

Policy Brief

Out-of-School Time: Supporting Well-Rounded Students

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Out-of-school time (OST) programs provide students with access to a broad range of academic and enrichment activities that support a well-rounded education. Whether the focus of OST is to give students homework help, offer career exploration, provide students a safe environment after the school day, or engage them in physical activities, OST programs are a key component of students' educational experience.

During the 2025 interim, LESC staff conducted a review of New Mexico's OST landscape, with a focus on how legislative funding has been used in fiscal year 2025 (FY25). This review involved discussions with PED staff and program operators in school districts and charter schools, as well as site visits and virtual interviews to learn about the programming being offered in the state. These conversations helped respond to research questions surrounding OST access, quality, and benefits.

This brief outlines the existing OST landscape in New Mexico, discusses the funding sources supporting programming, and explores national research and state data on OST availability and effectiveness. Finally, it provides policy and budget considerations ahead of the 2026 legislative session.

Overview of New Mexico OST Landscape

In New Mexico, OST programs are primarily provided by a combination of school districts, charter schools, and community-based organizations (CBOs). In many cases, these entities collaborate in offering programs, whether before or after the regular school day, or during the summer.

OST programs are heavily concentrated in major urban areas like Albuquerque, Las Cruces, and Santa Fe. Based on LESC analysis of a [map](#) produced by the New Mexico Out-of-School Time Network, approximately 75 percent of programs funded through the General Appropriation Act (GAA), including school districts, charter schools, and CBOs, are located along the Rio Grande Corridor.

Many of New Mexico's rural and tribal communities do not have access to robust OST programs. While funding can be a contributor to this lack of access, additional barriers prevent students in these communities from participating in programming. Rural school districts, charter schools, and OST stakeholders cited transportation challenges, the significant time required to fill out grant applications in schools with limited staff, and the lack of resources in these communities to support sustained programming as reasons for not offering OST programs.

State Funding for OST

In recent years, the New Mexico Legislature has taken significant steps to better support OST. **Figure 1: State OST Funding History** recaps recent funding appropriated by the Legislature. In FY24, the Legislature appropriated \$20 million for OST programs. This funding supported 78 sites throughout the state, with 40 being operated by school districts and charter schools, and the other 38 operated by CBOs.

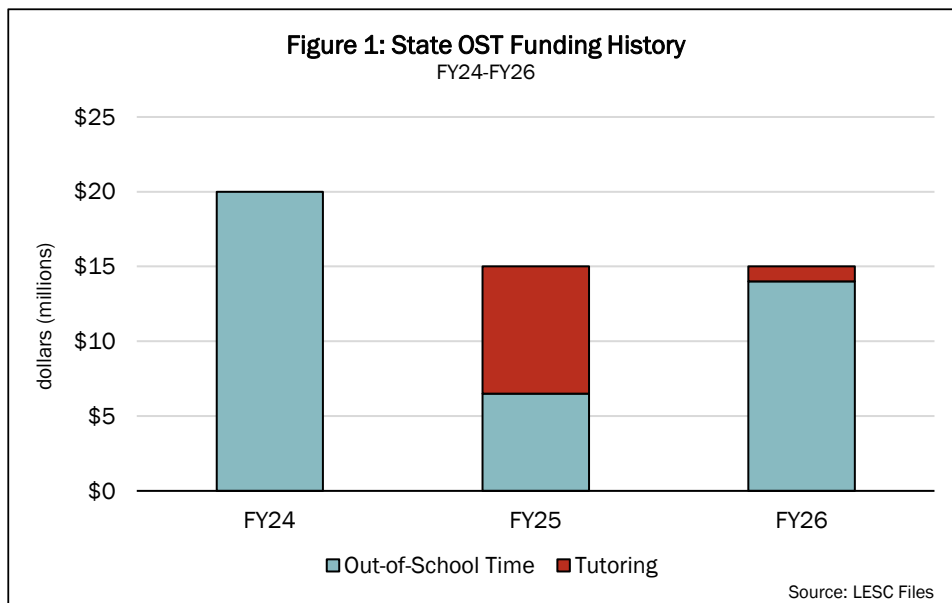
In FY25, the GAA included \$15 million for OST programs, of which \$8.5 million had to be specifically used for high-impact tutoring (HIT). This change left \$6.5 million for non-tutoring OST programs. To help OST awardees from previous years address potential program impacts, the Public Education Department's (PED) Community

Key Takeaways

- In New Mexico, OST programs are primarily provided by a combination of school districts, charter schools, and community-based organizations (CBOs) (*Page 1*).
- Available state funding for OST programs in New Mexico in FY26 falls short of demonstrated demand from school districts, charter schools, and CBOs (*Page 2*).
- Research has shown the effectiveness of OST in improving student outcomes, but the importance of OST should not be understood solely through the lens of academic performance (*Page 5*).
- According to OST grant recipients throughout the state, the largest expense for OST programs is often staffing (*Page 7*).

