



# 2024 Quick Guide to New Mexico Education Laws and Budget

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# PURPOSE OF THE QUICK GUIDE

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The Legislative Education Study Committee (LESC) is committed to serving the New Mexico Legislature and the state's constituents with excellence. As such, beginning in 2024, we will not only publish a Post-Session Review with comprehensive analysis of the session as typical, but also a Quick Guide to the legislative outcomes related to education. The 2024 Quick Guide to New Mexico Education Laws and Budget is designed for three main purposes:

- First, this document is aimed at an external audience—the stakeholders most impacted by decisions related to education policy and budget—superintendents, education leaders, principals, teachers, ancillary staff, the Public Education Department (PED) program staff, students, and families.
- Second, the document is short, and easily readable, covering both legislation and budget outcomes from the session.
- Third, this document is usable for stakeholders, lifting up government transparency in the Legislature and building comprehensive knowledge around both policy and budget processes.

The document is organized in the following manner:

With succinct and easy-to-read explanations, the first half records the most impactful pieces of education legislation enacted, with a list of implications for both school districts and charter schools, as well as PED, and considerations for research or evidence-based implementation. Following this, the document relates memorials the Legislature offered as direction for upcoming research and study by LESC staff.

The second half of the document is a friendly how-to-read of the budget legislation and spreadsheet, known as the “high-level.” The comprehensive public school support budget that encompasses the dollars that fund schools in New Mexico is described for all stakeholders to track, highlighting particular appropriations.

LESC endeavors to employ a framework for policymaking and budget that is based on the following five principles:

- I. Requiring research and evidence-based policy and program;
- II. Ensuring community voice, support, value, and contextual nuance are inherent in the process and policy;
- III. Appreciating social connectedness and therefore, planning for both designed and emergent systems;
- IV. Understanding implementation science, including program management, resources, capacity, and leadership are dynamic—the programmatic work can mirror, as well as model, existing status quo or help to build healthy communities; and
- V. Approaching each action through an adaptive lens that embraces opportunity costs, trade space, and design, because while ideally beneficial, all policy and budget decisions have consequences.

Grounding our work in this framework, and valuing our strong partnerships across the state, we hope this Quick Guide is useful and timely.

# 2024 EDUCATION COMMITTEES



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# LESC STAFF



GWEN PEREA WARNIMENT, Ph.D.

Director | [Gwen.Warniment@nmlegis.gov](mailto:Gwen.Warniment@nmlegis.gov)

MARIT ANDREWS Senior Policy Analyst II

Whole-Child Education | [Marit.Andrews@nmlegis.gov](mailto:Marit.Andrews@nmlegis.gov)

ANNIE ARMATAGE Senior Policy Analyst II

Educator Ecosystem | [Annie.Armatage@nmlegis.gov](mailto:Annie.Armatage@nmlegis.gov)

TIM BEDEAUX Senior Policy Analyst II

Data Systems and Infrastructure | [Tim.Bedeaux@nmlegis.gov](mailto:Tim.Bedeaux@nmlegis.gov)

JOHN SENA

Deputy Director | [John.Sena@nmlegis.gov](mailto:John.Sena@nmlegis.gov)

NATASHA DAVALOS Policy Analyst

Equity and Education Acts | [Natasha.Davalos@nmlegis.gov](mailto:Natasha.Davalos@nmlegis.gov)

DANIEL ESTUPIÑAN Senior Fiscal Analyst II

Education Finance | [Daniel.Estupinan@nmlegis.gov](mailto:Daniel.Estupinan@nmlegis.gov)

JESSICA HATHAWAY Senior Policy Analyst II

Student Success | [Jessica.Hathaway@nmlegis.gov](mailto:Jessica.Hathaway@nmlegis.gov)

ALONZO BACA Financial Assistant

JOSE “MANNY” GRIEGO Administrative Assistant



# BILLS ENACTED

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## HB171: School Graduation Requirements

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### Bill Summary

- [Laws 2024, Chapter 2 \(House Bill 171\)](#) amends current law to modernize New Mexico's high school graduation requirements.
- The law maintains the current requirement of 24 units to earn a high school diploma, but makes several changes to the content specified in required units. Graduation requirements now include four units of English, four units of mathematics, three units of science, four units of social science, one unit of physical education, one-half unit of health, two locally determined units, and five and a half elective units.
- Notable changes to units include 1) allowing career and technical education and work-based learning to count in more core subject area requirements; 2) removing algebra II as a requirement, although it must still be offered in all schools; 3) requiring all students receive financial literacy in a required unit of government and economics/personal financial literacy; and 4) requiring students to select a two-unit pathway concentration as part of elective units. A full table of changes to the required units can be found in the [LESC bill analysis](#).
- The law also removes the requirement that students demonstrate competency in core academic subjects to earn a high school diploma, meaning completion of units is all that is required to earn a high school diploma.
- The law goes into effect for ninth grade students in the 2025-2026 school year.

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### Implementation Considerations

- LESC has prioritized the study of high school design in recent years. Previous LESC research has noted current high school models may be inhibiting systemic school transformation that allows the state's high schools to be more responsive to student needs, postsecondary educational expectations, economic needs in the job market, and systems that prepare students for any path they may choose after high school. Redesigning schools is also imperative given a lack of engagement and readiness among high school students.
- The legislative intent of modernizing the state's graduation requirements is to allow for secondary school redesign that fosters more meaningful high school experiences, upholds a rigorous foundation of academics, and helps to address outcomes around high school graduation rates, school attendance, achievement rates, youth connection, and readiness after high school.

