

STATE OF NEW MEXICO

# **Legislative Education Study Committee**

**2025 Post-Session Review**

MAY 2025







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## 2025 Post-Session Review

May 2025

Published by

## State of New Mexico Legislative Education Study Committee

Director  
John Sena

Deputy Director  
Jessica Hathaway

Analysts  
Marit Andrews  
Annie Armatage  
Tim Bedeaux  
Evan Chavez  
Natasha Davalos  
Daniel Estupiñan  
Conor L. Hicks  
Mark A. Montoya

Office Administrator  
Alonzo Baca

Research Assistant  
Arlo Luis Menchaca







## Introduction

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The 2025 New Mexico legislative session was set against a backdrop of increasingly complex educational policy and budget factors, both at the state and federal level. State revenue continued to grow, albeit at a slower and flattening pace, allowing lawmakers to consider larger spending while remaining cautious about future fiscal obligations. The state continued its efforts to address the *Martinez-Yazzie* consolidated education sufficiency lawsuit while waiting to hear from the First Judicial District Court about a pending motion by plaintiffs demanding the drafting of a comprehensive remedial action plan featuring more involvement from legislators and legislative staff. Another round of new leadership at the Public Education Department (PED) and recent attempts by the department to mandate more school days prompted calls for changes to state education governance structures and increased autonomy for school districts and charter schools. And signals about the potential dismantling of the U.S. Department of Education and changes to federal funding provided an uncertain backdrop for New Mexico lawmakers to make decisions from. The 2025 session saw all these factors come into play after November 2024 elections in which 28 lawmakers were newly elected, representing a quarter of the Legislature.

Because of the state's relative financial stability, however, the Legislature was able to increase its investment in public schools during the 2025 session, while also adopting policies to improve teacher and principal preparation, and ensure school leaders receive adequate training. The Legislature also decided to repurpose the public education reform fund (PERF) to create a path for stable funding and more intentional implementation and evaluation plans for three-year pilot programs to improve attendance, math and literacy instruction, innovative staffing in schools, and supports for unhoused students.

Overall, the Legislature considered more than 120 education-related pieces of legislation ranging from increasing educator pay to improving literacy, special education, and math instruction. Among them were bills endorsed by the Legislative Education Study Committee (LESC) intended to update New Mexico's school funding formula, keep New Mexico's teacher and educator salaries regionally competitive, and revamp how restraint and seclusion techniques are used in schools. Of these, 23 bills were eventually enacted.

The following **2025 LESC Post-Session Review** details the budgetary and policy decisions lawmakers made during the 2025 session. It describes the context around key education issues, the actions the Legislature took to address those issues, and possible next steps for the 2025 interim, many of which were influenced by the outcomes of the session.

Among key legislation enacted was a broad revision to New Mexico's public school funding formula, known as the state equalization guarantee. [Laws 2025, Chapter 89 \(House Bill 63\)](#) changed the way the state identifies student poverty, created a new formula factor for English learners, and increased the funding weight for middle and high school (secondary) students. The changes will mean a more accurate and transparent formula and are intended to address critical issues LESC studied during the 2023 and 2024 interims. These changes will also require monitoring to determine whether additional funding leads to better student outcomes and whether the Legislature may need to address any unintended consequences that might arise.

After two years of study and stakeholder input, the Legislature also improved the way principals and superintendents will be trained. [Laws 2025, Chapter 148 \(House Bill 157\)](#) created new licensure requirements for school administrators, ensuring school district superintendents and school principals will receive the specific training they need to do their jobs well. The changes are intended to improve the quality of school administrators, who are key not only in setting strategy and providing cohesion in school systems, but also in attracting and retaining effective educators.

And in its ongoing effort to improve student literacy, the Legislature passed new requirements for educator preparation programs (EPPs) aimed at ensuring teacher candidates receive high quality training in how to teach reading. [Laws 2025, Chapter 149 \(House Bill 157\)](#) specifies specific instruction EPPs must provide to teacher candidates with the intent of building on the state's efforts to better train all teachers in the science of reading.

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Over the last three years, the committee’s work has been guided by the LESC Roadmap, which outlines major educational levers that should be addressed to improve the state’s education system:

1. Diverse, **high-quality educators** and a vibrant **educator ecosystem**;
2. **Academic design** that is rigorous, culturally relevant, engaging, and meaningful;
3. **Whole child systems** that provide interventions, extended time, enriching programming, tutoring, and wrap-around supports; and
4. **Overarching systems and foundational infrastructure** that includes:
  - a. World-class data and accountability systems;
  - b. A responsive school funding formula that encourages outcomes-based budgeting;
  - c. A governance structure that provides a functional system of reciprocal accountability for excellence; and
  - d. Capital outlay, transportation, broadband, technology, and school safety systems.

While legislators took important steps to make policy and budget decisions that address these levers during the 2025 session, many challenges remain. Student math outcomes continue to stagnate or decrease. The number of teacher vacancies remains stubbornly high, especially in high need areas across New Mexico. And while some outcomes for the student groups named in the *Martinez-Yazzie* lawsuit have improved slightly, the case continues to loom over the state and will require thoughtful, intentional, and long-term planning. LESC and its staff will use the 2025 interim to continue studying best practices and working with education partners statewide to work toward improved outcomes for all students.



## Public School Finance

At the beginning of the 2025 legislative session, New Mexico's Consensus Revenue Estimating Group projected \$13.6 billion in general fund revenue for FY26, an increase of \$350.5 million from FY25 and \$3.4 billion more than recurring general fund appropriations in FY25. In the 2025 legislative session, the Legislature leveraged the additional funds to support increases in state government operations, with general fund appropriations totaling \$10.8 billion, an increase of 6 percent over FY25. A theme of "turning today's dollars into tomorrow's dollars" continued in the 2025 legislative session, with the Legislature directing more money toward endowment funds.

### Session Action

For FY26, the Legislature authorized significant increases in public school support, with increases for revisions to the at-risk and basic program components of the state equalization guarantee (SEG), the public school funding formula, as well as increases in compensation and benefits for public school personnel.

### General Appropriation Act of 2025

The General Appropriation Act of 2025 (GAA) includes \$4.7 billion for public school support, a \$337.2 million, or 7.8 percent increase, over FY25. Public schools account for 44 percent of total recurring FY26 general fund appropriations, up from 43.3 percent in FY25. The increase for public schools is larger than the year-over-year increase in recurring general fund appropriations of 6 percent, which is similar to the period between FY20 and FY24, when the Legislature often authorized appropriations for public education that exceeded increases in other areas of the budget. **See Appendix F: Recurring General Fund Appropriations.**

**Table 1: HB2 and Feed Bill Recurring General Fund Appropriations from FY26**

(in thousands)

Agency Category	FY25 Operating Budget	2025 GAA (FY26)	Dollar Change	Percent Change
Legislature	\$46,145.90	\$53,582.30	\$7,436.40	16.1%
Judicial	\$442,542.20	\$459,076.00	\$16,533.80	3.7%
General Control	\$212,262.20	\$211,179.70	(\$1,082.50)	-0.5%
Commerce and Industry	\$102,053.60	\$107,979.60	\$5,926.00	5.8%
Agriculture, Energy and Natural Resources	\$124,261.00	\$130,823.10	\$6,562.10	5.3%
Health, Hospitals, and Human Services	\$2,968,202.80	\$3,008,724.60	\$40,521.80	1.4%
Public Safety	\$550,230.20	\$571,209.40	\$20,979.20	3.8%
Public Schools	\$4,427,529.10	\$4,768,431.80	\$340,902.70	7.7%
Higher Education	\$1,351,276.30	\$1,390,568.50	\$39,292.20	2.9%
Compensation*	\$0.00	\$141,241.80	\$141,241.80	N/A
<b>TOTAL</b>	<b>\$10,224,503.30</b>	<b>\$10,842,816.80</b>	<b>\$618,313.50</b>	<b>6.0%</b>

Source: LESC Files

\*Prior year compensation increases for state employees are embedded in the FY25 operating budget for each agency. Public school employees are included in the 'public schools' agency category.

### State Equalization Guarantee

The Legislature appropriated \$4.5 billion to the SEG for FY26, including \$1.5 million from driver license fees. The recurring appropriation to the SEG represents an increase of \$327.3 million, or 7.8 percent, compared with FY25. Although discretionary, meaning funding is used at the discretion of the school district or charter school, some SEG appropriations are accompanied by language specifying particular programs and initiatives, which can be found in section 4, subsection K of the GAA (Public School Support).

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**Formula Revisions.** Much of the increase in the Legislature's investment in the SEG was a result of the enactment of [Laws 2025, Chapter 89 \(House Bill 63\)](#) which revised the methodology for calculating the at-risk index, created a new standalone factor for English learners, and increased the basic program weight for sixth grade through 12th grade students to 1.30. To enact these revisions to the SEG, the Legislature appropriated \$132.9 million to the formula for FY26.

**Educator Pay and Benefits.** The Legislature increased compensation and benefits for all public school employees for FY26. The appropriation to the SEG includes \$135.1 million for a 4 percent increase in public school personnel compensation, as well as an additional \$38.4 million to support rising insurance premiums. In a targeted investment, the Legislature also included \$4.4 million in the SEG for a \$5,000 increase to minimum salaries for licensed teachers, bringing minimum salaries to \$55 thousand for level 1 teachers, \$60 thousand for level 2 teachers, and \$75 thousand for level 3 teachers. Teacher salary changes are discussed in greater detail in the **Educator Workforce** section of this document (pages 13–18).

## Categorical Appropriations

The Legislature appropriated \$175.2 million for categorical appropriations from the general fund, an increase of \$10 million, or 6 percent, from FY25. Categorical appropriations are found in section 4 of the GAA, subsection K, titled 'Public School Support,' and include the transportation distribution, out-of-state tuition, the Indian education fund, and standards-based assessments. Much of the increase in spending for categorical programs will be in the transportation distribution, with a modest increase for standards-based assessments, and \$20 million for the Indian education fund.

**Transportation Distribution.** The Legislature appropriated \$141 million from the general fund for public school transportation, a 5.4 percent increase from FY25. The transportation distribution includes \$2.3 million to provide a 4 percent increase in compensation for transportation personnel.

## Public Education Department

The Legislature appropriated \$25.3 million to PED for the department's operations, an increase of \$802 thousand from FY25. Much of the increase to the department's operating budget is intended to strengthen PED oversight with the goal of improving compliance with the consolidated *Martinez-Yazzie* education sufficiency lawsuit, and to improve PED's capacity to support school districts, charter schools, and external stakeholders.

Recurring general fund appropriations for special programs increased by \$2.9 million, or 4.2 percent, from FY25. The \$70.2 million appropriation from the general fund for special programs includes \$14 million for early literacy and reading support, \$5 million for school leader professional development, \$4 million for teacher professional development, \$1.5 million for regional education cooperatives, and \$42.2 million for universal school meals.

There were also substantial general fund appropriations to non-recurring special programs in FY25, totaling \$304.9 million, an increase of 117 percent from FY25. Among the non-recurring general fund appropriations to PED were \$30 million for Indian education initiatives, \$20 million for educator fellows, \$15 million for out-of-school learning, \$10 million for summer internships, \$4 million for special education initiatives, and \$3 million for science, technology, engineering, art, and math (STEAM) initiatives.

Of note, PED will also receive a \$7.8 million supplemental appropriation for universal school meals to ensure the program is appropriately funded in FY25.

## Public Education Reform Fund

Beginning in FY26, the public education reform fund (PERF) will become a source of multi-year funding for pilot programs that will be evaluated for impact on student achievement. The Legislature appropriated \$61.8 million to PERF in FY26 to support three years of funding for five pilot programs. The pilot programs funded for FY26 through FY28 include \$18.6 million for attendance supports, \$15.6 million for secondary educator literacy, \$13.5 million for math achievement, \$7.8 million for innovative staffing strategies, and \$6.3 million to support students who are unhoused.



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## Public Education Reform Fund

The public education reform fund (PERF) was created in 2019 to support the implementation of evidence-based initiatives related to high-quality teaching and school leadership, extended learning opportunities for students, educational interventions for at-risk students, effective and efficient school administration, and promoting public education accountability.

The fund is non-reverting and consists of appropriations, unspecified gifts, grants and donations, and income from investment of the fund's existing balance. The FY25 year-end balance of the fund may be \$14.2 million, based on current estimates of reversions from existing programs.

While the fund is administered by PED, the department may not allocate money from the fund that has not been appropriated by the Legislature. Designated appropriations in the GAA have language specifying unspent money must revert to the public education reform fund.

[Laws 2025, Chapter 72 \(SB201\)](#) repurposed the PERF as a targeted three-year investment fund for education initiatives, similar to the government results and opportunity expendable trust fund. Statute will now require initiatives funded through PERF be evaluated for their impact on student outcomes with accountability and evaluation plans being developed by PED in consultation with the department of finance and administration, the Legislative Finance Committee, and LESC.

As required by [Laws 2025, Chapter 72 \(Senate Bill 201\)](#), each of these programs will be evaluated for their impact on student achievement in FY28, and could potentially be extended for additional time to gather more data. An in-depth discussion of these evaluation requirements and their implications can be found in the **Assessments, Accountability, and Data Systems** section of this document (page 41).

Other one-year appropriations from the PERF include \$3.7 million for a learning management system, \$1 million for a wellness room pilot, and \$500 thousand each for the Black Education Act, the Hispanic Education Act, and the Bilingual Multicultural Education Act. These appropriations are not subject to the evaluation requirements established in Chapter 72.

## Road Ahead

During the 2024 interim, the LESC held frequent and comprehensive discussions regarding the vision of the committee for public school support. This work culminated in committee endorsement of the LESC FY26 public school support recommendation on January 20, 2025. The Legislature ultimately enacted several of the recommendations that were included in the LESC-endorsed public school support scenario, including the full revisions to the SEG included in Chapter 89 and increasing public school personnel compensation and benefits.

**Developing the Annual Recommendation for Public School Support.** As the 2025 interim begins, LESC staff will build on the prior interim's budgeting process, with the intention of holding comprehensive discussions with LESC members on what they individually and collectively envision for public school support in FY27. Similar to the 2024 interim process, these inclusive conversations will culminate in an LESC FY27 recommendation for public school support that builds on the progress from the 2025 legislative session while addressing ongoing challenges in New Mexico's public education system.

**Monitoring the Implementation of Funding Formula Revisions.** LESC staff will monitor the implementation of Chapter 89 with a focus on the implementation of the revised methodology of the at-risk index and the new standalone English learner factor as well as the programming that was implemented using the flexible funding provided by the revisions to the basic program factors.

**Studying the Responsiveness of Public School Insurance Programs.** The rising costs of healthcare have placed an increasing burden on public school employees, school districts and charter schools, and the New Mexico Public Schools Insurance Authority (NMPSIA). To keep pace with rising costs, NMPSIA has increased insurance premiums and revised its plan designs, both of which may have eroded the competitiveness of compensation

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and benefits packages for public school employees, while also misaligning those benefits with state government employees. LESC staff will assess how NMPSIA is approaching cost containment and whether there are opportunities to align public school and state employee benefits.

**Long-Term Financial Forecasts.** Several long-term trends pose considerable challenges for the state, school districts, and charter schools, including continued volatility in state revenue, a persistent decline in student enrollment, the increasing costs of serving the unique needs of students, and potential changes to federal funding for education. To address upcoming challenges, the state has adopted multi-year funding as a tool in promoting consistency and stability in programming, while communities have increasingly pursued cost-containment measures to address declining enrollment, including revisions to staffing models and facility consolidation. As public schools continue to face ongoing challenges in adequately meeting the long-term needs of students, LESC staff will assess the potential for adopting long-term financial forecasting as a tool in promoting long-term strategic planning in school districts and charter schools.



## Introduction

Long-term educational planning is essential for creating a resilient education system that meets the needs of students both today and in the future. While it may be simple to call out the need for shared goals as a form of long-term planning, the actual work of ensuring structural alignment of New Mexico's entire educational system is complex. It is not only about naming shared goals and creating a collective vision. Rather, long-term educational planning must then use those goals to guide investments, shape policy, inform practice, and affirm community voice and input. Inherently, this also means shared responsibility, input, and decision-making among all who have a stake in our education system—policymakers, state agencies, school districts and charter schools, tribal entities, educators, community members, businesses, higher education institutions, and most importantly, New Mexico's students and families.

At a time in which the *Martinez-Yazzie* lawsuit has underscored the urgent need for systemic reforms to meet the needs of New Mexico's students, and students continually face a dynamic work environment and economy, the importance of long-term educational planning is paramount. As discussed in previous LESC publications, this kind of planning has been hindered by known barriers—resource limitations, leadership turnover, decades of underfunding, varying visions for our education system, and a lack of cohesive goals and metrics designed to support student and educator success. These challenges affirm the critical need for comprehensive, long-term educational planning to ensure investments and efforts translate into sustained improvements for New Mexico's students.

## Session Action

The 2025 legislative session saw lawmakers engaged in discussions about how to connect both policy and budget education decisions to a long-term vision, with many lawmakers debating how various proposals connect to bigger picture state goals and student outcomes. As a result of the committee's discussions, some legislators referred to the LESC Roadmap during the 2025 session, including a focus on four key levers—a vibrant educator ecosystem, academic design, whole child systems, and foundational infrastructure—as a guiding frame for members of the LESC and some members of education committees to evaluate legislative proposals. While the LESC Roadmap was not universally used across the Legislature, the broader desire to connect legislative decisions to a greater vision was clear in lawmakers' discussions, debates, and questions throughout the session.

During the 2025 legislative session, five LESC-endorsed measures (four bills and one memorial) were enacted or passed, each addressing a part of the educational system outlined in the committee's Roadmap. Although they did not pass, the Legislature also debated three joint resolutions that would have created different statewide governance structures, particularly creating varying iterations of a state school board. Additionally, lawmakers considered a bill that would have expanded the scope of the LESC's work to include the complete education system from prekindergarten through higher education—this bill also did not pass.

## Enacted LESC-Endorsed Measures

The LESC endorsed 11 total proposals for the 2025 legislative session. Of these, four LESC-endorsed bills were enacted. Each of the bills was designed to strengthen key parts of the state's education system in alignment with the LESC Roadmap: school leadership, a vibrant educator ecosystem, and equitable funding and infrastructure.

**School Leadership and Educator Supports.** [Laws 2025, Chapter 148 \(House Bill 157\)](#) made changes to how school administrators and superintendents are trained to improve the quality of our state's school leaders. [Laws 2025, Chapter 149 \(House Bill 156\)](#) also increased pay for teachers at each level of the state's tiered licensure system so new salary minimums are now \$55 thousand for a level 1 teacher, \$65 thousand for a level 2 teacher, and \$75 thousand for a level 3 teacher. Both items are discussed in greater detail in the **Educator Workforce** section of this document (pages 13-19).

## LESC Roadmap

Since the *Martinez-Yazzie* ruling, many entities (LESC, the Legislative Finance Committee (LFC), the Public Education Department (PED), authors of the Tribal Remedy Framework, and Transform Education New Mexico, among others) have released platforms, analyses, recommendations, roadmaps, and plans to address findings of the lawsuit. In 2022, informed by analysis of these plans and review of international and national frameworks from organizations such as the Aspen Institute, the National Conference of State Legislatures, the Learning Policy Institute, and education experts globally, the LESC introduced a roadmap to guide education planning and efforts. The LESC Roadmap is organized around four primary pillars:

1. Diverse, high-quality educators and a **vibrant educator ecosystem**;
2. **Academic design** that is rigorous, culturally relevant, engaging, and meaningful;
3. **Whole child systems** that provide interventions, extended time, enriching programming, tutoring, and wrap-around supports; and
4. **Foundational infrastructure** that includes:
  - a. A world-class data and accountability system;
  - b. A responsive and effective school funding formula that encourages outcomes-based budgeting;
  - c. A governance structure that provides a functional system of reciprocal accountability for excellence; and
  - d. Capital outlay, transportation, broadband, technology, and school safety systems.

The LESC Roadmap guides LESC staff's research agenda, the committee's legislative proposals, and offers a system of thinking to understand how policy and budget connect to long-term outcomes for New Mexico's education system.

**Funding Formula Revision.** [Laws 2025, Chapter 89 \(House Bill 63\)](#), a bill drafted following two years of study as a foundational part of LESC's efforts to achieve a responsive and equitable funding in schools, amends the state equalization guarantee (SEG), the state's public school funding formula. The changes amend the formula in three ways: changing how poverty is identified in the at-risk index, creating a standalone factor for English learners, and increasing the basic program weight for grades six through 12 to 1.30. This change is discussed in greater detail in the **Public School Finance** section of this document (pages 5-8).

**Infrastructure.** [Laws 2025, Chapter 16 \(Senate Bill 82\)](#) made a technical change to the waiver criteria in the Public School Capital Outlay Act ensuring small school districts maintain eligibility for local match waivers and extended local match reductions. While the change is technical, the bill could afford school districts greater access to capital outlay funds. Additionally, the change allows LESC, LFC, and Public School Finance Authority (PSFA) staff more time to complete a full study of the state and local match to determine how to better align funds expected by school districts and charter schools for capital outlay projects. For a full discussion of the bill's implications, see the **Infrastructure and Retirement** section of this document (pages 44-49).

### Expanding Scope of LESC Study

Current law ([Section 2-10-3 NMSA 1978](#)) limits LESC's engagement in studies related to early childhood education and higher education (other than for teacher preparation programs). House Bill 193 (HB193) would have expanded the scope of work of LESC to include the study of New Mexico's entire public educational system, including prekindergarten through higher education. Ultimately, this measure did not pass. HB193 passed the House of Representatives and two Senate committees but was not heard on the Senate Floor.

HB193 was nearly identical to House Bill 216 from the 2023 legislative session and House Bill 25 from the 2021 legislative session, both of which were passed by the Legislature, but vetoed by the governor. HB193 was also nearly identical to Senate Bill 195 from the 2017 legislative session, which passed in the Senate but did not receive a hearing in the House Education Committee, as well as House Bill 469 from the 2015 legislative session, which passed unanimously in the House but did not receive a hearing in the Senate Education Committee.

## Multi-Year Funding

During the 2024 interim, the LESC began to consider policy to set up a system of multi-year funding, paired with evaluation, to provide stable and continuous funding to education efforts that work. [Laws 2025, Chapter 72 \(Senate Bill 201\)](#) was designed to codify this idea, and the new law revises the purpose of the public education reform fund (PERF) to support education initiatives through a structured, evidence-based approach to funding and evaluation. To support the PERF's revised purpose, the Legislature appropriated \$61.8 million in the General Appropriation Act of 2025 (GAA) from the general fund to the PERF in FY26. This funding will support three years of funding (FY26-FY28) for five pilot programs.

For more detail about the initiatives funded in PERF, please see the **Public School Finance** section of this document (page 6) and for more information about the evaluation requirements, please see the **Assessments, Accountability, and Data Systems** section of this document (page 41).

## State School Board Proposals

Beginning in the 2023 legislative session, lawmakers began to introduce joint resolutions to return the state's education governance system to a state school board. This idea would reinstitute a structure like the board that existed prior to a 2003 constitutional amendment that created the state's current governance structure, whereby PED is led by a cabinet-level secretary of public education who responds directly to the governor. This idea continued into the 2024 legislative session, although the measure did not pass.

During the 2025 legislative session, lawmakers introduced the greatest number of proposals on a state school board to date, totaling three proposed joint resolutions: House Joint Resolution 4 (HJR4), Senate Joint Resolution 3, as amended by the Senate Education Committee (SJR3/aSEC), and Senate Joint Resolution 15 (SJR15). While each proposal had slightly different design elements (see **Table 1: 2025 State School Board Joint Resolution Proposals**), the main idea was the same: eliminate a governance structure of a secretary-led PED and return the state to some form of a state school board that would lead direction of education and PED, as well as hold responsibility for appointing a state superintendent.

While none of these measures passed, each continued to generate conversation about what kind of structure could stabilize education leadership in New Mexico. In LESC analysis of each of the proposed joint resolutions, LESC staff pointed out replacing the secretary of education with a superintendent of public instruction could

**Table 1: 2025 State School Board Joint Resolution Proposals**

	HJR4	SJR3/aSEC	SJR15
<b>Proposed Board Composition</b>	10 members (All members elected)	11 members (10 elected and one appointed by the governor)	9 members (All members appointed as provided by law)
<b>State Superintendent Appointment</b>	Appointed by proposed board; must be a qualified, experienced and currently licensed educator	Appointed by proposed board	Appointed by proposed board; must be a qualified, experienced New Mexico eligible licensed educational administrator
<b>Charter School Oversight</b>	Eliminates the Public Education Commission (PEC), but requires the Legislature to provide for an independent chartering authority for state-chartered charter schools (in law)	Retains the PEC (10 elected members with responsibility for overseeing state-chartered charter schools)	Retains the PEC (10 elected members with responsibility for overseeing state-chartered charter schools)
<b>Transition Year</b>	If approved by voters, elections in 2028, implementation in 2029	If approved by voters, elections in 2028, implementation in 2029	Upon voter approval

Source: LESC Files



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potentially have stabilizing effects on state education leadership and provide a buffer from political motives. Since the transition to a secretary of education in 2003, New Mexico has had nine education secretaries compared with three state superintendents between 1963 and 2002. Still, LESC staff also point out there is no clear relationship between student outcomes and state governance structures upon review of information from the National Association of State Boards of Education, a nonpartisan nonprofit that serves as a membership organization for state boards of education.

## Road Ahead

Future success in New Mexico's education system requires planning that serves two connected timelines and needs: addressing urgent needs related to the *Martinez-Yazzie* ruling, while also charting a path for an education system that fosters long-term success of New Mexico's young people, healthy communities, and vibrant economic possibilities. Sustaining a long-term vision for New Mexico's education system would also require proactive systems of evaluation and dynamic governance structures to ensure any plans created remain relevant. To this end, LESC staff have identified five items related to long-term educational planning for the 2025 interim:

**Refining and Bolstering the LESC Roadmap.** The LESC Roadmap has served as a grounding and foundational document guiding LESC's work since its introduction in 2022. LESC staff intend to revisit the Roadmap regularly as a best practice to ensure it is still rooted in the committee's vision for education, informed by statewide frameworks for New Mexico education, and grounded in research, evidence, and community voice.

**Connecting the LESC Work Plan and Research Agenda to Long-Term Planning.** LESC staff will be introducing a new format for its work plan and research agenda that guides staff's work during the 2025 interim. This research agenda will be designed to more visually and theoretically connect the committee's work to a long-term vision that is captured in the committee's Roadmap.

**Responding to the Martinez-Yazzie Motion.** In November 2024, plaintiffs in the *Martinez-Yazzie* lawsuit filed a motion asking LESC staff to lead the process to develop a comprehensive remedial action plan. In April 2025, the First Judicial District Court ruled, however, that PED must develop such a plan although the department should also collaborate with LESC on this. LESC staff will work with PED to determine what collaboration will look like and how to best partner with PED as the state continues its efforts to address the *Martinez-Yazzie* lawsuit and improve outcomes for students in New Mexico.

**Build a Shared Understanding of Effective State Education Governance.** In November 2024, LESC staff presented on the importance of long-term education planning to address the *Martinez-Yazzie* lawsuit, provide for greater systemic alignment of the state's long-term education goals, and connect the LESC Roadmap to the committee's work. In a 2022 presentation on the LESC Roadmap, staff also noted turnover in leadership at PED is a primary symptom of an uncoordinated educational system. LESC analysis of each of the joint resolutions introduced over the past few legislative sessions notes there appears to be no cause-and-effect relationship between governance structures and student outcomes, but it has also pointed out a proposed change in statewide education governance could potentially stabilize leadership over time and protect the state's foremost education administrator from political pressure. Throughout the 2025 interim, LESC staff will examine statewide governance structures designed to improve continuity of leadership, incorporate broader community voice, and build a cohesive statewide vision for education statewide.

**Charter Schools.** Charter schools serve a significant and growing share of students in New Mexico, but operate under varying authorizing and governance structures that impact funding, oversight, and sometimes, student success. LESC staff plan to revisit charter schools during the 2025 interim, building a deeper understanding of the role charter schools play in the New Mexico education system. Ensuring the public school funding formula and other aspects of the education system are responsive to the unique needs of charter schools will help ensure equitable support, improve resource alignment, and ensure all public school students, regardless of school type, benefit from statewide investments.



## Educator Workforce

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Preparing, retaining, and supporting a high-quality educator workforce is key to improving student outcomes and addressing the ongoing *Martinez-Yazzie* education sufficiency lawsuit. Among several findings, the court ruled “highly effective teachers are key to improving proficiency.” A wealth of research shows educators impact student learning outcomes more than any other school-related factor. Investments in the educator workforce remain a high priority for the Legislature, evidenced by legislative action to raise teacher minimum salaries and fund a 4 percent raise for all public school personnel. As New Mexico schools continue to face high educator vacancies and turnover, the Legislature focused its investments in educator preparation on continuing to support strong clinical experiences, requiring and supporting strong school administrator preparation, and codifying requirements that teacher preparation programs prepare teacher candidates to teach structured literacy.

### Session Action

During the 2025 legislative session, the Legislature supported the educator workforce through both funding and policy changes. The Legislature appropriated a total of \$22.6 million in the General Appropriation Act (GAA) of 2025 from the general fund, the grow your own teachers fund, and the public education reform fund to support educator preparation and recruitment through funds for the Educator Fellows program; the Grow Your Own Teacher Scholarship program; and for school administrator preparation, induction, and evaluation.

The Legislature further appropriated \$141.9 million in the GAA from the general fund to support school personnel compensation through 4 percent salary increases for all public-school personnel, as well as \$4.4 million to increase minimum teacher salaries by \$5,000 dollars at each license level, to \$55 thousand for a level 1 teacher, \$65 thousand for a level 2 teacher, and \$75 thousand for a level 3 teacher.

To support the development of current educators and administrators, the Legislature appropriated \$15.8 million from the general fund and the national board certification scholarship fund, and the public education reform fund for teacher and administrator professional development, national teacher board certification, and innovative staffing strategies. House Memorial 32, passed by the House, also requests PED to study educator advancement over the 2025 interim.

### Legislation Targeting Educator Preparation

In the 2024 legislative session, the Legislature appropriated \$60 million to the government results and opportunity expendable trust and program (GRO) fund for educator clinical experiences from FY25 to FY27. These funds were intended to fund a combination of teacher and principal residencies and paid student teaching. In addition to these recurring funds, in the 2025 legislative session, the Legislature continued funding the Educator Fellows Program and appropriated new funding to support more robust preparation for site administrators and superintendents.

**Educator Fellows and Grow Your Own Teacher Scholarships.** The Legislature appropriated \$20 million from the general fund to PED for the Educator Fellows program and grow your own teacher scholarships, including \$1 million for teacher recruitment pilots and programs to improve the teacher workforce pipeline. Language in the GAA requires PED to prioritize awards to school districts and charter schools that provide local matching funds for participating educators.

Educator Fellows is a two-year program managed by PED that provides school districts and charter schools funding to compensate individuals pursuing a bachelor’s degree in education while they serve as teaching assistants in the district. The program aims to increase adult-to-student ratios in the classroom while increasing the supply of qualified educators in New Mexico.

The Grow Your Own Teachers Act encourages school employees to complete a teacher preparation program through scholarships of up to \$6 thousand per year. The GAA transferred the \$300 thousand balance in the grow your own teachers fund to PED for expenditure on recruitment and retention of educator fellows and grow your own teacher scholarships.

**School Administrator Preparation and Licensure.** [Laws 2025, Chapter 148 \(House Bill 157\)](#) represents several years of work from a wide range of stakeholders, including educator preparation programs (EPPs), PED, LESC, LFC, school districts and charter schools, local philanthropic groups, and national experts. Chapter 148 requires site administrator preparation programs to meet national best practices. These programs must apply for PED approval by January 15, 2027. PED must approve programs by July 1, 2027.

Chapter 148 also creates separate licenses for site administrators (principals, assistant principals, and charter school head administrators) and superintendents. See **Table 1: Site Administrator Licenses in Chapter 148** and **Table 2: Superintendent Licenses in Chapter 148**. This will allow site administrator preparation programs to focus on the needs of site administrators, and ensure superintendents receive training targeted to their needs that is experienced closer to the time they become a superintendent. School employees who hold valid 3B school administrator license on July 1, 2029 will be “grandfathered in,” receiving a professional site administrator license and a superintendent license. At that point, the 3B school administrator license will no longer be valid. PED will be required to establish new licensure requirements for all other school administrator positions that formerly required a 3B license, including central district administrators, business managers, and state agency education supervisors. The Legislature appropriated \$2.3 million to PED for site administrator preparation, induction, and evaluation. These funds are intended to be used for:

- Capacity building at PED and EPPs;
- Establishing superintendent academies, including a task force to establish standards and common performance tasks, planning grants for academics, and technical assistance for programs; and
- Site administrator and superintendent induction programs, including planning grants and technical assistance.

**Table 1: Site Administrator Licenses in Chapter 148**

	<b>Provisional Site Administrator License</b>	<b>Initial Site Administrator License</b>	<b>Professional Site Administrator License</b>
<b>Description</b>	For cases when staffing shortages require an individual to serve as a site administrator while completing their preparation program.	The first level of licensure for individuals who have met the basic requirements to serve as a site administrator.	The final level of site administrator licensure for experienced site administrators.
<b>Requirements for licensure</b>	<ul style="list-style-type: none"> <li>• Holds a level 2 or 3A teaching license;</li> <li>• Enrolled in a site administrator preparation program; and</li> <li>• Enrolled in site administrator induction and mentoring programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed their site administrator preparation program;</li> <li>• Has at least three years of experience as a teacher or instructional support provider;</li> <li>• Holds a post-baccalaureate degree or national board for professional teaching standards certification; and</li> <li>• Enrolled in a site administrator induction and mentoring program.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed their site administrator preparation program;</li> <li>• Completed their site administrator induction program;</li> <li>• Holds a post-baccalaureate degree or national board for professional teaching standards certification;</li> <li>• Has at least one year of experience as a school administrator; and</li> <li>• Has received satisfactory performance evaluations.</li> </ul>
<b>Length of license</b>	One year	Three years	Five years
<b>Renewable</b>	Three times	Two one-year renewals	Unlimited
<b>Requirements for renewal</b>	Proof of enrollment in a site administration preparation program and satisfactory evaluations from the mentoring program.	Upon request of the local superintendent.	Completion of PED-required professional development and satisfactory annual performance evaluations.

Source: Laws 2025, Chapter 148 (HB157)

**Table 2: Superintendent Licenses in Chapter 148**

	Provisional Superintendent License	Superintendent License
<b>Description</b>	For cases when staffing shortages require an individual to serve as a superintendent while completing the requirements for licensure.	For individuals who have met the requirements of superintendent licensure.
<b>Requirements for licensure</b>	<ul style="list-style-type: none"> <li>Has at least one year of experience as a school administrator; and</li> <li>Is enrolled in a superintendent induction program.</li> </ul>	<ul style="list-style-type: none"> <li>Has at least one year of experience as a school administrator; and</li> <li>Completed an aspiring superintendent academy.</li> </ul>
<b>Length of license</b>	One year	Five years
<b>Renewable</b>	Three times	Unlimited
<b>Requirements for renewal</b>	Proof of enrollment in an aspiring superintendent academy and recommendation from an induction coach.	Superintendent induction program must be completed prior to first renewal. Completion of PED-required professional development.