Schools and Extended Learning Bureau prioritized FY24 OST awardees in the distribution of HIT funds. Of the 27 school districts and charter schools awarded OST funding in FY24, 23 opted in to high-impact tutoring funding in FY25. To receive these funds, awardees had to commit to implement HIT programs and participate in tutoring training. **Appendix A: History of State OST Award Allocations by LEA and CBO** tracks OST award amounts in recent fiscal years.

In FY26, \$15 million was appropriated for OST programs. Of this total, \$14 million was earmarked for OST, while \$1 million was allocated for tutoring initiatives for at-risk students, marking a large shift in favor of OST at the expense of HIT.



Federal Funding for OST

The U.S. Department of Education (ED) supports OST programs nationwide through the Nita M. Lowey 21st Century Community Learning Centers grant (21st CCLC) under [Title IV, Part B](#), of the Elementary and Secondary Education Act (ESEA). Each year, ED distributes funding to state education agencies, who are responsible for selecting subgrantees. Between fiscal year 2022 (FY22) and FY25, the total federal appropriation for 21st CCLC has remained relatively consistent at approximately \$1.3 billion. From these funds, New Mexico has received between \$9.8 million and \$10.4 million each year. According to PED, [9,549 students](#) at 117 schools participated in 21st CCLC-funded programs in the 2024-2025 school year. The complete list of subgrantees, as well as a more in-depth discussion of 21st CCLC programming, will be addressed later in this brief.

Demand for OST

Available state funding for OST programs in New Mexico in FY26 falls short of demonstrated demand from school districts, charter schools, and CBOs. According to data from PED, the department’s FY26 OST “Intent to Apply” generated a total request of \$30.2 million in funding (\$26.4 million from school districts and charter schools and \$3.8 million from CBOs). This level of interest indicates demand is at least two times larger than the state’s \$14 million OST appropriation for FY26.

PED Grant Criteria, Recipients, and Programs

Grant Criteria. In FY24, PED established the following criteria for entities applying for OST funding:

- A \$1,000 allocation per student;
- Needs to include at least one sub-contract and/or in-kind support from a nonprofit or CBO partner agency that provides OST programming;

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- Funding must apply to OST programs operating before or after the school day and/or at other times school is not in session including school breaks (summer, fall, winter, spring) and lunchtime;
 - A meal plan for OST programs funded outside of the grant;
 - Narratives on how proposed programs will reach and impact individual students groups including low-income students, children with disabilities, English learners (ELs), racial or ethnic minorities, homeless students, children and youth in foster care, and migrant students.
 - Proposed locations that currently have limited or non-existent OST programs;
 - Name of the CBO provider or collaborator;
 - All assurances signed;
 - Cost formula and budget worksheet; and
 - Program schedule for each school.

In FY26, 71 school districts, charter schools, regional education cooperatives, and higher education institutions received state-level OST grant funding. Additionally, seven CBOs have entered the final year of three-year professional service contracts to provide OST programs.

Enrichment and Academics in OST Programs. A majority of state-funded OST programs offer both academic and enrichment components. **Appendix B: OST Program Type by Awardee** breaks down the programming offered by each state-funded site. Several sites do not have information related to their programming, either due to gaps in the data provided by PED or because the awarded funds were not expended. As the table indicates, every state-funded OST site provided enrichment activities in FY25, while 16 out of 27 offered academic supports.

Examples of Out-of-School Programming in New Mexico

A PED-commissioned [evaluation](#) by the Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center at New Mexico State University (NMSU) reported just under 7,000 students participated in state-funded OST programs in FY25. Using grant funding, OST providers have implemented a broad range of activities meant to support student learning, provide safe spaces for kids to socialize and play, and expose students to life skills and career paths.