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## Implications for PED

- The law requires significant administrative work by PED to update New Mexico Administrative Code (NMAC) in several places to align with the changes made by this new state law. A comprehensive review of NMAC will be needed to ensure administrative rules align with statutory changes to state graduation requirements. The law requires that PED update its administrative rules by December 31, 2024.
- PED will also need to conduct a comprehensive review of approved courses statewide, ensure courses are categorized appropriately per PED academic content and performance standards, and make updates to course codes and categorizations in the state's manual for courses (known as the STARS manual).
- The law requires Next Step Plans to be completed on PED-approved templates. This means PED will need to develop a template or consider a process to approve local education agency (LEA)-developed templates.
- PED will also need to consider the development of training for school counselors, school administrators, and other professionals charged with implementing changes in graduation requirements. Similarly, the department will also need to consider the development of guidance and technical assistance for LEAs so they can meet their requirements to set two of the required units and to develop graduate profiles.

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## Implications for Schools and Districts

- LEAs are required to set two of the 24 required units. LEAs will need to work with their school boards or governing councils to approve the two units set at the LEA level. The law also carries a requirement that if a student earns these two locally-determined units at a different LEA and transfers, the receiving LEA must accept the two units. This means LEAs will need to ensure they have a process in place to review student transcripts to accept such earned units.
- LEAs are also required to develop graduate profiles. Graduate profiles are a national best practice in which school districts and charter schools—in partnership with their community's families, business leaders, students, and educators—specify the cognitive, personal, and interpersonal competencies students should have when they graduate. They are locally driven and tailored to each community, but allow for robust visioning about the purpose of a high school education. LEAs will need to organize community engagement processes to develop graduate profiles.
- College and career counselors at LEAs will need to provide guidance and advisement to students and families that align with the new graduation requirements.
- Finally, LEAs will also have to complete Next Step Plans on PED-approved templates, which may mean making changes to current Next Step Plans that allows for each student to develop a personalized, comprehensive plan for their education during high school that aligns with their postsecondary goals.

## HB207: Public School Capital Outlay Grants

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### Bill Summary

- [Laws 2024, Chapter 37 \(House Bill 207\)](#) will require the Public School Capital Outlay Council (PSCOC) to make an annual distribution for the lease assistance program. Currently, disbursements for the lease assistance program are optional and made at PSCOC's discretion.

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### Implementation Considerations

- PSCOC will be required to make an annual lease assistance distribution. This will not significantly impact current practice; while the lease assistance distribution has long been discretionary, PSCOC has never opted to forego the distribution.
- PSCOC will retain its ability to annually set the per-MEM multiplier in the lease assistance formula.

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### Implications for Schools and Districts

- As the lease assistance program is solidified as a permanent, reliable source of revenue, charter schools may see improved favorability on loan applications, particularly from the charter school facility revolving fund administered by the New Mexico Finance Authority.

## SB76: School Local Share Adjustment Waiver

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### Bill Summary

- [Laws 2024, Chapter 22 \(Senate Bill 76\)](#) makes a technical change to the Public School Capital Outlay Act to clarify that school districts' eligibility for local match waivers shall be based on their local match amount prior to a temporary local match reduction enacted in 2023.

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### Implementation Considerations

- SB76 will not significantly impact current practice or school districts' eligibility for waivers.
- LESC staff will continue to study the state and local match formula and recommend changes to the formula that better account for school districts' actual ability to pay for construction projects.

## SB137: School Board Training

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### Bill Summary

- [Laws 2024, Chapter 43 \(Senate Bill 137\)](#) clarifies training requirements for school board and charter school governing body members.
  - Beginning July 1, 2024, SB137 requires the public disclosure of each school board member's completion of training requirements, expands the range of school board members who must submit campaign finance reports, and requires school boards and charter school governing bodies to webcast and archive public meetings.
- 

### Implementation Considerations

- SB137 will not be an added burden on a large majority of school board members, governing body members, and local education agencies (LEAs), as the majority of stakeholders are already complying with the provisions of the bill.
  - Existing organizations, such as the New Mexico School Boards Association (NMSBA), Public Charter Schools of New Mexico, and the office of the Secretary of State will be critical partners in assisting stakeholders in long-term compliance with SB137.
  - LESC staff is available to assist stakeholders in meeting their training requirements, such as through training modules related to particular policy areas.
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### Implications for PED

- SB137 has several administrative implications for PED. Notably, PED must share the number of training hours each board member completes on the NMVistas dashboard.
  - Much of the training required of school board members is currently provided by the NMSBA; school board member training may not be an administrative burden for PED.
  - SB137's charter school training requirements may require new administrative work for PED. NMAC 6.80.5.8 currently requires the department to provide a seven hour training program to all new charter school governing body members.
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### Implications for Schools and Districts

- SB137 creates some modest administrative and fiscal implications for boards, particularly for those that do not currently webcast and archive their board meetings.
- Districts and charter schools will need to ensure board members fulfill specific training requirements. Doing so may require additional spending on professional development opportunities, including costs for travel, lodging, registration fees, staff time, and tracking completion of specific training requirements.