Source: Laws 2025, Chapter 148 (HB157)

**Structured Literacy in EPPs.** [Laws 2025, Chapter 149 \(House Bill 156\)](#) requires EPPs to prepare teacher candidates to teach scientifically-based reading instruction (SBRI), including providing elementary teacher candidates at least 100 hours of supervised field experience in public school classrooms implementing the science of reading. PED and EPPs will develop teacher preparation standards related to the five components of the science of reading, including knowledge and skills to support struggling readers, those with dyslexia, and English learners. As part of the state approval review process, EPPs will be required to provide evidence of alignment with the state's statutory and regulatory requirements for structured and systematic science of reading instruction. Those who do not comply will face corrective action plans or loss of state approval.

**Teacher and Instructional Support Provider Licensure.** [Laws 2025 Chapter 146 \(Senate Bill 345\)](#) allows applicants for a level 1 teaching license to complete a teacher portfolio instead of passing required teacher assessments. The requirement to complete the teaching reading assessment and the special education assessment remain. Prior to passage of Chapter 146, PED communicated through memo that the examination pathway would be replaced by the portfolio pathway beginning in January 2026.

Chapter 146 also codifies pathways for instructional support providers (ISPs) from other states to obtain a level 2 or level 3 license in New Mexico. These individuals would be required to:

1. Have professional experience;
2. Hold a professional license in addition to a school license, if applicable;
3. Demonstrate the required competencies; and
4. Meet other requirements and qualifications for the license sought.

While this language accommodates varying licensure requirements for the wide range of professions defined as ISPs, PED will likely need clarify these requirements for each ISP license.

## Legislation Targeting Educator Compensation

A substantial body of research demonstrates teachers' wages affect the quality of those who choose to enter the teaching profession and how long educators remain in the profession. In 2025, the Legislature passed two bills to raise minimum teacher salaries and to tie school nurse licensure tiers to teacher minimum salaries. The Legislature also heard bills that would have increased the school employee minimum wage and established differential pay for bilingual- and TESOL-endorsed educators.

**Teacher, Site Administrator, and School Counselor Salaries.** The Legislature appropriated \$137.5 million from the general fund to the state equalization guarantee (SEG), the state's public school funding formula, to provide a 4 percent salary increase to all public school personnel. Chapter 149, a bill endorsed by LESC, increased minimum teacher salaries by \$5,000 dollars at each license level, bringing salaries to \$55 thousand for level 1 teachers, \$65 thousand for level 2 teachers, and \$75 thousand for level 3 teachers. The Legislature appropriated \$4.4 million from the general fund to the SEG for these increases. Because both minimum site administrator and school counselor salaries are tied to minimum teacher salaries, minimum salaries for these employees also increased (see **Table 3: Current and New Principal Minimum Salaries**).

**Table 3: Current and New Principal Minimum Salaries**

Position	Responsibility Factor	Current Minimum Principal Salaries	New Minimum Principal Salaries
Assistant Principal – Elementary	1.15	\$80,500	\$86,250
Assistant Principal – Middle School	1.2	\$84,000	\$90,000
Assistant Principal – High School	1.3	\$91,000	\$97,500
Principal – Elementary	1.25	\$87,500	\$93,750
Principal – Middle School	1.45	\$101,500	\$108,750
Principal – High School	1.65	\$115,500	\$123,750

Source: LESC Files and Section 22-10A-2 NMSA 1978

[Laws 2025 Chapter 145 \(Senate Bill 343\)](#) repealed language exempting school districts and charter schools from paying teachers with vocational education licenses state minimum teacher salaries. However, because the estimated average salary for vocational teachers in FY25 was nearly \$10 thousand above minimum teacher salaries at each license level, LESC staff do not expect Chapter 145 to result in increased costs to local education agencies (LEAs).

While the bill did not pass, [House Bill 200 \(HB200\)](#) would have created program units in the SEG for licensed school employees with bilingual endorsements employed in bilingual multicultural education programs (BMEPs) and for teachers with teaching English to speakers of other languages (TESOL) endorsements. Based on the FY26 unit value, these stipends would have amounted to \$6,801 for bilingual teachers and \$3,400 for TESOL-endorsed teachers. In a [2023 report](#), LESC staff recommended the committee consider funding annual stipends of \$10 thousand for bilingual teachers to address persistent staffing shortages. HB200, however, did not pass.

**School Nurse Licensure and Salary Tiers.** The Legislature took action to professionalize the career of school nursing, enacting a system similar to the three-tiered licensure system for teachers. [Laws 2025, Chapter 150 \(House Bill 195\)](#) codified the three levels of school nurse licensure in state law, established new criteria for licensure advancement, and tied minimum nurse salaries at each licensure tier to minimum teacher salaries. Chapter 150 simplifies the current school nurse licensure system by replacing the existing initial license types and options for advancement with three licensure levels that mirror the current teacher licensure system (see **Table 4: New School Nurse Licensure Levels and Requirements**). Beginning in the 2025 to 2026 school year (SY26), minimum salaries for school nurses at each salary level will be tied to minimum teacher salaries at the corresponding salary level, or \$55 thousand for a level 1 nurse, \$65 thousand for a level 2 nurse, and \$75 thousand for a level 3 nurse.

Chapter 150 also created program units for level 2 and level 3 school nurses certified by the National Board for Certification of School Nurses (NBCSN). The program multiplier will be 1.5, the same multiplier currently legislated for school personnel who are National Board Certified teachers. Based on the FY26 unit value, the estimated stipend for national board-certified school nurses in the 2025 to 2026 school year will be \$10.2 thousand.

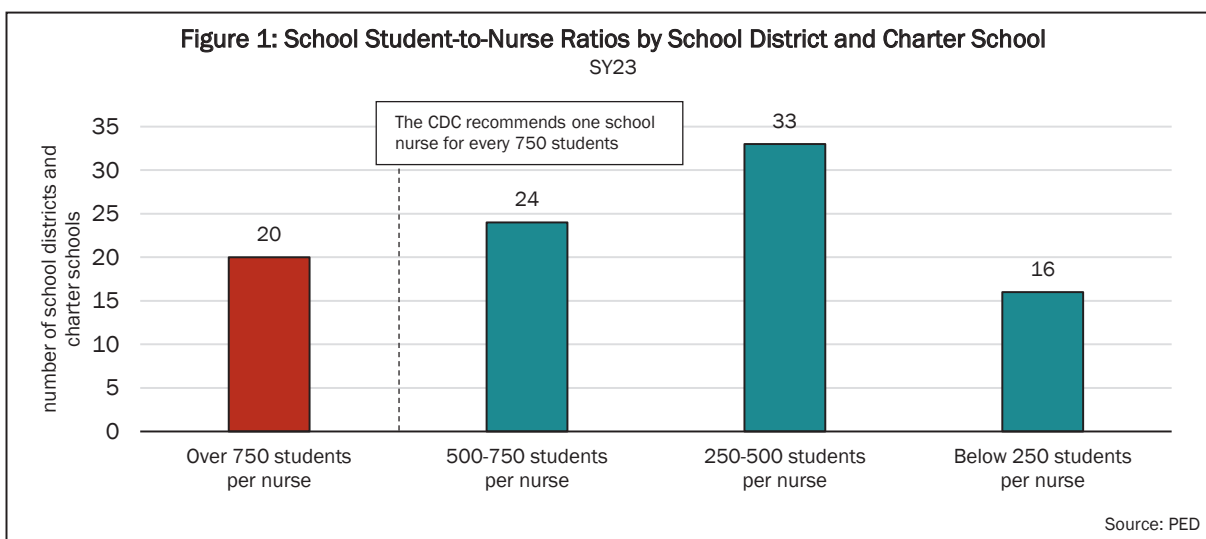


**Table 4: New School Nurse Licensure Levels and Requirements (Chapter 150)**

	Education	Nursing License	Experience	Term	Competency
<b>Level 1</b>	Associate or B.A. degree in nursing	Valid registered nurse license	Fewer than 3 years nursing experience	Three-years, Nonrenewable	Enrollment in mentoring program and annual intensive performance evaluations
<b>Level 2</b>	Associate or B.A. degree in nursing	Valid registered nurse license	Has a level one license or at least three years of registered nursing experience	Nine years, renewable	Demonstrate department-required competency
<b>Level 3</b>	Holds a post-baccalaureate degree or is certified by NBCSN	Valid registered nurse license	Has been a level two school nurse for at least three years or meets education requirement	Nine years, renewable	Demonstrates nursing leadership competency

Source: LESC Files

Chapter 150 aims to reduce school nurse vacancies across the state. According to the SY24 New Mexico Annual School Health Services Report, funded by the New Mexico Department of Health, at least 27 percent of school districts in New Mexico do not have a school nurse and at least one in three school districts have only one or a part-time school nurse.



**School Employee Minimum Wage.** For the second year in a row, stakeholders expressed widespread support for raising minimum school employee salaries. Although it did not pass, [House Bill 201 \(HB201\)](#), a bill endorsed by LESC, would have increased the minimum annual salary for all full time public school employees to \$30 thousand; amended the School Personnel Act to increase the minimum salaries of educational assistants to \$30 thousand; and amended state law to update the minimum hourly rate for all public school employees from \$6 to the \$15 required in GAA language of 2025 and prior years.

## Legislation Targeting Educator Supports

[Research](#) demonstrates competitive wages must be accompanied by adequate supports to improve teacher recruitment and retention. In addition to funding teacher and administrator professional development, the Legislature provided funding for school districts and charter schools to pilot innovative staffing initiatives. Funding for PED's professional development microcredential system was continued, while legislators also tasked PED to

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study whether teachers could be offered higher education credit for completion of microcredential courses.

**Teacher Professional Development.** The Legislature appropriated a total of \$9 million in the GAA from the general fund to PED for school leader and teacher professional development. PED awards these funds to school districts and charter schools; historically, spending of these funds has not been tracked or reported. However, [research](#) suggests effective teacher professional development is content focused, job-embedded, and of sustained duration. Likewise, principal professional development should provide explicit support for collaborative learning, context-specific applied learning experiences, and individualized support from coaches and mentors.

In keeping with recent years, the Legislature appropriated \$500 thousand in the GAA from the national board certification scholarship fund to PED to support licensed educators pursuing certification from the National Board for Professional Teaching Standards (NBPTS). According to numerous [studies](#), National Board Certified Teachers have been shown to positively impact student outcomes, particularly for low income students. According to NBPTS, 112 New Mexico teachers received certification in 2024.

While it did not pass, the Legislature heard [House Bill 238 \(HB238\)](#), which would have amended school calendar requirements to increase the allowance of teacher professional work hours counted toward instructional hours in secondary schools from 30 hours to 60 hours. The measure would have brought the allowed professional work hours for secondary schools into alignment with those of elementary schools. A June 2024 [joint presentation](#) by LESC and LFC highlighted the importance and value of well-used professional work time.

**Innovative Staffing.** The Legislature appropriated \$7.8 million in the GAA from the PERF to PED for FY26 through FY28, or approximately \$2.6 million per year, to pilot innovative or strategic school staffing models. The funds are intended to test staffing models that better support teachers by expanding the influence of highly effective teachers. In a June 2024 [joint presentation](#) by LESC and LFC, staff highlighted successes of innovative staffing models in Carlsbad Municipal Schools and recommended the Legislature consider funding innovative staffing pilots around the state. [Chapter 72](#) requires LESC, LFC, PED, and DFA to collaboratively evaluate PERF-funded initiatives, including the innovative staffing program.

**Microcredentials.** The Legislature appropriated \$3.7 million in the GAA from the PERF to PED for its learning management system, an online platform that hosts educator evaluations, interactive classrooms, high-quality instructional materials, and PED's microcredential courses. In 2023, PED transitioned from requiring the professional development dossier to advance teacher licensure levels to requiring either National Board Certification or completion of [Advanced Program Level Microcredentials](#). Each microcredential consists of several "stacked" courses. Proponents of PED's microcredentials appreciate increased support and feedback in comparison to the former dossier, while critics believe course content is lengthy and duplicative of teacher preparation programs. [House Memorial 32](#) requests PED collaborate with EPPs to consider the possibility of awarding educators graduate level course credits for completion of PED microcredentials.

## Road Ahead

Over the 2024 interim, LESC studied initial outcomes of legislative investments in teacher residency programs, revealing widespread need for clear, consistent, and timely data collection and reporting. In response to [House Memorial 20 \(HM20\)](#), LESC partnered with LFC to study implications of class size reductions, as well as alternative policy mechanisms to better support teachers in the classroom, resulting in a \$2.3 million appropriation to pilot innovative staffing models in schools. LESC staff built on two years of work with diverse stakeholders to better understand how the state could improve school administrator licensure through implementation of national best practices, while meeting the varied needs of LEAs across the state, resulting in passage of Chapter 148.

**Educator Preparation Programs.** The Legislature has made substantial investments to ensure individuals interested in joining the teaching profession have access to necessary programs, through scholarships; student loan forgiveness; paid residencies, fellowships, and student teaching; and multiple pathways to licensure. Once teacher candidates reach EPP classrooms, they must then be met with well-resourced programs and expert staff that deliver research-based instruction and supports. Throughout the 2024 interim and the 2025 legislative

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session, both legislators and other stakeholders expressed a desire to better understand EPPs, sharing concerns that not all teachers have access to high quality preparation prior to serving as a teacher of record. Over the 2025 interim, LESC staff will work with EPPs and PED to provide committee members with a better understanding of EPP contents and implementation, with a particular focus on how programs prepare teachers to meet the diverse needs of all learners.

**Compensation.** Concerns about school personnel compensation continue to occupy conversations amongst both policymakers and professionals in the field. Although the Legislature raised teacher minimum salaries and instituted average salary increases for all public school staff during the 2025 legislative session, other efforts for both minimum wage salary increases and targeted differential pay went unrealized. LESC plans to continue studying ways to create compensation systems that deliver competitive and sustainable salaries that also address compaction. One of the first steps necessary to build such systems is improved educator workforce data, including vacancy and turnover rates. Detailed salary information for some school personnel is extremely limited, making it difficult to craft policy solutions. Over the 2025 interim, LESC staff will conduct a comprehensive analysis of what additional workforce data is needed to improve school personnel compensation systems. Based on data available, LESC will collaborate with stakeholders to consider possible improvements to current compensation systems.



### Introduction

With a focus on middle and high school students, LESC defines student success as a comprehensive set of academic skills alongside knowledge and mindsets necessary for students to be successful long beyond their kindergarten through 12th grade (K-12) education. Genuine student success requires young people to have strong academic skills in a traditional sense (math, reading, and science skills, for example) but equally as important, to understand how to use these academic skills in ways that enable them to be lifelong learners, apply critical thinking to complex scenarios, and navigate the demands of a rapidly evolving workforce. In a national and international context, this is often described as college, career, and civic readiness.

The Legislature has worked toward this vision of student success in recent years by consistently prioritizing policy and budget needs to support middle and high school students and educators. While there has been significant momentum—evidenced by changes such as the Legislature’s modernization of graduation requirements and continual funding of vital initiatives in modern secondary education such as career and technical education (CTE)—the Legislature has also pointed out gaps in its understanding to more robustly support student success. Lawmakers, for example, have expressed a need for more insight into issues such as the cost and impact of modern CTE programs, how changes in school expectations made through graduation requirements affect student achievement and well-being, how to bolster support systems to graduate more of our young people from high school, and how to better connect data systems to understand where students are going after high school.

Ultimately, these questions relate to the necessary structures to ensure every young person is truly ready for college, career, and civic life. As LESC prepares for the upcoming interim, it will be important to monitor how the Legislature’s policy and budget decisions are impacting student outcomes and also to identify what additional efforts are necessary to connect discrete policy and funding efforts to a broader vision of student success.

### Session Action

Legislative measures related to student success considered during the 2025 legislative session spanned topics such as increasing funding for middle and high school students, maintaining funds earmarked for CTE and career-connected learning programs, compensation for CTE educators, how to support more students in graduating on time, attendance supports, and professional work time for middle and high school educators. These items are detailed in the following section and illustrate the breadth of how the Legislature has prioritized education systems and funding that help realize college, career, and civic readiness.

#### Signed Student Success Measures

**Salary Exemptions for CTE Teachers.** [Laws 2025 Chapter 145 \(Senate Bill 343\)](#) repealed language exempting school districts and charter schools from paying teachers with vocational education licenses state minimum teacher salaries. However, as discussed in greater detail in the **Educator Workforce** section of this document (pages 13-19), because the estimated average salary for vocational teachers in FY25 was nearly \$10 thousand above minimum teacher salaries at each license level, LESC staff do not expect Chapter 145 to result in increased costs to local education agencies.

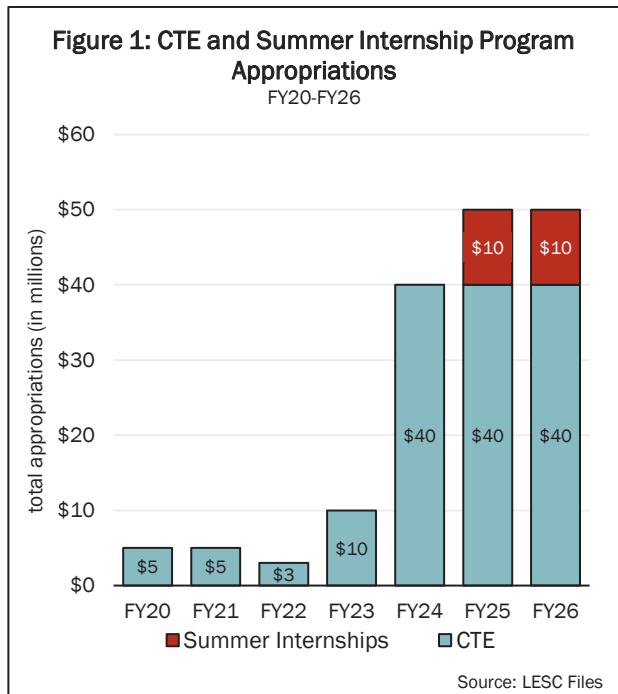
This legislative change may help address a known issue of finding CTE educators willing to teach in K-12 schools. According to national studies, administrators around the United States report having difficulty filling positions in CTE subjects 57 percent of the time, compared with 39 percent of academic subject positions. Shortages appear to be particularly concentrated in high-demand, high-wage subjects where teachers may face a higher wage penalty, including manufacturing; information technology; health sciences; science, technology, engineering, and math (STEM); and CTE.

#### Budgetary Items Related to Student Success

Integral to supporting education, the Legislature prioritized student success through a variety of budget allocations. Notably, the Legislature continued its work on middle and high school reform by updating the state

equalization guarantee (SEG), the state's public school funding formula, ensuring middle and high school students generate additional funding. The Legislature also continued investments in career connected learning, particularly by maintaining funding for CTE and increasing funding for work-based learning experiences offered through summer internships for high school students.

**Public School Funding Formula Changes for Secondary Students.** [Laws 2025, Chapter 89 \(House Bill 63\)](#), a bill developed after two years of study by LESC, amended the SEG. While a full discussion of the changes to the SEG can be found in the **Public School Finance** section of this document (pages 5-8), one primary change Chapter 89 made to the SEG was an increase to “basic program units,” the part of the formula that provides funding based on what grade a student is enrolled in. Chapter 89 increases the basic program unit for sixth-grade students from 1.045 to 1.30, and for seventh- through 12th-grade students from 1.25 to 1.30.



During the 2024 legislative session, lawmakers passed House Memorial 4 (HM4), requesting LESC study the structure, curriculum, funding, and design middle schools. This study was prompted by research showing concerning student outcomes begin to emerge in middle school: lower academic achievement, greater chronic absenteeism, and increasing disengagement from school. LESC staff formed a task force and produced a summary [report](#) in October 2024. One major recommendation was to add sixth grade to the secondary basic program unit factor in the SEG. Prior to the enactment of Chapter 89, students in grades four through six had a cost differential factor of 1.045, and students in grades seven through 12 had a cost differential factor of 1.25, meaning sixth grade students were not recognized as secondary grade students in the SEG. LESC staff also reported the grades that fall into each factor were last adjusted in 1974 when sixth-grade students were still more commonly educated in elementary schools.

Today, however, the most common model of middle school education in New Mexico places sixth graders in buildings alongside seventh- and eighth-grade students. With the changes in Chapter 89, more funding will be generated by all middle and high school students with the largest increase for sixth-grade students. While SEG funding is largely discretionary and can be used as school districts and charter schools determine, Chapter 89 presents an opportunity to better support middle school students.

**CTE Funding.** The Legislature has recognized modern CTE as a core component of middle and high school experiences, both to support student goals and engagement and to contribute to a robust state economy. The Legislature appropriated a total of \$40 million in the General Appropriation Act (GAA) of 2025 to the Public Education Department (PED) for CTE initiatives in FY26, maintaining FY25 and FY24 levels of funding for CTE. See **Figure 1: CTE and Summer Internship Program Appropriations**. The CTE funding for FY26 is included in two separate appropriations:

- The bulk of CTE funds are included in a \$38.5 million appropriation in the GAA to PED, which includes \$28.5 million from the general fund and \$10 million from a separate CTE fund. PED will determine how to allocate this funding for FY26. In previous fiscal years, this funding has flowed to school districts and charter schools for the NextGen CTE Pilot Program, Innovation Zones, work-based learning, career technical student organizations, and other career connected learning efforts.
- The Legislature also appropriated \$1.5 million from the general fund to PED to create a

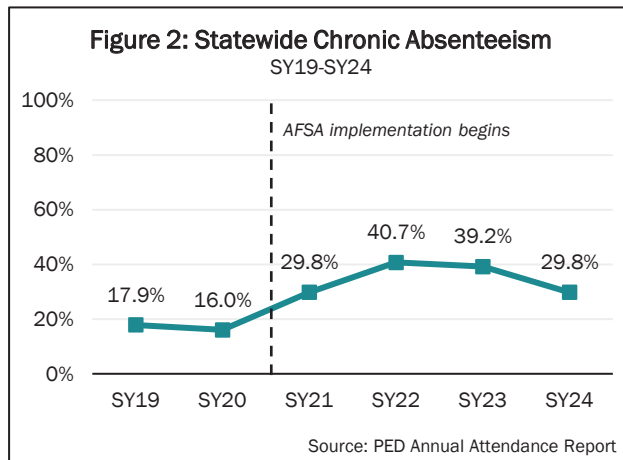


pilot program that offers funding to high schools whose students earn industry-recognized credentials. Language included in the GAA maintains many of the ideas proposed in [Senate Bill 64](#), a bill endorsed by LESC that did not pass. The language requires PED to report on the effectiveness of the program by 2028.

**Summer Internships.** The Legislature appropriated \$10 million from the general fund to PED in FY26 for summer internship opportunities, maintaining FY25 funding levels for the program. Created in 2021, the program offers high school students summer internship opportunities with government and tribal entities statewide.

**School Attendance and Chronic Absenteeism.** Although New Mexico's chronic absenteeism has improved, it still remains high at 29.8 percent statewide for the 2023-2024 school year (SY24), compared with 39.2 percent statewide in SY23. See **Figure 2: Statewide Chronic Absenteeism**. The GAA includes \$18.6 million, sourced from the public education reform fund (PERF) to be spent over the course of three fiscal years as part of a multi-year funding initiative established by [Laws 2025, Chapter 72 \(Senate Bill 201\)](#).

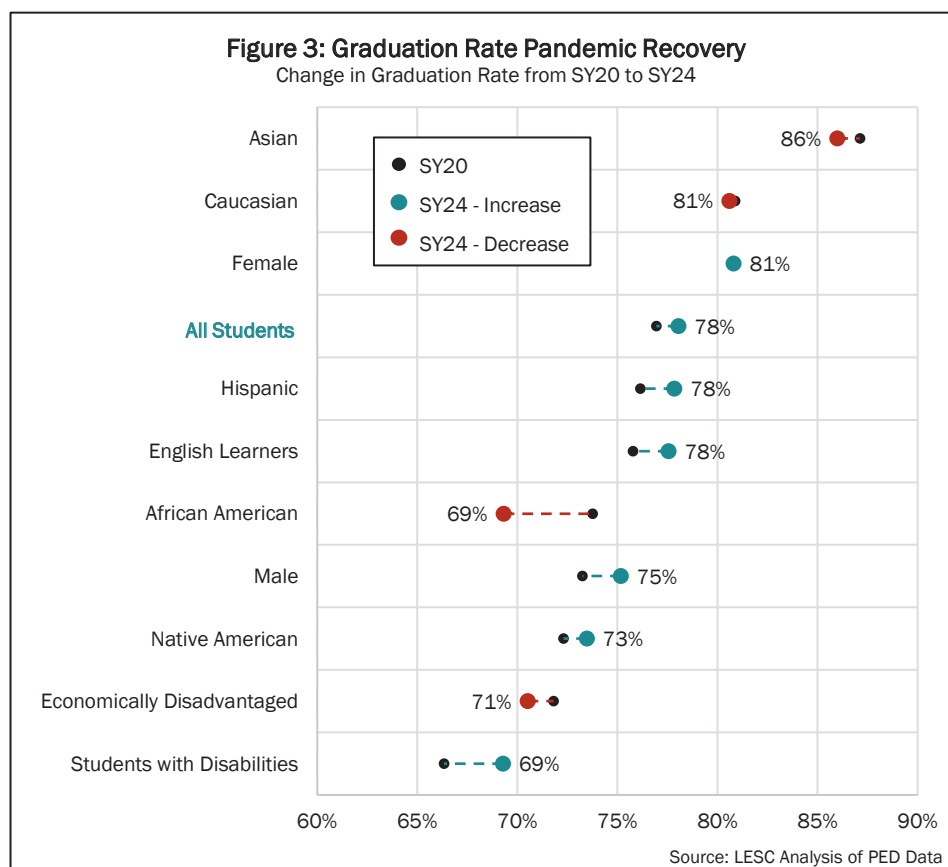
Chapter 72 modified the purpose of the PERF to create three-year funding streams for select education initiatives, provided the programs and efforts funded from the revised PERF are evaluated for impact. For attendance initiatives, the Legislature appropriated \$6.2 million to be spent each year from FY26 through FY28, representing an increase from the \$5 million the Legislature allocated for attendance in FY25. Further, the uses of the funding will be monitored and evaluated, providing an opportunity for the state to learn more about the effectiveness of particular attendance strategies.



**Secondary Educator Literacy.** The Legislature also funded secondary educator literacy as another of the PERF funded projects. The GAA includes \$15.6 million from the PERF to PED—to be spent over three fiscal years at an amount of \$5.2 million each year from FY26 to FY28—to support training and learning in literacy for middle and high school teachers. New Mexico has been implementing a science of reading approach since 2019. In this effort, the state has been training elementary level teachers and intends to move on to training secondary level teachers next. As a PERF-funded initiative, these funds will also require evaluation of impact in FY28.

**Advanced Placement, International Baccalaureate, and PSAT Exams.** The GAA includes \$1.25 million from the general fund to PED for Advanced Placement (AP), International Baccalaureate (IB), and Preliminary Scholastic Aptitude Test (PSAT) 11th grade tests in FY26. Beginning in FY24, this funding, which historically had been used only for AP exam fees, was expanded to include IB exams. In FY26, it includes a new third purpose: funding PSAT tests for 11th-grade students. While many students already take the PSAT in 10th grade when the cost is covered by PED, students must also take the exam in 11th grade to qualify for the National Merit Scholarship Program. This expansion in the use of funding is intended to help students who may wish to re-take the PSAT for scholarship eligibility to cover the cost of the exam, which is set at \$18 per exam.

**Graduation, Reality, and Dual Role Skills Program.** The GAA includes a total of \$1.25 million for PED's Graduation, Reality, and Dual Role Skills (GRADS) program: a \$750 thousand recurring general fund appropriation and a \$500 thousand transfer to PED from the federal block grant for the Temporary Assistance for Needy Families program. GRADS is a statewide program to help pregnant and parenting teens graduate from high school, pursue higher education or employment, and develop employability and healthy parenting skills



## Other Legislative Measures

While the following proposals did not pass, the Legislature also considered several other items related to student success that would have established structures for a collaborative study of CTE, changed professional work hours for middle and high school teachers, and considered ways to support students who might not graduate from high school within four years of starting.

**House Bill 433 (HB433), Study Career & Tech Education.** HB433 would have directed the Higher Education Department (HED), in consultation with PED, the Department of Workforce Solutions (DWS), and LESC, to conduct a study of the current and anticipated future availability of CTE courses and instructors in New Mexico. This study would also include a review of the salaries and compensation packages for CTE instructors and an analysis of current and future workforce needs. Although the measure was vetoed, the governor indicated HED had already been already directed to study CTE courses and compensation.

**House Bill 238 (HB238), Middle & High School Professional Work Hours.** HB238 would have amended school calendar requirements in [Section 22-2-8.1 NMSA 1978](#) to increase the allowance of professional work hours counted toward instructional hours in secondary schools from 30 hours to 60 hours. Laws 2023, Chapter 19 (House Bill 130) increased the minimum number of instructional hours schools were required to provide from 990 hours in elementary schools and 1,080 hours in secondary schools to 1,140 hours in all schools. Recognizing secondary schools were required to provide more instructional hours than elementary schools under the previous calendar law, the Legislature established the current professional work hour allowances at 60 hours for elementary school and 30 hours for secondary schools, ensuring secondary students did not lose instructional time. Although HB238 passed on the House floor and in the Senate Education Committee, it did not receive a hearing in the Senate Finance Committee.

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**House Memorial 48 (HM48), Study Free School Educational Activities.** HM48, which did not receive a hearing, would have requested LESC to convene a task force to study the feasibility of making all educational activities offered by high schools free. As noted in LESC analysis of the memorial, there are several school districts and charter schools that rely on supplemental sources of funding for student activities—fundraisers, student fees, booster clubs, and other methods—which impacts equitable access to student activities statewide.

**Senate Bill 480 (SB480), Student Graduation Reporting.** The Senate Education Committee Substitute for Senate Bill 480 (SB480/SECS) would have required PED to create an annual report of New Mexico school-aged students who have not graduated within four years of the start of their ninth grade year (referred to as “out-of-cohort” students). This report would have been available, upon request, to be distributed to HED, public postsecondary educational institutions, school districts or charter schools, and New Mexico-based adult basic education providers or workforce development programs that provide programming for out-of-cohort students attaining a high school diploma, a high school equivalency credential, or workforce credentials. Although the bill passed the Legislature, it was pocket vetoed.

## Road Ahead

The 2025 LESC work plan includes several items to understand policy and budget needs that strengthen systemic supports for, and understanding of how to facilitate, student success. LESC staff have identified two primary topics for ongoing study in the 2025 interim.

**Continued Evaluation of Career-Connected Learning.** Modern CTE is an educational pathway designed to equip students with practical skills, technical knowledge, and applied learning experiences. While encompassing traditional academic subjects, CTE contextualizes academic content by employing hands-on learning, enabling students to gain both foundational knowledge and specialized skills. While sometimes still referred to as “vocational” education, modern CTE is substantially different and now spans a wide range of industries including healthcare, technology, engineering, education, and business, alongside more traditionally thought of trades such as construction.

While there is broad support for CTE programs, there is still much to learn about how these programs impact long-term student success, what it might cost to offer CTE programs at an intensity and scale desired by lawmakers, and if New Mexico has the data systems to capture the impact of CTE programs on outcomes such as graduation rates, college enrollment, remediation rates, achievement results, and attendance rates, as well as more holistic indicators of student success articulated in statutorily required graduate profiles. LESC staff intend to build on staff’s previous research to specifically assess the impact of CTE programs on long-term student outcomes. Additionally, LESC staff intend to further partnerships with a “CTE Working Group” of 17 school district and charter school leaders staff formed in 2024 to better understand school needs related to CTE, as well as the full impact of the state’s CTE programs.

**Monitoring High School Graduation Requirements.** New Mexico’s new high school graduation requirements, established in state law during the 2024 legislative session in [Laws 2024, Chapter 2 \(House Bill 171\)](#), are scheduled to go into effect for students starting high school in the 2025-2026 school year (SY26). As these requirements take effect, LESC staff will continue to monitor implementation. In particular, the new high school graduation requirements require local education agencies to set two of the 24 units required for graduation, develop graduate profiles that articulate the skills and competencies expected for students to earn a high school diploma, and align graduate profiles with students’ “Next-Step Plans,” a statutorily required advising plan for all students. These facets of the new requirements will be a particular focus of LESC follow-up on how these requirements are being implemented, alongside general monitoring of the expanded access to CTE and work-based learning and other changes in the modernized requirements.



### Introduction

The whole child approach to education ensures children are healthy, safe, engaged, supported, and challenged throughout early childhood and elementary education. Research in diverse fields such as education, developmental and learning sciences, neuroscience, and sociology show a whole child approach fosters children's development and learning in math, literacy, and science, as well as social and emotional skills. While several bills introduced in the 2025 legislative session incorporated a whole child approach to education, few passed. However, the General Appropriation Act (GAA) of 2025 included several appropriations to bolster special education, early literacy, math, and holistic student supports.

### Session Action

In the 2025 legislative session, lawmakers allocated funding to continue initiatives in special education and literacy, and established several initiatives through the public education reform fund (PERF) to be implemented and evaluated over the course of three years, including for evidence-based math practices and secondary structured literacy training. In addition, lawmakers continued to invest in early childhood education, including through the early childhood trust fund.

### Special Education

To support students with disabilities, the Public Education Department (PED) requested an additional \$2.8 million to fund 15 new staff positions in the Office of Special Education through the PED agency budget. Ultimately, the Legislature appropriated an additional \$802 thousand to PED's agency budget. Lawmakers also appropriated funding to continue special education initiatives, and funded a statewide universal Individualized Education Program (IEP) platform for all school districts and charter schools.

The Legislature appropriated \$4 million from the general fund in nonrecurring funding for the implementation of special education initiatives by PED in FY26, a decrease of \$2 million from FY25. PED could use the funding to continue implementation of existing special education initiatives including, but not limited to, the Office of Special Education Fellows Academy, Leadership Academy, and Teacher Academy; developing and providing professional development; and providing accountability and compliance monitoring of school districts and charter schools. In addition, the Legislature appropriated \$12 million from the general fund in nonrecurring funding for the implementation of a statewide student information system that will house a universal IEP for all schools; the LESC special education working group [recommended](#) the adoption of a universal IEP in December 2023.

The Legislature considered, but ultimately did not pass, LESC-endorsed [House Bill 260 \(HB260\)](#). HB260 would have amended existing law to clearly define what constitutes restraint and seclusion, including which actions are allowed, and which are prohibited in public schools. The bill would have prohibited chemical restraint, mechanical restraint, prone restraint, and seclusion without continuous line-of-sight supervision. While HB260 passed the House, it did not receive a hearing in its final Senate committee.