During 2025 site visits, LESC staff observed programs in Albuquerque offer kids homework help, tutoring, and time to play. In Aztec, students at Mosaic Academy get to taste new vegetables, learn about gardening practices, prepare to plant potatoes, and take part in poetry activities. In Taos, LESC staff observed a violin class led by a local musician, where students as young as first grade were learning to handle a bow, take care of their instrument, and understand the basics of music theory. At Ojo Amarillo Elementary in Kirtland, students participate in coding, learn to play chess, practice bead art, learn to sew a ribbon skirt, or run cross country.

CBOs also used grant funds to enhance students' educational experiences. Film Prize Junior, with a presence in 88 schools spanning 26 of New Mexico's 33 counties, helped students produce 192 student films. These projects asked students to write scripts and design storyboards, manage competing deadlines, learn to operate camera equipment and editing software, and develop problem solving skills. At the Santa Fe Boys and Girls Club Teen Center, young people learned to disc jockey, produce podcasts and films, and explore different technologies.

While these examples are only a small representation of the OST programs offered across the state, they offer a preliminary insight into the wide variety of educational and enriching experiences that broaden students' experiences and help them learn essential skills to thrive long after they leave the classroom.

21st Century Community Learning Centers in New Mexico

21st Century Community Learning Centers. Created in 1994 under Title IV, Part B, of the federal Elementary and Secondary Education Act (ESEA), 21st Century Community Learning Centers (21st CCLC) are the sole source of federal funds dedicated specifically to after-school and summer programs.

Table 2: FY25 Subgrantees lists the 14 school districts and charter schools and CBOs designated by PED as recipients of 21st CCLC funding. Six subgrantees in Southern New Mexico receive support from the STEM Outreach Center at NMSU to provide OST programming. The 21st CCLC funds for these six subgrantees are given directly to NMSU.

21st CCLC in New Mexico. Each year, NMSU SOAR conducts middle-of- and end-of-year evaluations of New Mexico’s 21st CCLC sites. These reports include demographic information on student participants, track learning time on various topics, examine student achievement growth, and review both student and staff perceptions of the program.

In the [2024-2025 end-of-year report](#), SOAR reported a total of 9,549 students participated in 21st CCLC sites in New Mexico, with 97 percent qualifying for free or reduced lunch. 82 percent were Hispanic or Latino, while 3 percent were Native American or Alaska Native and another 3 percent were Black. Twenty-one percent of participants were classified as ELs.

SOAR notes students took part in a total of 1.23 million hours of different activities in the 2024-2025 school year. Academic enrichment was the focus for 388 thousand hours, with another 286 thousand hours spent on physical and health-related activities. STEM activities were the third-most common category at 240 thousand hours throughout the year.

In terms of academic performance, SOAR found students’ math and English grades increased between the first and fourth quarters of the year. All subgroups demonstrated growth. Of particular note: Native American and Alaska Native students demonstrated the largest growth between the first and fourth quarter of the year in both subjects.

Other OST Options in New Mexico

Local Support. While state and federal funds are the primary sources of funding for OST programs throughout the state, some communities use local funding to ensure youth have access to safe, supportive spaces outside of school hours. In Lovington, for example, the city operates the Lovington Youth Center, complete with full-time staff, with an annual budget of approximately \$200 thousand to provide local youth with after-school programs four days a week. On Fridays, the center hosts an open gym night. During their time at the center, students take part in STEM and arts activities, receive tutoring and homework assistance, and learn to manage their emotions and build relationships under the principles of social emotional learning.

Community-Focused Programming. The direct services provided by OST programs are often targeted toward students, but some organizations engage in community-oriented programs, including adult education and family engagement events, to ensure the broader community benefits. In Southern New Mexico, Borderland Family Ties, a nonprofit OST educational support organization, serves three school districts and their communities: Las Cruces Public Schools, Gadsden Independent School District, and Hatch Valley Public Schools. Much of their programming involves STEM-focused activities for students, either on school campuses throughout the region or through field trips to explore STEM careers.

Borderland Family Ties also hosts community farmers’ markets, culinary classes, and family learning events at least once a month in each school district they serve. These events are typically held at Doña Ana Community College campuses or rural community centers. Borderland Family Ties, while certainly not the only organization in the state using this community engagement model for OST, offers an example of the type of community-driven OST programming that can enhance the capacity of a community to help youth learn and thrive.