## SB239: Lottery & Opportunity Scholarship Changes

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### Bill Summary

- [Laws 2024, Chapter 63 \(Senate Bill 239\)](#) makes changes to both the New Mexico Legislative Lottery Scholarship Act and the Opportunity Scholarship Act. The bill provides language clarifying credit hour requirements for both scholarships.
  - For the Lottery Scholarship, the bill defines full time as 30 or more credit hours each year in state education institutions and 24 or more credit hours in community colleges, including summer semesters. It clarifies the Lottery Scholarship can be used at tribal colleges.
  - For the Opportunity Scholarship, the bill specifies a student must be enrolled in at least six credit hours per semester, though these requirements do not apply during the final semester. SB239 also amends current law to specify that dual credit courses do not count toward credit-hour caps.
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### Implications for PED

- The College and Career Readiness Bureau (CCRB) at PED currently provides professional development and technical assistance to high school counselors. CCRB may want to distribute information regarding eligibility and credit requirement changes.
  - It may be particularly important for counselors and high school students to know dual credit courses will no longer count toward credit-hour caps.
- 

### Implications for Schools and Districts

- College and career counselors in New Mexico high schools will need to advise students about changes to the Lottery and Opportunity scholarships.
- Because dual credit courses will no longer count toward credit hour caps, students may be free to take additional dual credit courses without worrying about their impact on scholarships.





## MEMORIALS

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### HM4: LESC Middle School Study

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#### Bill Summary

- [House Memorial 4 \(HM4\)](#) requests LESC to study the structure, curriculum, funding, and design of middle schools. HM4 also requests LESC to make recommendations to the Legislature and the governor about how to enhance the quality of middle school education in New Mexico to equitably serve all students through a final report due by December 31, 2024.

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#### Implementation Considerations

- In organizing this study, staff from LESC will be working with PED and LEA partners statewide during the 2024 legislative interim to ensure a robust study group that meets the parameters specified in HM4.

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#### Implications for PED

- HM4 requests LESC work with many partners, including PED, in this study. The department will need to make staff available to participate in the LESC's study of middle school.

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#### Implications for Schools and Districts

- LESC is requested to work with several education professionals, organizations, and individuals statewide, which will mean the participation of some LEAs in this study.
- The memorial requests that in studying middle schools, LESC work with a representative group of youth (including youth that reflect New Mexico's student demographics and the student groups named in the *Martinez-Yazzie* consolidated lawsuit), teacher preparation program leaders, middle school teachers and educational leaders, school counselors and other instructional support providers, school safety and school resource officers, higher education institutions, health professionals, community members, and PED.

## HM20: Study Class Size Reduction

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### Bill Summary

- [House Memorial 20 \(HM20\)](#) requests LESC to study kindergarten through 12th grade class-size reductions, including the potential effects on student outcomes, staffing, and funding. Findings from the study will be published and presented to the governor and the Legislature by December 31, 2024.
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### Implementation Considerations

- To produce quality recommendations, LESC staff will need accurate, timely data, including class size data from PED. In addition, LESC staff must consider potential trade-offs between improvements in student outcomes through class-size reductions and the school staffing challenges the state continues to face.
  - LESC staff must collaborate with a variety of education stakeholders to ensure consideration of a wide variety of perspectives, including those of students, teachers, and parents.
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### Implications for PED

- HM20 requires LESC to work with a variety of education stakeholders, including representatives from PED. Specifically, PED staff will need to work with LESC staff to provide the data and feedback necessary to produce findings for the study.
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### Implications for Schools and Districts

- HM20 requires LESC to work with a variety of education stakeholders, including school district and charter school leadership.
- LESC staff will select a sample of school districts and charter schools across the state and request participation in the study.
- LEAs will be requested to provide quantitative and qualitative information regarding class sizes and their impact on student outcomes, staffing, and funding from a school-level perspective.

## HM29: Study Teacher Recruitment & Retention

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### Bill Summary

- [House Memorial 29 \(HM29\)](#) requests LESC to study compensation and career advancement opportunities for New Mexico public school teachers. Findings from the study are requested to be published and presented to the governor and the Legislature by December 31, 2024.
- While HM29 did not pass the Legislature, LESC staff is still committed to the work outlined in HM29, hence the memorial's inclusion in this Quick Guide. It is important to note that memorials do not carry the weight of law, so it is always up to entities listed in the memorial to commit to the work outlined in the memorial.

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### Implementation Considerations

- To produce quality recommendations, LESC staff will need accurate, timely data from PED.
- LESC staff must collaborate with a variety of education stakeholders to ensure consideration of a wide variety of perspectives, particularly those of teachers themselves.

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### Implications for PED

- HM29 requests LESC staff to work with a variety of education stakeholders, including representatives from PED. Specially, PED staff will need to work with LESC staff to provide the data and feedback necessary to produce findings for the study.

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### Implications for Schools and Districts

- HM29 requests LESC to work with a variety of education stakeholders, including school district and charter school leadership. LESC staff will select a sample of school districts and charter schools across the state and request participation in the study.
- LESC recognizes the needs of schools and districts vary substantially across the state and aims to reflect this diversity in its study. LEAs will be requested to provide quantitative and qualitative information regarding teacher recruitment and retention from a school-level perspective.