The Legislature also considered but did not pass [Senate Bill 38 \(SB38\)](#), which would have created and amended several sections of law related to special education in New Mexico public schools, including codifying the Office of Special Education.

### Early Literacy

Literacy is a foundational skill, but most students in New Mexico cannot read or write proficiently. New Mexico embarked on a strategic path to ensure all literacy instruction is evidence-based with the passage of Laws 2019, Chapter 256 (Senate Bill 398). The intent of the law was to identify struggling readers before they fail, increase the number of students achieving reading proficiency, and reduce the number of students requiring special education services. Since the transition to the Structured Literacy New Mexico Initiative in 2019, the Legislature has allocated funding for structured literacy through both below-the-line program support appropriations and

has allocated funding for structured literacy through both below-the-line program support appropriations and through the state equalization guarantee (SEG), the state’s public school funding formula.

New Mexico continued its work to ensure literacy instruction is evidence based with the passage of [Laws 2025, Chapter 149 \(House Bill 156\)](#), which ensures educator preparation programs (EPPs) use only structured literacy practices, ensuring future educators are trained in scientifically based reading instruction (SBRI). The science of reading is an interdisciplinary body of research that explains how individuals learn to read and the best practices for reading instruction, and structured literacy is research-based practices within the classroom. Together, this body of research and practices form SBRI.

Chapter 149 also specifies literacy instruction for English learners must include evidence-based practices for biliteracy, differentiation, and culturally and linguistically responsive instruction. The law codifies that, as part of the state approval review process for EPPs, state teacher preparation programs must provide evidence of alignment with the state’s statutory and regulatory requirements for structured and systematic science of reading instruction. EPPs who do not comply with these requirements will face corrective action plans or loss of state approval. The law also requires all reading instruction coursework at EPPs to use high-quality instructional materials that are research-based, culturally and linguistically relevant, and designed to support equitable learning for all students.

**Early Literacy and Reading Support.** The Legislature appropriated \$14 million in recurring funding to PED for early literacy and reading support for FY26, the same amount appropriated in FY25. Additionally, local education agencies (LEAs) can use operational funding, including previously appropriated SEG funds, to support literacy efforts. Since FY21, PED has used below-the-line funding for early literacy and reading support to comply with [Section 22-12-32 NMSA 1978](#). This includes providing Language Essentials for Teachers of Reading and Spelling (LETRS) training for kindergarten through fifth grade (K-5) educators and administrators, along with other required structured literacy professional learning requirements (see **Table 1: Required Structured Literacy Supports for All Schools**).

**Table 1: Required Structured Literacy Supports for All Schools**

Requirement	Timeline
Elementary educators and administrators required to complete structured literacy and dyslexia Canvas courses	Prior to beginning LETRS
LETRS training for elementary educators and administrators	Ongoing
All first-grade students screened for dyslexia	Within 40 days of instruction or two weeks of enrolling
A student who demonstrates characteristics of dyslexia (following or according to the screener) and is having difficulty reading, writing, spelling, and understanding spoken language or difficulty with expression shall receive appropriate classroom interventions or be referred to a student assistance team.	Ongoing
Schools shall provide timely, appropriate systematic, scientific, evidence-based interventions prescribed by the student assistance team with appropriate progress monitoring to determine effectiveness of the intervention.	Ongoing
School districts and charter schools develop/revise a literacy professional development plan that includes a detailed plan for structured literacy training and a detailed plan for evidence-based reading interventions.	Must be updated every two years by October 15

Source: PED



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In addition to general structured literacy supports received by all elementary schools in the state, PED uses a portion of its literacy appropriation to fund model and support schools, which began in the 2022-2023 school year and receive additional structured literacy supports and funding. In SY25, PED supported 11 model schools and 67 support schools.

**Structured Literacy Implementation (Summer Literacy Institute).** The Legislature also signaled its ongoing support for structured literacy through continued funding for the summer literacy institute. The Legislature appropriated \$29.9 million to PED for implementation of a summer reading program for FY26, a decrease of \$1 million from FY25. New Mexico's summer reading program is a free program offering reading intervention to 10 thousand incoming kindergarteners through outcoming eighth graders with focused reading instruction in small groups with trained literacy instructors. According to PED, the goals of the program are to enhance literacy, track reading progress, and boost confidence and skills in literacy.

**Secondary Educator Literacy.** For the first time, the Legislature appropriated multi-year funding to support training secondary teachers in the implementation of structured literacy. The Legislature appropriated \$15.6 million from the PERF to PED for FY26 through FY28, or \$5.2 million per year, for implementation and evaluation of a secondary educator literacy program. This funding was contingent on the enactment of [Laws 2025, Chapter 72 \(Senate Bill 201\)](#), which repurposes the PERF as a targeted three-year investment fund for education initiatives, similar to the government results and opportunity (GRO) expendable trust fund. The law requires that initiatives funded through PERF be evaluated for causal impacts on student outcomes, with evaluation plans developed by PED with consultation from the Department of Finance and Administration (DFA), the Legislative Finance Committee (LFC), and LESC.

PED will use this funding to begin training all grades six through 12 English language arts, English language development, and special education teachers to complete the AIM Pathways to Proficient Reading: Secondary Training. The training is a comprehensive, 55-hour course designed for middle and high school educators on the connection between research on the science of reading, including theoretical models such as the Simple View of Reading and Scarborough's Reading Rope, and the best practices for language and literacy instruction in the classroom (structured literacy). Teachers will learn effective instructional practices that will benefit all students, including English learners and those with language-based learning disabilities. According to PED, the secondary structured literacy training will rollout in a phased approach, similar to the rollout of LETRS for K-5 teachers. In SY26, all grade six teachers will begin training, followed by seventh and eighth grade teachers in SY27, ninth and 10th grade teachers in SY28, and 11th and 12th grade teachers in SY29.

**Early Childhood Trust Fund.** Lawmakers passed [Laws 2025, Chapter 26 \(House Bill 71\)](#) to increase the minimum distribution from the early childhood trust fund from \$250 million to \$500 million. The early childhood trust fund was established on July 1, 2020 with an initial infusion of \$300 million. Statute requires oil and gas emergency school tax revenue in excess of the five-year average be deposited in the early childhood trust fund if general fund reserves exceed 25 percent of prior-year recurring appropriations. Additionally, statute requires federal mineral leasing payments in excess of the five-year average also be deposited in the early childhood trust fund. Statute initially required a minimum distribution of \$20 million be made to the corresponding early childhood education and care program fund in FY22. Beginning in FY23, statute required a distribution of an amount equal to the greater of 5 percent of the average of the year-end market value of the fund for the immediately preceding three calendar years, or \$30 million. The distribution was later changed to an amount equal to the greater of 5 percent of the average of the year-end market values of the fund for the immediately preceding three calendar years, or \$150 million. According to the State Investment Council, the total balance of the early childhood education fund was \$9.2 billion as of January 31, 2025.

Distributions from the early childhood trust fund are made into the early childhood education and care program fund, which is administered by the Early Childhood Education and Care Department (ECECD). Those funds are subject to appropriation by the Legislature for early childhood education and care services and programs. The passage of Chapter 26 increases the FY25 distribution from the early childhood trust fund to \$500 million, which provides ECECD with funding for programs such as childcare assistance and prekindergarten, among other initiatives.

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## Math

Effective math instruction is critical in a statewide vision for mathematics success. At the state and national level, many math stakeholders, including educators, researchers, and policymakers, are examining how mathematics instruction contributed to low student achievement before and after the Covid-19 pandemic. Math achievement in New Mexico has decreased since the end of the pandemic, with trends demonstrating consistent growth in math achievement through elementary grades, but a decisive drop beginning in middle school.

Unlike structured literacy, there is less agreement about the most effective way to teach math. While the Legislature discussed system-wide math changes in [Senate Bill 235](#), the bill ultimately did not pass. The bill would have established standards for math instruction similar to the standards for structured literacy, including required early numeracy screeners, required interventions for students with identified “math difficulties,” and an instructional leadership framework for math instruction, professional learning, and coaching. However, given a less certain body of research about the best methods for math instruction, and the clear upward trend in early grades, many stakeholders felt uncertain that the bill targeted the state’s primary struggles in math.

Still recognizing the need to support effective math instruction, the Legislature appropriated \$13.5 million to PED for FY26 through FY28, or \$4.5 million per year, from the PERF for implementation and evaluation of evidence-based math instruction. Like the secondary educator literacy funding, this funding for math achievement was contingent upon the passage of Chapter 72. LESC will work with PED, DFA, and LFC to develop evaluation plans for evidence-based math instruction. The GAA also includes \$6 million from the general fund for a math lab pilot project in FY26 through FY28. The math lab pilot targets students in kindergarten through sixth grade, and requires schools to test students before and after participating in the pilot. PED is required to evaluate the efficacy of math labs biennially.

## Road Ahead

During the 2024 interim, LESC staff work in the whole child area focused on early literacy, special education, math, suicide prevention, and arts education. As detailed in the LESC 2025 Annual Report, LESC staff recommended policy considerations regarding early literacy, special education, and math education. During the 2025 interim, staff will continue to study the following key areas.

**Special Education.** As LESC continues to research the provision of special education services in New Mexico to ensure students with disabilities receive an inclusive, integrated, and equitable education, staff will focus work this interim on the identification and provision of services for students with disabilities across the state. LESC staff will examine how identification practices and services for students with disabilities vary by school district and charter school and what is needed to ensure all students with disabilities receive an adequate, sufficient education.

**Literacy.** As New Mexico continues its effort to ground literacy instruction in the science of reading, LESC staff will conduct a gap analysis of the rollout of the Structured Literacy New Mexico Initiative, looking at New Mexico’s implementation compared with other states that have implemented structured literacy laws. Staff will also monitor newly provided literacy training for secondary educators, as well as the requirement for all educator preparation programs to provide prospective teachers with structured literacy training.

**Math Instruction.** While the state has targeted resources and supports to the improvement of student literacy, student math performance continues to lag. National efforts to identify “the science of math” have not resulted in a concrete path forward. LESC staff will continue its work from the 2024 interim, working with PED and math experts to identify best practices and legislative levers that will support improved math instruction and outcomes.

**School Readiness.** LESC staff will also examine how early childhood education providers contribute to school readiness, using data analysis to identify how readiness varies by early childhood provider types and geography, among other factors. This effort will strive to demonstrate the connection between the state’s enormous effort to provide early childhood and care with its intention of better student and community outcomes.



The Legislature continued its commitment to educational equity through policies designed to improve student success, remove systemic barriers, and honor the cultural and linguistic diversity of the state's student population. Building on the findings of the *Martinez-Yazzie* education sufficiency lawsuit, lawmakers focused on strengthening supports by prioritizing funding and policy development for historically underserved students—including Native American, Hispanic, bilingual, Black, and military-connected students, as well as those experiencing homelessness—and laying the groundwork for more inclusive and effective public education across New Mexico.

## Session Actions

The 2025 legislative session advanced education policies that addressed barriers to learning by limiting digital distractions in classrooms, supporting educational continuity for mobile and unhoused student populations, and reinforcing the state's commitment to culturally and linguistically responsive education. These items are detailed in the following section and reflect the Legislature's efforts to provide an equitable and inclusive education for all students.

### Policies Supporting Equitable Student Opportunities

**Support for Unhoused Students.** The General Appropriation Act (GAA) of 2025 includes an appropriation of \$6.3 million from the public education reform fund (PERF) for FY26 through FY28 to pilot a program supporting students experiencing homelessness. The initiative reflects a growing recognition that housing instability creates significant barriers to academic engagement, achievement, and long-term student success.

As discussed in the **Public School Finance** section of this report (page 6), [Laws 2025, Chapter 72 \(Senate Bill 201\)](#) created a framework for the evaluation of the program. Under Chapter 72, PED is required to develop and implement a structured pilot program alongside a comprehensive evaluation plan. The plan must clearly define program goals and outcomes, identify roles and responsibilities of implementing partners, establish performance measures, and determine whether the program qualifies as evidence-based, research-based, or promising. Up to \$100 thousand of the appropriation may be used by PED to evaluate and monitor the program's effectiveness in improving student outcomes such as student engagement, attendance, and retention.

The pilot is based on a model [presented to LESC](#) by New Mexico Appleseed, an Albuquerque-based nonprofit organization, during the 2024 legislative interim. Appleseed's initiative provided \$500 conditional stipends to unhoused junior and senior students in Cuba and West Las Vegas based on McKinney-Vento assistance eligibility criteria tied to academic and behavioral benchmarks. Early outcomes showed improved student engagement and retention, underscoring the potential impact of combining financial incentives with targeted academic support. The Legislature's PERF appropriation aims to build on the success of the pilot while addressing a common barrier to implementation: nonrecurring funding. By establishing a three-year funding strategy, the Legislature seeks to promote sustainability and foster confidence among schools and communities in the long-term viability of support for unhoused students. If effective, the pilot may serve as a scalable model for addressing educational disparities linked to housing insecurity across the state.

**Anti-Distraction Policy in Schools.** [Laws 2025, Chapter 155 \(Senate Bill 11\)](#) adds a new section to the Public School Code requiring all school districts and charter schools to adopt a wireless communication device (WCD) policy by August 1, 2025. Once adopted, the policy must be published on the district's or charter school's website. PED is also mandated to develop statewide guidelines outlining minimum policy requirements, which may include limiting WCD use during instructional hours with exceptions for accessible learning and medical care, safeguarding privacy, and specifying consequences for violations. Research has linked increased personal device possession and social media use, especially during school hours, with lower academic performance, particularly in math. According to PED analysis, a New Mexico middle school that restricted cell phone use showed improved math outcomes relative to other schools in the district in 2024, suggesting academic benefits to limiting device use.

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Many New Mexico school districts and individual schools have already implemented policies to reduce classroom distractions and support learning, meaning some may not need to develop new policies to comply with Chapter 155. Some examples of such policies include the following:

- Albuquerque Public Schools requires devices to be off and out of sight during the school day, with schools allowed to adopt stricter rules;
- Santa Fe Public Schools prohibits personal devices at all levels, with limited exceptions, and plans to revise its 2013 policy;
- Las Cruces Public Schools permits device possession but enforces grade-based restrictions;
- Ruidoso High School requires devices to remain silent and stored during class, allowing use only before and after school or during lunch;
- Hobbs Middle School prohibits device use entirely during school hours; and
- Taos Municipal Schools adopted a policy in September 2024 requiring Taos Middle and High School students to place their phones in magnetically sealed pouches during instruction.

Chapter 155 law attempts to address growing concerns about the negative impact of digital distractions on student learning, behavior, and well-being by requiring schools to establish clear policies that limit personal device use during instructional time.

**Educational Opportunities for Military Children.** [Laws 2025, Chapter 118 \(Senate Bill 146\)](#) amended the Interstate Compact on Educational Opportunity for Military Children ([Section 11-8B-1 NMSA 1978](#)), a nationwide agreement adopted by all 50 states to support military-connected students facing educational transitions. The law clarifies terminology by changing the term “sections” to “chapters” in references to [10 U.S.C. Chapter 1209 \(Active Duty\)](#) and [10 U.S.C. Chapter 1211 \(National Guard Members in Federal Service\)](#) when discussing active duty members. These technical corrections comply with federal code and resonate with broader efforts to ensure uninterrupted access to quality education for all students, regardless of mobility or background.

## Culturally and Linguistically Responsive Education

New Mexico’s multilingual and multicultural identity remains central to its education policy landscape. This session, lawmakers expressed interest in preserving cultural heritage and supporting academic outcomes for linguistically diverse students. Further, the Legislature considered the *Martinez-Yazzie* education sufficiency lawsuit as part of its continued focus on educational equity and the state’s responsibility to meet the needs of all students.

**Hispanic and Bilingual Education.** [House Memorial 43](#), passed by the House of Representatives, requests LESC to collaborate with education stakeholders across the state to study and provide recommendations on the Hispanic Education Act and the Bilingual Multicultural Education Act. The memorial calls for a comprehensive evaluation of the acts’ implementation, effectiveness, and funding structures to ensure the acts fulfill their purpose of improving educational outcomes for Hispanic, bilingual, and multicultural students. The study is to be conducted in partnership with a representative group of youth, including students identified in the *Martinez-Yazzie* lawsuit, as well as educator preparation programs, bilingual education experts, community members, higher education institutions, and PED.

LESC will include this study in its 2025 interim work plan, producing a final report by December 31, 2025. The study will examine the current state of bilingual and Hispanic education, identify successful initiatives, and assess funding structures that support these programs.

**Bilingual Multicultural Education Act.** Enacted in 1973, the Bilingual Multicultural Education Act (BMEA) established a framework for providing culturally and linguistically responsive instruction in New Mexico’s public schools. The BMEA promotes equitable learning environments for students from diverse language and cultural backgrounds. The GAA includes \$500 thousand in funding to continue supporting implementation of the BMEA.

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**Hispanic Education Act.** Since its enactment in 2010, the Hispanic Education Act has sought to improve academic achievement and postsecondary success for Hispanic students statewide by addressing systemic inequities and enhancing graduation rates. In 2025, lawmakers passed [Laws 2025, Chapter 153 \(House Bill 487\)](#), which amended the act to refine its focus. Key changes include replacing “educational success” with “academic success,” removing references to closing the achievement gap, and incorporating a broader purpose emphasizing lifelong success and protecting and preserving New Mexico’s heritage Spanish language and culture. These changes reflect New Mexico’s commitment to linguistic and cultural diversity, which is consistent with the goals of the BMEA. Research supports this policy direction, showing bilingual education enhances cognitive development, improves academic performance, and strengthens students’ connection to their cultural heritage. Funding for the Hispanic Education Act has varied in recent years, with \$500 thousand appropriated in FY22, \$1 million in FY23, and \$500 thousand in FY24 and FY25. The GAA continues this trend with a \$500 thousand appropriation to PED to implement the provisions of the act.

Additionally, in response to concerns about parity, PED [proposed](#) amending the act to provide mileage, per diem, and stipends for Hispanic Education Advisory Council members. The recommendation was enacted as part of Chapter 153, supporting the council’s capacity to engage in statewide initiatives and further the goals of the act.

**Black Education Act Implementation.** While no new legislation was introduced to amend the Black Education Act, discussions in committee hearings highlighted the importance of monitoring implementation and funding outcomes. In the GAA, the Legislature appropriated \$500 thousand from the general fund to PED to implement provisions of the Black Education Act in FY26. However, questions remain about whether current reporting mechanisms adequately track the impact of these efforts on Black student achievement and well-being.

## **Tribal Sovereignty and Indigenous Education**

The 2025 session demonstrated a recognition of tribal sovereignty through key legislation aimed at honoring tribal self-determination and affirming Native identity within educational settings. Among these efforts was a bill to establish a tribally controlled public school, which, although pocket vetoed, signaled continued momentum toward expanding tribal leadership in education.

**Tribal Regalia at School Events.** [Laws 2025, Chapter 7 \(Senate Bill 163\)](#) requires public schools, including charter schools and higher education institutions, to allow students to wear tribal regalia and cultural items at graduation ceremonies and other school-sponsored events. The law affirms the rights of Native American students to express their cultural identity, supports the preservation of tribal traditions, and promotes educational equity. This legislation included an emergency clause, meaning it took effect immediately upon the governor’s signature. The urgency was based on the imminent graduation season, ensuring students graduating in spring 2025 would be protected from discrimination or exclusion based on cultural expression. The law impacts Native American students and their families, school administrators, and institutions across New Mexico, reinforcing respect for tribal sovereignty and cultural rights in educational settings.

**Continue and Improve 520 Language.** [Section 22-10A-13 NMSA 1978](#) authorizes the issuance of the 520 Native American Language and Culture (520 NALC) certificate, allowing individuals proficient in the language and traditions of a New Mexico tribe, pueblo, or nation to teach without requiring a bachelor’s degree. This certification, governed by memorandums of agreements between tribal governments and PED, recognizes tribal sovereignty and the value of traditional knowledge passed down outside conventional academic pathways. Since 2003, 16 tribes, pueblos, and nations have entered into such agreements, ensuring Indigenous communities retain control over language instruction and cultural education.

In 2022, the Legislature amended state law to establish salary parity between 520 NALC instructors and level 1 licensed teachers, reinforcing the significance of their instructional roles and ensuring equitable compensation. To further support Native language instruction, PED’s Indian Education Division awarded \$1.3 million to school districts and charter schools in FY25 to strengthen the 520 NALC program. [Laws 2025, Chapter 149 \(House Bill 156\)](#), a bill endorsed by LESC, increases minimum teacher salaries by \$5,000 at each licensure level, a salary increase that will directly impact 520 NALC instructors. According to the 2023-2024 Tribal Education Status Report, there were 133 active 520-certified NALC instructors. Additionally, 99 students earned State Seals of



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Bilingualism-Biliteracy Awards for Indigenous languages, reflecting the impact of these programs in fostering bilingual proficiency and cultural preservation among Native American students.

[Senate Memorial 9](#), signed by the New Mexico Senate, requests the LESC to convene a working group to study and make recommendations regarding the 520 NALC certificate. The working group will include a diverse range of state agencies and stakeholder groups and is tasked with addressing key areas such as organizational structure and accountability, advancement and professional development, data collection and transparency, and the development of a long-term strategy for system improvement.

LESC has included this memorial in its 2025 interim work plan and will produce a final report with its findings and recommendations from the working group by December 31, 2025.

**The Indian Education Act and the Indian Education Fund.** Enacted in 2003, the Indian Education Act requires PED to collaborate with tribes, pueblos, and nations in developing educational programs that honor cultural differences and promote academic success for Native American students. The act also mandates that public and charter schools provide culturally and linguistically relevant education.

To support the act's implementation, the Indian education fund (IEF) provides annual, recurring distributions to New Mexico's tribes, pueblos, and nations. Appropriations to the fund have grown substantially—from \$2.5 million in FY18 to \$20 million in FY25. In response to the 2018 *Martinez-Yazzie* court ruling, the Legislature has prioritized tribal education funding, maintaining an annual \$20 million appropriation to the IEF since FY24. PED administers these funds in collaboration with tribal education departments, based on priorities set by the PED secretary and assistant secretary of Indian education.

Despite increased funding, expenditure challenges persist. According to Legislative Finance Committee (LFC) analysis, PED requested a budget adjustment in FY23 to carry over \$10 million in unspent funds for use in FY24. A similar adjustment was requested in FY24 to redirect \$3.3 million toward tribal library capital outlay. Historically, the IEF has experienced significant reversions, partly due to the state's late award notifications, delays in obtaining signatures or approvals, and other state-level administrative barriers. These issues have limited the ability of tribal governments to obligate or expend funds within the fiscal year. With \$14.8 million currently budgeted in FY25, it is likely that the full \$20 million appropriated for FY25 will not be expended, leading to additional reversions.

In addition to these distributions, the Legislature appropriated an additional \$30 million in below-the-line funding to support Indian education initiatives in FY26 through FY28. These funds will flow directly to tribes, pueblos, and nations and may be used for culturally and linguistically relevant curriculum development, language preservation, tribal consultation, and educator training. The GAA specifies that no more than \$10 million may be spent each fiscal year.

**State Tribal Education Compact Schools Act.** While the bill was ultimately pocket vetoed, [Senate Bill 13](#) would have established the State Tribal Education Compact Schools Act. The bill would have authorized PED to enter into up to five pilot compacts with Indian nations, tribes, or pueblos to create tribally governed public schools rooted in language and culture-based education. Research suggests incorporating Native American languages and cultures into academic settings can improve educational engagement and outcomes, including improved retention, graduation rates, college attendance rates, and standardized test scores. Priority would have been given to applications representing New Mexico's diverse Native languages, including Tiwa, Tewa, Towa, Keresan, Apache, Zuni, and Diné. These schools would have been exempt from most state education statutes, except for provisions related to background checks, nondiscrimination, and financial audits.

Furthermore, PED would have been required to establish an application and approval process by July 1, 2026, and publicly publish all signed compacts. Each compact school would have been responsible for submitting an annual progress report to LESC and LFC by November 1. Compact schools were permitted to give preference to tribal members in admissions and employment, and funding would have flowed through the state equalization guarantee (SEG), the state's public school funding formula, without reverting at the end of each fiscal year. While the legislation did not include specific appropriation, lawmakers anticipated a one-year implementation timeline,

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allowing funding to be considered in a future legislative session.

A [similar law](#) enacted in Washington state in 2013 demonstrated promising results. A 2018 case study on Washington state tribal education compact schools by Evergreen State College found that compact schools benefitted from increased resources and a more direct government-to-government relationship with the state. Combined with culturally responsive curricula and improved facilities, schools reported higher retention and graduation rates and enhanced reputations. Compact status also enabled tribal communities to address systemic challenges with greater autonomy, including social barriers to student success, while securing funding to recruit and retain qualified educators.

In 2022, Alaska enacted [legislation](#) establishing the State Tribal Education Compact (STEC) pilot program, authorizing tribes to create and operate up to five public schools through formal agreements with the state. The Alaska Department of Education's [legislative report](#) outlines the selection of five tribal partners, planning grant allocations, and ongoing efforts to develop performance standards and accountability frameworks. As implementation progresses, the program is expected to launch operational schools and may expand based on pilot results and stakeholder input. Alaska STEC schools are designed to provide culturally grounded, tribally governed education that meets state standards while affirming tribal sovereignty and elevating Indigenous knowledge, language, and values.

## The Road Ahead

The upcoming LESC work plan includes several initiatives focused on advancing student success and equity across New Mexico's diverse educational landscape. For the 2025 interim, LESC staff have identified two primary areas of continued study to inform future legislative proposals to support equity-driven education reform: bilingual and multicultural education programs and the role of Hispanic and Indian education advisory councils. LESC's work during the 2025 interim will continue to promote cultural and linguistic diversity and address systemic barriers to student achievement.

**Studying Bilingual Multicultural Education.** The LESC will explore the current landscape and future opportunities of bilingual education in New Mexico, focusing on balancing cultural and linguistic preservation with academic achievement. Staff will document and analyze the state's existing bilingual program models, including heritage, dual language, transitional, and maintenance, by examining their structure, goals, and implementation. The analysis will give particular attention to how oral language, rather than written forms, is preserved, and the implications this has for literacy development and student outcomes. The review will also consider how students are supported in reaching reading proficiency within culturally and linguistically responsive learning environments.

LESC staff will assess educator preparation and faculty capacity to support successful implementation, identifying the resources and programmatic components necessary to sustain high-quality bilingual instruction. The analysis will also explore whether additional models, such as state-tribal compact schools, could provide complementary or enhanced approaches to support bilingualism and biliteracy. In addition, the study will evaluate current conditions across schools, moving beyond funding to examine what true parity looks like in terms of staffing, instructional materials, and cultural relevance.

Staff will also review the role of the 520 NALC certificate as a means of identifying workforce needs and supporting culturally rooted instruction. The LESC will also examine how regional technical centers and other support entities might contribute to statewide program expansion and capacity-building efforts.

This research aims to assess how bilingual education programs can more effectively promote both academic achievement and the cultural-linguistic vitality of New Mexico's diverse communities, particularly Indigenous and heritage language populations. This work will inform future policy decisions that support equitable, culturally sustaining education for all students by evaluating current models, identifying challenges, and exploring innovative approaches.

**Review of Education Advisory Councils.** LESC staff will review the roles, responsibilities, and impacts of education advisory councils tied to New Mexico's education acts. The review will document the history and

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creation of each council, including their intended purpose, followed by an analysis of each council's structure, membership criteria, appointing authorities, and defined roles. LESC staff will identify key recommendations or actions proposed by each council and assess how PED or the Legislature have responded to or implemented those recommendations. The analysis will also include reviewing any formal reports produced by the councils, evaluating their content, and policy influence. This comprehensive review aims to clarify the councils' influence on education policy and highlight areas for improved collaboration and accountability.



## Education Support Services

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To thrive in the classroom, students need holistic supports that expose them to career opportunities, ensure basic needs are met, and leverage the resources of the broader community. Education support services include safe schools, student nutrition, out-of-school time learning and career opportunities, science, technology, engineering, and mathematics (STEM) programs, and school models rooted in community and family engagement. All of these elements play a role in creating an inclusive, impactful education system for New Mexico students.

### Session Action

During the 2025 legislative session, New Mexico lawmakers debated numerous proposals to improve wraparound supports for kindergarten through 12th grade (K-12) students. Over the course of 60 days, lawmakers discussed school safety initiatives, out-of-school programs and tutoring, STEM education investments, and universal school meals in various committees and on the floors of both chambers. Ultimately, the Legislature made further investments to provide students throughout New Mexico with access to safe schools, behavioral health supports, robust out-of-school programming covering a range of subjects, and free meals every school day. These investments reflect the Legislature's focus on building a public education system responsive to the diverse needs of New Mexico students.

### School Safety

School safety was a central theme of education discussions in the 2025 session. Lawmakers enacted several measures to mandate safety equipment in schools, provide additional safety training to school staff, pay for in-school wellness rooms, and increase capital outlay funding for security needs.

**School Shooting Threat Criminal Penalty.** [Laws 2025, Chapter 4 \(House Bill 8\)](#), is a package of measures aimed at addressing crime in New Mexico. Section 16 of the package, formerly a separate bill ([House Bill 31](#)), charges person who makes a shooting threat with a fourth degree felony. Under prior New Mexico law, this offense was treated as a misdemeanor. Supporters of the measure specifically cited shooting threats directed at schools across the state as a motivation behind the legislation.

**Automated External Defibrillators in Schools.** [Laws 2025, Chapter 129 \(House Bill 54\)](#), will require all schools in New Mexico to install automated external defibrillators (AEDs). This requirement extends to public non-charter high schools no later than the 2026-2027 school year (SY27), while elementary schools, middle schools, charter schools, and private schools are required to comply no later than SY28. Schools will also be required to develop cardiac emergency response plans aligned with nationally recognized and evidence-based standards. The Public Education Department (PED) is charged with promulgating rules governing the training of school employees in AED use. However, the General Appropriation Act (GAA) of 2025 does not include specific funding to cover the cost of AEDs for schools. Schools may also choose use discretionary funds from the state equalization guarantee (SEG), the state's public school funding formula, to purchase this equipment.

**Water Safety Guidance in Schools.** [Laws 2025, Chapter 135 \(House Bill 532\)](#), requires each local school board and charter school governing body to develop or adopt water safety guidance that informs students and parents about local water safety options and swimming lessons, as well as general guidance about safety around bodies of water and water infrastructure. Beginning with SY26, this guidance must be provided to parents upon a student's enrollment, or no later than the 10th day of the school year. Schools will be allowed to incorporate this guidance into their school or district handbook if written acknowledgement of receipt is provided by parents.

**General Appropriation Act and Capital Outlay.** In the 2025 session, New Mexico lawmakers made further investments to help schools implement safety and security measures, building upon recent work by the Legislature to promote safer schools in the state. Most notably, the Legislature made the following appropriations in the GAA supporting school safety in FY26:

1. \$50 million from the public school capital outlay fund for school security and career and technical education;

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2. \$1.5 million from the general fund for school panic buttons; and
  3. \$1 million from the public education reform fund to pilot wellness rooms in school districts and charter schools.

## Science, Technology, Engineering, and Mathematics Education

**Science, Technology, Engineering, Arts, and Math Funding.** The GAA includes \$3 million to support science, technology, engineering, arts, and mathematics (STEAM) initiatives. Funding for STEAM programming at PED was not included in the FY25 budget, though it had been included in prior years; for example, in FY24, the Legislature appropriated \$3.1 million for STEAM. Historically, this funding has been used to support the work of the department's Math and Science Bureau.

**STEM Network.** The GAA appropriates \$3 million to PED for the creation of a STEM network. This network, discussed in a July 2024 [LESC brief](#), is envisioned as the “connective tissue” supporting a robust STEM pathway spanning prekindergarten to career. As the appropriation is to PED, the specific structure of the STEM network will be for the department to consider. A bill endorsed by LESC, [Senate Bill 107 \(SB107\)](#), would have created a steering committee consisting of state government representatives, education and industry voices, and tribal representatives to oversee the long-term vision of the network. To manage day-to-day operations of the network, SB107 would have created a center of excellence for STEM innovation at New Mexico State University. Regional and tribal STEM education hubs would have been designated to allow for the development of STEM programs and initiatives responsive to varying local contexts. While SB107 did not pass, funding appropriated for the STEM network could support this design or be used by PED to establish a different framework.

## Out-of-School Time

Out-of-school time (OST) includes any type of supervised program for youth to attend when school is not in session. This includes summer programs, teen centers, internships, and before- and after-school programs. In New Mexico, students involved in OST programs receive tutoring, develop social emotional skills, participate in physical activities, and explore STEM disciplines, among other enrichment activities. In addition to the learning opportunities directly afforded by OST programs, student participation in these activities has been linked to higher in-school attendance, reduced rates of juvenile crime, and improved academic performance.

**FY26 Appropriation.** The 2025 legislative session marked a substantial increase in funding for OST programming in New Mexico from the prior year. For FY26, the Legislature appropriated a total of \$14 million from the general fund for OST programs for students statewide. This appropriation also includes \$1 million specifically for tutoring programs for at-risk students on topics such as literacy and STEM. For comparison, the FY25 budget appropriated \$15 million for OST, summer enrichment, and high impact tutoring. Of this amount, \$8.5 million was earmarked specifically for high impact tutoring, while the remaining \$6.5 million was for OST and summer enrichment.

## Community Schools

The [community school strategy](#) centers community involvement in the educational process. A school building is not only a place for learning, but also a place to access healthcare, meal options, clothing, laundry, and other resources to meet the needs of students and families. Research has shown the community school strategy, when implemented effectively, can improve attendance, student behavior, engagement, and academic achievement.

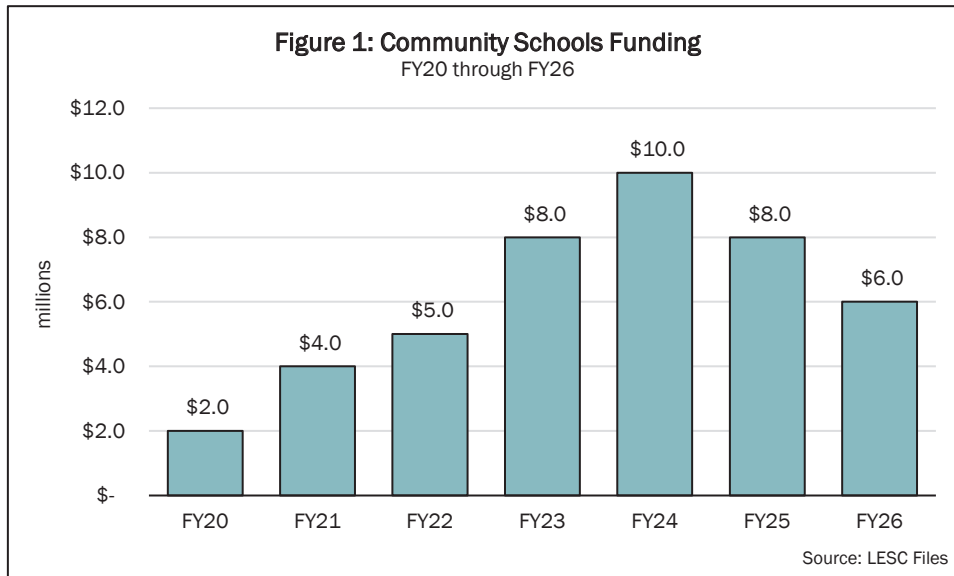
**FY26 Appropriation.** In the 2025 legislative session, lawmakers continued funding PED's community school grant program. The appropriation of \$6 million in FY26 represents a \$2 million decline in funding from the prior fiscal year.