Summer Programs. OST, while most often discussed in the context of after-school programs, can also take place in the summer months. In Clovis Municipal Schools, for example, students can participate in summer programming for volleyball, track and field, flag football, fine arts, and theater, among other activities. Additionally, the district offers Camp Wildcat, a summer program where students can access reading and math

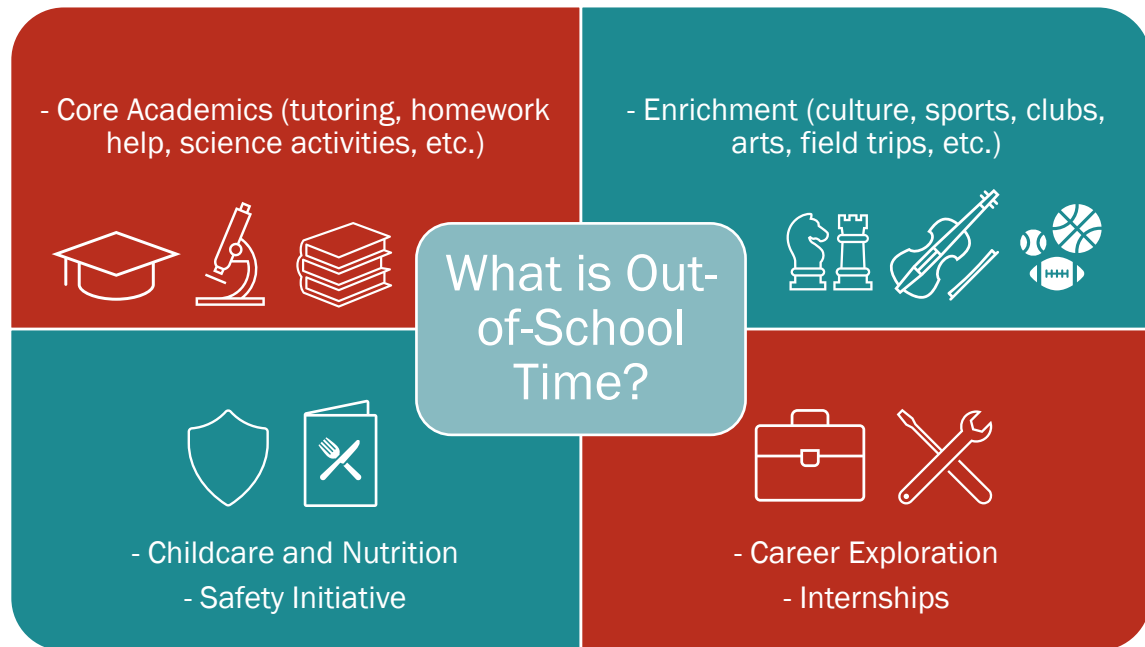
Table 2: FY25 Subgrantees

21st Century Community Learning Centers

AppleTree Educational Center
Boys & Girls Club of Central New Mexico
Community for Learning
Española Public Schools
Farmington Municipal Schools
Gadsden Independent School District (NMSU)
Hatch Valley Public Schools (NMSU)
Hobbs Municipal Schools (NMSU)
Las Cruces Public Schools (NMSU)
Lordsburg Municipal Schools (NMSU)
Raíces del Saber Xinachtli (NMSU)
Rio Grande Education Collaborative
Santa Fe Public Schools
South Valley Preparatory School

Source: NMSU SOAR

supports and take part in social emotional learning activities. These summer programs can keep kids active and engaged when school isn't in session, helping to address the "summer slide" in achievement between school years.



Purpose of Out-of-School Time

Research has shown the effectiveness of OST in improving student outcomes, but the importance of OST should not be understood solely through the lens of academic performance. These programs, whether they take place before or after school, on weekends, or in the summer months, support communities with childcare needs, ensure kids have access to nutritious meals, expose students to careers and life skills, and engage youth in healthy, productive activities in safe settings. In this way, OST is not just an academic intervention, but rather a wraparound service to help schools and their communities develop well-rounded young adults.

