

Public School Support and Public Education Department FY22 Budget Requests

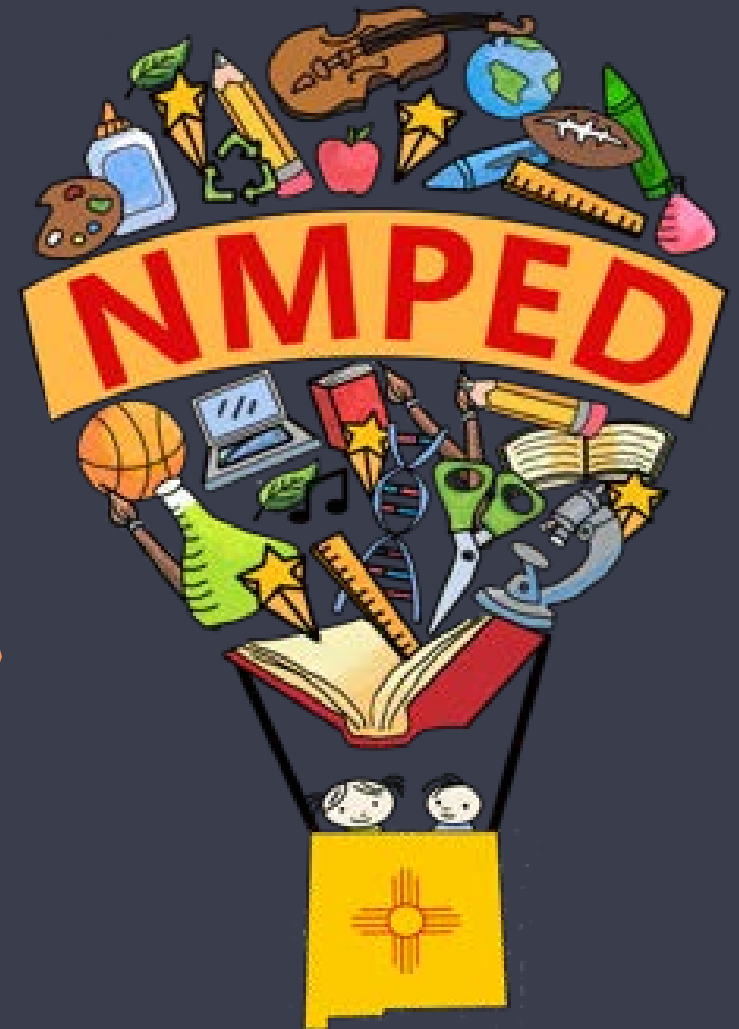
Legislative Education Study Committee

Dr. Ryan Stewart, Secretary of Education, Public Education
Department (PED)

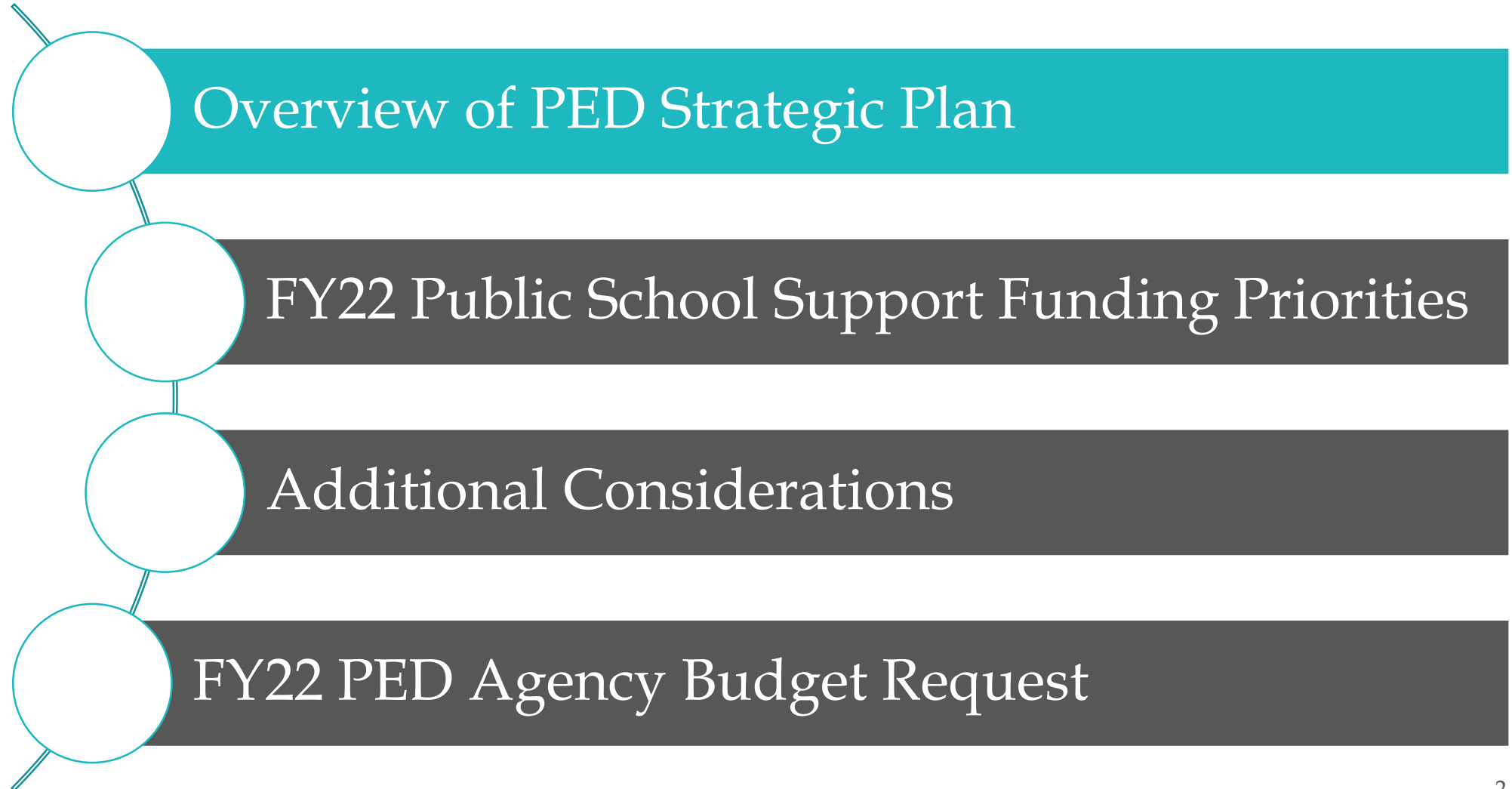
Adán Delgado, Deputy Secretary of Finance and
Operations, PED

December 17, 2020

Investing for tomorrow, delivering today.



Agenda



Overview of PED Strategic Plan

- Strategic Planning Process
 - ✓ Gathered stakeholders from across the education spectrum
 - ✓ Solicited feedback on PED initiatives and determined ways to strengthen and improve strategies
 - ✓ Defined short-, mid-, and long-term goals and actions to accomplish goals
- Comprehensive PED Strategic Plan is in the final stages of approval

Strategic Planning Subcommittees

Educator Ecosystem

Deputy Secretary Gwen Perea Warniment
Senator Mimi Stewart
David Chavez (CES)
Jessica Sanders (2017 NMTOY)
Alexis Esslinger (San Juan College)
Hope Morales (TeachPlus)
Heather Christensen (Teacher, Portales)

Secretary Elizabeth Groginsky
Representative Andres Romero
Ellen Bernstein (ATF)
Travis Dempsey (Supt., Gadsden)
Will Hawkins (NMCEL)
Joe Guillen (NMSBA)

Pathways & Profiles

Secretary Ryan Stewart
Senator Gay Kernan
Representative Sheryl Williams Stapleton
Mary Beth Weeks (NMPTA)
Amy Loyd (Jobs for the Future)
Yolanda Benally-Littletree (Parent, Central Consolidated)
Yvonne Kee Billison (Navajo Nation)