**Community School Act Changes.** [Laws 2025, Chapter 81 \(Senate Bill 387\)](#), renames the community schools fund in honor of the late Dr. Jeannie Oakes. A senior fellow in residence at the Learning Policy Institute (LPI), an independent research organization focused on advancing evidence-based education policies, Dr. Oakes contributed to several national and New Mexico-specific research reports on community schools and other education policy topics, perhaps most notably a [2021 report](#) highlighting the state's approach to community



schools, and testified before LESC numerous times over the past decade. Dr. Oakes also served as a thought partner on an LESC evaluation of community schools, culminating in a [2019 report](#) on the subject.

Additionally, Chapter 81 introduces greater flexibility into community school implementation grant award amounts. Previously, the act only allowed implementation grants of \$150 thousand, whereas the newly adopted language allows for grants of any amount up to \$150 thousand.



## Universal School Meals

In 2023, the Legislature unanimously passed [Laws 2023, Chapter 30 \(Senate Bill 4\)](#), establishing the Healthy Universal School Meals (HUSM) program. After federal reimbursement is determined for each school site, the state covers the remaining cost to provide free meals to all students. The GAA includes four appropriations to support the HUSM program in FY26:

- **FY26 Appropriation.** To allow schools to operate the HUSM program in FY26, the Legislature included \$42.2 million to reimburse schools for meal program costs. This represents a roughly \$1.2 million increase over the FY25 appropriation of \$41 million;
- **FY26 Appropriation for Potential Cost Overruns.** Since the program's inception, projecting and allocating correct funding for HUSM has been a consistent challenge. To account for possible larger participation increases over the next school year, the GAA provides \$5 million to PED for potential costs exceeding the \$42.2 million appropriation;
- **FY25 Supplemental Appropriation.** Participation data reported by PED for FY25 school meals indicates costs are projected to exceed the appropriation of \$41 million for FY25. As a result, the Legislature included a \$7.9 million appropriation in the GAA to fully fund FY25 HUSM program costs; and
- **FY24 Deficiency.** Finally, the Legislature provided PED with \$3.1 million to account for an outstanding deficiency from FY24. According to PED's budget request, these dollars will be used to pay out four FY24 nutrition claims for Albuquerque Public Schools.

**New Mexico Grown.** While PED requested \$2.3 million for the New Mexico Grown produce program, a grant program to support the purchase of locally sourced ingredients in school meals, the FY26 budget does not include separate funding for the program. It is currently unclear whether PED plans to continue supporting the New Mexico Grown program and how the department will do so.

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## Road Ahead

As LESC staff enter the 2025 interim, research on education support services will continue to explore ways in which these out-of-class interventions, programs, and initiatives can lead to improved academic outcomes, greater engagement, and overall student well-being.

**Study School Climate and Culture.** Research has shown positive school climate and culture can benefit student engagement, academic achievement, school safety, and overall student well-being. As New Mexico grapples with chronic absenteeism, school safety threats, and behavioral health challenges exacerbated by the Covid-19 pandemic, it is vital to understand how schools across our state have adopted both time-honored and innovative strategies to promote welcoming, inclusive school environments and ensure student success. During the 2025 interim, LESC staff intend to conduct a study of school climate and culture-building efforts across New Mexico. Staff will use the results of the Panorama school climate survey to inform stakeholder engagement and case study selection to highlight current work to improve school climate and culture, while also identifying areas of need. Finally, LESC staff will provide a set of policy and budget recommendations for the Legislature to promote positive school climate and culture throughout New Mexico's public education system.

**Evaluate Out-of-School Time Access.** Access to OST remains a challenge for many of New Mexico's communities. Most OST providers and programs are concentrated along the Rio Grande corridor, leaving regions of New Mexico with some of the highest rates of poverty and juvenile justice referrals without local OST availability. Funding has also been an area of concern for OST providers. In recent years, many OST programs operating in the state have relied on federal Covid-19 relief funding to offer services to local communities. With the phasing-out of these funds, some OST programs will require new funding sources to continue their work.

**High Impact Tutoring.** PED and the New Mexico State University Southwest Outreach Academic Research (NMSU SOAR) Evaluation and Policy Center are in the final stages of an evaluation of the benefits of high impact tutoring programs in New Mexico. This study is expected to be completed in June 2025. LESC staff will monitor the progress and ultimate results of this evaluation in collaboration with PED and relevant stakeholders to assess the effectiveness of this intervention on student performance in New Mexico. Additionally, LESC staff will work with PED staff to understand the funding source the department plans to use to support these grants. \$15 million was appropriated in FY26 for out-of-school time programming and tutoring, with \$1 million of that amount being specifically earmarked for tutoring programs for at-risk students. For future consideration by lawmakers, staff will explore the feasibility of and recommend a path forward on funding out-of-school time and high impact tutoring as separate budget line items in the years ahead.

In the 2025 interim, LESC staff will study out-of-school time access to better understand the quality and distribution of programming across the state, assess the role of out-of-school time programs in responding to the *Martinez-Yazzie* education sufficiency lawsuit, and the degree to which existing state funds are responsive to local OST needs. Additionally, an impact evaluation of OST programs funded by state grants, conducted by PED and NMSU SOAR, is due for completion in June 2025.

**Additional Items for Monitoring.** In addition to the three work plan topics outlined above, LESC staff will also monitor the following items throughout the 2025 interim:

- It is possible the \$42.2 million universal school meals appropriation for FY26 will be insufficient to meet the full cost of the program in the coming year. Even accounting for the additional \$5 million cost overrun appropriation, a significant increase in meal participation could require another supplemental appropriation in the 2026 legislative session. LESC staff will monitor the school meals program in FY26 to determine the likelihood of a supplemental appropriation.
- PED will be responsible for using the Legislature's \$3 million appropriation to create a STEM network in FY26. As SB107 did not pass, the precise form of the STEM network referenced in the GAA is yet to be determined. LESC staff will monitor the progress of development and implementation of this initiative throughout the 2025 interim in collaboration with PED and stakeholders.



## Assessments, Accountability, and Data Systems

Every educational program in New Mexico relies on a foundation of high-quality data to measure program impacts. To be considered high quality, industry experts generally recommend data meet standards that guarantee its accuracy, completeness, consistency, granularity, and timeliness. Families need data to answer big questions about students' journeys through school and into the workforce, school and school district leaders need information that allows them to quickly target interventions where they are needed, and policymakers need data about whether investments are producing their intended effects. Indeed, even the Public Education Department (PED) needs data to guide implementation; understanding how schools might be struggling to implement a program can help PED build effective, responsive guidance.

In recent years, the quality of New Mexico's education data has become a significant concern for policymakers and legislative staff. The Legislature relies on data collected from New Mexico schools to make high-stakes decisions about whether programs are serving their intended purpose. Throughout the 2024 legislative interim, PED faced challenges in implementing programs and identifying areas for improvement due to poor data quality. Issues with data quality also hindered LESC's efforts to assess program effectiveness. LESC staff presented a [report](#) in November 2024 highlighting how issues with data quality challenged staff's ability to analyze several priority legislative investments in education, including the family income index, teacher clinical practice models (teacher residencies), and career and technical education programs.

### Session Action

During the 2025 session, the Legislature grappled with measures to improve data quality, focusing on the administrative structures that guide data collection, funding for PED data systems, and the timeliness of assessment data. The Legislature also began to consider the role it should play in the rapid expansion of artificial intelligence technologies and how they are used in schools.

#### Improving Data Quality through Data Governance

During the 2025 session, the House passed [House Memorial 2 \(HM2\)](#), asking LESC to convene a working group to study and make recommendations regarding data governance and artificial intelligence. Data governance is a blanket term used to refer to a set of rules, policies, and standards determining how data are collected and maintained. Data governance serves as a critical mechanism to improve data quality. The [National Center for Education Statistics](#) explains states typically establish data governance initiatives to strengthen data quality by focusing on organizational coordination and improving the usability of data for various purposes.

The working group requested in HM2 may also serve as a lever to standardize and protect ongoing work on the [RISE NM](#) statewide longitudinal data system, housed at the Higher Education Department (HED). RISE NM attempts to connect data from several state agencies to provide information on students' journeys from early childhood education through kindergarten through 12th grade education and into colleges and careers. A formal data governance framework can provide a mechanism to safeguard the continuity of current efforts on RISE NM and other state data systems, ensuring that systems will endure as state leadership changes.

#### A Call for Accessibility and Transparency

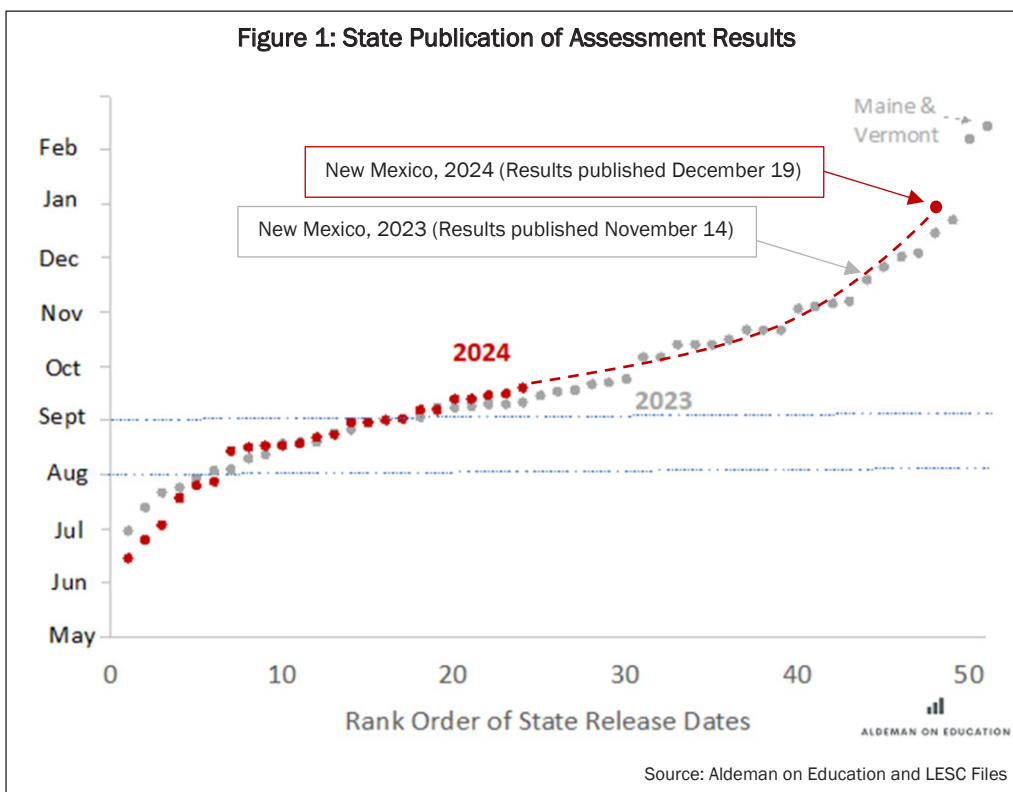
During the 2025 legislative session, some legislators and advocacy organizations were vocal about a perceived lack of school data on school performance and student achievement. [Senate Bill 247 \(SB247\)](#) would have required PED to publish school assessment results annually on September 1, including performance disaggregated by student demographic characteristics and grade levels. [LESC analysis](#) of the bill pointed out New Mexico is among the slowest states to publish its statewide assessment results. As

#### State Agency Participation Requested in Data Governance Working Group

- Public Education Department (PED)
- Higher Education Department (HED)
- Early Childhood Education and Care Department (ECECD)
- Children Youth and Families Department (CYFD)
- Department of Workforce Solutions (DWS)
- Division of Vocational Rehabilitation (DVR)
- Department of Information Technology (DoIT)

Source: LESC Files

shown in **Figure 1: State Publication of Assessment Results**, in 2023 and 2024, spring assessment results were made public in November and December, respectively. LESC analysis also points out, however, six states that consistently release assessment results before August—Florida, Tennessee, Texas, Indiana, Louisiana, and Georgia—are not required to do so by law. Instead, these states have established a culture of data transparency that prioritizes public access to data. While SB247 ultimately did not pass, the discussion highlighted stakeholders’ frustration with the lack of timely, accessible data.



## A Call for Accessibility and Transparency

HM2 aligns with PED’s current efforts to improve data systems, working toward a formal structure to ensure data systems are built to serve stakeholders across New Mexico’s education community. In November 2024, PED began work on the Nova Space Telescope project, an effort to unify data from several PED data systems, including Nova, OpenBooks, NM Vistas, and PED’s high-quality instructional materials adopted list. The project aims to create a set of business rules, database requirements, and dashboard requirements to clarify how data should be collected and cleaned. Using the combined datasets, the Nova team hopes to develop a “data mart” and a set of dashboards that facilitate data access, particularly designed to answer specific research questions.

In addition, the General Appropriation Act (GAA) of 2025 includes a \$12 million appropriation to PED for a statewide student information system (SIS) and connected educational data systems. In an April 2025 meeting with LESC staff, PED explained the department has already begun planning how to expend the \$12 million appropriation and plans to conduct regional engagement sessions with school stakeholders to better understand needs from the field.

Currently, school districts and charter schools are responsible for selecting a SIS that meets their unique needs; transitioning to a new SIS may present challenges for school districts to import historical data and train users on effective use of the new system. LESC staff proposed the idea for a centralized SIS to a wide array of stakeholders in 2023, but received mixed feedback from school district staff due to the administrative burden associated with switching systems. Some school stakeholders asked that a statewide SIS be provided as an option, rather than a requirement, for schools to switch to the SIS if they were ready to do so.

LESC staff plan to monitor PED’s implementation of a statewide SIS, advocating for a transition plan that reduces administrative burdens while still improving data quality. At a minimum, a statewide SIS should meet the following criteria:

- **Strong transition support from SIS vendor.** The state’s SIS vendor should provide comprehensive onboarding assistance, including data migration, staff training, and troubleshooting resources to ensure districts can smoothly switch systems without disrupting operations.
- **The state covers the cost.** Providing a statewide SIS on a statewide contract at no cost to school districts will allow schools to spend funds elsewhere.
- **Uniform data collection requirements.** The system should standardize data inputs across all districts to improve data consistency, facilitate state-level reporting, and reduce redundancies.
- **Simple, user-friendly interface for data collection.** A clear and intuitive interface will minimize training time, reduce user error, and help ensure staff at all levels can enter and access data efficiently.
- **Interoperability with other PED data systems.** The SIS should integrate seamlessly with existing PED platforms to provide easy access to assessment results, school financial data, teacher qualifications, and participation in programs designed to improve student achievement, supporting holistic data analysis and minimizing duplicative data entry.
- **Interoperability with other state agency systems.** In addition to strong interoperability within PED, the SIS should enable interaction with the RISE NM longitudinal data system, as well as data systems at ECECD, DWS, and DVR, potentially through the use of a master unique student identification number.

### The Role of Data in Evaluation

As discussed on page 6, the Legislature passed and the governor signed [Laws 2025, Chapter 72 \(Senate Bill 201\)](#), which will require LESC, LFC, PED, and the Department of Finance and Administration (DFA) to collaborate on “evaluation plans” for PERF-funded initiatives.

Evaluation plans will be required to detail how the department plans to collect data and determine the effectiveness of the program. When possible, PED is required to consider designing an evaluation that can prove a program’s causal impact on improving student outcomes, such as conducting a randomized controlled trial.

By encouraging cross-agency collaboration in the development of evaluation plans, Chapter 72 serves as a strong foundation to improve the quality of data collected for evaluation. Ultimately, LESC staff are hopeful the new law will result in a more thoughtful approach to program design and a better understanding of the conditions under which a program can improve student outcomes.

Five programs funded using the PERF for FY26 will be due for evaluation at the end of their three-year appropriations. The GAA for FY26 includes the following programs funded through the PERF:

- Attendance initiatives to reduce student absenteeism (\$6.2 million per year for three years)
- Literacy Instruction for Secondary Educators (\$5.2 million per year for three years)
- Training educators in evidence-based math instruction (\$4.5 million per year for three years)
- Innovative school staffing models (\$2.1 million per year for three years)
- A pilot program to support students who are unhoused (\$2.1 million per year for three years)



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## Artificial Intelligence in Education

In addition to requesting a path forward for data governance, HM2 requested LESC to convene stakeholders to discuss artificial intelligence (AI) technology and how it is used, broadly by the public and more specifically as a tool in educational settings. AI tools have the potential to fundamentally alter how students interact with information. While they present a significant opportunity to improve instruction, personalize learning, and streamline administrative tasks, they also raise important questions about data privacy, equity, and the role of human educators. The rapid growth of generative AI, adaptive learning platforms, and predictive analytics in education underscores the urgency of proactive policy development.

During the 2025 session, the Legislature debated [House Bill 60 \(HB60\)](#), which proposed a slate of consumer protections for AI systems used to make “consequential decisions.” However, potentially due to its complicated nature, wide-reaching effects, and potential unforeseen consequences, the bill did not pass. HB60 proposed to define consequential decisions to include any decision regarding an individual’s educational opportunity, which may have applied to public schools. Schools currently use AI systems in a variety of ways that may affect students’ educational opportunities, including the following:

- **Career Counseling and Next Step Plans.** Public schools may use AI systems to help students build career pathways or provide insight on students’ Next Step Plans, which may determine their eligibility for certain future classes, dual credit courses, career and technical education programs, or other educational opportunities.
- **Approving or Denying Enrollment.** It is unlikely that public schools currently use AI systems to deny enrollment to students, but the systems may play a role in some college and university admissions processes.
- **Awarding Scholarships.** Public schools, nonprofit organizations, or institutions of higher education may use AI to evaluate applications for scholarships.
- **Evaluating School Budgets.** If an AI system is used to allocate school resources or determine whether schools need additional support, it may affect the educational opportunities available within the school.
- **Conducting Strategic Planning.** Each year, schools engage in a strategic planning process to set long-term goals; if those goals affect the types of programs and opportunities available to students, strategic planning may be considered a “consequential decision.”

If HB60 had passed, schools that use AI for any of these processes may have been considered “AI deployers” under the bill’s definitions, making them responsible for several reporting requirements. Conversations about responsible and effective AI use will continue in the 2025 interim; HM2 presents an opportunity for stakeholders to collaborate to craft a careful, responsive policy specific to the use of AI in educational settings. By convening educators, technology experts, students, and policymakers, LESC staff hope to help the state better understand the implications of AI use and identify strategies that support innovation while protecting student rights and ensuring equitable access.

## The Road Ahead

As LESC prepares for the 2025 legislative interim and beyond, the committee’s work will focus on four priorities to build effective policy and responsive budget requests. The committee’s work will continue to focus on data governance, artificial intelligence, the implementation of a statewide student information system, and evaluation plans for PERF-funded programs.

**Studying Data Governance to Support System-Wide Improvements.** The working group outlined in HM2 presents an opportunity for stakeholders to collaborate to define shared standards for data stewardship, clarify agency roles, and establish sustainable processes for maintaining high-quality, secure, and accessible data. The working group will develop recommendations on policies to formalize a structure for data governance, ensuring

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the success and longevity of data systems like RISE NM, as well as the use of data to inform efforts to develop a shared, statewide long-term plan and vision for public education. LESC may wish to explore codifying statutory data governance structures, consistent with best practices from other states that have successfully implemented cross-agency data-sharing policies.

**Developing Guardrails for AI in Education.** The growing use of AI in educational settings has introduced new tools and new uncertainties in classrooms, guidance offices, and district offices across New Mexico. Legislation related to AI during the 2025 session, including both HM2 and HB60, underscored the complexity of developing policies that both enable innovation and protect students' rights. The AI working group authorized by HM2 will be a key venue for stakeholder collaboration and thoughtful exploration of the new technology. Over the next year, LESC will revisit important questions regarding the use of AI, including determining which uses of AI require greater oversight, the responsibilities schools and AI developers should bear, and how the state can prepare educators and administrators to effectively use AI tools.

**Monitoring Implementation of a Statewide Student Information System.** The Legislature's investment of \$12 million in a statewide SIS could result in a major shift in how schools manage and report data. A statewide SIS has the potential to streamline data collection, reduce redundancies, and enable faster, more accurate reporting at both the state and local levels. However, the success of this investment will depend on a carefully managed implementation strategy that considers school capacity, training needs, and interoperability with other state systems. LESC staff will continue to engage with PED and school stakeholders throughout the planning and rollout phases to ensure the system is user-friendly, supports local priorities, and contributes meaningfully to the state's broader data quality goals.

**Monitoring PERF Evaluation Plans and Implications for Education Data.** Ensuring PERF initiatives achieve their intended impact will require intentional program design, complete with detailed evaluation plans. LESC staff plan to work closely with PED and partner agencies to establish rigorous expectations for evaluation planning, beginning at the outset of new PERF-funded programs. This process will include standardized templates for data collection and program evaluation, clear requirements for baseline and outcome data, and potentially, a reliance on third-party evaluators where appropriate. Strengthening evaluation practices will allow the Legislature to move beyond anecdotes and assumptions, enabling more precise decision-making about which programs should be scaled, restructured, or retired.



## Infrastructure and Retirement

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The 2025 legislative session highlighted the need for broad-scale enhancements in New Mexico's approach to funding school infrastructure in public education. During the session, lawmakers focused on targeted areas including adjustments to the Public School Capital Outlay Act, expanding broadband for education, supporting renewable energy initiatives and funding for electric school buses and charging infrastructure, and improving education retirement benefits.

The Legislature made incremental changes to the public school capital outlay process, allowing LESC and LFC staff to continue assessing challenges within the state and local match formula. Broadband expansion programs for education saw structural, governance, and funding changes, as disparities in digital access persist, particularly in rural and underserved communities. Renewable energy funding and electric school bus initiatives received increased support, including additional funding for school districts in these areas. However, long-term, sustainable funding for these initiatives may continue to be a challenge.

In addition to capital outlay changes, discussions on education retirement benefits led to minor policy adjustments, such as updates to return-to-work (RTW) program parameters, benefit calculations, and beneficiary policies. Despite these discussions, significant changes related to recruitment, retention, and long-term solvency did not occur during the legislative session.

As the LESC prepares for the interim, the committee has an opportunity to guide the Legislature in developing sustainable policies to improve school infrastructure and transportation funding and the other areas outlined above, ensuring long-term stability and equity in New Mexico's public education system.

### Session Action

In the 2025 legislative session, the Legislature enacted several measures affecting public school capital outlay, direct capital outlay appropriations and reauthorizations, broadband for education, educational retirement, and school governance. These measures aim to improve infrastructure, funding approaches, governance, and retirement benefits which will impact students and educators in New Mexico's public schools.

#### Public School Capital Outlay Act

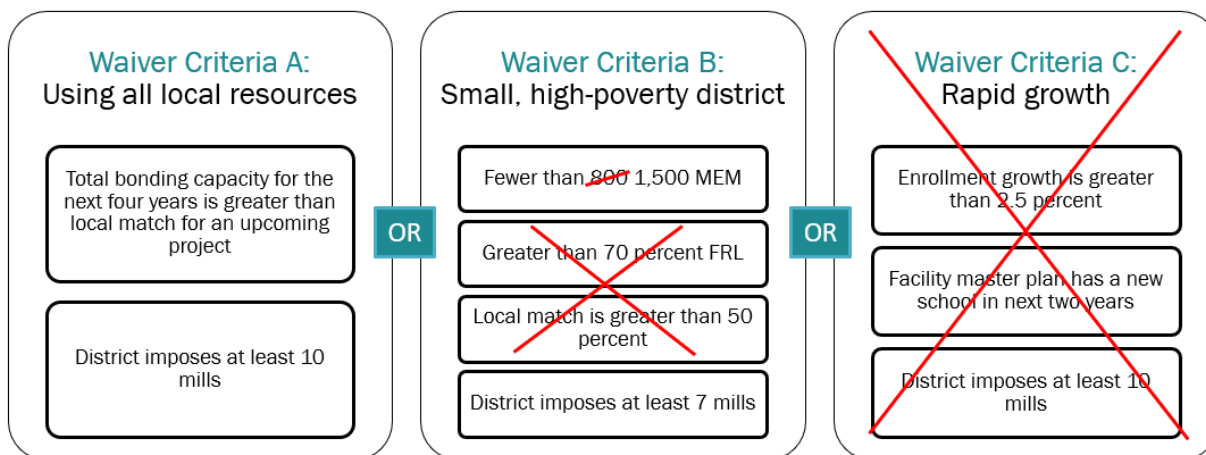
The Legislature passed two bills making minor modifications to the public school capital outlay awards process. [Laws 2025, Chapter 16 \(Senate Bill 82\)](#), a bill endorsed by LESC, made a technical change to the waiver criteria in the Public School Capital Outlay Act ensuring small school districts maintain eligibility for local match waivers and extended local match reductions. [Laws 2025, Chapter 123 \(Senate Bill 280\)](#) granted the New Mexico Military Institute (NMMI) eligibility for public school capital outlay funding through the Public School Capital Outlay Council (PSCOC).

**Public School Capital Outlay Changes.** Chapter 16 extends the temporary local match reductions of 33 or 50 percent for districts with less than 200 student membership (MEM) established by a 2023 bill, [Laws 2023, Chapter 98 \(Senate Bill 131\)](#), through fiscal year 2027. Continued temporary local match reductions and waiver changes will help districts move forward with school infrastructure projects.

Chapter 16 also amends and eliminates certain statutory waiver eligibility criteria school districts must meet to apply to the PSCOC for a local match waiver or reduction. Additional school districts will be eligible to apply to PSCOC for additional local match reductions and waivers. A detailed visual description of the changes can be found in **Figure 1: Waiver Criteria Changes**. Under Chapter 16, school districts may qualify for a local match waiver under two sets of criteria:

- A. The school district cannot afford its local match using all of its resources, with an insufficient bonding capacity over the next four years to provide the local match necessary to complete the project and a residential tax rate of 10 mills; or
- B. The school district is a small, high poverty district, with fewer than 1,500 MEM, and it has imposed a residential tax rate of at least seven mills.

Figure 1: Proposed Waiver Criteria Changes



Source: LESC and LFC Files

**New Mexico Military Institute in Capital Outlay Act.** Chapter 123 amends the Public School Capital Outlay Act by adding NMMI to the definition for “constitutional special schools,” which also includes New Mexico School for the Deaf and the New Mexico School for the Blind and Visually Impaired. This addition makes NMMI eligible for capital outlay funding through the PSCOC award process. PSCOC funding for school infrastructure is based on standards- or systems-based awards, in which qualifying projects will receive state support to cover a portion of the project costs:

- Standards-based awards follow a statewide process that uses the New Mexico Condition Index (NMCI) to fairly rank, and fund school facility replacements based on building condition criteria (standards).
- Systems-based awards are funds provided to schools to repair or replace specific building systems such as HVAC, roofs, or plumbing, with the goal of extending a facility’s lifespan, prevent further damage, and improve overall building condition.

Although Chapter 123 creates a path for NMMI to access PSCOC funding, there are some aspects of the process that have not been established for NMMI’s inclusion. For instance, NMMI does not currently follow New Mexico’s [Statewide Adequacy Standards](#) or [Special Purpose School Educational Facility Adequacy Standards](#), as it does not serve students with disabilities outlined in the latter. To qualify for PSCOC funding, its facilities must be assessed against adequacy standards, but it is unclear which would apply due to NMMI’s unique military academy structure. Special purpose school standards address residential housing, while general adequacy standards focus on educational spaces. Neither of these standards may be appropriate for NMMI’s needs. PSFA may be required to develop specialized adequacy standards tailored to NMMI’s structure.

Additionally, schools that receive funding for capital projects from PSCOC are required to contribute their share of project costs, which is referred to as the “local match.” The local match is a calculated percentage of the total project cost. The state would cover the remaining percentage of project costs. Chapter 123 does not specify whether NMMI will be required to provide a local match to participate in a PSCOC-funded project. Further, NMMI does not generate property tax revenue, making it unclear whether the school will be required to contribute a local match for projects. The two other constitutional special schools under the Public School Capital Outlay Act, the New Mexico School for the Deaf and the New Mexico School for the Blind and Visually Impaired, receive a 50 percent match, funded by the Higher Education Department (HED) because they are also unable to raise money through local tax revenue.

[illegible]

The Legislature passed, and the governor signed, two bills earmarking capital outlay funding for public schools. One bill reauthorized capital outlay appropriations from prior years, and the second bill made new capital outlay appropriations directly to schools, PED, and HED.

- The time of expenditure for a 2023 appropriation to La Mesa Elementary School to purchase and install information technology, related equipment, furniture, and infrastructure was extended through FY27.
- The time of expenditure for a 2021 appropriation to Pajarito Elementary School to plan, design, build, purchase, equip, and furnish an outdoor classroom and community gardens was extended through FY27.
- The time of expenditure for a 2023 appropriation to Van Buren Middle School to purchase and install information technology, related equipment, furniture, and infrastructure was extended through FY27.
- The purpose of a 2024 appropriation to the Hagerman Municipal School District was changed to allow replacing heating, ventilation and air conditioning systems and repairing the roof of the high school administration building.
- The time of expenditure for a 2023 appropriation to Aldo Leopold Charter School to purchase and equip activity vehicles was extended through FY27.

- The time of expenditure for a 2023 appropriation to Santa Rosa Consolidated School District to purchase and equip an activity bus was extended through FY27.
- The purpose of a 2023 appropriation to the Elida Municipal School District to purchase and equip an activity bus was changed from the original purpose to instead purchase and equip activity vehicles and was extended through FY27.
- The time of expenditure for a 2023 appropriation to Rio Rancho Public Schools to plan, design, purchase and install a fire protection system Enchanted Hills Elementary was extended through FY27.
- The time of expenditure for two 2023 appropriations to the Public Education Department to purchase to-and-from school buses and cameras for newly purchased to-and-from school buses was extended through FY27.

**Capital Outlay Appropriations.** [Laws 2025, Chapter 159 \(House Bill 450\)](#) makes a total of \$120.4 million in direct capital outlay appropriations to public schools, PED, and HED. The appropriations in Chapter 159 made to public schools and other educational entities are summarized in the table to the right, and a full breakdown of the appropriations can be found in **Appendix I: Direct Capital Outlay Appropriations.**

**Broadband and Cybersecurity.** [Laws 2025, Chapter 82 \(Senate Bill 401\)](#) transfers the Broadband Deployment and Connectivity Program (BDGP) from the PSCOC to the Department of Information Technology's (DOIT) Office of Broadband Access and Expansion (OBAAE), including all associated responsibilities such implementation of the Statewide Education Network (SEN), personnel, and resources. The change amends the Severance Tax Bonding Act, the Public School Capital Outlay Act, and the Broadband Access and Expansion Act to support this change and create a new education technology infrastructure fund.

Chapter 82 also authorizes the use of severance tax bond proceeds for education technology infrastructure, require OBAAE and PSCOC to develop related statewide standards, and establish a statewide education technology network with grant support for school districts. Additionally, Chapter 82 allows OBAAE to certify up to \$10 million in severance tax bonds annually for education technology infrastructure projects. Chapter 82 also carries a sunset date for the fund, which is July 1, 2030.

**Local Solar Access Fund.** [Laws 2025, Chapter 96 \(House Bill 128\)](#) establishes the local solar access fund under the New Mexico Finance Authority (NMFA) to provide grants for solar energy systems, including those with energy storage, to eligible local governments, school districts, land grant-merced, and Native American communities.

Chapter 96 includes criteria for NMFA to prioritize the most qualified projects, including minimum eligibility requirements, grant caps, and a focus on hiring New Mexico workers. Chapter 96 also specifies grants may be awarded to eligible entities or the New Mexico Councils of Governments.

### Direct Capital Outlay Appropriations in Chapter 158

School District	Amount
Alamogordo	\$584,098
Albuquerque	\$20,357,633
Animas	\$250,000
Artesia	\$650,000
Bernalillo	\$650,000
Chama	\$404,220
Clayton	\$100,000
Cobre	\$300,000
Deming	\$250,000
Dexter	\$650,000
Espanola	\$710,000
Farmington	\$2,360,000
Gallup-McKinley	\$350,000
Hagerman	\$576,000
Hatch Valley	\$162,000
Lake Arthur	\$410,000
Las Cruces	\$1,480,000
Las Vegas City	\$200,000
Logan	\$150,000
Los Lunas	\$660,000
Lovington	\$1,048,717
Mesa Vista	\$100,000
Mosquero	\$555,000
Pecos	\$200,000
Portales	\$100,000
Questa	\$145,000
Raton	\$70,000
Region 9 REC	\$250,000
Rio Rancho	\$1,518,000
Santa Fe	\$4,098,000
Santa Rosa	\$150,000
Silver	\$200,000
State Charter	\$7,222,000
Statewide	\$290,000
Taos	\$425,000
Tatum	\$41,000
Texico	\$650,000
Truth or Consequences	\$164,000
Wagon Mound	\$50,000
West Las Vegas	\$395,000
<b>SUBTOTAL SCHOOLS</b>	<b>\$48,925,668</b>
<b>Other Entities</b>	
HED	\$20,000,000
PED	\$1,500,000
PSFA	\$50,000,000
<b>TOTAL</b>	<b>\$120,425,668</b>



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## Educational Retirement

**Return to Work.** [Laws 2025, Chapter 144 \(Senate Bill 133\)](#) made two changes to changes to the Education Retirement Act. Chapter 144 extends the current statutory RTW employment period of 36 months (consecutive or nonconsecutive) to 60 months (consecutive or nonconsecutive) and raises the maximum salary a retired Education Retirement Board (ERB) member returning to work for a local administrative unit may earn without having their retirement benefits suspended. While previously state law limited retiree salaries to \$15 thousand per year, Chapter 144 will increase the limit to \$25 thousand per year.

**Beneficiary Changes.** [Laws 2025, Chapter 38 \(House Bill 251\)](#) allows retired Education Retirement Board (ERB) members a one-time, permanent option to remove their spouse as the designated beneficiary and designate a new beneficiary, granted the form of payment remains the same as previously elected by the member.

This change would require the current spousal beneficiary to provide written consent, which must be signed and notarized, to forfeit their beneficiary status. Additionally, the bill introduces new options for retired ERB members who divorce their designated spousal beneficiary, allowing them to select a different beneficiary. However, this change would be subject to a court order pursuant to [Section 22-11-42 NMSA 1978](#).