OST Program Quality

Given the broad range of OST programs, best practices will vary based on the specific goals of a particular program or school. However, there are common components of high-quality OST programming that can ensure students receive the benefits of OST. In a [2009 report](#) for Arlington Public Schools in Virginia, the Hanover Research Council (now known as Hanover Research), a market research firm, outlined several best practices for designing OST programs based on a review of existing literature, including:

- OST programs should set realistic goals and design intentional activities to achieve specific outcomes;
- Programs should offer a variety of activities that provide students with opportunities to master new skills;
- Programming should complement, not duplicate, the curriculum taught during the regular school day;
- Sustained participation among students is needed for students to experience greater gains;
- Programs can also provide services to adults to promote family engagement;
- School districts, charter schools, and CBOs, and other community entities should partner to develop high-quality programs; and

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- Program staff should receive professional development to ensure they are prepared to support student participants.

New Mexico OST programs largely follow best practices. Many of the OST programs LESC staff visited during the 2025 interim incorporate the best practices discussed above, including the use of clearly-defined goals for their programs, partnerships with local entities to provide activities and resources, variety in the programming offered (especially through the combination of academic and enrichment programs), and set aside time for professional development opportunities to help program staff effectively implement OST programming. Additionally, the activities offered in these OST initiatives were designed to offer students the chance to build on the topics they'd learned through the day, rather than simply extending the school day. Students were able to apply the skills they'd been taught in the classroom to real-world challenges and learn through engaging activities.

Benefits of Out-of-School Time

Academic Achievement. OST programs are frequently hailed as a promising way to supplement in-class instruction to improve a student's mastery of core academic subjects. Research has affirmed this belief, with the Afterschool Alliance, an out-of-school time policy advocacy organization, noting in a [2024 roundup](#) of recent research on OST effectiveness that 6 in 10 students participating in South Carolina 21st CCLC programs in the 2019-2020 and 2020-2021 school years improved their reading grades by five points or more. Over that same period, over half of students who regularly participated improved their math grades by five percentage points.

Attendance. Chronic absence remains a pressing concern in New Mexico and across the United States, with educators and policymakers exploring ways to re-engage students in school. A [2023 report](#) on 21st CCLC examined the attendance impact of the program on participants who had 90 percent or lower school day attendance the prior year. Nationwide, 46 percent and 55 percent of participants in 12-month and 10-month programs, respectively, saw improved attendance rates. In New Mexico, which operates a 12-month program, 29 percent of the relevant participants saw improved attendance over the prior academic year.

Social Emotional Learning. Professors at Loyola University Chicago and the University of Illinois at Chicago developed a [framework](#) for assessing the effectiveness of OST programs in promoting social emotional skills for youth. This framework examined 68 studies of OST programs especially tailored to foster personal and social development. The framework sorted OST programs based on whether they used a sequenced training approach, emphasized active forms of learning for skill development, focused specific time on skills, and explicitly defined the skills they wanted to promote. Participation in the programs meeting these criteria, known as SAFE programs, were found to be correlated with notable improvements in student self-perception, positive social behaviors, and school bonding. These programs also saw significant declines in student conduct issues and drug use.

College and Career Readiness. OST programs can serve as avenues to help students develop skills they need to be successful in higher education and the workforce. A [policy brief](#) from the American Institutes for Research, a nonprofit and nonpartisan research and evaluation organization, calls these skills "employability skills" and separates them into three categories:

- Applied knowledge, including academic content and critical thinking;
- Effective relationships, such as the development of interpersonal skills (communication, collaboration, and personal qualities like professionalism, self-discipline, and initiative.
- Workplace skills involving time management, and technology use.

OST programs can help students develop these employability skills through exposure to public speaking opportunities, apprenticeships and internships, collaborative projects, help with college and job application materials, and hands-on experience with technology, among other approaches.

Safety. According to a [2019 report](#) from Fight Crime: Invest in Kids, a national organization of police chiefs, sheriffs, and prosecutors, a survey of 36 states saw a spike in juvenile crime between the hours of 2:00 to 6:00 PM. This time window, where children are more likely to be unsupervised because of their guardians' work schedules, can be filled with after-school programs to keep students engaged, safe, and involved in productive academic and enrichment activities.

Greater supervision of youth outside of school hours, such as participation in after-school programs, can also reduce risky behaviors. In a [2022 study](#) published in the *Journal of Adolescence*, researchers found adolescents

who spent more time unsupervised with their peers in high school had a higher likelihood of binge drinking and cannabis use at age 26. In this same study, time spent by high school students in organized after-school programs was associated with less illicit drug use, less binge drinking, and less cannabis use. Furthermore, Vermont has included an after-school-related question in its Youth Risk Behavior Survey for several years, [finding](#) between 2015 and 2019, students who participated in an after-school activity for 20 hours or more per week saw declines in alcohol use, bringing weapons to schools, and fighting.