## SM4: PERA & ERB Pension Benefit Structures

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### Bill Summary

- [Senate Memorial 4 \(SM4\)](#) requests the Legislative Finance Committee (LFC), the Investments and Pensions Oversight Committee, and the University of New Mexico Bureau of Business and Economic Research (UNM BBER) collaborate in completing a comprehensive study that focuses on equalizing the benefit structures of the Educational Retirement Board (ERB) and the Public Employees Retirement Association (PERA).
- The memorial requests the LFC and UNM BBER report their findings and recommendations to the Legislature and external stakeholders before the beginning of the 2025 legislative session.
- While SM4 did not pass the Legislature, it is LESC staff's understanding this work will still take place, hence the memorial's inclusion in this Quick Guide. It is important to note that memorials do not carry the weight of law, so it is always up to entities listed in the memorial to commit to the work outlined in the memorial.

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### Implementation Considerations

- While SM4 did not include the LESC in the list of agencies it requested participate in the study, LESC staff are available to provide assistance and collaboration in the requested study.

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### Implications for PED

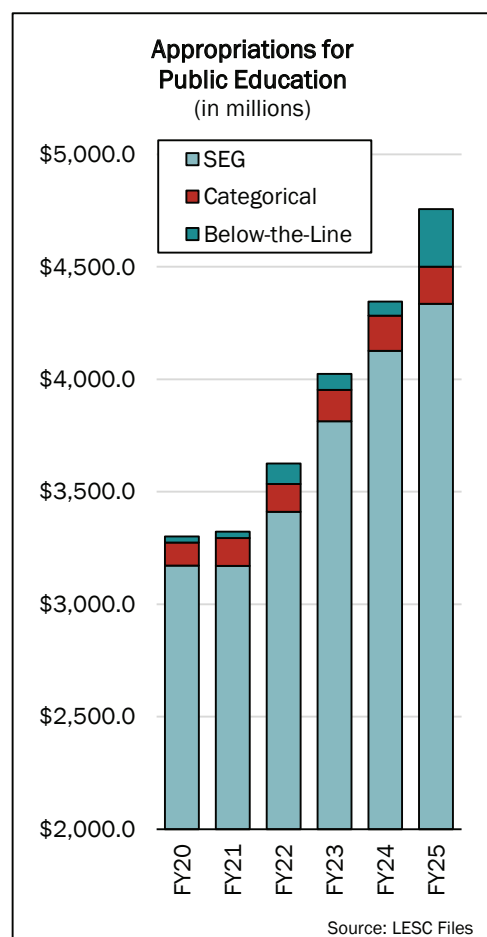
- SM4 would not have a direct administrative implication on PED, as the department is not listed as a participating agency in the memorial. However, the agency may request inclusion in the study, particularly as any relevant findings that emerge from the study may have an impact on public school personnel.



# EDUCATION BUDGET

In the months prior to the legislative session, staff from LESC, LFC, PED, and the Department of Finance and Administration (DFA) design separate budget recommendations for public education for the upcoming fiscal year. Recommendations from each agency are considered by the House Appropriations and Finance Committee and the Senate Finance Committee as the two committees draft the provisions of the General Appropriation Act (GAA).

Each agency's budget recommendations, and later, the final appropriations in the GAA, are summarized on a spreadsheet known as the "high-level." The high-level spreadsheet graphically displays appropriations to several components of the public school support budget, including the state equalization guarantee (SEG), categorical programs, below the line programs, and other nonrecurring priorities.



*Since FY20, the Legislature has increased appropriations to the SEG by 35 percent, appropriations to categorical programs by 60 percent, and appropriations to below the line programs by 855 percent.*

## THE STATE EQUALIZATION GUARANTEE

A majority of the money appropriated to public schools is appropriated to the SEG, the funding formula designed to equitably distribute funding directly to public school districts and charter schools. The high-level begins on row 2 with the total appropriation to the SEG from the prior year, an amount considered the "base" level of funding. Rows 3 through 29 detail modifications to the base, showing how the legislature intends to add to or subtract from funding in the prior year. The final SEG distribution for FY25 can be found on row 32, followed by the percentage and dollar increase from the prior year.

## CATEGORICAL PROGRAMS

Appropriations to categorical programs are found on the high-level in rows 35 through 56. Categorical programs are programs with a statutory distribution mechanism that differ from the SEG, including the transportation distribution, out-of-state tuition, emergency supplemental funding, standardized assessments, and the Indian education fund.

## BELOW THE LINE

"Below the line" programs are programs over which PED has broad authority to decide how to best expend funds; generally, these programs do not have a specific statutory distribution mechanism. Below the line programs beginning in row 60 are included in appropriations to the PED on a semi-recurring basis, while below the line programs beginning in Row 83 are considered one-time nonrecurring appropriations found in Section 5 of the GAA.

## OTHER NONRECURRING APPROPRIATIONS

Appropriations for short term needs, including appropriations from the public school capital outlay fund and some interagency transfers, are found beginning on Row 180 of the high-level.

By leveraging the standardized format of the high-level, the Legislature signals its intent for how certain appropriations should be used, both by PED and by LEAs themselves. The high-level often includes some information that cannot be found in the language of the GAA itself. However, both the high level and the budget are limited in their ability to explain the legislature's intent.

The high-level for the FY25 GAA can be found beginning on the next page. Beginning on page 19, LESC staff have compiled a table of "budget highlights," which include additional discussion of the legislative intent of various budget line items.