**Other Educational Retirement Changes.** [Laws 2025, Chapter 6 \(Senate Bill 75\)](#) makes five amendments to the Educational Retirement Act which affects several areas of the education retirement system:

- The law defines the term “five years of contributory employment” as a member and employer who has made contributions up to the last business day of the 60th month of their employment, and for members under contract, the member and employer have made contributions up to the last business day of the five-year contract in place for the employee’s services;
- The law specifies a member retiring with disability status and receiving a cost-of-living adjustment (COLA) would continue to receive adjustments based on their established disability benefit rate, even upon reaching 60 years of age;
- The law extends the timeframe for ERB members who served in the U.S. military, commissioned corps, or public health service to provide full payment for the service credits they are purchasing, increasing it from the current 60 days to 90 days after they are notified of the payment amount;
- The law names the entities with whom ERB can share member information, including Public Employees Retirement Association (PERA) and clarifies the purpose of sharing this information is to facilitate administrative functions of the Public Employee Retirement Reciprocity Act; and
- Finally, the law makes a technical change, adding “unclaimed member contributions” to the list of items deposited into the educational retirement fund.

## Road Ahead

During the 2025 interim, LESC staff plan to focus on New Mexico’s infrastructure and transportation funding systems, with an emphasis on achieving equitable funding that reflects school districts’ true ability to pay. This effort should also include continued work to provide a comprehensive understanding of the charter school landscape, ensuring these schools are appropriately accounted for in both funding formulas and statewide planning. In parallel, there remains a critical need to monitor the accessibility, governance, and funding of educational broadband and the SEN, particularly in light of recent changes to oversight and funding methodologies. Aligning educational policy, fiscal frameworks, and governance structures across these systems is essential to ensure fairness, operational efficiency, and improved educational outcomes for all New Mexico students—regardless of geography, governance model, or technological infrastructure.

**State and Local Match.** Chapter 16 extends temporary local match reductions through FY27 and expands waiver eligibility, offering immediate relief to more school districts while allowing for continued evaluation of the state and local match formula by LESC, LFC, and PSFA staff. In a 2024 joint [presentation](#) to PSCOOTF, LESC and LFC

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staff outlined significant flaws in the current formula, including its failure to reflect districts' true revenue capacity in comparison to factors such as the rising cost of construction and other issues believed to be contributors to a surge in waiver. Chapter 16 provides critical time for a thorough, data-driven review of the formula's assumptions and the development of targeted improvements or a potential full replacement. By delaying complex legislation until after the 2025 interim, the state can pursue long-term, equitable reforms which better align local match requirements with economic realities and reduce future reliance on waivers.

**Transportation Funding.** LESC staff presented a [study](#) on the transportation distribution formula in October 2023; however, its findings were not fully implemented. School districts continue to report the funding they receive for to-and-from transportation does not accurately reflect the actual costs incurred. Additionally, the removal of density factor from the public school transportation funding formula and the introduction of a rurality factor appears to have adverse effects on many rural districts. During the 2025 interim, LESC staff will conduct a comprehensive analysis of the current distribution methodology and the impact of key formula factors, with the goal of achieving a more accurate and equitable funding system for all school districts statewide.

**Educational Broadband and the Statewide Education Network.** Ongoing monitoring of educational broadband and the SEN is critical to ensuring equitable access to digital learning, particularly in rural and underserved areas. With the passage of Chapter 82, which shifts governance and funding responsibilities for OBAE and the SEN, it is vital to assess how these changes impact service quality, coverage, and accountability. As schools rely heavily on broadband for instruction, assessment, and daily operations, consistent oversight is needed to prevent gaps in access and ensure all students benefit from a robust and reliable digital infrastructure. Continued evaluation will help the state adapt to evolving technology needs while ensuring transparency, equity, and efficiency in network delivery.



STATE OF NEW MEXICO

# **Legislative Education Study Committee**

**Appendices**



## Appendix A: Legislation Related to Public Education (Organized by Bill Number)

**Legislation Related to Public Education Introduced in the  
First Session of the 57th Legislature of the State of New Mexico**  
(Organized by Bill Number)

	Bill No.	Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter Number	
	<b>House Bills</b>							
1	HB8	CRIMINAL COMPETENCY & TREATMENT		(48-20)	(38-3)	Chaptered	Chapter 4	1
2	HB11	PAID FAMILY & MEDICAL LEAVE ACT		(38-31)		SFC		2
3	HB31	FOURTH DEGREE FELONY FOR SHOOTING THREAT				HJC		3
4	HB32	ELECTRIC OR ALT FUEL SCHOOL BUSES				House		4
5	HB35	CHILDREN'S HEALTH PROTECTION ZONES				HJC		5
6	HB54	DEFIBRILLATORS IN EVERY HIGH SCHOOL		(62-0)	(25-0)	Chaptered	Chapter 129	6
7	HB58	MENTAL HEALTH PROGRAMS IN SCHOOLS FUNDING				HAFC		7
8	HB60	ARTIFICIAL INTELLIGENCE ACT				House		8
9	HB63	PUBLIC SCHOOL FUNDING FORMULA CHANGES	X	(61-0)	(38-0)	Chaptered	Chapter 89	9
10	HB65	INSTRUCTIONAL DAYS IN SCHOOL YEAR		(64-0)	(38-0)	Veto		10
11	HB71	EARLY CHILDHOOD ED & CARE FUND TRANSFERS		(66-3)	(35-0)	Chaptered	Chapter 26	11
12	HB73	CHILDHOOD SEXUAL ABUSE STATUTE OF LIMITATIONS		(65-0)		SJC		12
13	HB94	MAXIMUM CLASS LOADS				HEC		13
14	HB110	INTERSTATE TEACHER MOBILITY COMPACT				HJC		14
15	HB128	NMFA LOCAL SOLAR ACCESS FUND		(43-22)	(24-16)	Chaptered	Chapter 96	15
16	HB156	INCREASE EDUCATIONAL SALARIES	X	(62-1)	(34-0)	Chaptered	Chapter 149	16
17	HB157	NEW SCHOOL LICENSES	X	(66-0)	(40-0)	Chaptered	Chapter 148	17
18	HB177	HOME SCHOOL CURRICULUM MATERIAL TAX CREDIT				HEC		18
19	HB193	STUDY PUBLIC EDUCATION SYSTEM	X	(56-2)		Senate		19
20	HB194	CULTURAL EXPRESSION AT GRADUATION CEREMONIES				HEC		20
21	HB195	SCHOOL NURSE SALARY TIERS & MINIMUMS		(65-0)	(37-0)	Chaptered	Chapter 150	21
22	HB200	ADDITIONAL SCHOOL PROGRAM UNITS				HEC		22
23	HB201	RAISE SCHOOL EMPLOYEE MINIMUM WAGE	X			HAFC		23
24	HB213	SCHOOL SOLAR TAX CREDITS				HTRC		24
25	HB223	BILINGUAL EDUCATION COST DIFFERENTIAL				HEC		25
26	HB238	MIDDLE & HIGH SCHOOL PROFESSIONAL WORK HOURS		(64-0)		SFC		26
27	HB251	ED. RETIREMENT BENEFICIARY CHANGES		(62-0)	(40-0)	Chaptered	Chapter 38	27
28	HB254	ED. RETIREES RETURNING TO WORK TIME PERIOD				HAFC		28
29	HB260	ALLOWABLE RESPONSES TO STUDENT BEHAVIOR	X	(40-26)		SJC		29
30	HB277	MILLAGE FOR CERTAIN SCHOOL DISTRICTS				HAFC		30
31	HB282	TEACH EMPLOYEE RIGHTS IN HIGH SCHOOL				HEC		31
32	HB297	SCHOOL PERSONNEL COMPUTER SCIENCE LICENSURE		(61-1)		SFC		32
33	HB300	SEIZURE SAFE SCHOOLS ACT				HEC		33
34	HB324	EDUCATIONAL SCHOLARSHIPS & TAX CREDIT				HEC		34
35	HB365	PUBLIC EDUCATION COMMISSION STAFF		(63-1)		SEC		35
36	HB387	EDUCATION OPPORTUNITY ACCOUNT ACT				HEC		36
37	HB388	LOW-INCOME EDUCATION OPPORTUNITY ACCOUNT ACT				HEC		37
38	HB422	TEACHING RESIDENT STIPENDS				HEC		38
39	HB432	EXCESSIVELY ABSENT STUDENTS & PENALTIES				HEC		39
40	HB433	STUDY CAREER & TECH EDUCATION		(53-0)	(39-0)	Veto		40



**Appendix A: Legislation Related to Public Education (Organized by Bill Number)**

	<b>Bill No.</b>	<b>Title</b>	<b>LESC Endorsed</b>	<b>House Vote</b>	<b>Senate Vote</b>	<b>Final Location</b>	<b>Chapter Number</b>	
41	HB454	EDUCATIONAL RETIREMENT CHANGES				HEC		41
42	HB455	PRE-K THROUGH 3RD GRADE MATH & READING HELP				HEC		42
43	HB464	SCHOOL ENROLLMENT PROCESS				HEC		43
44	HB467	MULTICULTURAL STUDENT SAFETY & SUPPORT				HEC		44
45	HB473	SCHOOL SECURITY PERSONNEL				HEC		45
46	HB485	SCHOOL MARSHAL ACT				HEC		46
47	HB487	PROTECTION OF HISPANIC EDUCATION		(63-3)	(41-0)	Chaptered	Chapter 153	47
48	HB488	USE OF LANGUAGE FOR BILINGUAL EDUCATION				HEC		48
49	HB489	BLACK EDUCATION LIAISON PORTAL				HEC		49
50	HB490	SCHOOL DISCIPLINE POLICY CHANGES				HEC		50
51	HB501	SCHOOL REPORTING OF GENDER INCONGRUENCE				HCPAC		51
52	HB517	FREE CONDOMS FOR CERTAIN STUDENTS				HEC		52
53	HB523	LIMIT DISRUPTIONS IN SCHOOLS				HEC		53
54	HB528	HIGH SCHOOL INTERNSHIP GRANT PROGRAM				HEC		54
55	HB532	STUDENT WATER SAFETY GUIDANCE		(65-0)	(38-0)	Chaptered	Chapter 135	55
56	HB556	INSTRUCTIONAL SUPPORT PROVIDER DEFINITIONS				HEC		56
57	HB558	NO SEXUALLY EXPLICIT MATERIAL IN SCHOOLS				HEC		57
<b>Senate Bills</b>								
58	SB10	ANTI-HAZING ACT				SJC		58
59	SB11	ANTI-DISTRACTION POLICY IN SCHOOLS		(59-4)	(29-8)	Chaptered	Chapter 155	59
60	SB13	STATE-TRIBAL EDUCATION COMPACT SCHOOLS ACT		(64-0)	(38-0)	Pocket Veto		60
61	SB18	CRIME OF SWATTING			(36-0)	HJC		61
62	SB19	BOARDS OF REGENTS TRAINING REQUIREMENTS		(61-2)	(41-0)	Chaptered	Chapter 111	62
63	SB38	SPECIAL EDUCATION ACT			(31-7)	HEC		63
64	SB60	HIGH SCHOOL WATER MANAGEMENT PILOT PROJECT				SFC		64
65	SB64	SCHOOL CAREER DEVELOPMENT SUCCESS PROJECT	X			SFC		65
66	SB75	EDUCATIONAL RETIREMENT CHANGES		(64-0)	(34-0)	Chaptered	Chapter 6	66
67	SB76	CHANGE BACK-TO-SCHOOL GRT WEEKEND				STBTC		67
68	SB82	PUBLIC SCHOOL CAPITAL OUTLAY CHANGES	X	(63-0)	(39-0)	Chaptered	Chapter 16	68
69	SB93	OUT-OF-SCHOOL PROGRAMMING				SFC		69
70	SB102	STUDY UNIVERSAL BASIC INCOME & PREGNANT	X			SFC		70
71	SB107	NMSU STEM CENTER OF EXCELLENCE	X			SFC		71
72	SB116	MATH LAB PILOT PROJECT				SFC		72
73	SB125	SCHOOL BUILDING SYSTEM INNOVATION PROJECT				SEC		73
74	SB130	SCHOOL CAREER TECH ED. PROGRAM UNITS				SFC		74
75	SB133	EDUCATIONAL RETIREES RETURNING TO WORK		(64-1)	(38-0)	Chaptered	Chapter 144	75
76	SB136	FIREARM DETECTION SOFTWARE FUND				SFC		76
77	SB146	EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN		(62-0)	(27-0)	Chaptered	Chapter 118	77
78	SB147	EXCLUSIONARY PRACTICES ACT				SJC		78
79	SB148	ANTI-HAZING ACT				SJC		79
80	SB149	CRIME OF CYBERBULLYING				SJC		80
81	SB160	STUDENT USE OF WIRELESS COMMUNICATION PLANS				SHPAC		81
82	SB163	TRIBAL REGALIA AT SCHOOL EVENTS		(63-0)	(38-0)	Chaptered	Chapter 7	82
83	SB167	EARLY CHILDHOOD TRUST FUND				SFC		83
84	SB201	PUBLIC ED. REFORM FUND USES		(64-2)	(37-0)	Chaptered	Chapter 72	84

**Appendix A: Legislation Related to Public Education (Organized by Bill Number)**

	<b>Bill No.</b>	<b>Title</b>	<b>LESC Endorsed</b>	<b>House Vote</b>	<b>Senate Vote</b>	<b>Final Location</b>	<b>Chapter Number</b>	
85	SB234	TRIBAL EDUCATION TRUST FUND				SIRC		85
86	SB235	SCHOOL MATH CHANGES			(37-4)	HEC		86
87	SB238	YOUTH BEHAVIORAL HEALTH PREVENTION PROJECT				SFC		87
88	SB242	ADVANCING THE SCIENCE OF READING ACT			(32-6)	HEC		88
89	SB245	CHARTER SCHOOLS AS BOARDS OF FINANCE				SFC		89
90	SB246	SEIZURE SAFE SCHOOLS ACT				SEC		90
91	SB247	PUBLICATION OF CERTAIN EDUCATIONAL INFO			(39-0)	HEC		91
92	SB254	CYBERSECURITY ACT & OFFICE CHANGES			(37-0)	HJC		92
93	SB256	SCHOOL TEACHERS ON-SITE PROTECTION ACT				SEC		93
94	SB258	HUMAN SEXUALITY EDUCATION				Senate		94
95	SB280	NMMI IN CAPITAL OUTLAY ACT		(65-0)	(31-0)	Chaptered	Chapter 123	95
96	SB286	EDUCATION FREEDOM ACCOUNT ACT				SEC		96
97	SB314	TORRANCE COUNTY NM HISTORY CURRICULUM				SFC		97
98	SB343	TEACHER SALARY RATES CHANGES		(66-0)	(33-0)	Chaptered	Chapter 145	98
99	SB344	K-4 VISION AND HEARING SCREENING				SFC		99
100	SB345	TEACHER & INSTRUCTIONAL SUPPORT LICENSURE		(64-1)	(37-0)	Chaptered	Chapter 146	100
101	SB387	COMMUNITY SCHOOL FUND & FRAMEWORK		(55-3)	(34-0)	Chaptered	Chapter 81	101
102	SB396	HISPANIC STUDENT EDUCATION & REPORTING				SIRC		102
103	SB401	BROADBAND FOR EDUCATION		(57-7)	(23-6)	Chaptered	Chapter 82	103
104	SB416	PRE-K THROUGH 3RD GRADE ONLINE MATH & READING				SEC		104
105	SB421	EDUCATIONAL RETIREMENT BOARD POWERS				SJC		105
106	SB426	REPEAL OBSOLETE SCHOOL PROVISION			(32-0)	HEC		106
107	SB434	MATH & READING ACADEMIC SUPPORT			(39-0)	HEC		107
108	SB437	NO SCHOOL USE OF CORPORAL PUNISHMENT				SJC		108
109	SB465	PARTICIPATION IN SCHOOL SPORTS				SEC		109
110	SB480	STUDENT GRADUATION REPORTING		(63-1)	(36-0)	Pocket Veto		110
111	SB494	RURAL SCHOOL DEFIBRILLATOR TRAINING				SFC		111
112	SB516	PUBLIC & CHARTER SCHOOL FINANCIAL MONITORING				SFC		112
113	SB552	PUBLIC PEACE, HEALTH, SAFETY & WELFARE				SJC		113
<b>Joint Resolutions</b>								
114	HJR4	STATE BOARD OF EDUCATION, CA				HGEIC		114
115	HJR11	CHANGE ANTI-DONATION CLAUSE, CA				HJC		115
116	HJR16	FUNDING FOR HOME OR PRIVATE SCHOOL, CA				HGEIC		116
117	SJR3	STATE EDUCATION BOARD, CA				Senate		117
118	SJR11	SCHOOL ELECTIONS TIMING, CA			(36-0)	HJC		118
119	SJR15	APPOINTED STATE BOARD OF EDUCATION, CA			(27-15)	HEC		119
<b>Memorials</b>								
120	HM2	LESC ARTIFICIAL INTELLIGENCE WORK GROUP	X	(63-0)		Signed		120
121	HM32	STUDY MEANS OF TEACHER ADVANCEMENT		(63-0)		Signed		121
122	HM43	HISPANIC & BILINGUAL EDUCATION PROGRAMS		(63-0)		Signed		122
123	HM44	SCHOOL EMPLOYEE INSURANCE PREMIUM WORK GROUP				HEC		123
124	HM47	STUDY PUBLIC SCHOOL EMPLOYEE COMPENSATION				HEC		124
125	HM48	STUDY FREE SCHOOL EDUCATIONAL ACTIVITIES				HEC		125
126	SM9	CONTINUE & IMPROVE 520 LANGUAGE			(37-0)	Signed		126

## Appendix B: Legislation Related to Public Education (Organized by Topic)

### Legislation Related to Public Education Introduced in the First Session of the 57th Legislature of the State of New Mexico (Organized by Topic)

Bill No.	Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter Number
<b>Educational Equity</b>						
1 HB194	CULTURAL EXPRESSION AT GRADUATION CEREMONIES				HEC	
2 HB223	BILINGUAL EDUCATION COST DIFFERENTIAL				HEC	
3 HB388	LOW-INCOME EDUCATION OPPORTUNITY ACCOUNT ACT				HEC	
4 HB467	MULTICULTURAL STUDENT SAFETY & SUPPORT				HEC	
5 HB487	PROTECTION OF HISPANIC EDUCATION		(63-3)	(41-0)	Chaptered	Chapter 153
6 HB488	USE OF LANGUAGE FOR BILINGUAL EDUCATION				HEC	
7 HB489	BLACK EDUCATION LIAISON PORTAL				HEC	
8 HB501	SCHOOL REPORTING OF GENDER INCONGRUENCE				HCPAC	
9 HM43	HISPANIC & BILINGUAL EDUCATION PROGRAMS		(63-0)		Signed	
10 SB13	STATE-TRIBAL EDUCATION COMPACT SCHOOLS ACT		(64-0)	(38-0)	Pocket Veto	
11 SB146	EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN		(62-0)	(27-0)	Chaptered	Chapter 118
12 SB163	TRIBAL REGALIA AT SCHOOL EVENTS		(63-0)	(38-0)	Chaptered	Chapter 7
13 SB234	TRIBAL EDUCATION TRUST FUND				SIRC	
14 SB396	HISPANIC STUDENT EDUCATION & REPORTING				SIRC	
15 SB426	REPEAL OBSOLETE SCHOOL PROVISION			(32-0)	HEC	
<b>Public School Finance</b>						
16 HB200	ADDITIONAL SCHOOL PROGRAM UNITS				HEC	
17 HB63	PUBLIC SCHOOL FUNDING FORMULA CHANGES	X	(61-0)	(38-0)	Chaptered	Chapter 89
18 HJR11	CHANGE ANTI-DONATION CLAUSE, CA				HJC	
19 HJR16	FUNDING FOR HOME OR PRIVATE SCHOOL, CA				HGEIC	
20 SB201	PUBLIC ED. REFORM FUND USES		(64-2)	(37-0)	Chaptered	Chapter 72
21 SB286	EDUCATION FREEDOM ACCOUNT ACT				SEC	
22 SB76	CHANGE BACK-TO-SCHOOL GRT WEEKEND				STBTC	
<b>Governance &amp; Long-Term Planning</b>						
23 HB193	STUDY PUBLIC EDUCATION SYSTEM	X	(56-2)		Senate	
24 HB365	PUBLIC EDUCATION COMMISSION STAFF		(63-1)		SEC	
25 HB464	SCHOOL ENROLLMENT PROCESS				HEC	
26 HJR4	STATE BOARD OF EDUCATION, CA				HGEIC	
27 HM2	LESC ARTIFICIAL INTELLIGENCE WORK GROUP	X	(63-0)		Signed	
28 HM48	STUDY FREE SCHOOL EDUCATIONAL ACTIVITIES				HEC	
29 SB19	BOARDS OF REGENTS TRAINING REQUIREMENTS		(61-2)	(41-0)	Chaptered	Chapter 111
30 SB245	CHARTER SCHOOLS AS BOARDS OF FINANCE				SFC	
31 SB247	PUBLICATION OF CERTAIN EDUCATIONAL INFO			(39-0)	HEC	
32 SB516	PUBLIC & CHARTER SCHOOL FINANCIAL MONITORING				SFC	
33 SJR11	SCHOOL ELECTIONS TIMING, CA			(36-0)	HJC	
34 SJR15	APPOINTED STATE BOARD OF EDUCATION, CA			(27-15)	HEC	
35 SJR3	STATE EDUCATION BOARD, CA				Senate	
<b>Infrastructure</b>						
36 HB128	NMFA LOCAL SOLAR ACCESS FUND		(43-22)	(24-16)	Chaptered	Chapter 96
37 HB213	SCHOOL SOLAR TAX CREDITS				HTRC	
38 HB277	MILLAGE FOR CERTAIN SCHOOL DISTRICTS				HAFC	
39 HB32	ELECTRIC OR ALT FUEL SCHOOL BUSES				House	
40 SB125	SCHOOL BUILDING SYSTEM INNOVATION PROJECT				SEC	

## Appendix B: Legislation Related to Public Education (Organized by Topic)

	Bill No.	Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter Number	
41	SB254	CYBERSECURITY ACT & OFFICE CHANGES			(37-0)	HJC		41
42	SB280	NMMI IN CAPITAL OUTLAY ACT		(65-0)	(31-0)	Chaptered	Chapter 123	42
43	SB401	BROADBAND FOR EDUCATION		(57-7)	(23-6)	Chaptered	Chapter 82	43
44	SB60	HIGH SCHOOL WATER MANAGEMENT PILOT PROJECT				SFC		44
45	SB82	PUBLIC SCHOOL CAPITAL OUTLAY CHANGES	X	(63-0)	(39-0)	Chaptered	Chapter 16	45
<b>Student Success</b>								
46	HB177	HOME SCHOOL CURRICULUM MATERIAL TAX CREDIT				HEC		46
47	HB238	MIDDLE & HIGH SCHOOL PROFESSIONAL WORK HOURS		(64-0)		SFC		47
48	HB282	TEACH EMPLOYEE RIGHTS IN HIGH SCHOOL				HEC		48
49	HB387	EDUCATION OPPORTUNITY ACCOUNT ACT				HEC		49
50	HB432	EXCESSIVELY ABSENT STUDENTS & PENALTIES				HEC		50
51	HB433	STUDY CAREER & TECH EDUCATION		(53-0)	(39-0)	Veto		51
52	HB528	HIGH SCHOOL INTERNSHIP GRANT PROGRAM				HEC		52
53	HB65	INSTRUCTIONAL DAYS IN SCHOOL YEAR		(64-0)	(38-0)	Veto		53
54	SB107	NMSU STEM CENTER OF EXCELLENCE	X			SFC		54
55	SB116	MATH LAB PILOT PROJECT				SFC		55
56	SB130	SCHOOL CAREER TECH ED. PROGRAM UNITS				SFC		56
57	SB314	TORRANCE COUNTY NM HISTORY CURRICULUM				SFC		57
58	SB434	MATH & READING ACADEMIC SUPPORT			(39-0)	HEC		58
59	SB480	STUDENT GRADUATION REPORTING		(63-1)	(36-0)	Pocket Veto		59
60	SB552	PUBLIC PEACE, HEALTH, SAFETY & WELFARE				SJC		60
61	SB64	SCHOOL CAREER DEVELOPMENT SUCCESS PROJECT	X			SFC		61
62	SB93	OUT-OF-SCHOOL PROGRAMMING				SFC		62
<b>Education Support Services</b>								
63	HB195	SCHOOL NURSE SALARY TIERS & MINIMUMS		(65-0)	(37-0)	Chaptered	Chapter 150	63
64	HB300	SEIZURE SAFE SCHOOLS ACT				HEC		64
65	HB31	FOURTH DEGREE FELONY FOR SHOOTING THREAT				HJC		65
66	HB35	CHILDREN'S HEALTH PROTECTION ZONES				HJC		66
67	HB473	SCHOOL SECURITY PERSONNEL				HEC		67
68	HB485	SCHOOL MARSHAL ACT				HEC		68
69	HB490	SCHOOL DISCIPLINE POLICY CHANGES				HEC		69
70	HB517	FREE CONDOMS FOR CERTAIN STUDENTS				HEC		70
71	HB532	STUDENT WATER SAFETY GUIDANCE		(65-0)	(38-0)	Chaptered	Chapter 135	71
72	HB54	DEFIBRILLATORS IN EVERY HIGH SCHOOL		(62-0)	(25-0)	Chaptered	Chapter 129	72
73	HB58	MENTAL HEALTH PROGRAMS IN SCHOOLS FUNDING				HAFC		73
74	HB60	ARTIFICIAL INTELLIGENCE ACT				House		74
75	HB73	CHILDHOOD SEXUAL ABUSE STATUTE OF LIMITATIONS		(65-0)		SJC		75
76	HB8	CRIMINAL COMPETENCY & TREATMENT		(48-20)	(38-3)	Chaptered	Chapter 4	76
77	SB10	ANTI-HAZING ACT				SJC		77
78	SB11	ANTI-DISTRACTION POLICY IN SCHOOLS		(59-4)	(29-8)	Chaptered	Chapter 155	78
79	SB136	FIREARM DETECTION SOFTWARE FUND				SFC		79
80	SB148	ANTI-HAZING ACT				SJC		80
81	SB149	CRIME OF CYBERBULLYING				SJC		81
82	SB160	STUDENT USE OF WIRELESS COMMUNICATION PLANS				SHPAC		82
83	SB18	CRIME OF SWATTING			(36-0)	HJC		83
84	SB246	SEIZURE SAFE SCHOOLS ACT				SEC		84
85	SB256	SCHOOL TEACHERS ON-SITE PROTECTION ACT				SEC		85

## Appendix B: Legislation Related to Public Education (Organized by Topic)

	Bill No.	Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter Number	
86	SB387	COMMUNITY SCHOOL FUND & FRAMEWORK		(55-3)	(34-0)	Chaptered	Chapter 81	86
87	SB437	NO SCHOOL USE OF CORPORAL PUNISHMENT				SJC		87
88	SB494	RURAL SCHOOL DEFIBRILLATOR TRAINING				SFC		88
<b>Whole-Child Education</b>								
89	HB260	ALLOWABLE RESPONSES TO STUDENT BEHAVIOR	X	(40-26)		SJC		89
90	HB455	PRE-K THROUGH 3RD GRADE MATH & READING HELP				HEC		90
91	HB523	LIMIT DISRUPTIONS IN SCHOOLS				HEC		91
92	HB558	NO SEXUALLY EXPLICIT MATERIAL IN SCHOOLS				HEC		92
93	HB71	EARLY CHILDHOOD ED & CARE FUND TRANSFERS		(66-3)	(35-0)	Chaptered	Chapter 26	93
94	SB102	STUDY UNIVERSAL BASIC INCOME & PREGNANT	X			SFC		94
95	SB147	EXCLUSIONARY PRACTICES ACT				SJC		95
96	SB167	EARLY CHILDHOOD TRUST FUND				SFC		96
97	SB235	SCHOOL MATH CHANGES			(37-4)	HEC		97
98	SB238	YOUTH BEHAVIORAL HEALTH PREVENTION PROJECT				SFC		98
99	SB242	ADVANCING THE SCIENCE OF READING ACT			(32-6)	HEC		99
100	SB258	HUMAN SEXUALITY EDUCATION				Senate		100
101	SB344	K-4 VISION AND HEARING SCREENING				SFC		101
102	SB38	SPECIAL EDUCATION ACT			(31-7)	HEC		102
103	SB416	PRE-K THROUGH 3RD GRADE ONLINE MATH & READING				SEC		103
104	SB465	PARTICIPATION IN SCHOOL SPORTS				SEC		104
<b>Educator Workforce</b>								
105	HB11	PAID FAMILY & MEDICAL LEAVE ACT		(38-31)		SFC		105
106	HB110	INTERSTATE TEACHER MOBILITY COMPACT				HJC		106
107	HB156	INCREASE EDUCATIONAL SALARIES	X	(62-1)	(34-0)	Chaptered	Chapter 149	107
108	HB157	NEW SCHOOL LICENSES	X	(66-0)	(40-0)	Chaptered	Chapter 148	108
109	HB201	RAISE SCHOOL EMPLOYEE MINIMUM WAGE	X			HAFC		109
110	HB251	ED. RETIREMENT BENEFICIARY CHANGES		(62-0)	(40-0)	Chaptered	Chapter 38	110
111	HB254	ED. RETIREES RETURNING TO WORK TIME PERIOD				HAFC		111
112	HB297	SCHOOL PERSONNEL COMPUTER SCIENCE LICENSURE		(61-1)		SFC		112
113	HB324	EDUCATIONAL SCHOLARSHIPS & TAX CREDIT				HEC		113
114	HB422	TEACHING RESIDENT STIPENDS				HEC		114
115	HB454	EDUCATIONAL RETIREMENT CHANGES				HEC		115
116	HB556	INSTRUCTIONAL SUPPORT PROVIDER DEFINITIONS				HEC		116
117	HB94	MAXIMUM CLASS LOADS				HEC		117
118	HM32	STUDY MEANS OF TEACHER ADVANCEMENT		(63-0)		Signed		118
119	HM44	SCHOOL EMPLOYEE INSURANCE PREMIUM WORK GROUP				HEC		119
120	HM47	STUDY PUBLIC SCHOOL EMPLOYEE COMPENSATION				HEC		120
121	SB133	EDUCATIONAL RETIREES RETURNING TO WORK		(64-1)	(38-0)	Chaptered	Chapter 144	121
122	SB343	TEACHER SALARY RATES CHANGES		(66-0)	(33-0)	Chaptered	Chapter 145	122
123	SB345	TEACHER & INSTRUCTIONAL SUPPORT LICENSURE		(64-1)	(37-0)	Chaptered	Chapter 146	123
124	SB421	EDUCATIONAL RETIREMENT BOARD POWERS				SJC		124
125	SB75	EDUCATIONAL RETIREMENT CHANGES		(64-0)	(34-0)	Chaptered	Chapter 6	125
126	SM9	CONTINUE & IMPROVE 520 LANGUAGE			(37-0)	Signed		126



## Appendix C: Reading the General Appropriation Act (GAA)

### Reading the General Appropriation Act as Related to Education

The final version of the General Appropriation Act (GAA) of 2025 is [here](#).

**General guidelines when reading the GAA** (also noted in Section 3 beginning on [page 2](#)):

- Appropriation amounts are expressed in thousands of dollars, unless otherwise indicated.
- If the appropriation is from the Other State Funds column, continue reading to identify the source.
- Continue reading to identify any reversion provisions.

### Key Sections and Subsections of the GAA

**Section 4: FISCAL YEAR 2025 APPROPRIATIONS** (begins on [page 4](#) of the bill)

- **Section 4, Subsection F**, is titled “Health, Hospitals and Human Services,” and includes appropriations for the Early Childhood Education and Care Department ([page 78](#)).
- **Section 4, Subsection I**, is titled “Other Education,” ([page 134-137](#)) and includes operational appropriations and special appropriations for the Public Education Department (PED), regional education cooperatives, and the Public School Facilities Authority (PSFA).
- **Section 4, Subsection J**, is titled “Higher Education,” ([page 137-178](#)) and includes the Higher Education Department (HED), as well as each university and community college.
- **Section 4, Subsection K**, is titled “Public School Support,” ([page 178-184](#)) and includes the state equalization guarantee (SEG) distribution and categorical appropriations. The SEG is a needs-based funding formula designed to equitably distribute state revenue for operations of school districts and charter schools. SEG funding accounts for around 75 percent of a school district or charter school’s operating budget and is discretionary.

**Section 5: SPECIAL APPROPRIATIONS** (begins on [page 184](#) with appropriations to PED on [page 225-230](#))

- Amounts in Section 5 are appropriated from the general fund or other funds as indicated for the purposes specified, and unless otherwise indicated, may be expended in fiscal year 2025 and fiscal year 2026.

**Section 6: SUPPLEMENTAL AND DEFICIENCY APPROPRIATIONS** (begins on [page 237](#) of the bill).

- Amounts in Section 6 are appropriated from the general fund or other funds as indicated for expenditure in fiscal year 2025 or other fiscal years for the purposes specified.

**Section 7: Information Technology Appropriations** ([page 242](#)).

**Section 8: Compensation Appropriations** ([page 251](#)).

**Section 9: Government Results and Opportunity Expendable Trust and Public Education Reform Fund** ([page 254](#)).

**Section 10: Fund Transfers** ([page 272](#)).

**Section 11: Special Transportation Appropriations** ([page 276](#)).

**Section 12: Additional Fiscal Year 2025 Budget Adjustment Authority** ([page 277](#)).

**Section 13: Certain Fiscal Year 2026 Budget Adjustments Authorized** ([page 279](#)).

**Section 14: Transfer Authority** ([page 288](#)).

**Section 15: Severability** ([page 288](#)).

## Appendix D: Selected GAA Language Related to Public Education

### Selected Language Related to Public Education from the General Appropriation Act of 2025

~~Strikethrough~~ Indicates Executive Veto

#### State Equalization Guarantee Distribution

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 2025-2026 school year and then, on verification of the number of units statewide for fiscal year 2026 but no later than January 31, 2026, 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, legislative finance committee and legislative education study committee.

The general fund appropriation to the state equalization guarantee distribution includes one hundred thirty-two million nine hundred thirty-five thousand dollars (\$132,935,000) contingent on enactment of House Bill 63 or similar legislation of the first session of the fifty-seventh legislature amending the Public School Finance Act to replace at-risk program units with program units based on the family income index, create program units for students identified as English learners and program units for students who have exited English learner status and increase the formula factors for sixth grade through twelfth grade to one and three tenths.

The general fund appropriation to the state equalization guarantee distribution includes sufficient funding to provide all affected employees an hourly salary of at least fifteen dollars (\$15.00).