Childcare. Typical school schedules have students finishing their days around 2:00 to 3:00 PM, leaving at least another two hours in many parents' workdays. As a result, parents are often in search of safe, affordable options for childcare until they finish the workday. OST programs offer parents a reliable source of childcare where students can receive help with homework, develop useful life skills, and socialize with their peers in productive ways. According to a [2022 report](#) from the Afterschool Alliance, 70 percent of surveyed parents reported believing after-school programs helped keep kids safe and out of trouble.

Site Visit Review: Roundup of School and CBO Feedback

To better understand the OST programming being offered throughout New Mexico, LESC staff conducted site visits with five school districts and charter schools and six interviews with community-based organizations and school districts:

Site Visits:

- Española Public Schools;
- Albuquerque Public Schools;
- Central Consolidated School District;
- Mosaic Academy (Aztec, NM); and
- Taos Municipal Charter School.

Interviews:

- Clovis Municipal Schools;
- Borderland Family Ties;
- Film Prize Junior NM;
- NMSU STEM Outreach Center;
- Lovington Youth Center; and
- Boys and Girls Club of Santa Fe.

Major Themes

Staffing was the most common use of OST grant funds. According to OST grant recipients throughout the state, the largest expense for OST programs is often staffing. As a result, the \$6.5 million appropriated by the Legislature in FY25, as well as the \$14 million in FY26, was largely dedicated toward compensation for program staff. These staff include licensed teachers, school aides, community partners, and older students.

For example, Central Consolidated School District received just under \$552 thousand in OST-specific grant funding in FY25. Of this amount, \$528.6 thousand was spent on compensation and benefits for staff.

Staffing was also the primary expense for recipients of federal 21st CCLC funds, with Española Public Schools, which only received federal funding to support OST programming, reporting this as their largest cost.

Funding should be consistent and sustained to ensure high-quality programming. OST providers who spoke with LESC pointed to recent fluctuations in OST funding as a barrier to program effectiveness. School districts and charter schools noted the challenges in providing consistent programs when they are unable to pay for proper staffing and materials, leading to waitlists, scaled-back programming, and reduced access.

In particular, CBOs urged continued consideration of specific state funding to support non-school-operated OST programs, given the significant role CBOs play in providing OST options for communities throughout New Mexico. For several of the CBOs, state OST grant funding accounted for large portions of their annual budgets (as high as 75 percent), making state support critical to their continued operations.

Pairing academics with enrichment is essential for student buy-in. In most site visits and interviews, program staff emphasized the importance of providing students with a well-balanced OST experience. They argue OST should not be used solely to provide academic supports to students, citing concerns about burnout after a lengthy school day and the potential for reduced engagement due to a singular focus on academics. Instead, program staff recommend incorporating enrichment, either through structured experiential learning activities such as gardening, STEM experiments, or poetry exercises, or through a more open-ended format like free time for kids to play.

To understand how different OST providers viewed the role of OST in a child's educational experience, LESC staff asked each site and interviewee for their perspective on the appropriate balance between academically-focused programming and enrichment activities. The response was unanimous: OST programs should ideally include a combination of academics and enrichment to ensure students can build upon the skills they develop during the regular day, as well as engage in hobbies like chess, arts and crafts, sewing, athletics, or coding, among others. In doing so, programs can generate greater student buy-in with academic activities by also guaranteeing time for socializing and play.

Several interviewees and sites also emphasized that academic activities should be more hands-on and inquiry-based than traditional lessons during the school day. Students should do science experiments, apply math to everyday challenges, and more to further support the skills they learned in the classroom rather than performing the same classroom activities once again after school.

Individual sites should be given flexibility to determine the programming best suited to their needs. OST providers repeatedly stressed the need to tailor programming to meet community needs. In a state as expansive and diverse as New Mexico, communities need the ability to decide what programs their students need outside of the regular school day. Programming decisions should ideally consider the interests of students, their academic needs, and the overall academic expectations of the broader community.

In service of this goal, state funding for OST programs should allow for a reasonable degree of flexibility in implementation. Whether a community is interested in using OST to teach children about cultural practices or is hoping to help students improve their performance in mathematics or reading through hands-on, applied activities, flexibility in the state's OST funding will ensure school districts, charter schools, and CBOs can develop responsive programming.