# PUBLIC SCHOOL SUPPORT

## General Fund High-Level

(dollars in thousands)

	FY24 Opbud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	FY25 OpBud	
<b>1 PROGRAM COST</b>						<b>1</b>
<b>2 Prior Year Program Cost OpBud</b>	<b>3,684,078.0</b>	<b>3,976,002.1</b>	<b>3,976,002.1</b>	<b>3,976,002.1</b>	<b>3,976,002.1</b>	<b>2</b>
<b>3 UNIT CHANGES</b>						<b>3</b>
4 At-Risk Index Factor Increase (FY24: 0.33)	31,926.2	-	-	-	-	4
5 Other Projected Net Unit Changes	-	-	(19,915.3)	-	(19,915.3)	5
6 Fine Arts Programs (FY24: 0.055)	4,100.0	-	-	-	-	6
7 Extended Learning Time (ELT) Programs	(95,000.0)	-	-	-	-	7
8 Targeted Compensation for K-5 Plus and ELT School Personnel	(64,027.5)	-	-	-	-	8
9 K-5 Plus Schools	(119,895.9)	-	-	-	-	9
10 K-12 Plus Units	50,333.5	-	-	-	-	10
<b>11 UNIT VALUE CHANGES</b>						<b>11</b>
12 New Instructional Hour Requirements (1,140 hours)	202,000.0	-	-	-	-	12
13 K-12 Plus Units	27,831.5	63,190.2	60,000.0	101,152.2	60,000.0	13
14 Average Salary Increase (FY23: 7%, FY24: 6%, FY25: 3%)	166,989.0	188,999.7	125,539.2	94,531.8	94,154.4	14
15 Increase Minimum Salary for Instructional Assistants (\$25k)	14,500.0	-	-	-	-	15
16 Establish Minimum Salaries for all Public School Personnel (\$30k)	-	24,729.2	-	-	-	16
17 Increase Administrator Pay	7,962.4	-	-	-	-	17
18 Employer Retirement Contribution Increase (FY24: 1%)	22,123.5	-	-	-	-	18
19 Instructional Materials and Educational Technology	12,000.0	5,000.0	-	10,000.0	-	19
20 Elementary P.E. and Student Wellness Programs	4,000.0	-	-	6,500.0	-	20
21 Insurance	15,742.0	25,666.7	25,666.7	41,000.0	25,666.7	21
22 Employer Health Insurance Contribution Increase	31,979.5	-	-	-	-	22
23 Fixed Costs	5,191.4	6,063.3	6,063.3	5,191.4	6,063.3	23
24 Feminine Hygiene Products	2,000.0	-	-	1,000.0	-	24
25 Universal Gifted Screening	-	-	-	1,500.0	-	25
26 Education Innovations (CTE, Literacy, Community Schools)	-	30,000.0	10,000.0	-	30,000.0	26
<b>27 Subtotal Current Year Program Cost Base</b>	<b>3,976,002.1</b>	<b>4,319,651.3</b>	<b>4,183,356.0</b>	<b>4,236,877.5</b>	<b>4,171,971.2</b>	<b>27</b>
<b>28 \$ Change from OpBud</b>	<b>291,924.1</b>	<b>343,649.2</b>	<b>207,353.9</b>	<b>260,875.4</b>	<b>195,969.1</b>	<b>28</b>
<b>29 % Change from OpBud</b>	<b>7.9%</b>	<b>8.6%</b>	<b>5.2%</b>	<b>6.6%</b>	<b>4.9%</b>	<b>29</b>
<b>30 STATE EQUALIZATION GUARANTEE (SEG)</b>						<b>30</b>
31 Less: Other State Funds	(7,000.0)	(7,000.0)	(1,500.0)	(7,000.0)	(1,500.0)	31
<b>32 Subtotal Current Year SEG Base</b>	<b>3,969,002.1</b>	<b>4,312,651.3</b>	<b>4,181,856.0</b>	<b>4,229,877.5</b>	<b>4,170,471.2</b>	<b>32</b>
<b>33 \$ Change from OpBud</b>	<b>295,290.7</b>	<b>343,649.2</b>	<b>212,853.9</b>	<b>260,875.4</b>	<b>201,469.1</b>	<b>33</b>
<b>34 % Change from OpBud</b>	<b>8.0%</b>	<b>8.7%</b>	<b>5.4%</b>	<b>6.6%</b>	<b>5.1%</b>	<b>34</b>
<b>35 CATEGORICAL APPROPRIATIONS</b>						<b>35</b>
<b>36 TRANSPORTATION DISTRIBUTION</b>						<b>36</b>
37 Maintenance and Operations	98,124.7	102,185.7	104,839.5	128,090.8	104,839.5	37
38 Fuel	13,184.1	13,184.1	13,843.3	-	13,843.3	38
39 Rental Fees	8,798.2	8,798.2	9,097.7	9,097.7	9,097.7	39
40 Insurance	-	-	594.7	-	594.7	40
41 Transportation for Extended Learning Time	4,061.0	-	-	-	-	41
42 Average Compensation Increase (FY24: 6%, FY25: 3%)	2,211.5	2,986.2	1,984.8	1,551.6	1,488.6	42
43 Increase Minimum Salary for all Personnel (\$30k)	-	6,978.7	-	-	-	43
44 Density Factor Removal	-	3,929.5	3,929.5	-	3,929.5	44
45 Adequacy Funding	-	5,283.7	-	-	-	45
<b>46 Subtotal Current Year Transportation Base</b>	<b>126,821.8</b>	<b>143,346.1</b>	<b>134,289.5</b>	<b>138,740.1</b>	<b>133,793.3</b>	<b>46</b>
<b>47 \$ Change from OpBud</b>	<b>12,150.6</b>	<b>16,524.3</b>	<b>7,467.7</b>	<b>11,918.3</b>	<b>6,971.5</b>	<b>47</b>
<b>48 % Change from OpBud</b>	<b>10.6%</b>	<b>13.0%</b>	<b>5.9%</b>	<b>9.4%</b>	<b>5.5%</b>	<b>48</b>
<b>49 OTHER CATEGORICAL APPROPRIATIONS</b>						<b>49</b>
50 Out-of-State Tuition	362.0	393.0	393.0	393.0	393.0	50
51 Emergency Supplemental	2,000.0	2,000.0	1,000.0	2,000.0	1,000.0	51
52 Standards-Based Assessments	8,000.0	10,000.0	10,000.0	-	10,000.0	52
53 Indian Education Fund	20,000.0	20,000.0	20,000.0	-	20,000.0	53
<b>54 Subtotal Current Year Categorical Appropriations</b>	<b>157,183.8</b>	<b>175,739.1</b>	<b>165,682.5</b>	<b>141,133.1</b>	<b>165,186.3</b>	<b>54</b>
<b>55 \$ Change from OpBud</b>	<b>17,973.0</b>	<b>18,555.3</b>	<b>8,498.7</b>	<b>(16,050.7)</b>	<b>8,002.5</b>	<b>55</b>
<b>56 % Change from OpBud</b>	<b>12.9%</b>	<b>11.8%</b>	<b>5.4%</b>	<b>-10.2%</b>	<b>5.1%</b>	<b>56</b>
<b>57 SUBTOTAL PUBLIC SCHOOL SUPPORT</b>	<b>4,126,185.9</b>	<b>4,488,390.4</b>	<b>4,347,538.5</b>	<b>4,371,010.6</b>	<b>4,335,657.5</b>	<b>57</b>
<b>58 \$ Change from OpBud</b>	<b>313,263.7</b>	<b>362,204.5</b>	<b>221,352.6</b>	<b>244,824.7</b>	<b>209,471.6</b>	<b>58</b>
<b>59 % Change from OpBud</b>	<b>8.2%</b>	<b>8.8%</b>	<b>5.4%</b>	<b>5.9%</b>	<b>5.1%</b>	<b>59</b>
<b>60 RELATED REQUESTS: RECURRING</b>						<b>60</b>
61 Regional Education Cooperatives	1,350.0	3,500.0	1,350.0	1,500.0	1,350.0	61
62 Early Literacy and Reading Support	11,500.0	14,000.0	14,000.0	15,000.0	14,000.0	62
63 School Leader Professional Development	5,000.0	6,000.0	5,000.0	-	5,000.0	63
64 Teacher Professional Development (Includes \$1 million from ELF)	3,000.0	4,000.0	4,000.0	-	5,000.0	64
65 GRADS – Teen Parent Interventions	750.0	750.0	750.0	750.0	750.0	65



