

NEW MEXICO
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New Mexico
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Public Education Reform Fund Update

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Presentation Overview



1. Summary of public education reform fund (PERF) statute changes
 - *Comparing PERF and the government results and opportunity (GRO) expendable trust and program fund*
2. Timeline
3. FY26 Review and Update
4. FY27 Funding Overview and Update

Comparing PERF and GRO



- Both the public education reform fund (PERF) and the government results and opportunity fund (GRO) provide funding for multiple years to **determine the impact** of an initiative ***prior*** to funding in the recurring budget
- PERF is education-specific, while GRO covers all policy areas
- PERF funding with evaluation started in 2025 (FY26), while GRO funding started in 2024 (FY25)

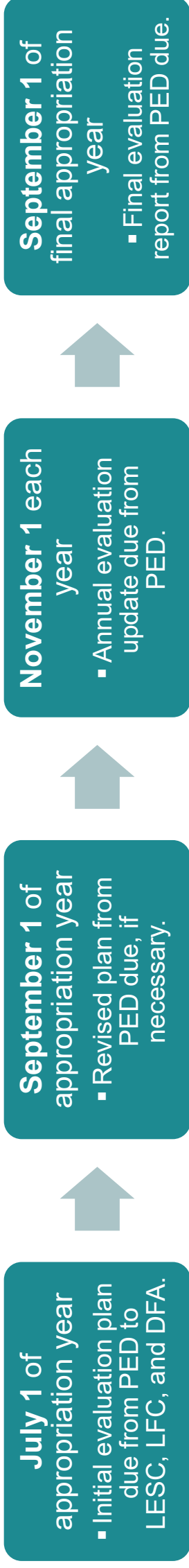
Summary of PERF Changes



- Laws 2025, Chapter 72 (Senate Bill 201) **modified the PERF** to make the fund a **targeted multiyear investment fund** for education initiatives.
- The new law **requires PERF-funded initiatives to be evaluated** for impacts on student and/or teacher outcomes.
 - Emphasis on causal evaluation when possible.
 - PED develops evaluation plans.
 - PED has engaged WestEd, a national nonpartisan research, development, and service agency, to complete these evaluations
- Evaluation plans must include the **goals and expected outcomes** of the program, the **specific actors and activities** associated with the program, and a description of **how the program will be evaluated**. LESC, LFC, and DFA act as an **advisory body** for the evaluation of these appropriations.



Timeline of Evaluation Plans



- Local education agencies (LEAs) participating in PERF-funded programs can expect **recurring funding** for the programs for at least 3 years.
 - Can **improve LEA capacity** to implement programs.
 - LEAs are **expected to comply with data collection required to facilitate effective program evaluation.**
- PED, DFA, LESC, and LFC will review the status of each evaluation annually with quarterly updates

FY25 Overview



- FY25 through FY27, *GRO-funded* initiatives included:

GAA Year	Purpose	FY25	FY26	FY27	FY25 Expenditures (1000s)	FY26 Expenditures YTD (1000s)*
2024	For educator clinical practice programs	\$20,000.0	\$20,000.0	\$20,000.0	\$17,167.0 (86%)	\$16,308.4 (82%)
2024	For stipends and pay differentials to fill hard to staff special education positions	\$5,000.0	\$5,000.0	\$5,000.0	\$3,850.1 (77%)	\$3,025.5 (61%)

- Lower spending for stipends may be due to billing at the end of the school year
- Evaluation reports for both appropriations are due September 1

*FY26 expenditures are preliminary and may increase as year-end closeout activities are completed.

FY26-FY28 PERF-Funded Initiatives:



GAA Year	Purpose	FY26	FY27	FY28	FY26 Expenditures YTD (1000s)*
2025	For attendance initiatives to reduce excessive student absenteeism , contingent on enactment of Senate Bill 201 or similar legislation of the first session of the fifty-seventh legislature requiring evidence-based program evaluation for projects receiving appropriations from the public education reform fund. Up to two hundred thousand dollars (\$200,000) may be used by the public education department to conduct a randomized-controlled trial to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$6,200.0	\$6,200.0	\$6,200.0	\$3,697.1 (60%)
2025	For training educators in evidence-based math instruction , contingent on enactment of Senate Bill 201 or similar legislation of the first session of the fifty-seventh legislature requiring evidence-based program evaluation for projects receiving appropriations from the public education reform fund. Up to two hundred thousand dollars (\$200,000) may be used by the public education department to conduct a randomized-controlled trial to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$4,500.0	\$4,500.0	\$4,500.0	\$2,529.2 (56%)
2025	For a pilot program to support students who are unhoused , contingent on enactment of Senate Bill 201 or similar legislation of the first session of the fifty-seventh legislature requiring evidence-based program evaluation for projects receiving appropriations from the public education reform fund. Up to one hundred thousand dollars (\$100,000) may be used by the public education department to conduct a quasi-experimental study to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$2,100.0	\$2,100.0	\$2,100.0	\$1,155.7 (55%)
2025	For innovative or strategic school staffing models , contingent on enactment of Senate Bill 201 or similar legislation of the first session of the fifty-seventh legislature requiring evidence-based program evaluation for projects receiving appropriations from the public education reform fund. Up to one hundred thousand dollars (\$100,000) may be used by the public education department to conduct a randomized-controlled trial to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$2,600.0	\$2,600.0	\$2,600.0	\$145.0 (5.6%)
2025	For training secondary educators in evidence-based reading instruction , contingent on enactment of Senate Bill 201 or similar legislation of the first session of the fifty-seventh legislature requiring evidence-based program evaluation for projects receiving appropriations from the public education reform fund. Up to two hundred thousand dollars (\$200,000) may be used by the public education department to conduct a randomized-controlled trial to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$5,200.0	\$5,200.0	\$5,200.0	\$5,017.5 (96%)