Policy and Budget Considerations

As lawmakers prepare for the 2026 legislative session, it will be critical to consider how best to build upon previous investments in OST initiatives. In doing so, lawmakers can help New Mexico's educators provide students with engaging, impactful out-of-school experiences to help them thrive well into the future.

The Legislature could consider:

- Appropriating \$20 million in funding for out-of-school time initiatives in FY27 to better account for unmet demand demonstrated by previous interest in PED grant funding; and
- Funding out-of-school time and high-impact tutoring as separate budget line items to prevent artificial competition for funds between two evidence-based practices to support student learning.

Appendix A: History of State OST Award Allocations by LEA and CBO

FY24-FY26 (in thousands)

Local Education Agencies	FY24	FY25	FY26
1 Alamogordo Public Schools			\$68,791
2 Albuquerque Public Schools	\$200,000	\$57,406	\$853,665
3 ACE Leadership High School			\$37,244
4 Christine Duncan Heritage Academy			\$31,521
5 East Mountain High School			\$57,011
6 Gilbert L. Sena Charter High School			\$44,119
7 Gordon Bernell Charter School			\$31,228
8 Health Leadership High School	\$120,000	\$34,443	\$34,499
9 Mountain Mahogany Community School	\$105,000	\$30,138	\$32,384
10 Native American Community Academy	\$47,500	\$13,634	\$27,751
11 Mark Armijo Academy			\$29,400
12 Robert F. Kennedy Charter High School	\$30,000	\$8,611	\$9,700
13 Siembra Leadership High School	\$87,500	\$25,115	\$37,604
14 Voz College Preparatory			\$32,456
15 William W. & Josephine Dorn Charter School	\$12,500		
16 Mosaic Academy Charter School	\$48,000	\$13,777	\$18,715
17 Bernalillo Public Schools			\$33,192
18 Central Consolidated Schools	\$1,925,000	\$552,529	\$707,876
19 Dream Diné Charter School			\$30,614
20 Chama Valley Independent Schools			\$50,872
21 Cobre Consolidated Schools			\$61,922
22 Cuba Independent Schools	\$150,000	\$43,054	\$43,749
23 Deming Public Schools	\$750,000	\$215,271	\$268,744
24 Fort Sumner Municipal Schools			\$25,000
25 Gallup-McKinley County Schools			\$478,202
26 Grants/Cibola County Schools			\$32,768
27 Hagerman Municipal Schools			\$30,246
28 Hobbs Municipal Schools			\$30,000
29 Jemez Mountain Public Schools			\$43,996
30 San Diego Riverside Charter School			\$30,246
31 Las Cruces Public Schools			\$273,223
32 Las Vegas City Public Schools			\$50,872
33 Los Lunas Public Schools	\$1,600,000	\$459,245	\$663,321
34 Mora Independent Schools	\$70,000	\$20,092	
35 Peñasco Independent Schools	\$90,000	\$25,833	\$28,250
36 Pojoaque Valley Public Schools			\$53,350

NOTE: Blank spaces indicate no funding was awarded in that fiscal year.

Appendix A: History of State OST Award Allocations by LEA and CBO

FY24-FY26 (in thousands)

Local Education Agencies	FY24	FY25	FY26
37 Raton Public Schools			\$31,228
38 Ruidoso Municipal Schools	\$206,000	\$59,128	\$88,215
39 Santa Fe Public Schools	\$120,000	\$34,443	\$52,038
40 Academy for Technology and the Classics			\$4,486
41 Santa Rosa Consolidated Schools			\$41,050
42 Taos Municipal Schools			\$7,550
43 Anansi Charter School			\$34,260
44 Taos Municipal Charter School	\$15,000	\$4,305	\$4,875
45 Rio Gallinas School for Ecology and the Arts			\$33,683
46 ACES Technical Charter School	\$30,000	\$8,611	\$11,750
47 Albuquerque Bilingual Academy	\$100,000	\$28,703	\$45,833
48 Albuquerque School of Excellence			\$39,331
49 Albuquerque Sign Language Academy	\$27,500	\$7,893	\$9,104
50 Aldo Leopold High School			\$55,891
51 Cottonwood Classical Preparatory School	\$275,000	\$107,636	\$111,472
52 Dzit Dit Lool School of Empowerment, Action, and Perseverance			\$33,704
53 Hózhó Academy	\$350,000	\$100,460	\$125,414
54 The MASTERS Program			\$32,456
55 Mission Achievement and Success Charter School	\$300,000	\$86,108	\$92,497
56 Monte del Sol Charter School	\$75,000	\$21,527	\$24,374
57 North Valley Academy			\$37,827
58 Pecos Cyber Academy			\$32,456
59 Raices del Saber Xinachtli Community School			\$51,411
60 Sacramento School of Engineering and Science			\$31,074
61 Sandoval Academy of Bilingual Education			\$41,234
62 Six Directions Indigenous Charter School			\$30,000
63 Solare Collegiate Charter School			\$44,733
64 South Valley Preparatory School			\$35,348
65 Sun Mountain Charter School			\$31,842
66 Taos Academy	\$125,000	\$35,879	\$36,291
67 Taos Integrated School of the Arts			\$35,893
68 THRIVE Community School			\$33,419
69 Vista Grande High School			\$34,911
70 Walatowa High Charter School			\$31,228