The general fund appropriation to the state equalization guarantee distribution includes one hundred thirty-five million one hundred twenty-nine thousand six hundred dollars (\$135,129,600) to provide ~~an average~~ four percent salary increase to all public school personnel.

For fiscal year 2026, 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 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 to meet the level of support required by Part B of the federal Individuals with Disabilities Education Act for fiscal year 2026. 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 2026.

The general fund appropriation to the state equalization guarantee distribution includes fifty-five million dollars (\$55,000,000) for school districts and charter schools to purchase culturally and linguistically appropriate instructional materials for eligible students, including dual-credit instructional materials and educational technology.

The general fund appropriation to the state equalization guarantee distribution includes fifty-nine million dollars (\$59,000,000) for school districts and charter schools to meet teacher mentorship requirements pursuant to Section 22-10A-9 NMSA 1978, create an educational plan pursuant to Section 22-8-6 NMSA 1978, provide scientifically based literacy programs pursuant to Section 22-13-29 NMSA 1978 and Section 22-13-32 NMSA 1978, provide career technical education programs pursuant to Section 22-1-12 NMSA 1978 and implement the community school framework pursuant to Section 22-32-6 NMSA 1978.

The public education department shall monitor and review the operating budgets of school districts and charter schools to ensure the school district or charter school is prioritizing available funds to those functions most likely to improve student outcomes. If a school district or charter school submits a fiscal year 2026 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 2026 budget, direct the school district or charter school to revise its submitted budget or shall make such revisions as required to meet the requirements of this paragraph.

## Appendix D: Selected GAA Language Related to Public Education

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 other state funds appropriation to the state equalization guarantee distribution includes balances received by the public education department pursuant to Section 66-5-44 NMSA 1978.

Any unexpended balances in the authorized distributions remaining at the end of fiscal year 2026 from appropriations made from the general fund shall revert to the general fund.

### Categorical Distributions

**Transportation.** The general fund appropriation to the transportation distribution includes two million three hundred forty thousand eight hundred dollars (\$2,340,800) to provide ~~an average~~ four percent salary increase to all public school transportation personnel.

**Emergency Supplemental Distribution.** 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, other resources or any combination thereof equaling five percent or more of their operating budget.

Any unexpended balances in the supplemental distribution of the public education department remaining at the end of fiscal year 2026 from appropriations made from the general fund shall revert to the general fund.

~~**Indian Education Fund.** The general fund appropriation to the Indian education fund includes four million six hundred thousand dollars (\$4,600,000) to support tribal education departments. The public education department shall enter into agreements with tribal education departments for the purposes of disbursing funds. The public education department shall issue monthly distributions from the Indian education fund to New Mexico tribal education departments.~~

~~**Standards-Based Assessments.** The general fund appropriation for standards-based assessments includes two million seven hundred seventy thousand dollars (\$2,770,000) contingent on the department of finance and administration certifying the public education department has provided quarterly reporting of interim assessment results to the department of finance and administration, legislative finance committee and legislative education study committee.~~

Any unexpended balances in the standards-based assessments appropriation remaining at the end of fiscal year 2026 from appropriations made from the general fund shall revert to the general fund.

### Special Appropriations (Below-the-Line)

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.

The internal service funds/interagency transfers appropriation to the graduation, reality and dual role skills program of the public education department special appropriations is from the federal temporary assistance for needy families block grant to New Mexico.

The other state funds appropriation to the public education department special appropriations for national board certification assistance is from the national board certification scholarship fund.

The public education department may distribute awards from the advanced placement, international baccalaureate and PSAT 11th grade test assistance appropriation to public schools and secondary schools funded by the bureau of Indian education of the United States department of the interior that offer international baccalaureate programs to provide the international baccalaureate program tests free of charge to New Mexico students.

The general fund appropriation to the public education department special appropriations for school safety is for school safety interoperable alert systems.

Any unexpended balances in the public education department special appropriations remaining at the end of fiscal year 2026 from appropriations made from the general fund shall revert to the general fund.

# Appendix E: Public School Support and Related Appropriations for FY26



## PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)

	FY25 OpBud	FY26 Exec. Recommend.	FY26 LFC Recommend.	FY26 LESC Recommend.	GAA of 2025
<b>1 PROGRAM COST</b>					
<b>2 Prior Year Program Cost OpBud</b>	<b>3,976,002.1</b>	<b>4,171,971.2</b>	<b>4,171,971.2</b>	<b>4,171,971.2</b>	<b>4,171,971.2</b>
<b>3 UNIT CHANGES</b>					
4 Removing Title I Units from ARI <sup>1</sup>	-	-	(163,229.9)	(163,229.9)	(163,229.9)
5 Removing Mobility Units from ARI <sup>1</sup>	-	-	(99,298.0)	(99,298.0)	(99,298.0)
6 Adding FII Units to ARI <sup>1</sup>	-	-	300,522.5	300,522.5	300,740.7
7 Adding EL Units <sup>1</sup>	-	-	3,317.2	3,317.2	3,458.0
8 Adding Grades 7 - 12 Units <sup>1</sup>	-	-	-	51,148.3	51,148.3
9 Adding Grade 6 Units <sup>1</sup>	-	-	15,190.5	40,115.8	40,115.8
10 <b>Subtotal: Proposed Formula Changes</b>	<b>-</b>	<b>-</b>	<b>56,502.3</b>	<b>132,576.0</b>	<b>132,935.0</b>
11 Increased K-12 Plus Units	-	57,707.5	49,731.7	49,731.7	49,731.7
12 Other FY25 Net Unit Changes	-	-	(12,996.5)	-	(12,996.5)
13 <b>Subtotal: Net Base Unit Adjustments</b>	<b>-</b>	<b>57,707.5</b>	<b>36,735.2</b>	<b>49,731.7</b>	<b>36,735.2</b>
14 Other Projected Net Unit Changes	(19,915.3)	-	(22,215.1)	-	(22,215.1)
<b>15 UNIT VALUE CHANGES</b>					
16 K-12 Plus Units	60,000.0	-	-	-	-
17 Average Salary Increase (FY25: 3%, FY26: 4%)	94,154.4	101,377.2	135,129.6	101,377.2	135,129.6
18 Increase Minimum Salaries for Teachers (\$55K, \$65K, \$75K) <sup>1</sup>	-	-	4,380.5	7,432.1	4,380.5
19 Insurance	25,666.7	38,462.7	38,364.4	37,884.5	38,364.4
20 Fixed Costs	6,063.3	4,997.8	1,934.7	4,997.8	1,934.7
21 Education Innovations (CTE, Literacy, Community Schools)	30,000.0	-	-	-	-
22 <b>Subtotal Current Year Program Cost Base</b>	<b>4,171,971.2</b>	<b>4,374,516.4</b>	<b>4,422,802.8</b>	<b>4,505,970.5</b>	<b>4,499,235.5</b>
23 <b>\$ Change from OpBud</b>	<b>195,969.1</b>	<b>202,545.2</b>	<b>250,831.6</b>	<b>333,999.3</b>	<b>327,264.3</b>
24 <b>% Change from OpBud</b>	<b>4.9%</b>	<b>4.9%</b>	<b>6.0%</b>	<b>8.0%</b>	<b>7.8%</b>
<b>25 STATE EQUALIZATION GUARANTEE (SEG)</b>					
26 Less: Other State Funds	(1,500.0)	(2,000.0)	(1,500.0)	(1,500.0)	(1,500.0)
27 <b>Subtotal Current Year SEG Base</b>	<b>4,170,471.2</b>	<b>4,372,516.4</b>	<b>4,421,302.8</b>	<b>4,504,470.5</b>	<b>4,497,735.5</b>
28 <b>\$ Change from OpBud</b>	<b>201,469.1</b>	<b>202,045.2</b>	<b>250,831.6</b>	<b>333,999.3</b>	<b>327,264.3</b>
29 <b>% Change from OpBud</b>	<b>5.1%</b>	<b>4.8%</b>	<b>6.0%</b>	<b>8.0%</b>	<b>7.8%</b>
<b>30 CATEGORICAL APPROPRIATIONS</b>					
<b>31 TRANSPORTATION DISTRIBUTION</b>					
32 Maintenance and Operations	104,839.5	116,554.8	118,683.7	116,554.8	118,683.7
33 Fuel	13,843.3	13,201.2	13,201.2	13,201.2	13,201.2
34 Rental Fees	9,097.7	5,894.1	5,894.1	5,894.1	5,894.1
35 Insurance	594.7	-	888.9	594.7	888.9
36 Average Compensation Increase (FY25: 3%, FY26: 4%)	1,488.6	1,755.6	2,340.8	1,755.6	2,340.8
37 Density Factor Removal	3,929.5	-	-	-	-
38 Adequacy Funding	-	-	-	5,283.7	-
39 <b>Subtotal Current Year Transportation Base</b>	<b>133,793.3</b>	<b>137,405.7</b>	<b>141,008.7</b>	<b>143,284.1</b>	<b>141,008.7</b>
40 <b>\$ Change from OpBud</b>	<b>6,971.5</b>	<b>3,612.4</b>	<b>7,215.4</b>	<b>9,490.8</b>	<b>7,215.4</b>
41 <b>% Change from OpBud</b>	<b>5.5%</b>	<b>2.7%</b>	<b>5.4%</b>	<b>7.1%</b>	<b>5.4%</b>
<b>42 OTHER CATEGORICAL APPROPRIATIONS</b>					
43 Indian Education Fund	20,000.0	20,000.0	20,000.0	20,000.0	20,000.0
44 Standards-Based Assessments (FY26: Quarterly Reporting)	10,000.0	13,000.0	12,770.0	12,770.0	12,770.0
45 Emergency Supplemental	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0
46 Out-of-State Tuition	393.0	600.0	393.0	393.0	393.0
47 Universal School Meals	-	50,700.0	-	55,700.0	-
48 <b>Subtotal Current Year Categorical Appropriations</b>	<b>165,186.3</b>	<b>222,705.7</b>	<b>175,171.7</b>	<b>233,147.1</b>	<b>175,171.7</b>
49 <b>\$ Change from OpBud</b>	<b>8,002.5</b>	<b>57,519.4</b>	<b>9,985.4</b>	<b>67,960.8</b>	<b>9,985.4</b>
50 <b>% Change from OpBud</b>	<b>5.1%</b>	<b>34.8%</b>	<b>6.0%</b>	<b>41.1%</b>	<b>6.0%</b>
<b>51 SUBTOTAL PUBLIC SCHOOL SUPPORT</b>	<b>4,335,657.5</b>	<b>4,595,222.1</b>	<b>4,596,474.5</b>	<b>4,737,617.6</b>	<b>4,672,907.2</b>
52 <b>\$ Change from OpBud</b>	<b>209,471.6</b>	<b>259,564.6</b>	<b>260,817.0</b>	<b>401,960.1</b>	<b>337,249.7</b>
53 <b>% Change from OpBud</b>	<b>5.1%</b>	<b>6.0%</b>	<b>6.0%</b>	<b>9.3%</b>	<b>7.8%</b>
<b>54 RELATED REQUESTS: RECURRING</b>					
55 Universal School Meals	41,000.0	-	42,201.0	-	42,201.0
56 Early Literacy and Reading Support	14,000.0	14,000.0	14,000.0	14,000.0	14,000.0
57 School Leader Professional Development	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0
58 Teacher Professional Development	4,000.0	4,500.0	4,000.0	5,000.0	4,000.0
59 Regional Education Cooperatives	1,350.0	1,350.0	1,500.0	1,500.0	1,500.0
60 School Safety (Panic Buttons)	-	5,000.0	-	-	1,500.0

## Appendix E: Public School Support and Related Appropriations for FY26



### PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)

	FY25 OpBud	FY26 Exec. Recommend.	FY26 LFC Recommend.	FY26 LESC Recommend.	GAA of 2025	
61 Test Fee Waivers and Training	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	61
62 GRADS – Teen Parent Interventions	750.0	750.0	750.0	750.0	750.0	62
63 STEAM (Science, Technology, Engin., Arts, and Math) Initiatives	-	-	-	6,000.0	-	63
64 New Mexico Grown	-	2,300.0	-	2,300.0	-	64
65 Bilingual Multicultural, Hispanic, and Black Education Acts	-	1,500.0	-	-	-	65
66 Learning Management System and Microcredentials	-	3,700.0	-	-	-	66
67 Subtotal Current Year Base	67,350.0	39,350.0	68,701.0	35,800.0	70,201.0	67
68 \$ Change from OpBud	41,403.4	(28,000.0)	1,351.0	(31,550.0)	2,851.0	68
69 % Change from OpBud	159.6%	-41.6%	2.0%	-46.8%	4.2%	69
70 <b>PUBLIC EDUCATION DEPARTMENT</b>						70
71 Prior Year OpBud	23,589.1	24,521.6	24,521.6	24,521.6	24,521.6	71
72 Base Changes	932.5	3,000.0	802.0	3,000.0	802.0	72
73 Subtotal Current Year Base	24,521.6	27,521.6	25,323.6	27,521.6	25,323.6	73
74 % Change from OpBud	4.0%	12.2%	3.3%	12.2%	3.3%	74
75 <b>TOTAL PUBLIC SCHOOL SUPPORT</b>						75
76 Prior Year OpBud	4,175,721.6	4,427,529.1	4,427,529.1	4,427,529.1	4,427,529.1	76
77 Base Changes	251,807.5	234,564.6	262,970.0	373,410.1	340,902.7	77
78 Total	4,427,529.1	4,662,093.7	4,690,499.1	4,800,939.2	4,768,431.8	78
79 % Change from OpBud	6.0%	5.3%	5.9%	8.4%	7.7%	79

### SECTIONS 5, 6, 7, AND OTHER NONRECURRING APPROPRIATIONS

80 <b>General Fund</b>						80
81 Public Education Reform Fund <sup>1</sup>	-	-	150,000.0	150,000.0	63,800.0	81
82 FY25 Unit Value Supplemental (State Support Reserve Fund)	-	40,000.0	40,000.0	40,000.0	40,000.0	82
83 Indian Education Initiatives (FY26-FY28)	-	-	-	5,000.0	30,000.0	83
84 Structured Literacy Implementation (Summer Literacy Institute)	30,000.0	30,000.0	30,000.0	30,000.0	29,000.0	84
85 Career Technical Education (Pilot, CTOs, Innov. Zones, & WBL)	-	15,762.4	40,000.0	30,000.0	28,500.0	85
86 Educator Fellows	20,000.0	20,000.0	15,000.0	20,000.0	20,000.0	86
87 Out-of-School Learning, Summer Enrichment, High-Dosage Tutors	15,000.0	15,000.0	15,000.0	20,000.0	15,000.0	87
88 Statewide Student Information System	-	4,000.0	12,000.0	12,000.0	12,000.0	88
89 Summer Internships	5,000.0	-	5,000.0	-	10,000.0	89
90 Universal School Meals Supplemental (FY25)	-	7,848.0	7,848.0	7,848.0	7,848.0	90
91 Community School and Family Engagement Initiatives	-	8,000.0	6,000.0	8,000.0	6,000.0	91
92 Math Lab Pilots (FY26-FY28)	-	-	-	-	6,000.0	92
93 School Improvement	-	-	-	10,000.0	6,000.0	93
94 Potential Cost Overruns for School Meals	-	5,000.0	-	-	5,000.0	94
95 Youth Behavioral Health Supports (FY26-FY28)	-	-	-	-	5,000.0	95
96 Special Education Initiatives	6,000.0	4,000.0	-	4,000.0	4,000.0	96
97 Universal School Meals FY24 Deficiency	-	3,054.0	3,054.0	3,054.0	3,054.0	97
98 STEAM Initiatives	-	-	-	-	3,000.0	98
99 STEM Network	-	-	-	-	3,000.0	99
100 Class Size Reductions & CTE Startup Costs (Rio Rancho)	-	-	-	-	3,000.0	100
101 Administrator Preparation, Induction and Evaluation	-	-	2,280.0	2,280.0	2,280.0	101
102 Career Development Success Pilot (FY26-FY28)	-	-	-	1,500.0	1,500.0	102
103 Outdoor Classroom Initiatives	500.0	-	500.0	500.0	500.0	103
104 Rent Shortfall	-	-	230.3	230.3	230.3	104
105 Safety Summit	-	200.0	200.5	200.5	200.5	105
106 School Panic Buttons	1,000.0	-	1,000.0	1,000.0	-	106
107 K-12 Plus Program	20,000.0	-	15,000.0	15,000.0	-	107
108 Behavioral Health Supports	-	-	-	3,000.0	-	108
109 Bilingual Multicultural, Hispanic, and Black Education Acts	-	-	-	1,500.0	-	109
110 Sufficiency Lawsuit Fees	-	500.0	-	500.0	-	110
111 Legal Expenses	-	-	-	500.0	-	111
112 Universal School Meals Supplemental (FY24)	19,904.8	-	-	-	-	112
113 Attendance Success Initiatives	5,000.0	-	-	-	-	113
114 Indian Education Initiatives (Navajo Nation and Zuni)	5,000.0	-	-	-	-	114
115 Nova Space Telescope (Data System)	3,171.2	-	-	-	-	115
116 Secondary Educator Literacy	2,500.0	5,000.0	-	-	-	116
117 Learning Management System (LMS)	2,305.0	-	-	-	-	117
118 School for the Arts Dormitory Operational Funding (FY25 & FY26)	2,300.0	-	-	-	-	118
119 Micro-credentials	1,100.0	-	-	-	-	119



# Appendix E: Public School Support and Related Appropriations for FY26



## PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)

	FY25 OpBud	FY26 Exec. Recommend.	FY26 LFC Recommend.	FY26 LESC Recommend.	GAA of 2025	
120 Black Education Act	500.0	-	-	-	-	120
121 Hispanic Education Act	500.0	-	-	-	-	121
122 Implementing Indian Education Act	500.0	-	-	-	-	122
123 Legal Settlements	250.0	-	-	-	-	123
124 HB2 Jr. School of Dreams Academy Security	200.0	-	-	-	-	124
125 Indian Education Fund (FY26-FY28)	-	90,000.0	-	-	-	125
126 Family Income Index	-	9,000.0	-	-	-	126
127 Data Quality Supports	-	1,500.0	-	-	-	127
128 School Dashboards and Reporting Portal	-	1,125.0	-	-	-	128
129 Family Engagement and Supports for Unhoused Students	-	1,000.0	-	-	-	129
130 Rent Shortfall, ESSER Positions, and Legal Expenses	-	800.0	-	-	-	130
131 Student Assessment Data Collection	-	500.0	-	-	-	131
132 Negative Fund Balances	-	15.5	-	-	-	132
133 <b>Subtotal Current Year Base</b>	<b>140,731.0</b>	<b>262,304.9</b>	<b>343,112.8</b>	<b>366,112.8</b>	<b>304,912.8</b>	133

### OTHER STATE AND FEDERAL FUNDS

134 <b>Public Education Reform Fund</b>						134
135 Support for Attendance for Success <sup>1,2,3</sup>	-	-	30,900.0	30,900.0	18,600.0	135
136 Secondary Educator Literacy <sup>1,2,3</sup>	-	-	15,500.0	15,000.0	15,600.0	136
137 Math Achievement <sup>1,2,3</sup>	-	-	38,440.0	15,600.0	13,500.0	137
138 Innovative Staffing Strategies <sup>1,2,3</sup>	-	-	19,840.0	7,500.0	7,800.0	138
139 Supports for Students who are Unhoused <sup>1,2,3</sup>	-	-	-	30,000.0	6,300.0	139
140 Learning Management System (Microcredentials)	-	-	3,700.0	3,700.0	3,700.0	140
141 Wellness Rooms Pilot	-	-	-	-	1,000.0	141
142 Hispanic Education Act	-	-	-	-	500.0	142
143 Black Education Act	-	-	-	-	500.0	143
144 Bilingual Multicultural Education Act	-	-	-	-	500.0	144
145 Fund Clean-Up (K3PF, RMF, SLAF)	-	-	15.5	15.5	15.5	145
146 School Improvement and Transformation <sup>1,2,3</sup>	-	-	29,450.0	-	-	146
147 Career Technical Education	40,000.0	14,237.6	-	-	-	147
148 Family Income Index	10,000.0	-	-	-	-	148
149 Secondary Educator Literacy	2,500.0	-	-	-	-	149
150 Community School and Family Engagement Initiatives	2,000.0	-	-	-	-	150
151 Teacher Professional Development	-	500.0	-	-	-	151
152 Innovation Zones <sup>1,2,3</sup>	-	-	-	45,000.0	-	152
153 STEM Network <sup>1,2,3</sup>	-	-	-	6,000.0	-	153
154 Indigenous Education Initiatives <sup>1,2,3</sup>	-	-	15,500.0	-	-	154
155 <b>Subtotal Current Year Base</b>	<b>54,500.0</b>	<b>14,737.6</b>	<b>153,345.5</b>	<b>153,715.5</b>	<b>68,015.5</b>	155
156 <b>Other State Funds and Inter-Agency Transfers</b>						156
157 Security, CTE, Maintenance, and Repair SB9 Distribution (PSCOF)	-	-	50,000.0	50,000.0	50,000.0	157
158 Electric Vehicle Infrastructure and Bus Conversion (FY26-FY28)	-	-	-	-	60,000.0	158
159 Literacy Building (PSCOC)	30,000.0	-	-	-	-	159
160 School Bus Replacement (PSCOF)	29,166.6	-	-	-	-	160
161 Community Schools (CSF)	6,000.0	-	-	-	-	161
162 Prekindergarten Classrooms (PSCOF)	5,000.0	-	-	-	-	162
163 Renovations at Memorial Middle School in Las Vegas (PSCOF)	1,500.0	-	-	-	-	163
164 Alternative School Bus Fueling or Charging Infrast. (PSCOF)	1,500.0	-	1,500.0	1,500.0	1,500.0	164
165 Navajo Prep Infrastructure and Drainage Improvement (PSCOF)	-	-	-	-	3,000.0	165
166 Paolo Soleri Amphitheater (PSCOF)	-	-	-	-	3,000.0	166
167 HED STEM Institute Construction (PSCOF)	-	-	-	-	20,000.0	167
168 Learning Management System (ELF)	1,000.0	-	-	-	-	168
169 Broadband Access and Expansion at DoIT (PSCOF)	650.0	-	-	-	-	169
170 School Bus Cameras (PSCOF)	547.5	-	-	-	-	170
171 National Board Certification Scholarship Fund	500.0	500.0	500.0	500.0	500.0	171
172 GRADS – Teen Parent Interventions (TANF)	500.0	500.0	500.0	500.0	500.0	172
173 Grow Your Own Teachers Fund (FY26: EdFellows)	-	-	300.0	-	300.0	173
174 Sufficiency Lawsuit Fees (Consumer Settlement Fund)	-	-	500.0	-	500.0	174
175 Transfers to PERF (FYRF, TPF, ISIF, ETDCF, CSSF, KPF)	-	258.7	258.7	258.7	258.7	175
176 School Safety Summits (PSCOF)	200.0	-	-	-	-	176
177 School Wellness Rooms (CSF)	200.0	-	-	-	-	177

## Appendix E: Public School Support and Related Appropriations for FY26



### PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)

	FY25 OpBud	FY26 Exec. Recommend.	FY26 LFC Recommend.	FY26 LESC Recommend.	GAA of 2025	
179 Online Licensure Portal (ELF)	-	4,000.0	4,000.0	4,000.0	4,000.0	179
180 State Support Reserve Fund (FY24 unit value)	-	-	-	-	-	180
181 Career Technical Education (CTEF)	-	10,000.0	-	-	10,000.0	181
182 <b>Subtotal Current Year Base</b>	<b>76,764.1</b>	<b>15,258.7</b>	<b>57,558.7</b>	<b>56,758.7</b>	<b>153,558.7</b>	182

#### SECTION 9 APPROPRIATIONS

183 <b>Government Results and Opportunity Expendable Trust Fund</b>						183
184 Support for Attendance for Success	-	18,000.0	-	-	-	184
185 School Improvement and Transformation	-	18,000.0	-	-	-	185
186 Math Achievement	-	15,000.0	-	-	-	186
187 Educator Clinical Practice	60,000.0	-	-	-	-	187
188 Special Education Differentials	15,000.0	-	-	-	-	188
189 HB2 Jr. GRO Appropriations	7,000.0	-	-	-	-	189
190 <b>Subtotal Current Year Base</b>	<b>82,000.0</b>	<b>51,000.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	190

#### Footnotes

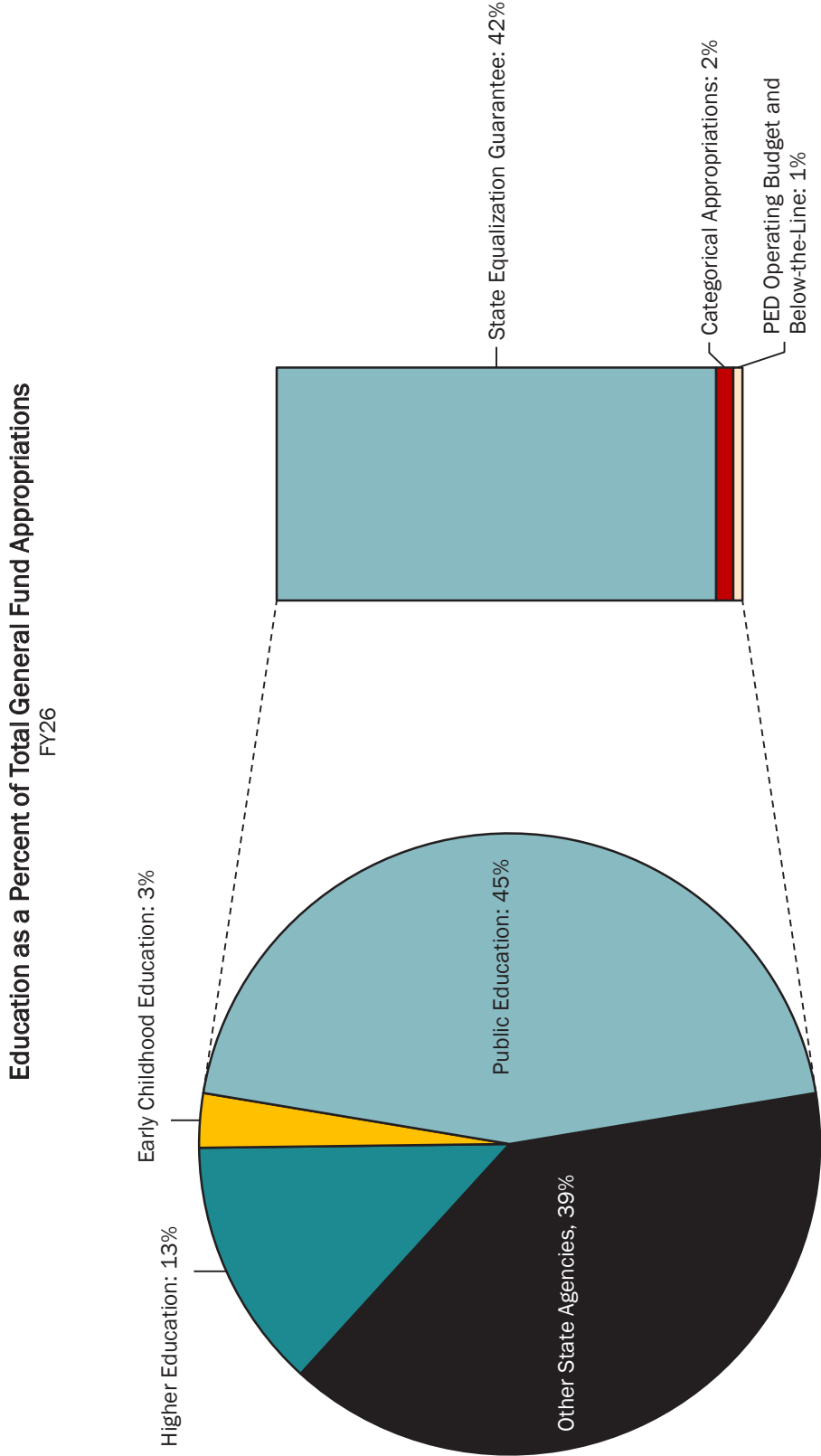
1. Contingent on enactment of legislation
2. Appropriation authorized for three fiscal years (FY26, FY27, FY28)
3. Includes appropriation from the public education reform fund

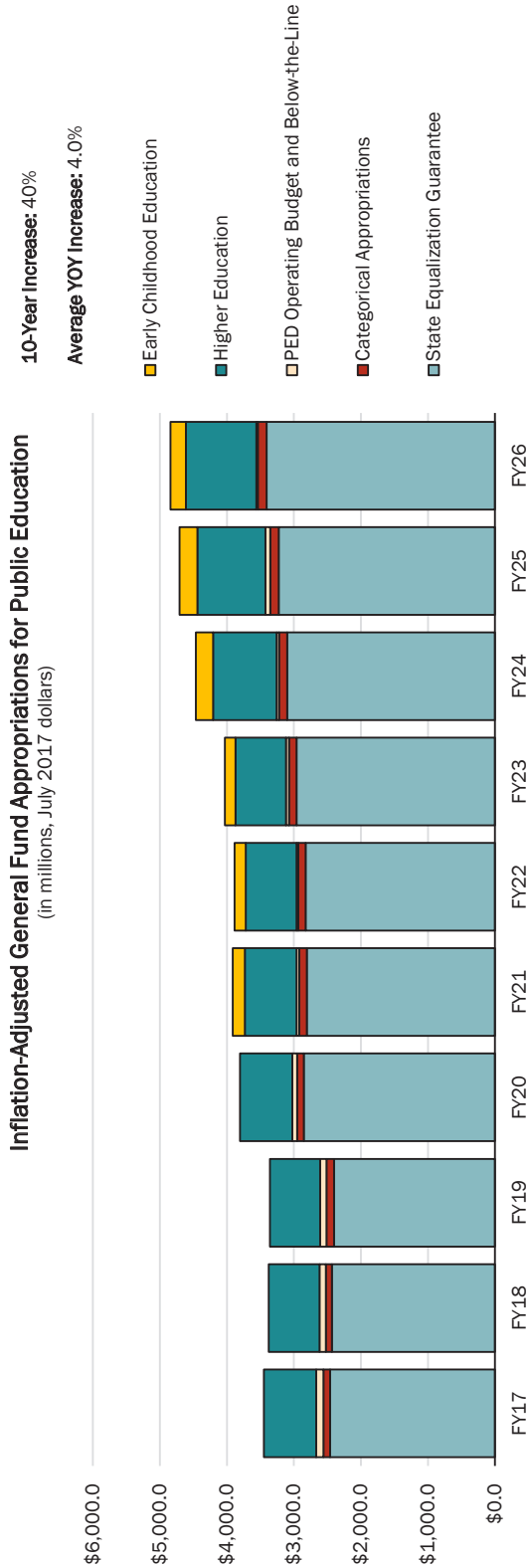
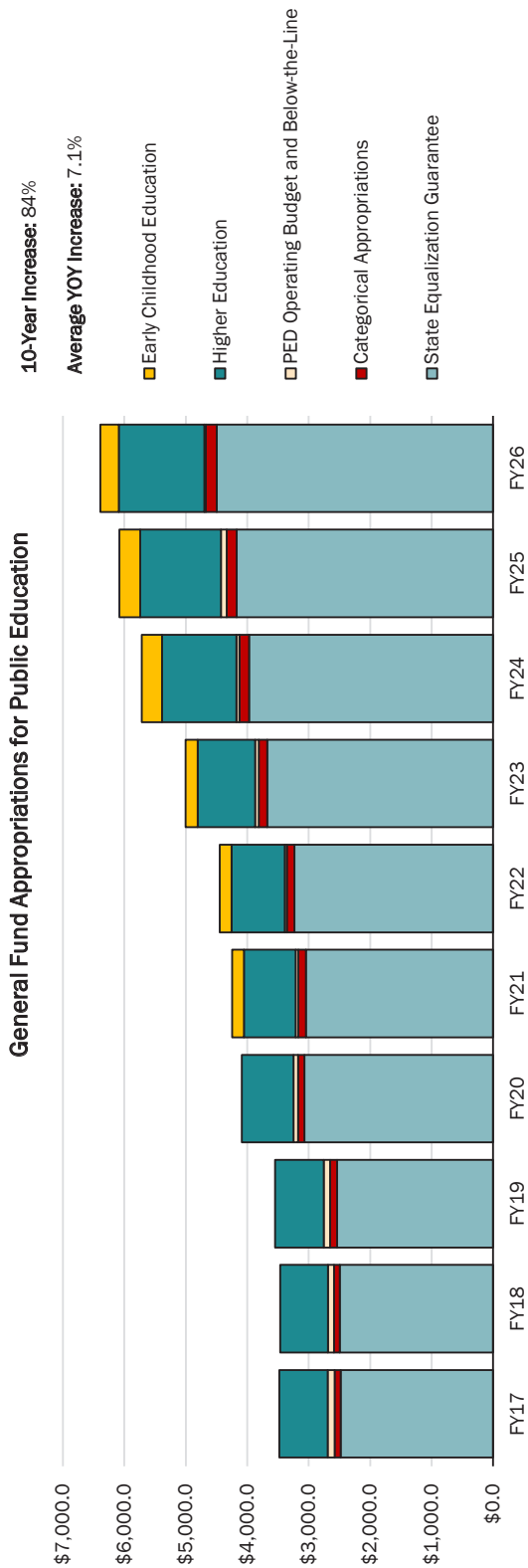
## Appendix F: Recurring General Fund Appropriations

### History of General Fund Appropriations for Public Education (in millions)

	FY17 <sup>1</sup>	FY18 <sup>2</sup>	FY19	FY20	FY21 <sup>3</sup>	FY22	FY23	FY24	FY25	FY26
1 General Appropriation Act (GAA) Bill Number	2016: HB2	2017: HB2	2018: HB2	2019: HB2	2020: HB2	2021: HB2	2022: HB2	2023: HB2	2024: HB2	2025: HB2
2 Special Session Budget Adjustment	2nd SS: SB9	1st SS: HB1			1st SS: HB1					
3 <b>Public School Support</b>										
4 State Equalization Guarantee	\$2,481.2	\$2,493.3	\$2,537.0	\$3,068.8	\$3,046.5	\$3,231.5	\$3,673.7	\$3,969.0	\$4,170.5	\$4,497.7
5 Categorical Appropriations	\$99.0	\$92.5	\$115.5	\$102.9	\$124.2	\$122.3	\$139.2	\$157.2	\$165.2	\$175.2
6 <b>Subtotal Public School Support</b>	<b>\$2,580.2</b>	<b>\$2,585.7</b>	<b>\$2,652.4</b>	<b>\$3,171.7</b>	<b>\$3,170.6</b>	<b>\$3,353.7</b>	<b>\$3,812.9</b>	<b>\$4,126.2</b>	<b>\$4,335.7</b>	<b>\$4,672.9</b>
7 Percent of Total General Fund Approp.	42.4%	42.6%	42.6%	45.6%	44.9%	45.8%	46.0%	43.8%	42.9%	43.9%
8 Public Education Department OpBud	\$11.1	\$11.1	\$11.1	\$13.2	\$14.3	\$14.4	\$19.5	\$22.6	\$23.9	\$25.3
9 PED Specials (Section 4 Below-the-Line)	\$99.1	\$88.2	\$90.9	\$64.4	\$26.9	\$19.9	\$37.3	\$25.9	\$67.4	\$68.7
10 <b>Higher Education</b>										
11 Institutions of Higher Education	\$752.3	\$744.8	\$758.3	\$799.5	\$800.6	\$826.4	\$891.9	\$1,027.5	\$1,127.2	\$1,203.0
12 Higher Education Department	\$11.8	\$12.3	\$12.3	\$16.6	\$15.5	\$12.8	\$14.1	\$14.9	\$15.9	\$16.7
13 Student Financial Aid	\$22.9	\$22.2	\$22.2	\$22.2	\$19.5	\$20.6	\$21.0	\$24.1	\$24.2	\$24.9
14 Opportunity Scholarship				\$5.0	\$7.0	\$7.0	\$12.0	\$146.0	\$146.0	\$146.0
15 <b>Subtotal Higher Education</b>	<b>\$787.0</b>	<b>\$779.3</b>	<b>\$792.8</b>	<b>\$838.3</b>	<b>\$840.6</b>	<b>\$866.8</b>	<b>\$939.1</b>	<b>\$1,212.5</b>	<b>\$1,313.3</b>	<b>\$1,390.6</b>
16 Percent of Total General Fund Approp.	12.9%	12.9%	12.7%	12.0%	11.9%	11.8%	11.3%	12.9%	13.0%	13.1%
17 <b>Early Childhood Education</b>										
18 Support and Intervention				\$21.4	\$21.4	\$46.0	\$46.0	\$59.5	\$59.6	\$62.7
19 Early Education and Care				\$119.5	\$119.5	\$84.6	\$51.2	\$40.4	\$40.5	\$48.1
20 Policy, Research, and Quality Initiatives							\$12.4	\$13.6	\$15.9	\$19.5
21 Public Prekindergarten				\$47.7	\$47.7	\$43.5	\$77.7	\$204.8	\$222.5	\$202.5
22 Program Support				\$4.7	\$4.7	\$17.4	\$7.9	\$9.2	\$4.0	\$11.6
23 <b>Subtotal Early Childhood Education</b>				<b>\$193.3</b>	<b>\$191.6</b>	<b>\$195.1</b>	<b>\$327.6</b>	<b>\$342.4</b>	<b>\$342.4</b>	<b>\$301.0</b>
24 Percent of Total General Fund Approp.				2.7%	2.6%	2.4%	2.4%	3.5%	3.4%	2.8%
25 <b>TOTAL EDUCATION</b>										
26 <b>Total General Fund Approp. (Section 4 GAA)</b>	<b>\$3,477.5</b>	<b>\$3,464.3</b>	<b>\$3,547.2</b>	<b>\$4,087.7</b>	<b>\$4,245.9</b>	<b>\$4,446.4</b>	<b>\$5,003.8</b>	<b>\$5,714.8</b>	<b>\$6,082.6</b>	<b>\$6,458.6</b>
27 <b>Total Education as a Percent of Total GF Approp.</b>	<b>57.2%</b>	<b>57.1%</b>	<b>56.9%</b>	<b>58.7%</b>	<b>60.1%</b>	<b>60.7%</b>	<b>60.4%</b>	<b>60.7%</b>	<b>60.2%</b>	<b>60.6%</b>

- 1 During a 2016 special session, the Legislature passed SB9 as a budget solvency measure. The bill reduced appropriations made in HB2 to the SEG by \$37.8 million and categorical appropriations by \$30 million. The bill also reduced PED and HED operating budgets 5.5 percent and funding to higher education institutions by 5 percent. The bill did not make any reductions to below-the-line appropriations.
- 2 In 2017, the governor vetoed all appropriations to institutions of higher education for FY18. During a 2017 special session, the Legislature passed and the governor signed HB1, making new appropriations to higher education institutions totaling \$744.8 million.
- 3 In 2020, the governor called a special session to address a downturn in state revenues. During the 2020 1st Special Session, the Legislature passed and the governor signed HB1, which made several cuts to general fund appropriations to the SEG, PED, HED, and ECECD.