Secretary Bill McCamley
Senator Michael Padilla
Renata Witte (NMPTA)
Stan Rounds (NMCEL)
Tracey Bryan (Bridge of Southern NM)

Strategic Planning Subcommittees

Access to Opportunity

Deputy Secretary Kata Sandoval
Charles Sallee (LFC)
Danette Townsend (ABC Community Sch.)
Deanna Creighton Cook (ABC Comm. Sch.)
Julia Bergen (Communities in Schools)
Nancy Rodriguez (NM Alliance for School Based Health Centers)
May Sagbakken

Mary Parr Sanchez (NEA-NM)
Joseph Simon (LESC)
Maria Jaramillo
Jenny Parks (LANL Foundation)
Olivia Calabaza (NMSBA)

Whole Child Education

Lt. Governor Howie Morales
Mandi Torrez (2020 NMTOY)
David Rogers (Dual Language NM)
Patricia Jimenez Latham (Transform Ed. NM)
Matt Pahl (Public Charter Schools of NM)

Deputy Secretary Tim Hand
Karla Crane (NM CASE)
Stan Rounds (NMCEL)
Pandora Mike (IEAC)
Sally Marquez (NMAA)

Strategic Planning Pillars

- **Educator Ecosystem**

Addressing the critical teacher shortage through professionalizing education, recruiting and retaining top talent, providing extra support to new teachers, and providing resources to develop strong school leaders

- **Access to Opportunity**

Ensuring every student in New Mexico has equitable access to achieve personal success regardless of their demographics

- **Pathways and Profiles**

Develop multiple robust and relevant college and career pathways while defining the educational, social, and civic skills every New Mexico high school graduate will possess

- **Whole Child Education**

Providing the resources and accountability to ensure that students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students

Educator Ecosystem

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Diverse and Robust Educator Pipeline	More special educators and ancillary staff	More Native American educators	More bilingual educators	More educators from low-income communities
High Quality Teacher Preparation	All educator candidates receive special education training	All educators receive training in CLR pedagogy	All educators receive training in supporting ELLs	All educators receive training in CRL pedagogy
Induction for Early Career Teachers	Provide mentorship for new special educators and general educators serving SWD; Retain special educators	Recruit and retain educators serving Native American students	Recruit and retain educators serving ELLs	Recruit and retain educators working in schools serving low-income populations

Educator Ecosystem

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Growth-Oriented Educator Career Ladders	Incentivize professional learning in special education; PD for educators on effective supports for SWD in the general education setting	Incentivize professional learning in CLR pedagogy, indigenous language instruction, and anti-racist pedagogy	Incentivize professional learning in bilingual education and ELL support	Incentivize professional learning in CLR pedagogy
Leadership Development for Principals, Superintendents, School Boards, and School Business Officials	System leaders receive training in implementing and evaluating a high quality special education program	System leaders receive training in implementing and evaluating a CLR framework and on tribal consultation	System leaders receive training in implementing and evaluating high quality bilingual program and ELL program	System leaders receive training in implementing a CLR framework and evaluating teachers' implementation of a CLR framework

Pathways and Profiles

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Experiential Learning Opportunities	Increased access to internships and mentorship for SWD	Increased access to internships and mentorship for Native American students	Increased access to internships and mentorship for ELLs	Increased access to internships and mentorship for low-income students
Family Engagement During School Transition Periods	Improved pre-employment transition services for SWD	Increased culturally and linguistically appropriate outreach regarding available graduation pathways in tribal communities	Program materials and pathways planning support in multiple languages	Increased outreach and opportunities for low-income families to support student transitions

Pathways and Profiles

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Formal, Systemic Alignment Among K-12, Higher Education, and the Work Force	Partnerships for job placement for SWD between PED and Department of Workforce Solutions; Increased completion of certificate-granting CTE pathways and dual credit programs for SWD	Increased completion of certificate-granting CTE pathways and dual credit programs for Native American students	Increased completion of certificate-granting CTE pathways and dual credit programs for ELLs	Increased completion of certificate-granting CTE pathways and dual credit programs for low-income students

Access to Opportunity

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Evidence-Based Community Schools	Community schools connect SWD and their families with local services and supports	Community schools connect Native American students and their families with local services and supports	Community schools connect ELLs and their families with local services and supports	Community schools connect low-income families with local services and supports
Extended Learning Opportunities	Increased learning time for students with disabilities	Increased learning time for Native American students; Priority for K-5+ and ELTP funding for LEAs serving large percentages of Native American students	Increased learning time for ELLs; Priority for K-5+ and ELTP funding for LEAs serving large percentages of ELLs	Increased learning time for low-income students; Priority for K-5+ and ELTP funding for LEAs serving large percentages of low-income students

Access to Opportunity

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Access to Health Services	Students with disabilities are often most in need of increased access to physical and behavioral health services	Native American students are often most in need of increased access to physical and behavioral health services	Promotion of health services materials and school based health center information in multiple languages	Low-income students are often most in need of increased access to physical and behavioral health services
Access to High-Quality Nutrition	Work in collaboration with CYFD to support schools to provide dinner meal options for SWD	Tribal communities are disproportionately impacted by food insecurity	Work in collaboration with CYFD to support schools to provide dinner meal options for ELLs	Low-income families are disproportionately impacted by food insecurity

Access to Opportunity

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Student Attendance	Utilize evidence-based interventions (MLSS) to improve attendance rates of SWD	Families in tribal communities are more likely to experience barriers to consistent student attendance	Utilize evidence-based interventions (MLSS) to improve attendance rates of ELLs	Families in low-income communities are more likely to experience barriers to consistent student attendance
Closing the Digital Divide	Ensure SWD have access to devices, internet, and technology support	Tribal communities are less likely to be served by broadband infrastructure	Ensure ELLs have access to devices, internet, and technology support	Ensure low-income students have access to devices, internet, and technology support
Strategic Resource Allocation	Increased oversight of and support for use of special education funding	Increased oversight of and support for use of at-risk funds in service of Native American students	Increased oversight of and support for use of at-risk funds in service of ELLs	Increased oversight of and support for use of at-risk funds in service of low-income students

Whole Child

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Improved Academic Outcomes	PD for teachers on supporting SWD	Increased access to advanced coursework, including advanced STEAM courses	PD for ELL instruction	Prioritize allocation of funding to focus on protecting services to highest-need schools and students
Social Emotional Learning	Focus professional learning efforts on SEL training for special education and general education teachers	Native American students are more likely to have higher ACEs scores	Focus professional learning efforts on SEL training for bilingual teachers	Low-income students are more likely to have higher ACEs scores
Multilayered System of Supports (MLSS)	Reduce disproportionality in exclusionary discipline for SWD	Reduce disproportionality in exclusionary discipline for Native American students	Reduce disproportionality in exclusionary discipline for ELLs	Reduce disproportionality in exclusionary discipline for low-income students