NOTE: Blank spaces indicate no funding was awarded in that fiscal year.

Appendix A: History of State OST Award Allocations by LEA and CBO

FY24-FY26 (in thousands)

Local Education Agencies		FY24	FY25	FY26
71	Eastern New Mexico University Ruidoso (Postsecondary)	\$25,000	\$7,176	\$9,958
72	New Mexico State University (Postsecondary)	\$409,000	\$117,395	\$164,188
73	REC 1 - Four Corners			\$85,628
LEA TOTAL		\$7,293,000	\$2,118,412	\$5,929,183
Community-Based Organizations		FY24	FY25	FY26
74	Borderland Family Ties	\$385,510	\$390,360	Pending
75	National Dance Institute of New Mexico	\$200,000	\$200,000	Pending
76	Santa Fe Boys and Girls Club	\$380,000	\$380,000	Pending
77	Southwest Educational Partners for Training	\$50,000	\$50,000	Pending
78	STEAMing Ahead	\$270,425	\$270,425	Pending
79	Grant County Kids Space (WNMU)	\$27,000	\$27,000	Pending
80	Film Prize Junior	\$1,180,000	\$1,180,000	Pending
CBO TOTAL		\$2,492,935	\$2,497,785	Pending

NOTE: Blank spaces indicate no funding was awarded in that fiscal year.

Source: PED

Appendix B: OST Program Type by Awardee

FY25 HB2 Out-of-School Time Grant

	FY25 HB2 OST Grant Recipient	Enrichment	Academic	
1	Borderland Family Ties, LLC	Yes	Yes	1
2	Film Prize Junior NM	Yes	No	2
3	Grant County Kids Space (WNMU)	Yes	Yes	3
4	National Dance Institute of New Mexico	Yes	No	4
5	Santa Fe Boys and Girls Club	Yes	Yes	5
6	Southwest Educational Partners for Training	Yes	No	6
7	Albuquerque Public Schools	Yes	Yes	7
8	Health Leadership High School			8
9	Mountain Mahogany Community School	Yes	No	9
10	Robert F. Kennedy Charter School			10
11	Siembra Leadership High School	Yes	Yes	11
12	Mosaic Academy Charter School	Yes	Yes	12
13	Central Consolidated Schools	Yes	Yes	13
14	Cuba Independent Schools	Yes	No	14
15	Deming Public Schools	Yes	Yes	15
16	Los Lunas Public Schools	Yes	Yes	16
17	Mora Independent Schools			17
18	Peñasco Independent Schools	Yes	Yes	18
19	Ruidoso Municipal Schools			19
20	Santa Fe Public Schools	Yes	No	20
21	Taos Municipal Charter School	Yes	No	21
22	ACES Technical Charter School	Yes	No	22
23	Albuquerque Bilingual Academy	Yes	No	23
24	Albuquerque Sign Language Academy	Yes	Yes	24
25	Cottonwood Classical Preparatory School	Yes	Yes	25
26	Hózhó Academy	Yes	No	26
27	Mission Achievement and Success Charter School	Yes	No	27
28	Monte del Sol Charter School	Yes	Yes	28
29	Taos Academy	Yes	Yes	29
30	Eastern New Mexico University Ruidoso	Yes	Yes	30
31	NMSU STEM Outreach Center	Yes	Yes	31

NOTE: Blank spaces indicate data is incomplete or funds were not expended.

Source: PED Data and LESC Site Visits