## Appendix G: Unit Value History

### Unit Value History

	Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Preliminary Unit Value to Final Unit Value		Change From Prior Year Final Unit Value		
				Dollars	Percent	Dollars	Percent	
1	1975		\$616.50				1	
2	1976		\$703.00			\$86.50	14.0%	2
3	1977		\$800.00			\$97.00	13.8%	3
4	1978		\$905.00			\$105.00	13.1%	4
5	1979		\$1,020.00			\$115.00	12.7%	5
6	1980		\$1,145.00			\$125.00	12.3%	6
7	1981		\$1,250.00			\$105.00	9.2%	7
8	1982		\$1,405.00			\$155.00	12.4%	8
9	1983 <sup>1</sup>	\$1,540.00	\$1,511.33	(\$28.67)	-1.9%	\$106.33	7.6%	9
10	1984		\$1,486.00			(\$25.33)	-1.7%	10
11	1985		\$1,583.50			\$97.50	6.6%	11
12	1986 <sup>2</sup>	\$1,608.00	\$1,618.87	\$10.87	0.7%	\$35.37	2.2%	12
13	1987		\$1,612.51			(\$6.36)	-0.4%	13
14	1988		\$1,689.00			\$76.49	4.7%	14
15	1989		\$1,737.78			\$48.78	2.9%	15
16	1990		\$1,811.51			\$73.73	4.2%	16
17	1991		\$1,883.74			\$72.23	4.0%	17
18	1992		\$1,866.00			(\$17.74)	-0.9%	18
19	1993	\$1,851.73	\$1,867.96	\$16.23	0.9%	\$1.96	0.1%	19
20	1994	\$1,927.27	\$1,935.99	\$8.72	0.5%	\$68.03	3.6%	20
21	1995	\$2,015.70	\$2,029.00	\$13.30	0.7%	\$93.01	4.8%	21
22	1996	\$2,113.00	\$2,113.00	\$0.00	0.0%	\$84.00	4.1%	22
23	1997	\$2,125.83	\$2,149.11	\$23.28	1.1%	\$36.11	1.7%	23
24	1998	\$2,175.00	\$2,175.00	\$0.00	0.0%	\$25.89	1.2%	24
25	1999	\$2,322.00	\$2,344.09	\$22.09	1.0%	\$169.09	7.8%	25
26	2000 <sup>3</sup>	\$2,460.00	\$2,460.00	\$0.00	0.0%	\$115.91	4.9%	26
27	2001	\$2,632.32	\$2,647.56	\$15.24	0.6%	\$187.56	7.6%	27
28	2002	\$2,868.72	\$2,871.01	\$2.29	0.1%	\$223.45	8.4%	28
29	2003	\$2,896.01	\$2,889.89	(\$6.12)	-0.2%	\$18.88	0.7%	29
30	2004	\$2,977.23	\$2,976.20	(\$1.03)	0.0%	\$86.31	3.0%	30
31	2005	\$3,035.15	\$3,068.70	\$33.55	1.1%	\$92.50	3.1%	31
32	2006	\$3,165.02	\$3,198.01	\$32.99	1.0%	\$129.31	4.2%	32
33	2007 <sup>4</sup>	\$3,444.35	\$3,446.44	\$2.09	0.1%	\$248.43	7.8%	33
34	2008	\$3,645.77	\$3,674.26	\$28.49	0.8%	\$227.82	6.6%	34
35	2009 <sup>5</sup>	\$3,892.47	\$3,871.79	(\$20.68)	-0.5%	\$197.53	5.4%	35
36	2010 <sup>6</sup>	\$3,862.79	\$3,792.65	(\$70.14)	-1.8%	(\$79.14)	-2.0%	36
37	2011 <sup>7</sup>	\$3,712.45	\$3,712.17	(\$0.28)	0.0%	(\$80.48)	-2.1%	37
38	2012	\$3,585.97	\$3,598.87	\$12.90	0.4%	(\$113.30)	-3.1%	38
39	2013	\$3,668.18	\$3,673.54	\$5.36	0.1%	\$74.67	2.1%	39

## Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Preliminary Unit Value to Final Unit Value		Change From Prior Year Final Unit Value	
			Dollars	Percent	Dollars	Percent
2014	\$3,817.55	\$3,817.55	\$0.00	0.0%	\$144.01	3.9%
2015	\$4,005.75	\$4,007.75	\$2.00	0.0%	\$190.20	5.0%
2016	\$4,027.75	\$4,037.75	\$10.00	0.2%	\$30.00	0.7%
2017 <sup>8</sup>	\$4,040.24	\$3,979.63	(\$60.61)	-1.5%	(\$58.12)	-1.4%
2018 <sup>9</sup>	\$4,053.55	\$4,115.60	\$62.05	1.5%	\$135.97	3.4%
2019	\$4,159.23	\$4,190.85	\$31.62	0.8%	\$75.25	1.8%
2020	\$4,565.41	\$4,602.27	\$36.86	0.8%	\$411.42	9.8%
2021	\$4,531.74	\$4,536.75	\$5.01	0.1%	(\$65.52)	-1.4%
2022	\$4,770.70	\$4,863.00	\$92.30	1.9%	\$233.95	5.2%
2023	\$5,450.92	\$5,522.50	\$71.58	1.3%	\$659.50	13.6%
2024	\$6,241.67	\$6,241.67	\$0.00	0.0%	\$719.17	13.0%
2025	\$6,553.75	\$6,553.75	\$0.00	0.0%	\$312.08	5.0%
2026	\$6,801.35					

Source: LESC Files

Note: This chart begins in 1975, the first year the state equalization guarantee (SEG) went into effect. The unit value is the amount school districts and charter schools receive for each program unit that is allocated by the funding formula based on student enrollment, student need, and other factors. To determine the value of each program unit, the Public Education Department (PED) divides the total SEG appropriation by a forecast of statewide total number of program units. In 1993, PED began utilizing a preliminary unit value to adjust for fluctuations in federal funding and student counts throughout the year. Every April, PED announces a preliminary unit value (typically using conservative estimates so as to minimize risks of budget cuts halfway through the school year) that school districts and charter schools use to determine their budgets for the upcoming fiscal year. In January, the final unit value is set by PED (typically resulting in a budget increase for school districts and charter schools halfway through the school year).

[For more information on New Mexico public school funding, refer to LESC funding primers](#)

<sup>1</sup>Two percent general fund appropriation reduction.

<sup>2</sup>Final unit value includes \$10.87 due to the half mill levy redistribution (Laws 1985, Chapter 15).

<sup>3</sup>Basis for funding changes to use prior-year average membership of the 40th, 80th, and 120th school days.

<sup>4</sup>Basis for funding changes to use prior-year average membership of the 80th and 120th school days.

<sup>5</sup>Decrease in final value due to solvency measures.

<sup>6</sup>Preliminary unit value includes \$256.39 in federal *American Recovery and Reinvestment Act of 2009* (ARRA) funding; final value includes \$334.59 in ARRA funding.

<sup>7</sup>Preliminary unit value includes \$37.70 in ARRA funding; final unit value includes \$37.85 in ARRA funding and \$101.98 in federal education jobs funding.

<sup>8</sup>Final unit value set 1.5 percent lower than preliminary value (Laws 2016, 2nd S.S., Chapter 6).

<sup>9</sup>Final unit value includes June distributions to meet federal special education maintenance of effort requirements and to reduce reversions to the general fund.

## Legislative Changes to the Public School Funding Formula, 1974 – 2025

Underlined text indicates new formula change in 2025

Enacted by the New Mexico Legislature in 1974, the public school funding formula is designed to distribute operational funds to local school districts in an objective manner based upon the educational needs of individual students and the costs of the programs designed to meet those needs. To determine the amount each school district and charter school needs to operate, the funding formula generates “program units” based on the unique circumstances of the school district or charter school. Although primarily based on student enrollment, these program units are weighted for school size, teacher qualifications, the special needs of students, and other factors. The number of program units for each school district and charter school is then multiplied times a unit value set by the secretary of public education, based on the total statewide appropriation to the state equalization guarantee.

Program cost differentials in the original formula were based upon nationwide data regarding the relative costs of various school programs, as well as experience in New Mexico. The objectives of the formula were (1) to equalize educational opportunity statewide by crediting certain local and federal revenues and then distributing state funds in an objective manner and (2) to retain local autonomy in actual use of funds by making the distribution noncategorical, allowing school districts to address needs specific to the local school population.

The funding formula consists of 18 components:

1. Early Childhood Education Program Units	(22-8-19 NMSA 1978)	11. Charter School Activities Program Units	(22-8-23.6 NMSA 1978)
2. Basic Program Units	(22-8-20 NMSA 1978)	12. Elementary Physical Ed. Program Units	(22-8-23.7 NMSA 1978)
3. Special Education Program Units	(22-8-21 NMSA 1978)	13. Home School Activities Program Units	(22-8-23.8 NMSA 1978)
4. Bilingual Multicultural Program Units	(22-8-22 NMSA 1978)	14. Home School Student Program Units	(22-8-23.9 NMSA 1978)
5. Size Adjustment Program Units	(22-8-23 NMSA 1978)	15. K-12 Plus Program Units	(22-8-23.14 NMSA 1978)
6. Enrollment Growth Program Units	(22-8-23.1 NMSA 1978)	16. Staffing Cost Multiplier	(22-8-49 NMSA 1978)
7. New District Adjustment	(22-8-23.2 NMSA 1978)	17. Nurse National Board Cert. Program Units	(Not Yet Compiled)
8. At-Risk Program Units	(22-8-23.3 NMSA 1978)	18. English Learner Program Units	(Not Yet Compiled)
9. National Board Certification Program Units	(22-8-23.4 NMSA 1978)	19. Extended Learning Time Program Units	<b>(Repealed Effective FY24)</b>
10. Fine Arts Education Program Units	(22-8-23.5 NMSA 1978)	20. K-5 Plus Program Units	<b>(Repealed Effective FY24)</b>

Since 1974, the statutory sections setting out the public school funding formula have been amended or added to more than 80 times. These changes for each funding formula component are outlined below.

## 1. Early Childhood Education Program Units (Section 22-8-19 NMSA 1978)

- 1976 The law increased the kindergarten cost differential from 1.1 to 1.3 program units per FTE student and limited each student to 0.5 FTE.
- 1990 The law increased the kindergarten cost differential from 1.3 to 1.44 units per FTE student.
- 1997 The law amended statute to include three- and four-year-old students with developmental disabilities in the calculation of early childhood FTE.
- 2000 The law phased in voluntary full-day kindergarten over five years, with students in full-day programs counted as 1 FTE and students in half-day kindergarten or three- and four-year-old students with developmental disabilities counted as 0.5 FTE.

## 2. Basic Program Units (Section 22-8-20 NMSA 1978)

- 1976 The law increased the cost differential for seventh through ninth grade students from 1.2 to 1.25, decreased the cost differential for 10th through 12th grade students from 1.4 to 1.25, and eliminated a funding formula factor for vocational education, resulting in a single cost differential of 1.25 for seventh through 12th grade, which includes support for vocational education.
- 1991 The law increased the cost differential for first grade from 1.1 to 1.26 for FY92 to provide funding for the partial implementation of the first grade class size reduction provisions of the Public School Reform Act. The law increased the first grade cost differential to 1.42 for FY93.
- 1993 The law decreased the cost differential factor for first grade from 1.42 to 1.26, with the change retroactive to FY93. This law was signed in January 1993.
- 1993 Legislation signed in April 1993 (1) decreased the cost differential for first grade from 1.26 to 1.2; (2) increased the cost differential for 2nd and 3rd grade from 1.1 to 1.18; and (3) increased the cost differential for fourth through sixth grade from 1.0 to 1.045. The April 1993 changes were part of legislation enacted to establish average class loads for elementary school teachers at individual schools. Average class loads were not to exceed an average of 22 students in first grade, second grade, and third grade, starting in FY94 and not to exceed 24 students in fourth grade, fifth grade, and sixth grade, starting in FY95. The law also provided for full-time instructional assistants in first grade classes with

21 or more students and required special education students that were integrated into a regular education classroom for part of the day be counted in calculating class average sizes.

**2025 The law increased the cost differential for all secondary grades to 1.30, including an increase in sixth grade from 1.045 to 1.30 and an increase in seventh grade through 12<sup>th</sup> grade from 1.25 to 1.30.**

### **3. Special Education Program Units (Section 22-8-21 NMSA 1978)**

1976 The law decreased the cost differential for D-level special education students from 3.8 to 3.5.

1976 The law amended statute to provide two support options for A- and B- level special education programs: (a) 0.12 units for each basic program unit generated in first through third grade or (b) 20 program units per program.

1977 The law restricted special education support to students ages 5 to 21.

1980 The law eliminated the option of funding A- and B-level special education programs based upon first through third grade enrollment.

1980 The law implemented an administrative procedure to fund ancillary services at 20 program units per FTE.

1984 The law changed the funding basis for special education to the higher of the 40<sup>th</sup>- or 80<sup>th</sup>-day enrollment. Other programs were funded based on 40<sup>th</sup>-day enrollment.

1985 The law established programs for three- and four-year-old students with developmental disabilities, with a two-year phase-in.

1987 The law established formula funding for three- and four-year-old students with developmental disabilities at a cost differential of 3.5 units per student, inclusive of all ancillary services.

1990 The law changed the calculation of special education membership from the higher of 40<sup>th</sup>- or 80<sup>th</sup>-day membership to membership on December 1 of the school year.

1992 The law removed references to “a special classroom” when defining special education.

1994 The law amended sections of the Public School Code to provide for a change in the determination of eligibility for gifted services.

1997 The law amended special education factors to count all students at grade level and three- and four-year-old students with development disabilities at kindergarten membership; to fund D-level and three- and four-year-old students with developmental disabilities at two units in addition to the regular grade level weights; to fund C-level students at one unit in addition to the regular grade level weights; and to fund A- and B-level students at 0.7 units, in addition to regular grade level weights.

1997 The law provided additional program units for special education ancillary services at 25 program units per FTE.

#### **4. Bilingual Multicultural Education Program Units (Section 22-8-22 NMSA 1978)**

1976 The law changed bilingual multicultural education cost differential from 0.5 to 0.3.

1987 An amendment to the Bilingual Multicultural Education Act (Section 22-23-1 NMSA 1978 *et. seq.*) expanded eligibility for bilingual multicultural education programs to include students in seventh through 12th grade, phased in over three years beginning in FY89.

1990 The law authorized increases in the bilingual multicultural education cost differential from 0.3 units per FTE student to 0.35 units in FY91, 0.4 units in FY92, 0.45 units in FY93, and 0.5 units in FY94.

1992 The law changed the phase-in of the cost differential increase for bilingual multicultural education program units. Under the 1990 law, the cost differential in FY93 was set at 0.45. The 1992 law set the cost differential for FY93 at 0.425.

1993 The law changed the phase-in of the cost differential increase for bilingual multicultural education program units. Under the 1990 law, the cost differential for FY94 and subsequent fiscal years was set at 0.5. The 1993 law set the cost differential for FY94 at 0.45 and the cost differential for FY95 and subsequent fiscal years at 0.5.

#### **5. Size Adjustment Program Units (Section 22-8-23 NMSA 1978)**

1976 The law added the rural isolation factor, sometimes called “sparsity,” to the funding formula for school districts with more than 10,000 students and with less than 4,000 students for each senior high school that does not generate small school funding. The only school district to qualify based on these criteria was Gallup-McKinley County Schools.



- 1977 The law prohibited generation of small school units for separate schools for kindergarten, vocational, or alternative education.
- 1979 The law increased the multiplier used to calculate the rural isolation factor from 0.2 to 0.5.
- 1981 The law expanded the eligibility for small school funding for senior high schools from those with under 200 students to those with under 400 students. The law set up two formulas for calculating small school program units for senior high schools and provided that the school district would receive the greater of the two calculations.
- 1989 The law enacted two new urban factors, sometimes called “density,” in the funding formula to provide additional program units to school districts with enrollments (a) in excess of 10,000 students but fewer than 35,000 students; and (b) of 35,000 students or more.
- 1991 The law added a third urban factor to the formula dealing with school districts with membership of more than 10,000 students and less than 15,000 students and readjusted the formulas for districts with membership of (a) more than 15,000 students but fewer than 35,000 students; and (b) more than 35,000 students.
- 1993 The law amended statute to allow early childhood centers to generate size adjustment program units for kindergarten students.
- 1997 The law repealed “density” factor units added in 1989 and 1991 and replaced them with at-risk program units.
- 2014 The law provided additional program units for school districts with less than 200 students, sometimes called “micro districts.”
- 2019 The law phased-out over five years small school program units for school districts with more than 2,000 students and provided that charter schools in school districts with fewer than 2,000 students could generate small school program units. The law added the rural population factor, phased in over five years, for school district with at least 40 percent of their population located in rural areas, as defined by the U.S. Census Bureau. Charter schools located within a school district with a rural population of at least 40 percent would also generate units for rural population.

## 6. Enrollment Growth Program Units (Section 22-8-23.1 NMSA 1978)

- 1990 The law added the enrollment growth factor to the funding formula, phased in over two years, for school districts where current year funded membership is at least 1 percent higher than the prior year funded membership. For FY91, each new student was funded at 0.25 program units and for FY92 and subsequent fiscal years new students were funded at 0.5 program units.
- 1999 Language included in the General Appropriation Act increased the enrollment growth factor from 0.5 to one for FY00 and provided that new formula-based programs use current year rather than prior year enrollment. This change did not remain in effect beyond FY00.
- 2003 The law changed the way enrollment growth units were calculated. For school districts where the 40th-day membership in the current year is at least 1 percent higher than the 40th-day membership in the prior year, each new student was funded at 0.5 program units and new students above the 1 percent threshold were funded at 1.5 program units. The law excluded full-day kindergarten membership for the first year that full-day kindergarten is implemented in a school.
- 2006 The law allowed charter schools with a growth rate of greater than 1 percent to generate enrollment growth program units, effective in FY08. Prior to FY08, charter school growth was considered within the school district's enrollment growth calculation.
- 2010 The law replaced the term "40th day" with "first reporting date." Although the Public School Finance Act has replaced the term "40th day," it is still used by some to mean the first reporting date.

## 7. New District Adjustment Program Units (Section 22-8-23.2 NMSA 1978)

- 1993 The law amended the Public School Finance Act to provide additional program units to a newly created school district and to provide additional program units to any school district that experiences a decline in membership as a result of the creation of a new school district. The law provides that the newly created school district receive an additional 0.147 program units for each student and that a school district with membership declines based on the newly created school district receive 0.17 program units for each student lost. The law establishing the new district adjustment was enacted before the public school funding formula was amended to base funding on prior year enrollment.

## 8. At-Risk Program Units (Section 22-8-23.3 NMSA 1978)

- 1997 The law amended statute to include an at-risk factor in the funding formula, which is available to all school districts and is determined by a neural network computer analysis computation based upon the school district's percent of Title I-eligible students, students with limited English proficiency, mobility rates, and dropout rates.
- 2002 The law amended statute to change the calculation of the at-risk index to eliminate the neural network methodology and to base the calculation of the at-risk index on a three-year average rate of three student variables (Title I eligibility, limited English proficiency, and district mobility rate), to require recalculation of the index each year, and to hold school districts harmless for three years beginning with FY03 at no less than 90 percent of the at-risk funding generated in FY01.
- 2014 The law amended statute to increase the multiplier used to calculate the at-risk index from 0.0915 to 0.106 and required the school district to report of specified services to improve the academic success of at-risk students, including the ways schools use funding generated through the at-risk index and intended outcomes. The law defined of "at-risk student" for the purposes of this section as a student included in the calculation of the at-risk index.
- 2018 The law amended statute to phase-in increases to the multiplier used to calculate the at-risk index from 0.106 to 0.13 in FY19, 0.14 in FY20 and 0.15 in FY21.
- 2019 The law amended statute to increase the multiplier used to calculate the at-risk index to 0.25, effective in FY20, and defines "services" as "research-based or evidence-based social, emotional, or academic interventions." The law includes examples of such interventions.
- 2020 The law amended statute to increase the multiplier used to calculate the at-risk index to 0.30, effective in FY21.
- 2023 The law amended statute to increase the multiplier used to calculate the at-risk index to 0.33, effective in FY24.
- 2025 The law removed Title I eligibility, student mobility, and English learners as the three indicators of the at-risk index and replaced them with the methodology of the family income index. The law established a federal poverty threshold of 130 percent and an at-risk factor of 0.40.**

#### **9. National Board for Professional Teaching Standards Units (Section 22-8-23.4 NMSA 1978)**

- 2003 The law established a factor to provide a yearly, one-time salary differential for teachers who are certified by the National Board of Professional Teaching Standards (NBPTS). The differential is calculated by multiplying by 1.5 the number of NBPTS-certified teachers employed by a school district on or before the 40th day of the school year by the current year's unit value.
- 2006 The law expanded eligibility for national board certification program units to charter schools.
- 2010 The law replaced the term "40th day" with the term "first reporting date." Although the Public School Finance Act has replaced the term "40th day," it is still used by some to mean the first reporting date.
- 2023 The law expanded eligibility for national board certification program units to all licensed school employees certified by the National Board for Professional Teaching Standards.

#### **10. Fine Arts Education Program Units (Section 22-8-23.5 NMSA 1978)**

- 2003 The law established a factor to provide additional funding to school districts offering PED-approved elementary arts education programs. The program was phased-in over three years, with a cost differential of 0.0166 for FY04, 0.0332 for FY05, and 0.05 for FY06 and subsequent fiscal years.
- 2023 The law amended statute to increase the fine arts multiplier to 0.055, effective in FY24.

#### **11. Charter School Student Activities Program Units (Section 22-8-23.6 NMSA 1978)**

- 2006 The law established additional program units for charter school students that participate in extracurricular activities in a school district. A charter school student is allowed to participate in a school activity in the attendance zone in which the student resides, according to New Mexico Activities Association (NMAA) guidelines, or at another school subject to NMAA transfer guidelines. The cost differential for each charter school student is 0.1.

#### **12. Elementary Physical Education Program Units (Section 22-8-23.7 NMSA 1978)**

2007 The law established a factor of 0.06 to provide additional funding to school districts offering PED-approved elementary physical education programs for students in kindergarten through 6th grade, with priority given to schools that have the highest proportion of students most in need based on the percentage of students eligible for free or reduced-fee lunch or in schools that serve an entire school district. PED is required to determine annually the programs and the number of students that will receive state financial support in accordance with available funding.

#### **13. Home School Student Activities Program Units (Section 22-8-23.8 NMSA 1978)**

2007 The law established additional program units for home school students to participate in one school district athletic activity at the public school in the attendance zone in which the student resides, according to NMAA guidelines. The cost differential for each home school student is 0.1.

2009 The law increased the number of school district activities in which a home school student may participate from one athletic activity to three athletic activities.

2012 The law eliminated the requirement that home school student activities program units be based on athletic activities. "Activities" was changed to mean athletics, co-curricular and extracurricular activities sanctioned by the New Mexico Activities Association.

#### **14. Home School Student Program Units (Section 22-8-23.9 NMSA 1978)**

2013 The law created program units for school districts and charter schools that serve home schooled students. A school district or charter school generates 0.25 program units per class taken by a home schooled student.

2014 The law made a technical change to Section 22-8-18 NMSA 1978 to clarify that program units for home school students are not multiplied by the school district's or charter school's training and experience index. Section 22-8-23.9 NMSA 1978 was also amended to remove the term "home schooled" and replace it with "home school."



### 15. K-12 Plus Program Units (Section 22-8-23.14 NMSA 1978)

2023 The law created program units in a school district or charter school that meets the 1,140 minimum instructional hour requirement and exceeds either 180 days of instruction for a five-day school week (or 155 days of instruction for a four-day school week). A factor of 0.012 will be generated if a school district or charter school exceeds 180 (or 155) days of instruction and a factor of 0.016 will be generated if the days of instruction exceed either 190 (or 165) days. No school district or charter school may generate K-12 Plus program units for days of instruction exceeding 205 (or 175) days.

### 16. Staffing Cost Multiplier (Sections 22-8-24 NMSA 1978 and 22-8-49 NMSA 1978)

Prior to FY20, the instructional staff training and experience (T&E) index (Section 22-8-24 NMSA 1978) was used to allocate additional funds to school districts and charter schools with higher staffing costs, based on the academic credentials and years of experience of staff. In 2018, the Legislature amended the Public School Finance Act to align the T&E index with the three-tiered licensure system by creating the teacher cost index (TCI) (Section 22-8-49 NMSA 1978). The T&E index will be phased-out and TCI will be phased-in from FY20 to FY23.

1975 The law provided that the T&E index be calculated in accordance with instructions issued by the chief of the public school finance division of the Department of Finance and Administration.

1981 The law amended section 22-8-25 NMSA 1978 to provide that the T&E index used to calculate program cost was from October of the prior fiscal year.

1993 The law amended statute to provide that no school district could have a T&E index of less than 1. Previously, no school district could have a T&E index of less than 0.95.

1993 The law provided that a new school district would have a T&E index of 1.12.

2018 The law created the teacher cost index, based on the licensure level and years of experience for each classroom teacher in a school district or charter school, and provided for the replacement of the T&E index over five years. In addition, Section 22-8-18 NMSA 1978 was amended to provide that the staffing cost multiplier would only be multiplied by early childhood education program units and basic program units; previously, special education program units, bilingual multicultural education program units, elementary fine arts program units, and elementary physical education program units were also multiplied by the staffing cost multiplier.



17. Nurse National Board Certification Program Units (New Section: Laws 2025, Chapter 150)

2025 The law established a cost differential of 1.5 for certain school nurses certified by the National Board for Certification of School Nurses.

18. English Learner Program Units (New Section: Laws 2025, Chapter 86)

2025 The law established a cost differential of 0.33 for students who are identified as English learners and those who have exited English learner status in the prior two school years.

19. Extended Learning Time Program Units (Repealed Effective FY24)

2019 The law created program units for a school district or charter school that has at least 190 days in a school year, has a minimum of 80 hours per year of professional development for instructional staff, and provides after school programs. A school district or charter school generates 0.11 program units per student for extended learning time programs.

2021 The law provided flexibility around instructional days added to the school year. Each extended learning time program at a school operating under a 5-day school week shall provide no fewer than 190 days per school year or 10 additional instructional days per school year to be eligible for extended learning time program units. Each extended learning program at a school with fewer than 1000 mem operating under a 4-day school week shall provide no fewer than 160 days per school year or 8 additional instructional days per school year to be eligible for extended learning time program units.

2023 The law sunset the Extended Learning Time Program and ended the allocation of its respective program units effective in FY24.

20. K-5 Plus Program Units (Repealed Effective FY24)

2019 The law created program units for elementary schools with programs authorized pursuant to the K-5 Plus Act. A school district or charter school generates 0.3 program units for each student in a department-approved K-5 Plus program.

2021 The law provides that a program that spans two fiscal years is only funded in a single fiscal year.

2023 The law sunset the K-5 Plus Program and ended the allocation of its respective program units effective in FY24.

### State Equalization Guarantee – Determination of Amount (Section 22-8-25 NMSA 1978)

The state equalization guarantee distribution is the amount of money distributed by the state to each school district and charter school to ensure that school district's or charter school's respective operating revenues, including certain local federal revenues, are equal to the school district's or charter school's program cost. Currently, the state's allocation to each school district and charter school equals the program cost minus 75 percent of the local half mill levy, noncategorical federal Impact Aid revenues, and federal forest reserve payments.

- 1975 The law required that local and federal revenues used to calculate the state equalization guarantee be based on the amount received by the school district from June 1 of the previous fiscal year through May 31 of the current fiscal year and required a school district that has received more than its entitlement to refund the overpayment to the general fund.
- 1979 The law implemented a 50 percent hold-harmless provision in the event the federal government reduced or eliminated grants authorized under P.L. 874, now called Impact Aid.
- 1981 The law phased in the "Big Mac" tax reduction over three years. For the 1981 tax year, property taxes were reduced from 8.925 mills to 0.5 mills on residential property and 4 mills on nonresidential property and oil and gas severance. For the 1982 tax year, nonresidential property and oil and gas severance taxes were reduced to 2 mill. For 1983 and subsequent tax years, nonresidential property and oil and gas severance taxes were reduced to 0.5 mills and the 95 percent credit for the levy was eliminated.
- 1986 The law enacted the "P.L. 874 fix," which (a) reenacted the 95 percent credit for the local half mill levy that was eliminated during the 1981 "Big Mac" tax reduction; (b) excluded federal Impact Aid funding for special education support from the 95 percent credit for federal revenues; (c) eliminated motor vehicle fees as source of local revenue subject to the 95 percent credit; (d) eliminated the save-harmless provision associated with property tax reductions enacted in 1981; and (e) changed methodology for funding special education students in Los Alamos Public Schools.
- 1986 The law created a hold harmless for school districts with less than 200 students that are facing declining enrollment.
- 1988 The law eliminated the 95 percent credit for the additional federal Impact Aid received by a school district under a specific provision of federal law. That provision of federal law provided that federal Impact Aid allocations for students living on Indian lands be multiplied by 125 percent. As a result of the law, New Mexico discontinued the 95 percent credit for the additional 25 percent in federal Impact Aid for Indian education.

- 1993 The law amended the Public School Finance Act to require school districts with more than 30,000 students to develop a school-based budgeting plan for all schools with voluntary participation by individual schools. Only Albuquerque Public Schools fit the criteria.
- 1993 The law amended the Public School Finance Act to provide for parent input in the local school board budget process.
- 1999 The law required the calculation of program units for the state equalization guarantee distribution to be as follows: effective in FY00, the use of prior year 40th-day and 80th-day membership and effective in FY01 and subsequent fiscal years, the use of prior year average of the membership on the 40th, 80th, and 120th days.
- 1999 The law reduced from 95 to 75 the percentage of a school district's federal revenue (Impact Aid and forest reserve payments) and local revenues (half mill levy) for which the state takes credit in determining the state equalization guarantee and earmarked the 20 percent difference for school district capital outlay needs.
- 2002 The law required program units for a school district with less than 200 students be based on the average enrollment of the 40th, 80th, and 120th days of the prior year or on the 40th day of the current year, whichever is greater.
- 2005 The law removed the requirement that school districts budget for capital outlay an amount of their state aid equal to 20 percent of the federal revenue (Impact Aid and forest reserve payments) and local revenue (half mill levy) for which the state takes credit in calculating the school districts' state equalization guarantee; require program units be calculated based on the average of the prior year 80th and 120th day enrollment; and allowed PED, in determining a school district's state equalization guarantee, to deduct from the school district's total program cost 90 percent of the school district's certified portion of the debt service payment on bonds authorized pursuant to the Energy Efficiency and Renewable Energy Bonding Act.
- 2005 The law required program units for a school district with less than 200 students be based on the average enrollment of the 80th and 120th days of the prior year or on the 40th day of the fiscal current year, whichever is greater.
- 2006 The law required program units for a charter school with less than 200 students be based on the average enrollment on the 80th and 120th days of the prior year or on the 40th day of the current year, whichever is greater.