# PUBLIC SCHOOL SUPPORT

## General Fund High-Level

(dollars in thousands)

	FY24 OpBud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	FY25 OpBud	
66 STEAM (Science, Technology, Engineering, Arts, and Math) Initiatives	3,096.6	8,000.0	-	-	-	66
67 Advanced Placement Test Fee Waivers and Training	1,250.0	1,250.0	1,250.0	1,300.0	1,250.0	67
68 Universal School Meals	-	22,000.0	21,000.0	43,529.6	41,000.0	68
69 Parity for 520 Certificate Holders	-	3,000.0	-	-	-	69
70 Subtotal Current Year Base	25,946.6	62,500.0	47,350.0	62,079.6	68,350.0	70
71 \$ Change from OpBud	(12,863.4)	36,553.4	21,403.4	36,133.0	42,403.4	71
72 % Change from OpBud	-33.1%	140.9%	82.5%	139.3%	163.4%	72
73 PUBLIC EDUCATION DEPARTMENT						73
74 Prior Year OpBud	20,869.0	23,589.1	23,589.1	23,589.1	23,589.1	74
75 Base Changes	2,720.1	1,523.7	351.5	2,211.8	351.5	75
76 Subtotal Current Year Base	23,589.1	25,112.8	23,940.6	25,800.9	23,940.6	76
77 % Change from OpBud	8.2%	6.5%	1.5%	9.4%	1.5%	77
78 TOTAL PUBLIC SCHOOL SUPPORT						78
79 Prior Year OpBud	3,872,601.2	4,175,721.6	4,175,721.6	4,175,721.6	4,175,721.6	79
80 Base Changes	303,120.4	400,281.6	243,107.5	283,169.5	252,226.5	80
81 Total	4,175,721.6	4,576,003.2	4,418,829.1	4,458,891.1	4,427,948.1	81
82 % Change from OpBud	7.8%	9.6%	5.8%	6.8%	6.0%	82