Whole Child

Addressing Student Groups Identified in Martinez-Yazzie

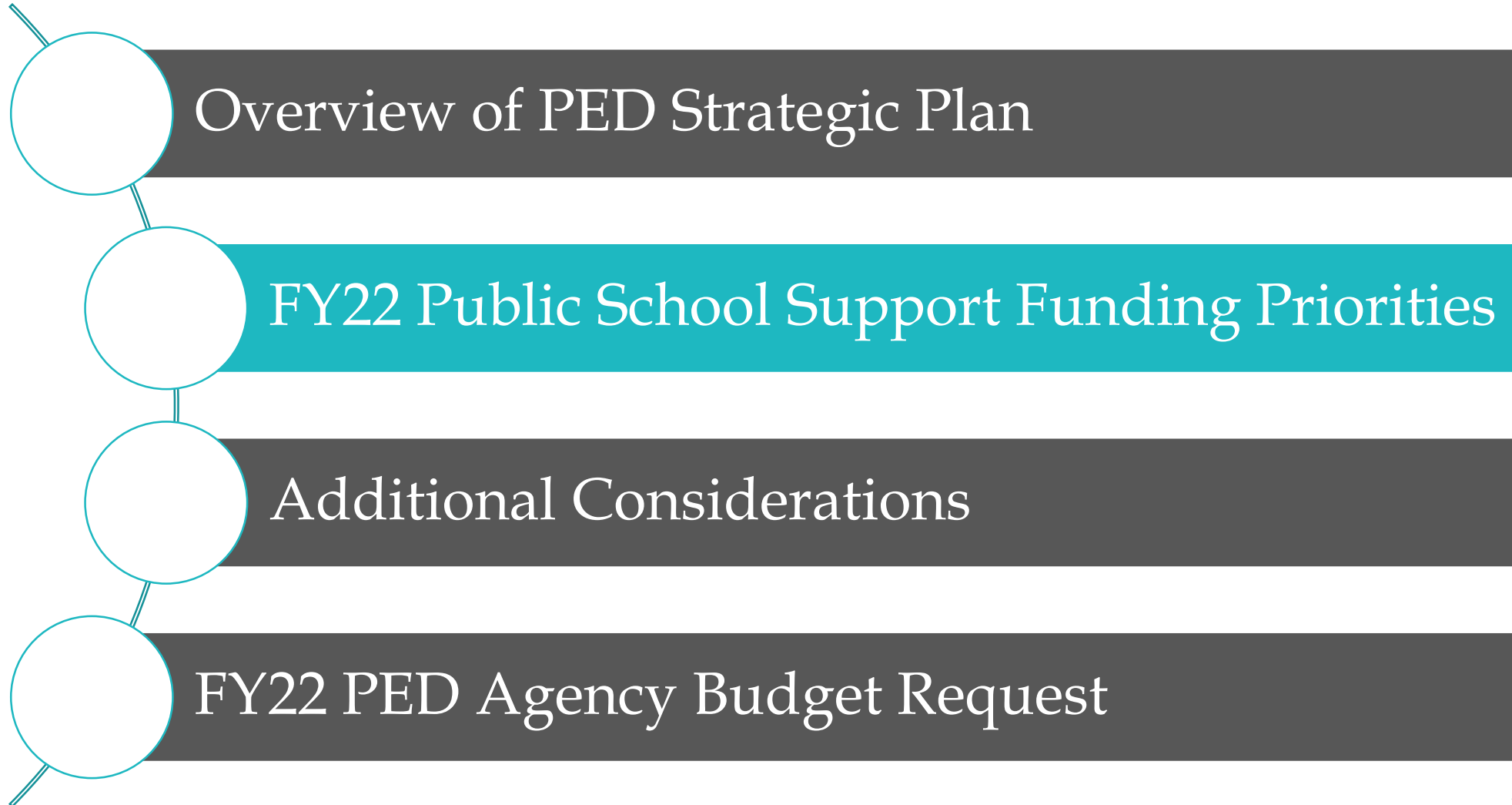
Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Culturally and Linguistically Responsive Curriculum and Pedagogy	Increased access to culturally and linguistically responsive curriculum and pedagogy for SWD	Social studies standards that fully reflect the experiences and contributions of Native Americans; Increased access to indigenous language programs	Comprehensive and coherent biliteracy framework	Increased access to culturally and linguistically responsive curriculum and pedagogy for low-income students
Family and Community Engagement	Improved advocacy and advisement for SWD	Improved tribal consultation; Advocacy from equity councils on programming for Native American students	Advocacy from equity councils on programming for ELLs	Partner with low-income families so they can fully participate in their student's academic progress

Whole Child

Addressing Student Groups Identified in Martinez-Yazzie

Strategy	Students with Disabilities (SWD)	Native American Students	English Language Learners (ELLs)	Economically Disadvantaged Students
Assessment	Data disaggregated by ability status	Data disaggregated by race and ethnicity	Data disaggregated by English language proficiency status	Data disaggregated by family income
Enrichment and Extracurricular Programs	Increase access to enrichment activities for SWD	Increase the funding available for enrichment activities in tribal communities	Increase access to enrichment activities for ELLs	Increase the funding available for enrichment activities in low-income communities

Agenda



Major Funding Priorities for FY22

- Maintain recent investments in education
- Martinez-Yazzie Consolidated Remediation Programs Package
- Ending Impact Aid Credit
- Family Income Index
- Pandemic Relief Fund

Maintain Recent Investments in Education

- When considering cuts, keep education a priority for maintenance of funding
- Maintain core programs through SEG
- Hold harmless for pandemic-related enrollment and transportation anomalies

Maintain Recent Investments in Education

SEG

Insurance	(line 14) - \$20,846.8
Enrollment Growth	(line 16) - \$23,242.8
Fixed Costs	(line 17) - \$4,681.5
Subtotal Program Cost	(line 30) - \$3,197,895.5
Projected Credits	(line 33) - (\$16,667.5)
Less OSF (From Driver's License Fees)	(line 34) - (\$7,000.0)

TOTAL SEG - \$3,174,228.0

Categorical

Transportation	(line 51) - \$110,405.6
Standards-Based Assessment	(line 57) - \$7,236.0
Out-of-State Tuition	(line 53) - \$315.0
Indian Education Fund	(line 58) - \$5,250.0
Emergency Supplemental	(line 54) - \$1,000.0

TOTAL Categorical - \$124,206.6

Maintain Recent Investments in Education

Educator Ecosystem

Principal Professional Development
(line 73) - \$2,491.5

Teacher Recruitment, Mentorship,
Professional Development, Evaluation,
and Retention
(line 74) - \$2,869.5

Access to Opportunity

Community Schools Initiatives (line 77) - \$3,322.0
Breakfast for Elementary Students

(line 78) - \$1,328.8

New Mexico Grown Fruits and Vegetables
(line 79) - \$332.2

GRADS – Teen Parent Interventions
(line 80) - \$415.3

School Lunch Copayments (line 91) - \$539.8

Feminine Hygiene Products (line 87) - \$141.2

Maintain Recent Investments in Education

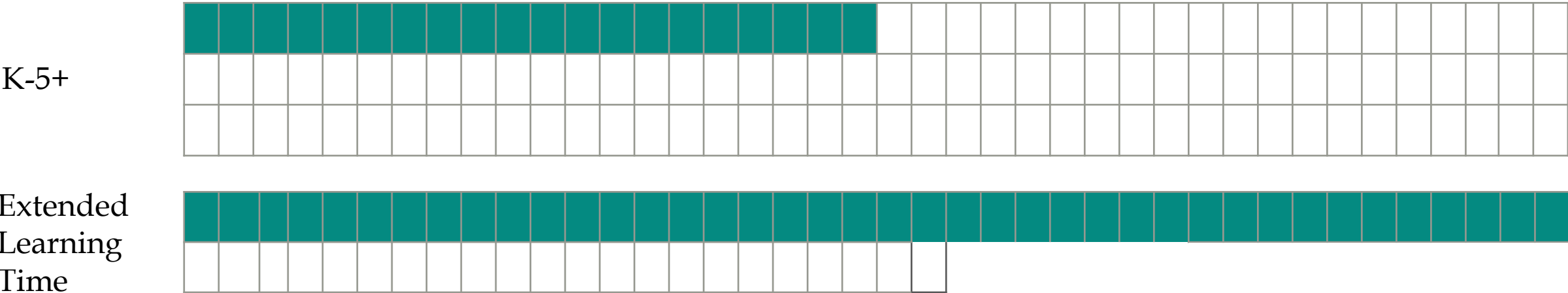
Pathways & Profiles

AP Test Fee Waivers and Training	(line 85) - \$1,245.8
Career and Technical Education	(line 86) - \$2,491.5
Teaching Pathways Coordinator	(line 88) - \$41.5
College and Career Readiness	(line 92) - \$83.1

Whole Child Education

CLR Curriculum and Instruction	(line 84) - \$2,000.0
Indigenous, Multilingual, Multicultural, and Special Education Initiatives	(line 69) - \$4,567.8
Early Literacy and Reading Support	(line 71) - \$1,661.0
STEAM Initiatives	(line 83) - \$2,152.6
Computer Science PD	(line 89) - \$166.1
MESA Program	(line 90) - \$62.4
Regional Education Cooperatives	(line 66) - \$1,034.0
Accountability and Regional Support Systems	(line 67) - \$1,000.0