*FY26 expenditures are preliminary and may increase as year-end closeout activities are completed.

FY26-FY28 Plan Summary



- Final evaluation plans were submitted to LESC, LFC, and DFA on September 1, 2025
- All plans included detailed methodologies and logic models, but the rigor of research varied by plan, with three of the plans including a matched comparison group
 - See *appendix for LESC/DFA/LFC analysis of submitted plans*
- As of July 7th, spending of FY26 appropriation has varied with only 5.6 percent spent for innovative staffing while other appropriations have spent at least 50 percent
 - *Amount expended may increase as year-end closeout activities are completed*

FY27 Funding Overview



- FY27 through FY29 *PERF-funded* initiatives include:

GAA Year	Purpose	FY27	FY28	FY29
2026	To conduct a randomized controlled trial on high impact tutoring during the school day to improve student reading proficiency and math proficiency. Up to one hundred thousand dollars (\$100,000) may be used by the public education department to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$5,100.0	\$5,100.0	\$5,100.0
2026	To conduct a randomized controlled trial of innovation zones to improve student attendance, graduation and employability. Up to one hundred thousand dollars (\$100,000) may be used by the public education department to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$7,200.0	\$7,200.0	\$7,200.0
2026	To conduct a randomized controlled trial of community schools to improve student attendance . Up to one hundred thousand dollars (\$100,000) may be used by the public education department to evaluate and monitor outcomes. The other state funds appropriation is from the public education reform fund.	\$6,100.0	\$6,100.0	\$6,100.0

What's Next?



- As of July 1, DFA, LESC, and LFC received draft PED evaluation plans for PERF appropriations from the 2026 GAA (FY27-FY29)
- Staff from DFA, LESC, and PED will offer feedback and PED will submit final evaluation plans by September 1
- November hearings for LESC and LFC to include plan review of 2026 appropriations

Questions?

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Appendix: Summary of Evaluation Plans, Fall 2025

Attendance Improvement



Initiative Description:

- To improve student attendance, PED provided grant funding to LEAs, to operate either LEA-level or school-level interventions.
- LEAs and schools can choose to spend the funds on any evidence-based attendance initiative and include it within their attendance plan.

Strengths:

- This initiative builds off previous PED grant funding to LEAs, ensuring infrastructure for funding disbursement and program implementation is in place.
- Allowing districts to select attendance initiatives may increase the ability for initiatives to be customized for local needs.

Challenges:

- Lack of requirement to choose from specified attendance interventions and initiatives may lead to LEAs using disparate types of interventions, which may need different levels or types of evaluation.
- Lack of a control group may limit the interpretation of results.

PERF Funding	
\$18.6 million (\$6.2 million per year)	
Evaluation Plan at a Glance	
Logic Model?	Yes
Level of Evidence?	Varies, PED does not require LEAs to use specific interventions
Control Group?	No; Interrupted Time Series design planned with potential for matched comparison
Outcomes Measured:	• Chronic absenteeism rates • Students' feelings of engagement, belonging, and safety • LEAs' capacity to support evidence-based attendance strategies • Graduation and dropout rates • Student proficiency

Math Achievement



Initiative Description:

- To address persistently low math proficiency (24% statewide), PED is implementing three initiatives:
 - Focus on Algebra (grades 6-9 math supports);
 - NUMeROS (elementary teacher learning via microcredentials); and
 - HQIM Implementation (curriculum adoption with professional learning).
- Programs target instructional quality at both classroom and system levels.

Strengths:

- Evaluation uses quasi-experimental methods (propensity score matching, regression, mixed-effects models) to strengthen causal inference.
- Incorporates multiple data sources: student assessments, classroom observations, and surveys.
- Early evaluations show promising improvements in teacher knowledge and practice.