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

83 General Fund						83
84 Learning Management System (LMS)	-	3,000.0	-	3,152.5	2,305.0	84
85 Secondary Educator Literacy	-	-	-	-	2,500.0	85
86 Attendance Success Initiatives	5,000.0	15,000.0	5,000.0	6,000.0	5,000.0	86
87 Special Education Initiatives	5,000.0	5,000.0	5,000.0	6,000.0	6,000.0	87
88 Summer Internships	-	-	-	-	5,000.0	88
89 HB2 Jr. School of Dreams Academy Security	-	-	200.0	-	200.0	89
90 School for the Arts Dormitory Operational Funding (FY25 & FY26)	-	-	-	-	2,300.0	90
91 Black Education Act	-	-	-	400.0	500.0	91
92 K-12 Plus Program	-	5,000.0	-	-	20,000.0	92
93 Hispanic Education Act	-	-	-	1,000.0	500.0	93
94 Indian Education Initiatives (Navajo Nation and Zuni)	-	-	-	-	5,000.0	94
95 Outdoor Classroom Initiatives	-	-	-	250.0	500.0	95
96 School Panic Buttons	-	-	-	1,000.0	1,000.0	96
97 Educator Evaluation & Licensure Advancement (Microcredentials)	-	-	-	2,000.0	1,100.0	97
98 Educator Fellows	-	-	-	23,000.0	20,000.0	98
99 Out-of-School Learning, Summer Enrichment, and High-Dosage Tutors	-	-	-	25,000.0	15,000.0	99
100 Summer Reading Intervention	-	-	-	-	30,000.0	100
101 Implementing Indian Education Act	-	-	-	-	500.0	101
102 Universal School Meals Supplemental (FY24)	-	-	-	-	19,904.8	102
103 Legal Settlements	-	-	250.0	250.0	250.0	103
104 Tribal Education Trust Fund	-	50,000.0	50,000.0	-	-	104
105 Micro-credentials	1,100.0	1,100.0	1,100.0	2,000.0	-	105
106 Behavioral Health Supports	5,000.0	5,000.0	-	6,000.0	-	106
107 Career Technical Education	20,000.0	30,000.0	-	-	-	107
108 Work-Based Learning, Innovation Zones	-	15,000.0	-	-	-	108
109 Career Development Success Pilot	-	1,200.0	-	-	-	109
110 Community School and Family Engagement Initiatives	-	4,000.0	-	12,500.0	-	110
111 Bilingual Multicultural Education Act	-	4,000.0	-	5,000.0	-	111
112 Early Literacy and Reading Support (Structured Literacy Institute)	-	30,000.0	3,000.0	30,000.0	-	112
113 Grandparents Raising Grandkids	-	500.0	-	-	-	113
114 Sufficiency Lawsuit Fees	500.0	500.0	-	500.0	-	114
115 Digitization and Records Retention	-	2,750.0	2,750.0	2,750.0	-	115
116 Indian Education Fund	-	-	-	20,000.0	-	116
117 School Leader Professional Development	-	-	-	5,000.0	-	117
118 STEAM Initiatives	-	-	-	3,096.6	-	118
119 Teacher Professional Development	-	-	-	3,000.0	-	119
120 Family Income Index (FII)	-	-	-	5,000.0	-	120
121 Math Achievement	-	-	-	5,000.0	-	121
122 Paid Student Teaching	-	-	-	6,500.0	-	122
123 Principals, Counselors, and Social Workers Residency Pilot	-	-	-	2,000.0	-	123
124 School Safety Summit	-	-	-	200.0	-	124
125 Teacher Residencies	-	-	-	13,000.0	-	125
126 Supports for Educating Low SES Students (Support for FII)	-	-	-	80.0	-	126
127 Education is Calling Media Campaign	-	-	-	500.0	-	127
128 Educator Preparation Program National Accreditation	-	-	-	26.0	-	128
129 Graduate Profiles	-	-	-	405.0	-	129



# PUBLIC SCHOOL SUPPORT

## General Fund High-Level

(dollars in thousands)

	FY24 Opbud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	FY25 OpBud	
130				1,000.0	-	130
131				16,013.8	-	131
132				19,000.0	-	132
133				750.0	-	133
134				10,000.0	-	134
135				5,100.0	-	135
136				8,000.0	-	136
137				6,500.0	-	137
138				14,000.0	-	138
139				1,000.0	-	139
140				2,000.0	-	140
141				1,000.0	-	141
142				1,000.0	-	142
143				200.0	-	143
144				2,900.0	-	144
145				25,000.0	-	145
146				19,904.8	-	146
147				3,171.2	-	147
148				1,130.0	-	148
149	<b>Subtotal Current Year Base</b>	<b>36,600.0</b>	<b>172,050.0</b>	<b>67,300.0</b>	<b>328,279.9</b>	<b>137,559.8</b>