Martinez-Yazzie Consolidated Remediation Programs Package



Community Schools

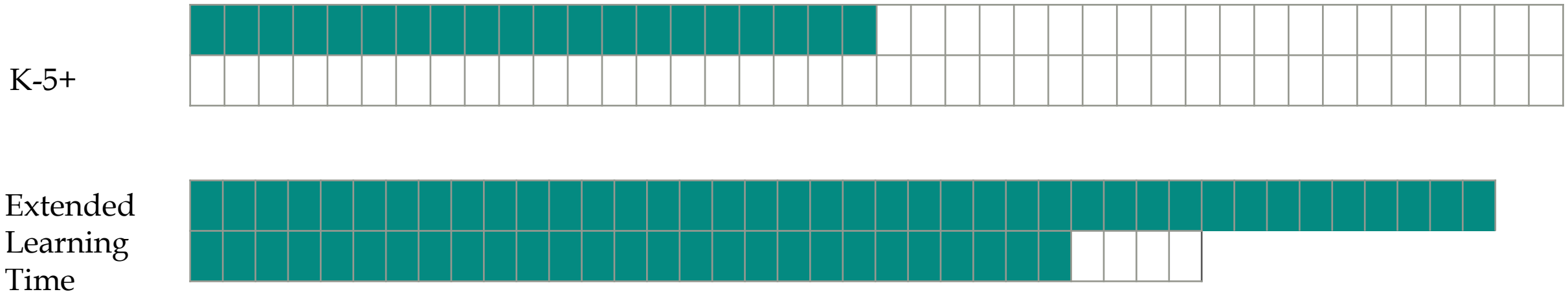


CTE



In FY20, \$126 million reverted to the reform fund

Ensure that all appropriated resources are fully utilized in support of Martinez-Yazzie student groups



Community
Schools



CTE



In FY21, \$70 million will revert to the reform fund

Martinez-Yazzie Consolidated Remediation Programs Package

K-5+	Extended Learning Time	CTE	Community Schools

In FY22, restructure funding to fully utilize all funds

Martinez Yazzie Consolidated Remediation Programs (line 12) - \$151,290.0

Ending Impact Aid Credit

- As the appropriating body, the legislature must take the opportunity to develop and pass a permanent solution to the taking of Impact Aid credits
- The Governor has communicated to legislators the urgent need for the legislature to present her with a solution
- **Guiding Principles**
 - ✓ As we address Martinez-Yazzie, it is clear that the solution must not pit Impact Aid districts against non-Impact Aid districts. Funding needs to be identified from another source so that it does not result in a decrease in funding to other schools
 - ✓ The state needs a permanent solution to the taking of Impact Aid credits
 - ✓ There needs to be strong language on tribal consultation on the expenditure of these funds
 - ✓ Impact Aid funding must be used for the educational benefit and critical capital needs of the students living on the lands from which the Impact Aid revenue is generated

Family Income Index

SEG*

- \$2.75 billion (86% of PSS)
- 315k Students

**excludes at-risk*

At-Risk Index

- Part of SEG
- \$296 million (9% of PSS)
 - Title I = 89K students (28%)
 - Mobility = 79K students (25%)
 - ELL = 54K students (17%)

Other PSS

- \$162 million (5% of PSS)
- 315k Students

Family Income Index

(line 108) - \$55,877.1

Direct funding to the approx. 1/3 of students with the lowest incomes

- Academic enrichment and intervention
- Physical and social-emotional health needs
- Access to supports and services
- Educator retention
- Before and after school programs

Family Income Index

Tax Data

- Match precise income data using tax records
- Partner with Tax and Revenue Department
- Match with approx. 74% of students

Family Income Index

Census Tract Data

- Use Census Tract Data to provide an approximate match for those students without a matching tax record
- Use for approx. 26% of students

Family Income Index Student Counts

Income Level Categories		
Percentage of Poverty Level	Level	Category
0-75%	1	Extremely low income
76%-130%	2	Very low income
131%-185%	3	Low income
186%-225%	4	Moderate income
Above 225%	5	Above average income

Sample Analysis Based on Preliminary TRD Data	
Poverty Level	Student Count
Extremely low income	42,315 (18%)
Very low income	44,823 (19%)
Low income	37,237 (16%)
Moderate income	19,211 (8%)
Above average income	88,833 (38%)
Total	232,419

Critiques of Current At-Risk Index

- *“SEG allocations to New Mexico school districts are only weakly related to district percentages of poor students, meaning that the highest poverty districts receive only 2 percent - 3 percent more funding per student than the average district.”*

--Court’s Findings of Fact and Conclusions of Law And Order re Final Judgment, Martinez-Yazzie case, p. 422

- *“[The state must] determine whether the increased at-risk index, combined with an adjustment for FRPL meets the needs of at-risk students in New Mexico or whether further adjustments are necessary.”*

--Transform Education New Mexico Platform, p. 21

Family Income Index for Sample Schools

**La Cueva
High School**

FY21 At-Risk Index

0.210

**Rio Grande
High School**

FY21 At-Risk Index

0.210

Extremely low income	4.7%
Very low income	6.0%
Low income	6.0%
Moderate income	3.6%
Above average income	79.7%

Family Income Index

0.107

Extremely low income	19.8%
Very low income	28.0%
Low income	20.3%
Moderate income	9.5%
Above average income	22.4%

Family Income Index

0.478

Directing Funding According to Economic Need

- An improved income metric would enable economically disadvantaged calculations at the school level
- School level economically disadvantaged calculations will allow for all charter schools to receive a school-specific at-risk appropriation
 - ✓ This will require a change in legislation

Pandemic Relief Fund

FY22: \$63,559.8

FY23: \$31,779.9

Increased Learning Time (K-2, 11-12)

- Additional instructional hours for K-2 and 11-12
- Credit Recovery
- Tutoring
- Small group instruction
- Strategic supports for foundations in reading

Transportation

- Transportation for additional instructional hours for K-2 and 11-12

Counseling

- Counseling
- Advisement
- Individual transcript reviews
- Extra five days of support for school counselors (100:1 student to counselor/advisor)

