,049,315	\$219,896	\$5,217,328	\$497,126	\$5,180,611	\$490,432	\$5,758,590	\$ 468,612	\$ 5,668,205
TRUTH OR CONSEQ.	\$10,725,087	\$1,467,557	\$10,386,767	\$1,617,821	\$10,824,676	\$2,018,243	\$11,949,384	\$ 2,400,122	\$ 11,810,544
TUCUMCARI	\$8,178,514	\$882,169	\$8,491,054	\$1,394,764	\$8,655,777	\$2,006,239	\$9,312,127	\$ 2,443,840	\$ 9,074,161
TULAROSA	\$7,641,196	\$1,313,640	\$7,679,679	\$960,760	\$8,003,220	\$564,141	\$9,329,528	\$ 828,721	\$ 9,408,187
VAUGHN	\$1,595,402	\$76,414	\$1,645,581	\$220,224	\$1,584,694	\$119,876	\$1,761,740	\$ 241,710	\$ 1,579,742
WAGON MOUND	\$1,371,568	\$49,215	\$1,477,955	\$59,824	\$1,485,694	\$68,813	\$1,641,064	\$ 161,879	\$ 1,650,446
WEST LAS VEGAS	\$12,547,519	\$761,794	\$12,519,233	\$1,787,324	\$12,492,978	\$1,683,914	\$14,948,472	\$ 2,520,139	\$ 13,584,543
RIO GALLINAS CHARTER SCHOOL	\$763,802	\$106,000	\$806,584	\$204,541	\$771,875	\$0	\$910,090	\$ 132,316	\$ 920,297
ZUNI	\$10,590,018	\$644,340	\$11,250,429	\$1,165,375	\$11,256,673	\$1,040,588	\$12,480,091	\$ 1,276,301	\$ 12,669,277
<b>STATEWIDE</b>	<b>\$2,510,831,264</b>	<b>\$197,893,038</b>	<b>\$2,554,013,042</b>	<b>\$237,862,903</b>	<b>\$2,645,342,197</b>	<b>\$273,280,485</b>	<b>\$2,956,608,371</b>	<b>\$319,758,241</b>	<b>\$ 2,937,727,491</b>

Source: PED, OBMS, and LFC Files  
\*Preliminary estimate. Yellow highlights indicate state-chartered charter schools.