- 2010 The law replaced most statutory references to the 40th, 80th and 120th day and provided the first reporting date would be on the second Wednesday in October, the second reporting date on the second Wednesday in December, and third reporting date on the second Wednesday in February. The law allows PED to withhold up to 100 percent of allotments of funds to any school district or charter school that fails to comply with reporting requirements.
- 2011 The law changed the second reporting date to December 1 or the first working day in December.
- 2017 The law expanded the 75 percent credit for federal revenue to state-chartered charter schools, which receive federal Impact Aid directly from the federal government. Federal Impact Aid for locally chartered charter schools is received from the school district and the 75 percent credit applied to the school district.
- 2021 The law eliminated the 75 percent credit for federal and local revenue in the calculation of the state equalization guarantee.

## Appendix I: Direct Capital Outlay Appropriations

### Direct Capital Appropriations Included in Laws 2025, Chapter 159 (House Bill 450)

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
25 (184)	Alamogordo	Alamogordo High School	\$272,917	GF	To replace track surfacing.
25 (185)	Alamogordo	Districtwide	\$311,181	GF	To purchase and equip an activity bus.
25 (133)	Albuquerque	Sunset View Elementary School	\$78,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
25 (25)	Albuquerque	Adobe Acres Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
25 (26)	Albuquerque	Alameda Elementary School	\$100,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
25 (27)	Albuquerque	Alamosa Elementary School	\$225,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act of 1990.</del>
25 (30)	Albuquerque	Alice King Community School	\$150,000	GF	To plan, design, construct and improve playgrounds, shade structures, landscaping, signage, fencing, field turf and drainage.
25 (31)	Albuquerque	Alvarado Elementary School	\$147,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
25 (32)	Albuquerque	Apache Elementary School.	\$100,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
25 (33)	Albuquerque	Armijo Elementary School	\$135,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act of 1990.</del>
25 (34)	Albuquerque	Arroyo del Oso Elementary School	\$200,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.

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12	25 (35)	Albuquerque	Atrisco Elementary School	\$115,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	12
13	25 (36)	Albuquerque	Atrisco Heritage Academy High School	\$140,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act of 1990.</del>	13
14	25 (37)	Albuquerque	Bandelier Elementary School	\$135,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	14
15	25 (38)	Albuquerque	Barcelona Elementary School	\$175,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act of 1990.</del>	15
16	25 (39)	Albuquerque	Bellehaven Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	16
17	25 (40)	Albuquerque	Carlos Rey Elementary School	\$370,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	17
18	25 (41)	Albuquerque	Chamiza Elementary School	\$140,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	18
19	25 (42)	Albuquerque	Chaparral Elementary School	\$210,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	19
20	25 (43)	Albuquerque	Chelwood Elementary School	\$180,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	20
21	25 (44)	Albuquerque	Cibola High School	\$100,000	GF	To plan, design, construct, repair and renovate grounds, fields, track areas, gym floors and tennis courts, including purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage improvements, turf and landscaping.	21



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22	25 (46)	Albuquerque	Cleveland Middle School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	22
23	25 (47)	Albuquerque	Comanche Elementary School	\$25,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act of 1990.</del>	23
24	25 (48)	Albuquerque	Corrales Elementary School	\$100,000	GF	To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books and information technology and related infrastructure for classrooms.	24
25	25 (49)	Albuquerque	<del>Coyote Willow Family School</del>	<del>\$7,000</del>	<del>GF</del>	<del>To plan, design, construct, repair and make renovations to the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping, and to make improvements to comply with the Americans with Disabilities Act of 1990.</del>	25
26	25 (50)	Albuquerque	Del Norte High School	\$225,000	GF	To plan, design, construct, repair and renovate the roof and exterior structures of the band and chorus facilities.	26
27	25 (51)	Albuquerque	Del Norte High School	\$250,000	GF	To replace weight room equipment and to plan, design, construct and renovate the weight room.	27
28	25 (52)	Albuquerque	Dennis Chavez Elementary School	\$100,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	28
29	25 (53)	Albuquerque	Desert Ridge Middle School	\$200,000	GF	To plan, design, construct, repair and renovate the roof and exterior structures of the auxiliary gymnasium.	29
30	25 (2)	Albuquerque	Districtwide	\$50,000	GF	To purchase, equip and install broadcast equipment for high school radio stations in Bernalillo county.	30
31	25 (28)	Albuquerque	Districtwide	\$175,000	GF	To purchase, equip and upgrade audio consoles at the 89.1 KANW-FM public broadcast center.	31
32	25 (29)	Albuquerque	Districtwide	\$70,000	GF	To purchase and equip vehicles for the district police department.	32
33	25 (55)	Albuquerque	Dolores Gonzales Elementary School	\$100,000	GF	To plan, design, construct, repair, upgrade, renovate and equip heating, ventilation and air conditioning systems, ductwork and electrical systems, including improvements to building interiors and grounds related to the installation of heating, ventilation and air conditioning systems.	33

## Appendix I: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
25 (56)	Albuquerque	Double Eagle Elementary School	\$175,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	34
25 (57)	Albuquerque	East Mountain High School	\$250,000	GF	To plan, design, construct and equip a multipurpose facility for a school meal program and middle school expansion.	35
25 (58)	Albuquerque	East San Jose Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	36
25 (59)	Albuquerque	Edmund G. Ross Elementary School	\$125,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	37
25 (60)	Albuquerque	Edward Gonzales Elementary School	\$160,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	38
25 (61)	Albuquerque	Eisenhower Middle School	\$100,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	39
25 (63)	Albuquerque	Eldorado High School	\$295,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	40
25 (64)	Albuquerque	Emerson Elementary School	\$155,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	41
25 (65)	Albuquerque	Ernie Pyle Middle School	\$150,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	42
25 (66)	Albuquerque	Eugene Field Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	43
25 (67)	Albuquerque	Georgia O'Keefe Elementary School	\$310,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	44
25 (69)	Albuquerque	Grant Middle School	\$100,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	45
25 (70)	Albuquerque	Harrison Middle School	\$125,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	46
25 (71)	Albuquerque	Hawthorne Elementary School	\$230,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	47

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48	25 (72)	Albuquerque	Hayes Middle School	\$80,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	48
49	25 (74)	Albuquerque	Helen Cordero Elementary School	\$100,000	GF	To plan, design, construct, repair and make renovations to building interiors, including restrooms, and to grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>to comply with the Americans with Disabilities Act of 1990.</del>	49
50	25 (75)	Albuquerque	Highland High School	<del>\$4,000</del>	GF	<del>To plan, design, construct, purchase and equip indoor and outdoor signage and structures at the north complex.</del>	50
51	25 (76)	Albuquerque	Highland High School	\$175,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	51
52	25 (77)	Albuquerque	Hodgin Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	52
53	25 (78)	Albuquerque	Hoover Middle School	\$145,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	53
54	25 (79)	Albuquerque	Inez Elementary School	\$50,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	54
55	25 (80)	Albuquerque	Jackson Middle School	\$70,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	55
56	25 (81)	Albuquerque	Janet Kahn School of Integrated Arts	\$25,000	GF	To plan, design, construct, repair and renovate building interiors and grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>to comply with the Americans with Disabilities Act of 1990.</del>	56
57	25 (82)	Albuquerque	Jefferson Middle School	\$135,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	57
58	25 (83)	Albuquerque	Jimmy Carter Middle School	\$120,000	GF	To plan, design, construct, repair and make renovations to portable buildings and permanent building interiors and improvements <del>to comply with the Americans with Disabilities Act of 1990.</del>	58
59	25 (84)	Albuquerque	John Adams Middle School	\$140,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	59
60	25 (85)	Albuquerque	John Baker Elementary School	\$187,500	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	60

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61	25 (86)	Albuquerque	Juvenile Detention Center Alternative School	\$275,000	GF	To purchase, equip, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for classrooms.	61
62	25 (87)	Albuquerque	Kennedy Middle School	\$250,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	62
63	25 (88)	Albuquerque	Kit Carson Elementary School	\$125,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	63
64	25 (90)	Albuquerque	La Cueva High School	\$300,000	GF	To plan, design, construct, renovate, purchase and improve security systems and technology, grounds, infrastructure and facilities related to security, including secure vestibule entryways, locks, cameras, access card systems, fencing, telecommunications alarm upgrades and information technology.	64
65	25 (91)	Albuquerque	La Mesa Elementary School	\$150,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	65
66	25 (92)	Albuquerque	Lavaland Elementary School	\$140,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	66
67	25 (93)	Albuquerque	Los Padillas Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems, including indoor and outdoor connectivity.	67
68	25 (94)	Albuquerque	Los Padillas Wildlife Sanctuary	\$75,000	GF	Plan, design, construct, repair and renovate exterior site upgrades, including a garden retaining wall and irrigation equipment, and playgrounds, including fencing, seating, drainage improvements and landscaping.	68
69	25 (96)	Albuquerque	Los Ranchos Elementary School	\$75,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	69
70	25 (97)	Albuquerque	Lowell Elementary School	\$260,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	70
71	25 (98)	Albuquerque	Lyndon B. Johnson Middle School	\$84,000	GF	To plan, design, construct, repair, renovate and upgrade culinary arts classrooms and to purchase and install new equipment, including commercial-grade appliances, ranges, ovens, refrigerators, dishwashers, durable cabinetry, workstations and demonstration stations.	71
72	25 (99)	Albuquerque	MacArthur Elementary School	\$75,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <b>for compliance with the Americans with Disabilities Act of 1990.</b>	72

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73	25 (100)	Albuquerque	Madison Middle School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	73
74	25 (101)	Albuquerque	Manzano High School	\$175,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	74
75	25 (102)	Albuquerque	Manzano Mesa Elementary School	\$50,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	75
76	25 (103)	Albuquerque	Marie M. Hughes Elementary School	\$151,000	GF	To plan, design, construct and improve buildings, facilities, driveways and walkways for the student drop-off and pick-up areas.	76
77	25 (106)	Albuquerque	Mary Ann Binford Elementary School	\$150,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	77
78	25 (107)	Albuquerque	Matheson Park Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	78
79	25 (108)	Albuquerque	McCollum Elementary School	\$100,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	79
80	25 (143)	Albuquerque	Middle Rio Grande Conservancy District	\$50,000	GF	To plan, design, construct and equip a hands-on outdoor classroom on irrigation and acequias for the middle Rio Grande conservancy district.	80
81	25 (109)	Albuquerque	Mission Avenue Elementary School	\$175,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act of 1990.</del>	81
82	25 (110)	Albuquerque	Mitchell Elementary School	\$25,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act of 1990.</del>	82
83	25 (111)	Albuquerque	Monte Vista Elementary School	\$155,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	83
84	25 (112)	Albuquerque	Montezuma Elementary School	\$100,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	84
85	25 (113)	Albuquerque	Navajo Elementary School	\$125,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	85

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Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
25 (114)	Albuquerque	Nex+Gen Academy High School	\$28,000	GF	To plan, design, construct, repair and renovate building interiors, including restrooms, showers and windows, and grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs, landscaping and bird deterrents, and to make improvements <b>to comply with the Americans with Disabilities Act of 1990.</b>	86
25 (115)	Albuquerque	North Star Elementary School	\$175,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, fencing, resurfacing, striping, drainage, traffic signs, landscaping and erosion control.	87
25 (116)	Albuquerque	Onate Elementary School	\$235,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	88
25 (117)	Albuquerque	Painted Sky Elementary School	\$155,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	89
25 (118)	Albuquerque	Pajarito Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	90
25 (119)	Albuquerque	Petroglyph Elementary School	\$168,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	91
25 (120)	Albuquerque	Polk Middle School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	92
25 (121)	Albuquerque	Rio Grande High School	\$150,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	93
25 (122)	Albuquerque	Robert F. Kennedy Charter School	\$1,150,000	GF	To acquire property and to plan, design, construct, renovate, furnish and equip buildings and grounds, including site preparation, classroom expansions and security upgrades.	94
25 (123)	Albuquerque	Rudolfo Anaya Elementary School	\$100,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	95
25 (124)	Albuquerque	S.Y. Jackson Elementary School	\$128,333	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	96
25 (125)	Albuquerque	Sandia Base Elementary School	\$40,000	GF	To plan, design, construct, purchase, equip and furnish outdoor play equipment, seating, shade structures, walkways and landscaping.	97
25 (126)	Albuquerque	Sandia High School	\$175,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	98



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99	25 (127)	Albuquerque	School on Wheels High School	\$45,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	99
100	25 (128)	Albuquerque	Seven Bar Elementary School	\$155,000	GF	To plan, design, construct, repair and renovate the grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>for compliance with the Americans with Disabilities Act.</del>	100
101	25 (129)	Albuquerque	Siembra Leadership High School	\$65,000	GF	To plan, design, construct, renovate and purchase and install equipment for facilities, buildings and grounds, including site preparation, a gymnasium, instructional space and safety systems.	101
102	25 (130)	Albuquerque	Sierra Vista Elementary School	\$60,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	102
103	25 (132)	Albuquerque	Sombra del Monte Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	103
104	25 (134)	Albuquerque	Susie Rayos Marmon Elementary School	\$230,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	104
105	25 (135)	Albuquerque	Taylor Middle School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	105
106	25 (138)	Albuquerque	<del>Tierra Antigua Elementary School</del>	<del>\$7,000</del>	<del>GF</del>	<del>To plan, design, construct, repair and renovate the grounds, including playgrounds, sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping.</del>	106
107	25 (139)	Albuquerque	Tomasita Elementary School	\$130,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	107
108	25 (140)	Albuquerque	Tony Hilleman Middle School	\$108,000	GF	To plan, design, construct, repair, upgrade and renovate heating, ventilation and air conditioning systems, ducts and electrical systems, including improvements, construction and equipment for building interiors and grounds related to the installation of heating, ventilation and air conditioning system improvements.	108
109	25 (141)	Albuquerque	Tres Volcanes Community Collaborative School	\$164,800	GF	To plan, design, construct, repair and renovate building interiors and grounds, including sidewalks, bus drop-off and pick-up areas, parking lots, fencing, resurfacing, striping, drainage, traffic signs and landscaping, and to make improvements <del>to comply with the Americans with Disabilities Act of 1990.</del>	109

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Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses		
110	25 (142)	Albuquerque	Truman Middle School	\$275,000	GF	To plan, design, construct and renovate the grounds, fields, track areas, gym floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	110
111	25 (144)	Albuquerque	Valle Vista Elementary School	\$120,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	111
112	25 (145)	Albuquerque	Valley High School	\$159,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	112
113	25 (146)	Albuquerque	Van Buren Middle School	\$160,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	113
114	25 (147)	Albuquerque	Ventana Ranch Elementary School	\$64,000	GF	To plan, design, construct, renovate and replace gym floors, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing and bleachers.	114
115	25 (148)	Albuquerque	Volcano Vista High School	\$107,000	GF	To plan, design, construct, renovate, purchase and install grounds, fields, track areas, gym floors and tennis courts, including related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, turf and landscaping.	115
116	25 (149)	Albuquerque	Volcano Vista High School	\$475,000	GF	To plan, design, construct, equip and improve the baseball field and facility.	116
117	25 (150)	Albuquerque	Washington Middle School	\$50,000	GF	To plan, design, construct, repair and renovate roofs and exterior structures.	117
118	25 (151)	Albuquerque	West Mesa High School	\$220,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	118
119	25 (152)	Albuquerque	Wilson Middle School	\$140,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	119
120	25 (153)	Albuquerque	Zia Elementary School	\$145,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.	120
121	25 (172)	Animas	Districtwide	\$250,000	GF	To plan, design, construct, equip and furnish improvements to buildings and grounds.	121
122	25 (167)	Artesia	Grand Heights Early Childhood Center	\$650,000	GF	To demolish, remove, design, construct and replace a roof.	122

## Appendix I: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
123	Bernalillo	Districtwide	\$200,000	GF	To plan, design, construct, equip, renovate and repair Our Lady of Sorrows gymnasium.	123
124	Bernalillo	Districtwide	\$50,000	GF	To plan, design, construct and equip the Cochiti multicultural center.	124
125	Bernalillo	Placitas Elementary School	\$400,000	GF	To purchase and install equipment and to plan, design, construct, renovate, equip and repair.	125
126	Chama	Districtwide	\$304,220	GF	To plan, design, construct and equip upgrades, including information technology, heating, ventilation and air conditioning systems.	126
127	Chama	Escalante Middle and High School and Tierra Amarilla Elementary School	\$100,000	GF	To plan, design, construct, improve and expand heating systems, including conversion of propane systems to natural gas.	127
128	Clayton	Alvis Elementary School	\$50,000	GF	To plan, design, construct and equip a playground.	128
129	Clayton	Clayton Junior High School	\$50,000	GF	To purchase equipment for Clayton junior high school.	129
130	Cobre	Districtwide	\$300,000	GF	To plan, design, construct, furnish and equip improvements, including a security system.	130
131	Deming	Deming High School	\$150,000	GF	To plan, design, construct and renovate bathrooms for accessibility compliance.	131
132	Deming	Deming High School	\$100,000	GF	To plan, design, construct, renovate and equip a soccer field.	132
133	Dexter	Dexter High School	\$300,000	GF	To plan, design, construct, equip and replace the track and track equipment.	133
134	Dexter	Dexter High School	\$150,000	GF	To plan, design, construct, renovate and improve the field house and fitness center.	134
135	Dexter	Dexter High School and Dexter Middle School	\$200,000	GF	To purchase and install sprinkler systems and dirt on practice fields.	135
136	Espanola	Carlos F. Vigil Middle School	\$85,000	GF	To plan, design and construct a security vestibule.	136
137	Espanola	Districtwide	\$150,000	GF	To purchase, equip and replace central walk-in freezers and coolers.	137
138	Espanola	Districtwide	\$65,000	GF	To purchase and equip a food transport truck with temperature controls.	138

## Appendix I: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
139	25 (193)	Espanola	\$100,000	GF	To <del>design</del> , design and construct teacherages.	139
140	25 (194)	Espanola	\$150,000	GF	To purchase, install and improve security lighting.	140
141	25 (195)	Espanola	\$100,000	GF	To purchase and equip student transport vehicles.	141
142	25 (196)	Espanola	\$60,000	GF	To plan, design and construct drainage improvements to stairs, walkways and a retaining wall.	142
143	25 (199)	Farmington	\$580,000	GF	To plan, design, construct, purchase, equip and install bleachers.	143
144	25 (200)	Farmington	\$750,000	GF	To plan, design, construct, equip and improve a baseball field, including fencing, lighting, surface and grounds.	144
145	25 (201)	Farmington	\$450,000	GF	To plan, design, construct and equip a multi-use soccer field, including turfing.	145
146	25 (202)	Farmington	\$580,000	GF	To plan, design, construct, purchase, equip and install bleachers.	146
147	25 (182)	Gallup-McKinley	\$200,000	GF	To purchase, install and prepare fire alarm systems and to plan, design, construct and upgrade fire suppression systems.	147
148	25 (181)	Gallup-McKinley	\$150,000	GF	To replace the running track at a stadium.	148
149	25 (157)	Hagerman	\$576,000	GF	To plan, design, construct, renovate, expand, furnish and equip the buildings and grounds, including an agricultural education land laboratory.	149
150	25 (162)	Hatch Valley	\$162,000	GF	To plan, design and construct a large animal veterinary learning lab.	150
151	25 (159)	Lake Arthur	\$200,000	GF	To plan, design, construct and upgrade facilities, including interior finishes and stucco.	151
152	25 (158)	Lake Arthur	\$210,000	GF	To plan, design, construct, repair and renovate the roof.	152
153	25 (164)	Las Cruces	\$800,000	GF	To plan, design, construct, renovate, furnish and equip a district facility as a centralized family support center.	153
154	25 (165)	Las Cruces	\$500,000	GF	To plan, design, construct, furnish and equip a career and technical education center, including training spaces and classrooms.	154

## Appendix I: Direct Capital Outlay Appropriations

155	Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	155
156	25 (166)	Las Cruces	Rio Grande Preparatory Institute	\$180,000	GF	To plan, design, construct, furnish and equip a mercado space for student projects created through career and technical education programs.	156
157	25 (203)	Las Vegas City	Districtwide	\$100,000	GF	To plan, design, construct, repair, replace and renovate elevators at Robertson high school and at an administrative building.	157
158	25 (204)	Las Vegas City	Districtwide	\$50,000	GF	To purchase and install energy-efficient exterior lighting in school parking areas and buildings.	158
159	25 (205)	Las Vegas City	Districtwide	\$50,000	GF	To upgrade and replace security cameras and infrastructure.	159
160	25 (186)	Logan	Districtwide	\$150,000	GF	To plan, design, construct and renovate a district-owned teacherage building and grounds.	160
161	25 (246)	Los Lunas	Districtwide	\$135,000	GF	To purchase and equip an activity bus.	161
162	25 (247)	Los Lunas	Districtwide	\$275,000	GF	To purchase and equip an activity bus.	162
163	25 (245)	Los Lunas	Los Lunas High School	\$250,000	GF	To plan, design, construct, purchase and install renovations to the performing arts center sound system.	163
164	25 (173)	Lovington	Lovington High School	\$1,048,717	GF	To plan, design, construct, renovate, expand, furnish and equip a career and technical education facility, including converting a maintenance building into career clusters.	164
165	25 (197)	Mesa Vista	Ojo Caliente Elementary and Mesa Vista Middle School.	\$100,000	GF	To plan, design and construct water system and infrastructure improvements.	165
166	25 (171)	Mosquero	Districtwide	\$555,000	GF	To plan, design, construct and repair buildings and grounds, including parking areas, driveways, roof mitigation and roof extension.	166
167	25 (206)	Pecos	Districtwide	\$200,000	GF	To plan, design, construct and repair roads around elementary, middle and high schools.	167
168	25 (198)	Portales	Portales High School	\$100,000	GF	To plan, design, construct and renovate the football field house, including toilets, showers and locker room upgrades.	168
169	25 (238)	Questa	Districtwide	\$35,000	GF	To purchase, equip and upgrade outdoor safety lighting to solar light-emitting diode lighting.	169

## Appendix I: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
169	Questa	Questa High School and Questa Elementary	\$110,000	GF	To purchase and equip solar light-emitting diode lighting.	169
170	Raton	Districtwide	\$70,000	GF	To purchase and equip activity vehicles for the Raton.	170
171	Region 9 REC	Region 9 REC Office (Ruidoso)	\$250,000	GF	To plan, design, construct, furnish and equip accessible bathrooms for the region 9 education cooperative offices and conference spaces.	171
172	Rio Rancho	Cleveland High School	\$300,000	GF	To plan, design, construct and replace a gymnasium floor.	172
173	Rio Rancho	Districtwide	\$263,000	GF	To purchase and install equipment for the fine arts department, including light panels, monitors, light-emitting diode lighting and audio systems for a theater and concert hall.	173
174	Rio Rancho	Districtwide	\$200,000	GF	To purchase, install and replace information technology servers.	174
175	Rio Rancho	Districtwide	\$140,000	GF	To purchase and install information technology backup storage.	175
176	Rio Rancho	Districtwide	\$100,000	GF	To purchase, install and upgrade security systems.	176
177	Rio Rancho	Eagle Ridge Middle School	\$140,000	GF	To plan, design, construct and replace the kitchen floor at Eagle Ridge middle school.	177
178	Rio Rancho	Lincoln Middle School	\$75,000	GF	To purchase, install and replace audiovisual system information technology, including related equipment, furniture and infrastructure.	178
179	Rio Rancho	Rio Rancho Middle School	\$300,000	GF	To plan, design, construct and replace gymnasium bleachers.	179
180	Santa Fe	Districtwide	\$450,000	GF	To plan, design, construct and equip improvements, including a press box at Capital high school, a gymnasium floor at Pinon elementary school and a sound system at Eldorado community school.	180
181	Santa Fe	Districtwide	\$2,000,000	GF	To acquire property for and to plan, design, construct, renovate, improve, purchase and equip facilities, buildings and grounds, including site preparation, for an early childhood development center.	181
182	Santa Fe	Districtwide	\$298,000	GF	To plan, design, construct and equip facilities, including a fence and access gate for a playground at El Camino Real academy, library renovations at Nye early childhood center and flooring at Tesuque elementary school.	182
183	Santa Fe	Districtwide	\$100,000	GF	To purchase and equip firewalls for a district office and data center.	183



## Appendix I: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
25 (232)	Santa Fe	Districtwide	\$1,000,000	GF	To plan, design, construct, repair and renovate the heating, ventilation and air conditioning system at a performing arts dance facility.	184
25 (222)	Santa Fe	Districtwide	\$250,000	GF	To plan, design and construct improvements to playground and outdoor spaces, including synthetic turf fields at Gonzales community school and Chaparral elementary school, curbing to contain wood chips around a playground at Carlos Gilbert elementary school and landscaping at Cesar Chavez elementary school.	185
25 (170)	Santa Rosa	Districtwide	\$150,000	GF	To purchase and equip vehicles.	186
25 (169)	Silver	Districtwide	\$200,000	GF	To purchase and equip a bus.	187
25 (180)	State Charter	Middle College High School	\$100,000	GF	To purchase, furnish and equip classrooms.	188
25 (236)	Statewide	CNMCC-Central New Mexico Community College	\$290,000	GF	To purchase and equip science, technology, engineering and mathematics laboratory equipment for an elementary and middle school program statewide.	189
25 (242)	Taos	Districtwide	\$300,000	GF	To purchase and equip an activity bus.	190
25 (174)	Tatum	Districtwide	\$41,000	GF	To purchase and equip utility vehicles.	191
25 (161)	Texico	Districtwide	\$650,000	GF	To plan, design, construct, renovate and replace natural grass playing fields with synthetic turf fields.	192
25 (234)	Truth or Consequences	Districtwide	\$61,000	GF	To purchase, equip, install and replace bus security systems, including cameras, recording equipment and a badging system.	193
25 (235)	Truth or Consequences	Districtwide	\$43,000	GF	To plan, design, construct, purchase, equip and install security improvements, including window coverings, door barricades and outward swinging doors.	194
25 (233)	Truth or Consequences	Hot Springs High School	\$60,000	GF	To replace the marquee sign at Hot Springs high school.	195
25 (183)	Wagon Mound	Wagon Mound Elementary	\$50,000	GF	To replace hazardous gravel in playgrounds.	196
25 (207)	West Las Vegas	Districtwide	\$250,000	GF	To purchase a building for a performing arts center and to plan, design, construct, renovate, furnish and equip the Kiva theater.	197

## Appendix I: Direct Capital Outlay Appropriations

198	25 (208)	West Las Vegas	Districtwide	\$145,000	GF	To purchase commercial kitchen equipment and to purchase and equip vehicles.	198
	<b>SUBTOTAL - School Districts</b>			<b>\$37,878,668</b>			
199	25 (1)	State Charter	21st Century Public Academy	\$175,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	199
200	25 (24)	Albuquerque	ACE Leadership High School	\$260,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds.	200
201	25 (4)	State Charter	Albuquerque Aviation Academy	\$625,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	201
202	25 (5)	State Charter	Albuquerque Collegiate Charter School	\$125,000	GF	To purchase and equip a bus and to plan, design, renovate, acquire, equip and construct facilities, buildings, grounds and instructional space, and to make site improvements.	202
203	25 (6)	State Charter	Albuquerque School of Excellence	\$110,000	GF	To plan, design, renovate, purchase, equip and construct facilities, buildings, grounds and parking areas and to make site preparations.	203
204	25 (7)	State Charter	Albuquerque Sign Language Academy	\$200,000	GF	To plan, design, construct, repair and make improvements to a performing arts building, including bathrooms, electrical systems and security upgrades, for a program.	204
205	25 (8)	State Charter	Altura Preparatory School	\$200,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds at Altura preparatory school.	205
206	25 (241)	Taos	Anansi Charter School	\$125,000	GF	To plan, design, construct, rehabilitate and renovate school classrooms and facilities for mold remediation and prevention, including electrical systems, plumbing, earthwork and renovation of spaces.	206
207	25 (213)	State Charter	The ASK Academy	\$917,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	207
208	25 (9)	State Charter	Cesar Chavez Community School	\$75,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings, grounds, landscaping and parking lots, including site preparation, instructional space and security systems.	208
209	25 (10)	Albuquerque	Christine Duncan Heritage Academy Charter School	\$125,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	209

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Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
25 (45)	Albuquerque	Cien Aguas International School	\$115,000	GF	To plan, design, construct, purchase and equip facilities, buildings and grounds, including elevator repair and replacement.	210
25 (11)	State Charter	Cottonwood Classical Preparatory	\$175,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds.	211
25 (54)	Albuquerque	Digital Arts and Technology Academy	\$100,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds.	212
25 (62)	Albuquerque	El Camino Real Academy	\$25,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds and parking areas, including site preparation, safety systems, instructional space and roof repair.	213
25 (68)	Albuquerque	Gilbert L. Sena Charter High School	\$100,000	GF	To plan, design, construct, expand, renovate, purchase and equip facilities, buildings and grounds and parking areas, including site preparation, instructional space and safety systems.	214
25 (69)	Albuquerque	Gilbert L. Sena Charter High School	\$100,000	GF	To plan, design, construct, expand, renovate, purchase and equip facilities, buildings and grounds and parking areas, including site preparation, instructional space and safety systems.	215
25 (12)	Albuquerque	Gordon Bernell Charter School	\$935,000	GF	To plan, design, construct, furnish, equip and improve buildings and grounds, including an elevator and accessibility.	216
25 (73)	Albuquerque	Health Leadership High School	\$395,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds and parking, including site preparation, instructional space and safety systems.	217
25 (178)	State Charter	Hozho Academy Charter School	\$100,000	GF	To purchase vehicles and to plan, design, construct, furnish, equip and improve security systems, including card access readers, cameras, access doors and walls.	218
25 (179)	State Charter	Hozho Academy Charter School	\$75,000	GF	To plan, design, construct, furnish and equip a cafeteria and kitchen.	219
25 (89)	Albuquerque	La Academia de Esperanza	\$255,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation, instructional space and safety systems.	220
25 (95)	Albuquerque	Los Puentes Charter School	\$50,000	GF	To plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation, instructional space and safety systems.	221

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222	25 (104)	Albuquerque	Mark Armijo Academy	\$160,000	GF	To plan, design, construct, purchase, renovate, furnish, equip and expand facilities, including classrooms, multipurpose areas, early childhood facilities and security upgrades.	222
223	25 (105)	Albuquerque	Mark Armijo Academy	\$135,000	GF	To plan, design, construct, purchase, install and equip security improvements.	223
224	25 (188)	State Charter	McCurdy Charter School	\$225,000	GF	To plan, design, construct and renovate a gymnasium floor.	224
225	25 (15)	State Charter	Mission Achievement & Success Charter School 1.0	\$150,000	GF	To plan, design, construct, renovate and purchase and install equipment for facilities, buildings and grounds, including site preparation, instructional space and safety systems, at the Yale boulevard campus of Mission Achievement and Success charter school in Albuquerque.	225
226	25 (14)	State Charter	Mission Achievement & Success Charter School 2.0	\$65,000	GF	To plan, design, construct, renovate and purchase and install equipment for facilities, buildings and grounds, including site preparation, instructional space and safety systems, at the Old Coors boulevard campus of Mission Achievement and Success charter school in Albuquerque.	226
227	25 (224)	State Charter	Monte del Sol Charter School	\$800,000	GF	To plan, design, construct, renovate, furnish and equip buildings and grounds, including classroom expansions, a gymnasium and security upgrades.	227
228	25 (16)	State Charter	The Montessori Elementary School	\$310,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	228
229	25 (17)	Albuquerque	Montessori of the Rio Grande Charter School	\$25,000	GF	To plan, design, construct, purchase, renovate and equip a facility and buildings, including a student meal storage area and a meal preparation and serving area for the staff lounge.	229
230	25 (163)	State Charter	New America Charter School	\$25,000	GF	To plan, design, construct, renovate and purchase and install equipment for facilities, buildings and grounds, including site preparation, instructional space, safety systems and information technology and infrastructure.	230
231	25 (18)	State Charter	New Mexico Academy for Media Arts	\$200,000	GF	To plan, design, construct, renovate, furnish and equip buildings and grounds, including classroom expansions and security upgrades.	231
232	25 (225)	State Charter	New Mexico School for the Arts	\$115,000	GF	To purchase and equip school buses.	232
233	25 (226)	State Charter	New Mexico School for the Arts	\$120,000	GF	To plan, design, construct, purchase, equip and install rooftop solar panels.	233

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Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
25 (19)	State Charter	Northpoint Charter School	\$125,000	GF	To acquire property and to plan, design, construct, renovate, furnish and equip buildings and grounds, including site preparation, classroom expansions and security upgrades.	234
25 (3)	Albuquerque	Public Academy for Performing Arts	\$115,000	GF	To plan, design, construct, purchase and equip a portable stage, sound equipment, performance lights and portable seating.	235
25 (240)	State Charter	Red River Valley Charter	\$500,000	GF	To plan, design, construct, renovate, expand, purchase, furnish and equip buildings and grounds, including playgrounds, classrooms, a kitchen area and fencing.	236
25 (20)	State Charter	Rio Grande Academy of Fine Arts	\$70,000	GF	To purchase equipment and to plan, design, construct, equip, furnish and renovate buildings and grounds, including infrastructure, fencing, wiring, safety systems, information technology and related equipment.	237
25 (237)	State Charter	Roots & Wings Community School	\$200,000	GF	To plan, design, construct and renovate phased improvements to buildings and grounds, including modular buildings and drainage.	238
25 (212)	State Charter	Sandoval Academy of Bilingual Education	\$525,000	GF	To purchase and install equipment and to plan, design, construct and renovate facilities, buildings and grounds, including site preparation, instructional space and safety systems.	239
25 (131)	Albuquerque	Solare Collegiate Charter School	\$250,000	GF	To plan, design, construct, renovate and purchase and install equipment for facilities, buildings and grounds, including site preparation, instructional space and safety systems.	240
25 (21)	Albuquerque	South Valley Academy	\$100,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	241
25 (136)	Albuquerque	Technology Leadership Charter High School	\$155,000	GF	To plan, design, construct, install and equip security upgrades.	242
25 (137)	Albuquerque	Technology Leadership Charter High School	\$200,000	GF	To plan, design, construct, improve, equip and install a science, technology, engineering, art and mathematics laboratory, a makerspace and related improvements.	243
25 (13)	Albuquerque	The International School at Mesa del Sol	\$200,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	244
25 (227)	State Charter	Thrive Community School	\$300,000	GF	To acquire and to plan, design, construct, renovate, purchase and equip facilities, buildings and grounds, including site preparation.	245

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325 Don Gaspar, Suite 100, Santa Fe, NM 87501 | 505-986-4591