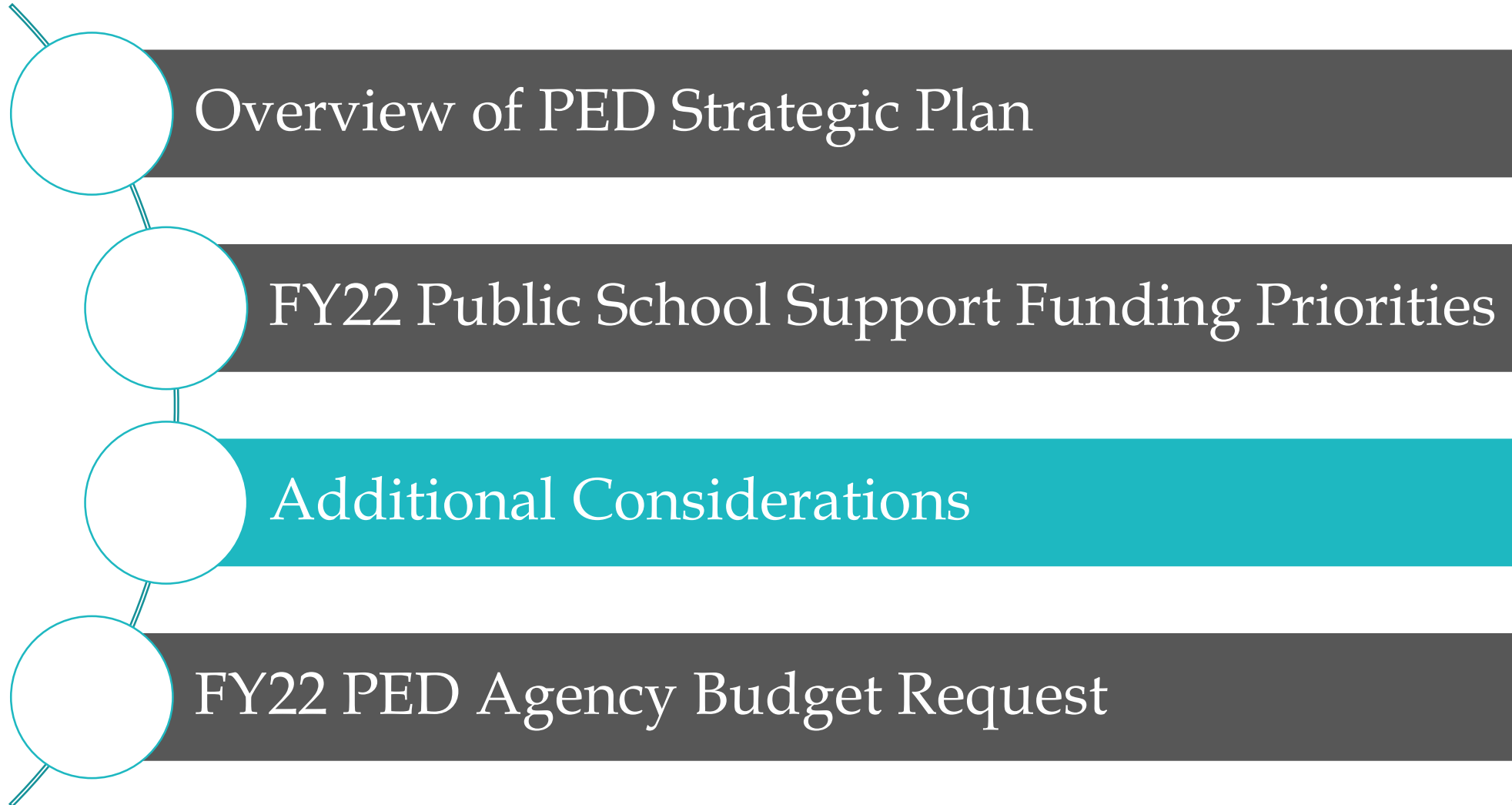
Work-Based Learning

- Work-based learning and paid internships for 11-12
- Successful pathways out of high school
- Statewide economic recovery
- High school redesign lessons

Additional Supports

- MLSS
- Reengagement of disengaged students
- SEL ECHO
- SEL Platform
- Accelerated Instruction PD
- Counselor/advisor/secondary support

Agenda



Additional Considerations

- Tribal Remedy Framework
- Martinez/Yazzie Regional Accountability and Technical Support
- Insurance/Fixed Costs/Enrollment Growth
- Support and Accountability
 - ✓ Regional Support and Accountability
 - ✓ Financial Transparency Website
 - ✓ Family Engagement
 - ✓ Special Education Working Group

Tribal Remedy Framework

Expenditures in FY22 and FY23 associated with PED's support of Native American students

Curriculum
Development

Teacher
Recruitment and
Preparation

FY22: \$5,000.0

FY23: \$5,000.0

Regional Support and Accountability

Addressing Student Groups Identified in Martinez-Yazzie

- Development of a regional system of support, technical assistance, and accountability for state funds that are being used to support M/Y student groups
- Two years of increased technical assistance – regionally assigned experts
 - ✓ Effective budgeting practices
 - ✓ Program development in the areas of **special education, English language acquisition, indigenous language programs, and at-risk student services**
 - ✓ Directly related to educational plans submitted by each LEA
 - ✓ A system of training, budget reviews, and educational plan reviews by PED staff and additional personnel employed by each participating REC

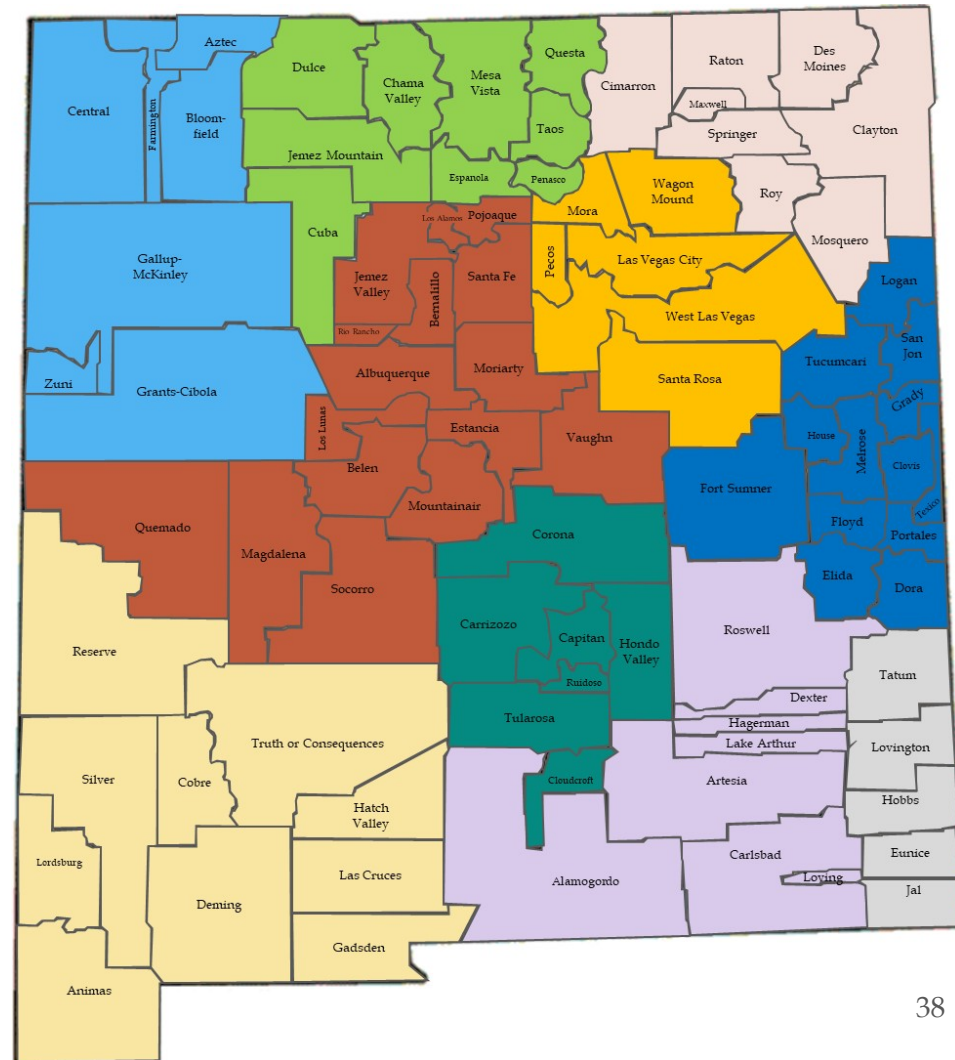
FY22: \$4,000.0

FY23: \$4,000.0

FY22 OSF request (line 112) - \$8,000.0

Regional Supports

- Santa Fe staff
 - ✓ Policy development
 - ✓ Standard setting
 - ✓ Desk audits
 - ✓ Data analysis
 - ✓ Corrective action plans
 - ✓ Research
- Regional staff
 - ✓ Program and budget design consultation
 - ✓ Training
 - ✓ Mentorship
 - ✓ Program review and adjustment
 - ✓ Parent and family engagement
 - ✓ School board supports