Challenges:

- Limited rigorous evidence base; current research remains promising but not definitive.
- Fidelity of HQIM adoption varies by district, potentially affecting outcomes.
- Sample size constraints may limit statistical power and generalizability.

PERF Funding

\$13.5 million (\$4.5 million per year)

Evaluation Plan at a Glance

Logic Model?	Yes
Level of Evidence?	Promising
Control Group?	Matched comparison group
Outcomes Measured:	• Primary student outcomes (Growth in math achievement; Student pass rates in math courses) • Educator outcomes (Teacher knowledge and instructional practices) • System-level outcomes (HQIM fidelity and progress)

Supports for Unhoused Students



Initiative Description:

- This initiative provides \$500 monthly payments directly to ~330 unhoused students in grades 10-12, who will be selected from across the state.
- Eligibility is contingent on maintaining a 92 percent attendance rate, attending weekly counseling and academic support, and completing 90 percent of coursework.
- The intervention is paired with financial literacy and bank account access and is designed to follow students regardless of mobility.

Strengths:

- Builds on prior evidence from New Mexico pilots (NM Appleseed), which found improved attendance and engagement.
- Multi-component design (cash with required supports) reflects research that integrated supports are more effective.

Challenges:

- U.S.-based evidence for high school conditional cash transfers remains limited.
- Student mobility and attrition threaten implementation and measurement.
- Evaluation design is sound, but may not lead to causal findings, or causal inference.

PERF Funding

\$6.3 million (\$2.1 million per year)

Evaluation Plan at a Glance

Logic Model?	Yes
Level of Evidence?	Promising
Control Group?	No true control group; A preferred design would have used a matched comparison, but due to small sample size and mobility, PED plans to rely primarily on pre-post comparisons.
Outcomes Measured:	• Student level outcome: (Attendance; GPA/course completion; graduation rates; and student self-beliefs). • Program participation outcomes (Number of students maintaining eligibility; Retention/attrition patterns)

Innovative Staffing Models



Initiative Description:

- Innovative Staffing aims to: Increase staff-to-student ratios, provide job-embedded professional development, extend the reach of highly effective teachers, and increase teacher collaboration and connection. PED is allowing LEAs/schools to select into two possible staffing models:
 - Opportunity Culture (a multi-classroom leader model allowing highly effective teachers to lead small teaching teams); and
 - Next Education Workforce (a model where educators work together to support a shared group of students to teach subjects of their expertise, allowing for increased collaboration and skill building).

Strengths:

- Quasi-experimental design measuring short-, medium-, and long-term outcomes.
- PED is requiring LEAs and schools to commit needed resources including planning time and modified student scheduling.

Challenges:

- LEAs/schools determine which model to use, so there is no random assignment and possible spillover effects due to selection; Evaluation will need to consider implementation carefully.
- Models have different levels of evidence; PED not controlling for how many schools or LEAs are needed.

PERF Funding	
\$7.8 million (\$2.6 million per year)	
Evaluation Plan at a Glance	
Logic Model?	Yes
Level of Evidence?	PED is using two models: Opportunity Culture is research-based , and Next Education Workforce is promising
Control Group?	Matched comparison group
Outcomes Measured:	• Educator retention • Student attendance • Academic proficiency • Student feelings of engagement, belonging, and safety • Teacher job satisfaction

Secondary Literacy



Initiative Description: - To address literacy proficiency at the secondary level (19% statewide for 8th graders*) and build on the state’s elementary literacy model, PED is implementing four initiatives: - Reading Apprenticeship professional development program; - AIM Pathways to Proficient Reading professional development program; - On-site instructional literacy coaching; and - Amira AI-powered reading tutor.	
Strengths: - Utilizing several programs and strategies with encouraging results from existing research (Reading Apprenticeship, on-site coaching). - Evaluation uses quasi-experimental methods to strengthen causal inference. - Mirrors PED’s structured literacy model at the elementary level (has positive results).	
Challenges: - Utilizing several programs and strategies that have not been evaluated before: - Amira AI-powered reading tutor: Evidence of positive effects on early reading achievement. Lacking formal evaluation in the secondary setting. - AIM Pathways professional development program: Recommended by the National Council on Teacher Quality for aligning with research-based reading instruction but lacks formal evaluation.	

PERF Funding	
\$15.6 million (\$5.2 million per year)	
Evaluation Plan at a Glance	
Logic Model?	Yes
Level of Evidence?	- Reading Apprenticeship: research-based - Instructional coaching: promising - Amira: lacking evaluation in the secondary setting - AIM Pathways: lacking evaluation
Control Group?	Matched comparison group
Outcomes Measured:	- Student level outcome: growth in literacy proficiency rates - Educator outcome: Expand implementation of recommended literacy instructional strategies

*2024 National Assessment of Educational Progress results