Sample Supports and Oversight

List of Support and Oversight Activities

Sept '20	Launch FY22 Budget Design Process with PED and prepare FY22 Budget Request	Oct '21	FY 22 Program review, budget consultations and adjustment with PED
Dec '20 - Mar '21	Manage the Legislative Budget Process and ensure advocacy for needed dollars and legislation is in place	Nov '21	FY 22 Q1 Spending Analysis Reports Distributed; Quarterly Budget vs. Actual Review with Equity Councils; Corrective Action Plans Distributed
Feb - Apr '21	FY 22 Budget Design Consultations and Feedback; Equity Council Budget Review; Budget Approval	Dec '21	FY 22 Program review, budget consultations and adjustment with PED
May '21	FY 21 Program review, budget design consultations and adjustment with PED	Jan '22	FY 22 Program review, budget consultations and adjustment with PED; Launch FY 23 Budget Design Process with PED
July '21	Implement approved budgets and programs	Feb '22	FY 22 Q2 Spending Analysis Reports Distributed; Quarterly Budget vs. Actual Review with Equity Councils; Corrective Action Plans Distributed; FY23 Budget Design Consultations
Aug '21	FY 22 Start of Year At-Risk Funding Reports Distributed; Equity Council Budget Consultation	Mar '22	FY 22 Program review, budget consultations and adjustment with PED; FY 23 Budget Design Consultations
Sept '21	FY 22 Program review, budget consultations and adjustment with PED	Apr- June '22	Program review, budget consultations and adjustment with PED; FY 22 Budget Design Consultations, FY 23 Budget Approval

Insurance

- Employer share of new insurance costs is included in the request
- Price increase in these insurance costs was derived using the:
 - ✓ 9.3 percent rate increase projected by NMPSIA staff
 - ✓ 7.3 percent rate increase estimated by APS staff
- For SY20-21, \$11,567.6 was appropriated for insurance
- When insurance cost growth is not funded as a current year expense, less money is directed to districts and charters to account for the increased insurance costs

Insurance (line 14) - \$20,846.8

Fixed Costs

- Reflects the funds needed for the projected increase FY22 over FY20 actual costs for districts and charters
- \$2,517.14 of the request will be used for:
 - ✓ external audit costs
 - ✓ maintenance and repair of buildings; furniture, fixtures and equipment; and vehicles;
 - ✓ textbooks
 - ✓ general supplies and materials
- \$2,164.36 of the request will be used for the costs of:
 - ✓ Energy
 - ✓ Water
 - ✓ Communication

Fixed Costs (line 17) - \$4,681.5

Enrollment Growth

- Estimated using FY21 budgeted MEM
- Districts and charters generate funding when MEM increases by at least 1 percent year-over-year
- For SY20-21, \$0 was appropriated for enrollment growth
- When enrollment growth is not funded as a current year expense, less money is directed to districts and charters to account for the costs to educate additional students

Enrollment growth (line 16) - \$23,242.8

Financial Transparency Website

- Upgrades will make data available in a timely, relevant, and digestible format
- Linking the educational plans (HB5/SB1 (2019)), real-time data project, and SB96 (2020) requirements
- Enables connections between investments and outcomes
- Focus on school level budget development and transparency

Family & Community Engagement

- **Revise New Mexico's statewide family engagement framework**
 - Maintain web platform(s)
 - Solicit community consultation & center family needs/experience
 - Host engagement roundtable
- **Establish communities of practice**
 - Identify and activate school/district interest & catalyze community partners
 - Offer teacher stipends and family incentives
 - Collect data, codify best practices, and develop resources to scale differentiated approaches
- **Provide technical and adaptive support**
 - Design & implement professional development for teachers and school leaders
 - Maintain ongoing communication and feedback channels between LEAs and SEA
 - Offer wrap-around supports to educators and families
- **Leverage existing systems and structures (e.g. Equity Councils) to bolster family engagement work across schools**
 - Establish truth and reconciliation process for community-centered healing and transformation
 - Identify sustainable avenues for cross-district relational work and data-sharing
 - Amplify stories of success

Special Education Working Group

The department is partnering with the Development Disabilities Planning Council, the Early Childhood Education and Care Department, Disability Rights NM, legislators, regional educational cooperatives, Native American disability law experts, parents, teachers and administrators to build transformative strategies to support students with disabilities. The group has focused on the following topics for strategic planning.

- Behavioral Needs
- PED Role
- Family Advocacy and Support
- Initial Evaluation
- Educator Training and Support

Special Education & PED's Strategic Plan

Included in current iteration of the strategic plan

- Job-embedded professional development
- Special education training for teachers to ensure they are prepared to support students with disabilities in the general education setting
- Increased family support and advocacy assistance
- Compliance monitoring and technical assistance
- Improved data systems (i.e. district-level MOE calculators, etc.)

Additional suggestions from Special Education Working Group (to date):

- Increased focus on transitions
- Initial evaluations completed in a timely manner
- Clarify PED role as oriented toward more support for effective implementation and oversight
- More consideration of students who span multiple MY categories

Special Education & Educator Ecosystem

Diverse and Robust Educator Pipeline	High-quality Teacher Preparation	Induction for Early Career Teachers	Growth-Oriented Educator Career Ladders	Leadership Development
<p>Prioritize filling special education teacher and ancillary staff vacancies</p>	<p>Ensure general education and special education teaching candidates receive appropriate training and professional development to provide individualized and appropriate education for students with disabilities</p>	<p>Provide multiple years of mentorship for beginning special education teachers</p>	<p>Launch the use of microcredentials in special education</p>	<p>Ensure system leaders receive training in implanting and evaluating a high-quality special education program</p>
<p>Promote Grow Your Own teacher scholarships to identify and support current educational assistants for full licensure as special education teachers, so they can teach in their home communities</p>			<p>Develop specific recruitment programs, policies, and incentives to attract more special education teachers</p>	<p>Facilitate educator communities of practice for those focused on serving students with disabilities</p>

Special Education & Access to Opportunity

Extended Learning Opportunities	Access to Health Services & High-Quality Nutrition	Funding	Student Attendance & Academic Outcomes	Closing the Digital Divide
Increase the number of students with disabilities participating in the extended learning time program and the K-5 Plus program across the state	Ensure students with disabilities have access to food pantries when needed	Increased oversight of and support for use of special education funding	Rapidly identify students with disabilities who are chronically absent and work with their families and service providers to proactively apply the appropriate interventions	Secure a recurring appropriation and establish funding mechanisms that ensure students with disabilities have access to a digital device and accompanying accessibility tools
Expand community-based after school/summer school programs and/or tutoring programs for students with disabilities	Increase access to physical and behavioral health services for students with disabilities	Increased transparency over special education funding	Ensure equitable access for students with disabilities to meaningful, 21 st century programming and initiatives that contribute to improved academic achievement and personal success	Ensure students with disabilities have access to high-speed internet

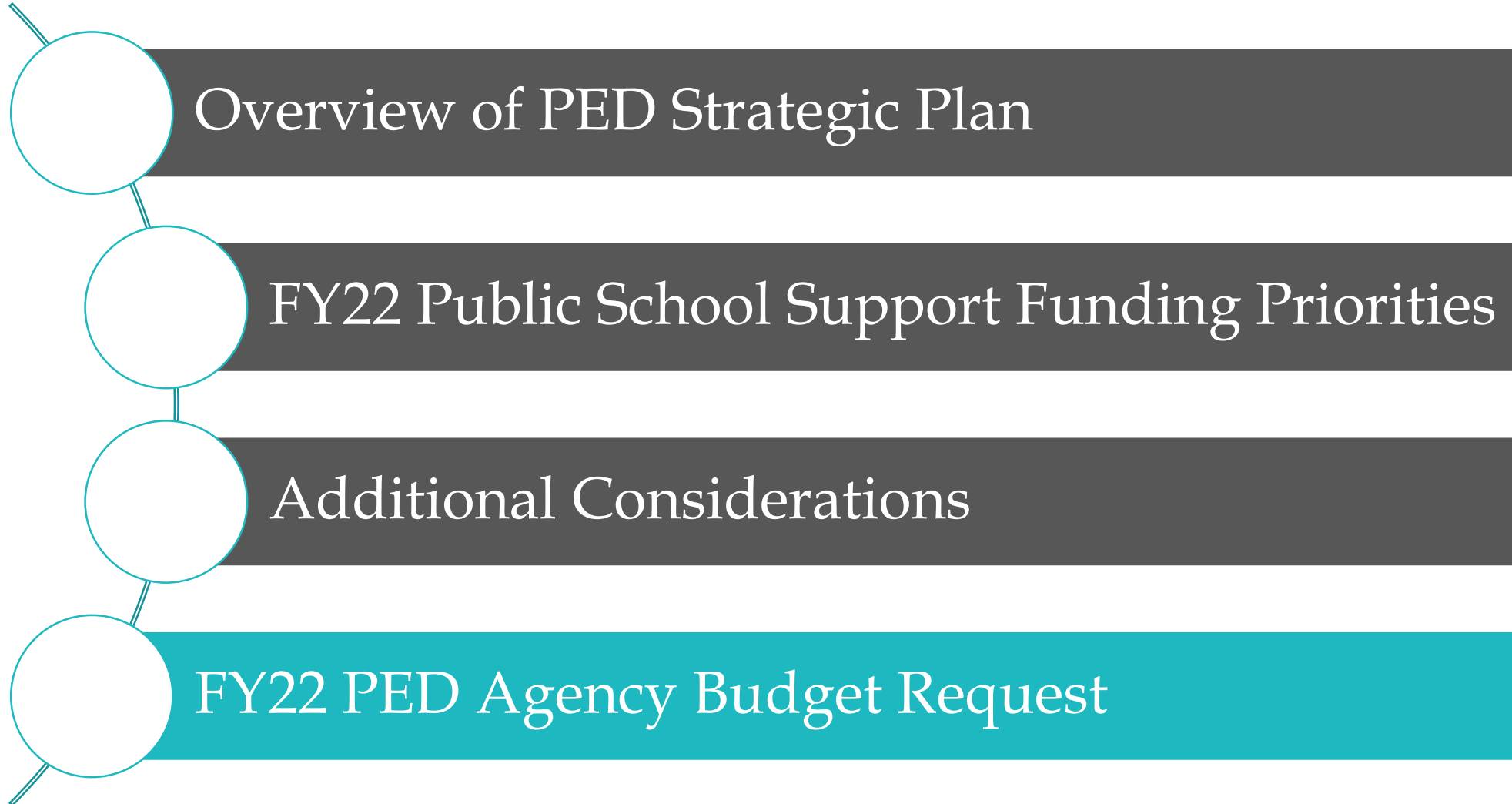
Special Education & Pathways and Profiles

Experiential Learning Opportunities	Transition Periods	Student Outcomes	Family and Community Engagement
Increase opportunities for applied, experiential learning for students with disabilities	Improve pre-employment transition services for students with disabilities	Increase graduation rates for students with disabilities	Increase outreach to families of students with disabilities to ensure they are aware of different opportunities and pathways
Increase career and technical education opportunities, including dual credit and industry-recognized certificate opportunities, for students with disabilities	Ensure students with disabilities have access to a counselor able to meet their transition support needs at each transition point	Increase post-secondary matriculation rates for students with disabilities	Train counselors in community engagement, particularly around school transition points and working with students with disabilities who come from culturally and linguistically diverse families and communities

Special Education & Whole Child

Professional Development	Social-Emotional Learning & MLSS	Enrichment and Extracurricular Programs	Technical Assistance and Resources	Family and Community Engagement
Train district administrators and teachers in the most effective classroom management techniques and behavioral interventions for all students, including students with disabilities	Increase access to social-emotional learning, culturally and linguistically responsive educational curricula and practices, and enrichment needs for students with disabilities	Increase the percentage of students with disabilities participating in out-of-school time programs	Implement state of the art data analysis and reporting tools for special educators and families	Support locally-based equity councils to conduct local readiness assessments to provide equitable educational programming and to review LEA data and programs related to the education of students with disabilities
Train general education teachers on strategies for supporting students with disabilities in a culturally and linguistically responsive manner	Reduce disproportionality in exclusionary discipline for students with disabilities	Secure funding for community-based enrichment programs for students with disabilities	Provide job-embedded, regionally-based supports for special educators	Improve student and family advocacy and advisement for students with disabilities

Agenda



NMPED FY21 Budget Overview

FY21 Agency Operating Budget \$49,238.4

Federal Funds	\$30,679.9
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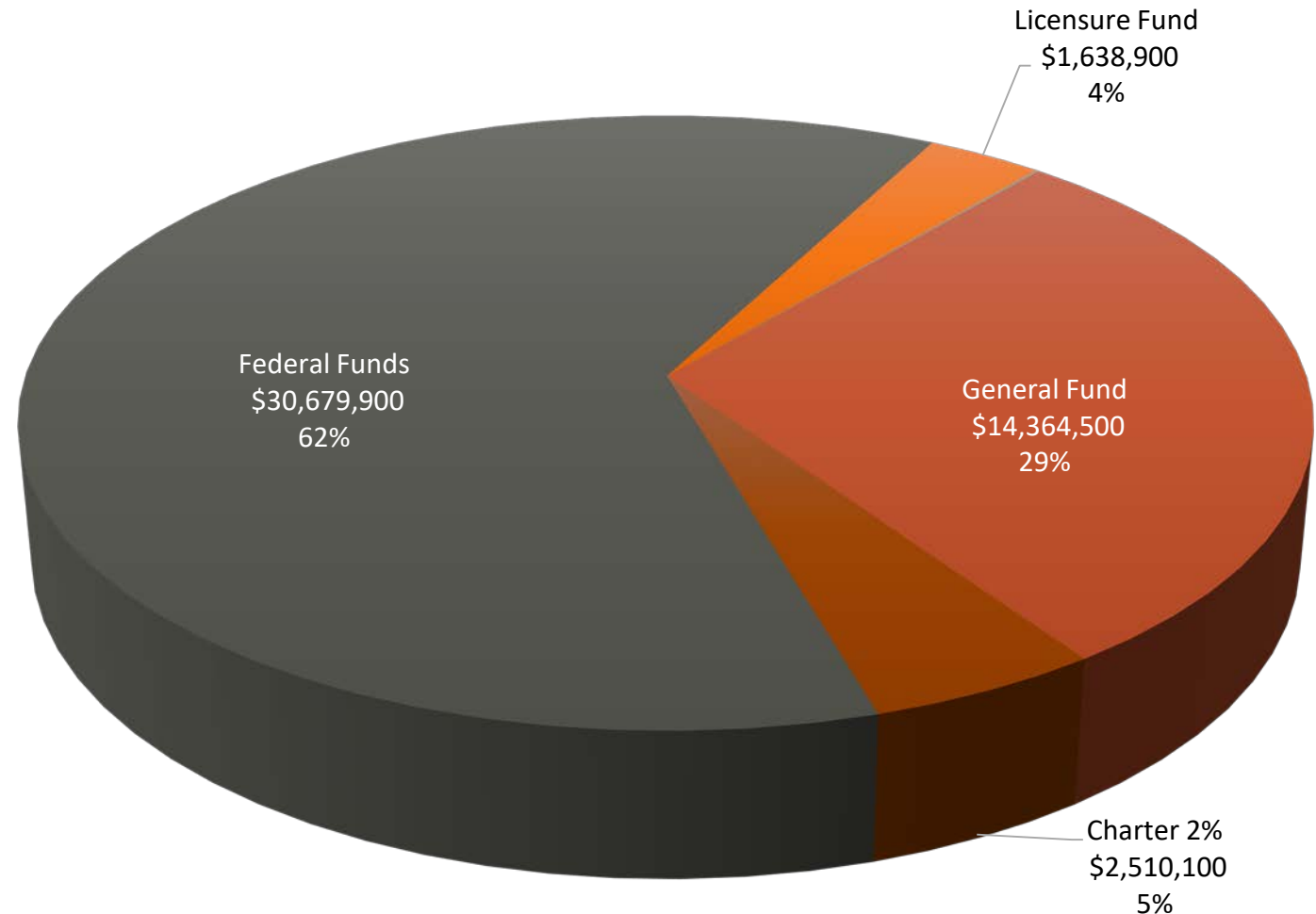
General Fund	\$14,364.5
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Charter 2%	\$2,510.0
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Licensure Fund	\$1,638.9
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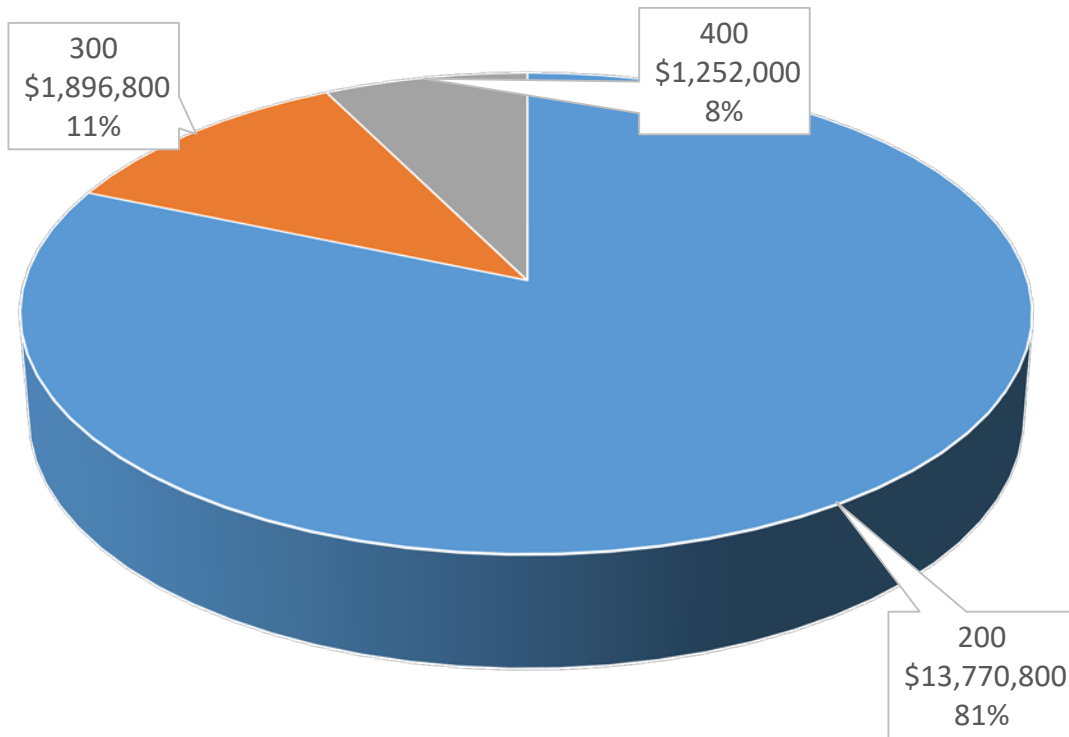
Other Transfers	\$45.0
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FY21 Sources



NMPED FY21 State Funds Overview

FY21 State Funds Categorical Budget Breakdown*



GF Total: \$14,364.5

- 200: \$13,770.8
- 300: \$1,896.8
- 400: \$1,252.0
 - GSD Charges: \$1,056.1

**Note: sum of categories exceeds the GF total because charter 2% and licensure funds are included*

After hiring recently authorized positions and several forthcoming requests, all state funded positions will be filled

**Note: sum of categories exceeds the GF total because charter 2% and licensure funds are included*

PED State Funds Budget Request

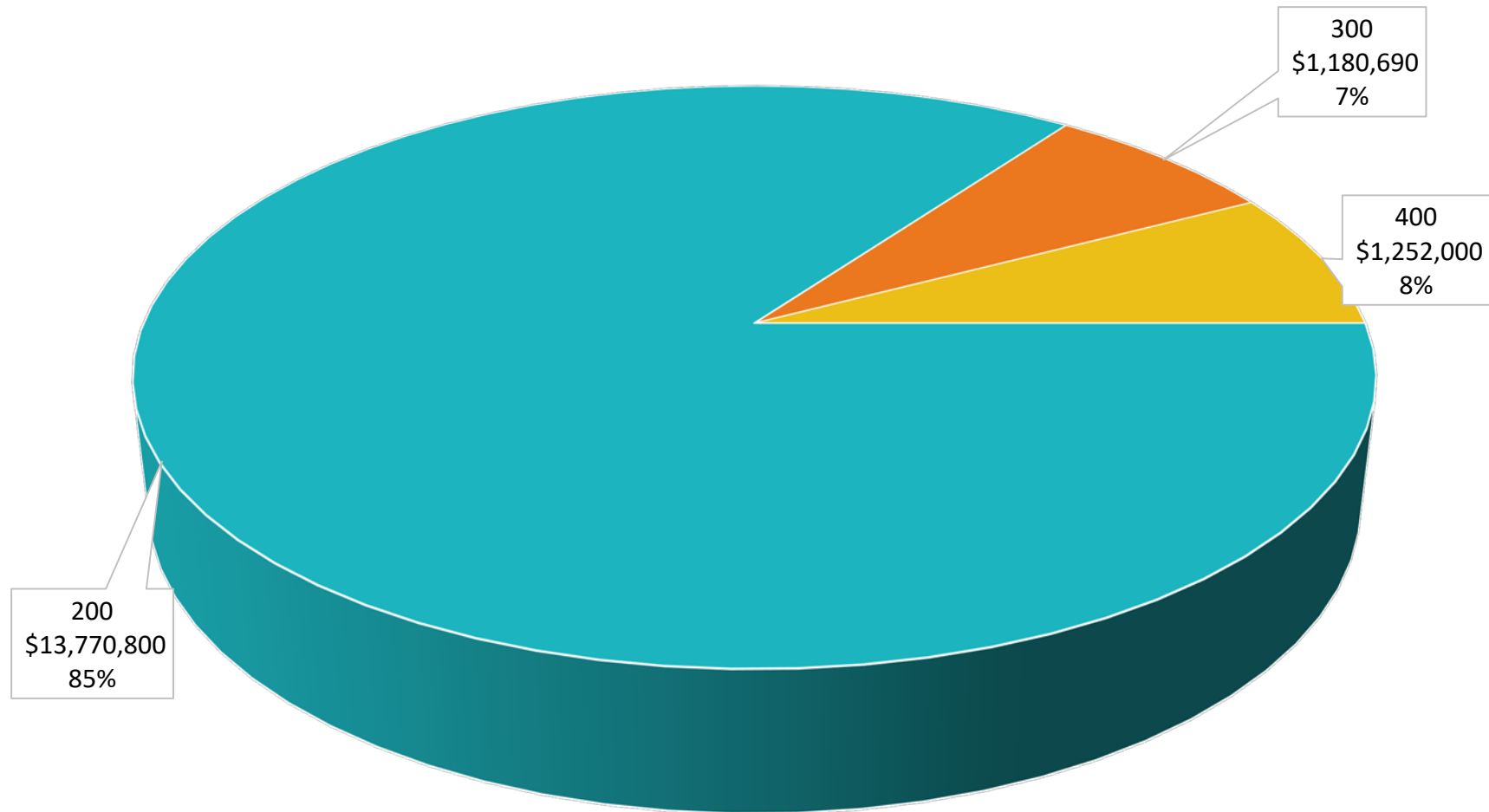
- Keeps 200s flat to build on organization changes initiated in FY20-21
 - ✓ Special Education
 - ✓ Information Technology
 - ✓ Strategic Outreach/Communications
 - ✓ Teaching, Learning, and Assessment
 - ✓ Managing Director/Human Resources
 - ✓ School Budget
- Cuts contracts that have the least impact on org needs and school support
- Reduces 300s from 11 percent to 7 percent of state funds budget

- **FY22 GF Total:**
- \$13,648.4

- **FY21 GF Total:**
- \$14,364.5

- Difference:
- **(\$716.1; 5 percent of GF)**

FY22 Categorical Breakdown*



**Note: sum of categories exceeds the GF total because charter 2 percent set-aside and licensure funds are included*

Concerns

- School budget and fiscal grants
- IT
- Investigations
- Research and evaluation

Thank You!