### OTHER STATE AND FEDERAL FUNDS

150	<b>Public Education Reform Fund</b>					150
151	Family Income Index	15,000.0	15,000.0	10,000.0	10,000.0	151
152	Community School and Family Engagement Initiatives	10,000.0	-	4,000.0	-	152
153	Career Technical Education (FY25: \$5 million for Summer Internships)	20,000.0	-	10,000.0	-	153
154	Secondary Educator Literacy	-	-	-	-	154
155	K-12 Plus Programs	60,000.0	-	5,000.0	-	155
156	Out-of-School Learning, Summer Enrichment, and Quality Tutoring	20,000.0	-	-	-	156
157	NextGen Career Technical Education	-	-	-	23,500.0	157
158	Innovation Zones	-	-	-	14,000.0	158
159	Work-Based Learning and Career Technical Student Organizations	-	-	-	2,500.0	159
160	Teacher and Administrator Evaluation System	2,000.0	2,000.0	-	-	160
161	Teacher Residencies and Educator Fellows	13,000.0	30,000.0	-	-	161
162	Teacher Residencies	-	-	14,750.0	-	162
163	Principal Residencies	-	-	2,000.0	-	163
164	Principal, Counselor, and Social Worker Residency Pilots	2,000.0	2,000.0	-	-	164
165	Paid Student Teaching	6,500.0	6,000.0	6,500.0	-	165
166	Teach Up (ENMU, NMHU, SJCC, WNMU)	2,000.0	-	-	-	166
167	Teacher Preparation Affordability Scholarship Fund	8,000.0	-	-	-	167
168	Teacher Loan Repayment Fund	2,500.0	-	-	-	168
169	Early Literacy and Reading Support	2,000.0	-	-	-	169
170	At-Risk Interventions for Students (Feminine Hygiene Products)	1,000.0	-	-	-	170
171	Hispanic Education Act	1,000.0	-	-	-	171
172	Bilingual Multicultural Education Act	5,000.0	-	-	-	172
173	Instructional Materials Supplement	5,000.0	-	-	-	173
174	Math Achievement	5,000.0	-	-	-	174
175	Outdoor Classroom Initiatives	250.0	250.0	-	-	175
176	School Panic Buttons	1,000.0	-	-	-	176
177	Special Education Training and Credentials	2,000.0	-	-	-	177
178	School Turnaround	-	-	-	5,000.0	178
179	<b>Subtotal Current Year Base</b>	<b>183,250.0</b>	<b>55,250.0</b>	<b>52,250.0</b>	<b>55,000.0</b>	<b>54,500.0</b>
180	<b>Other State Funds and Inter-Agency Transfers</b>					180
181	National Board Certification Scholarship Fund	500.0	500.0	500.0	500.0	181
182	School Safety Summits (PSCOF) <sup>1</sup>	200.0	200.0	-	-	182
183	School Wellness Rooms (CSF) <sup>2</sup>	200.0	-	200.0	-	183
184	Teacher Residencies (ELF) <sup>3</sup>	2,000.0	-	-	-	184
185	Community Schools (CSF) <sup>4</sup>	-	6,000.0	4,000.0	-	185
186	Broadband Access and Expansion at DoIT (PSCOF)	-	-	-	-	186
187	Renovations at Memorial Middle School in Las Vegas (PSCOF)	-	-	-	-	187
188	Tribal Library Capital Outlay (PSCOF)	20,000.0	-	-	-	188
189	Prekindergarten Classrooms (PSCOF)	5,000.0	5,000.0	5,000.0	-	189
190	School Bus Replacement (PSCOF)	16,700.0	29,166.6	29,166.6	-	190
191	School Bus Replacement Deficiency (PSCOF)	7,500.0	-	-	-	191
192	School Bus Cameras (PSCOF)	315.0	1,305.0	547.5	-	192
193	Alternative School Bus Fueling or Charging Infrastructure (PSCOF)	-	7,500.0	-	-	193



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

		FY24 Opbud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	FY25 OpBud	
194	Literacy Building (PSCOC)	-	-	3,000.0	-	30,000.0	194
195	CTE, Prekindergarten, Maintenance SB9 Distribution (PSCOF)	65,000.0	65,000.0	-	-	-	195
196	Security SB9 Distribution (PSCOF)	35,000.0	35,000.0	-	-	-	196
197	Fine & Performing Arts (PSCOF)	-	10,000.0	-	-	-	197
198	Learning Management System (ELF)	-	-	1,000.0	-	-	198
199	Career Technical Education (CTEF) <sup>6</sup>	-	-	3,000.0	-	-	199
200	School Panic Buttons (PSCOF)	-	1,000.0	-	-	-	200
201	GRADS – Teen Parent Interventions (TANF) <sup>6</sup>	500.0	500.0	500.0	500.0	500.0	201
202	<b>Subtotal Current Year Base</b>	152,915.0	161,171.6	46,914.1	1,000.0	70,564.1	202

**SECTION 9 APPROPRIATIONS**

203	<b>Government Results and Opportunity Expendable Trust</b>						203
204	STEAM and CTE Initiatives	-	-	10,000.0	-	-	204
205	Special Education and Hard to Staff Differentials <sup>7</sup>	-	-	60,000.0	-	15,000.0	205
206	Educator Clinical Practice <sup>8</sup>	-	-	56,750.0	-	60,000.0	206
207	<b>Subtotal Current Year Base</b>	-	-	<b>126,750.0</b>	-	<b>75,000.0</b>	207

**Notes**

1. Includes appropriations from the public school capital outlay fund.
2. Includes appropriations from the consumer settlement fund.
3. Includes appropriations from the educator licensure fund.
4. Includes appropriations from the community schools fund.
5. Includes appropriations from the career technical education fund.
6. Includes appropriations from the Temporary Assistance for Needy Families Program.
7. For expenditure over three fiscal years.
8. For expenditure over three fiscal years.

# BUDGET HIGHLIGHTS



During the 2024 session, the Legislature continued to invest significant funding in public schools, with a 5.1 percent increase to the state equalization guarantee (SEG), as well as supports for literacy, career and technical education, universal school meals, and the educator ecosystem. This section specifies the amount, associated language, and legislative intent of particular appropriations, as well as where those items may be found in the high-level and the General Appropriation Act (GAA).

The high-level spreadsheet lists the dollar amount of appropriations contained in HB2, which becomes the GAA once signed into law. All appropriations can be found in the high-level on the line indicated and in the GAA on the page number specified. Some appropriations also include evidence-based recommendations, so as to encourage innovative local practices that are rooted in data and research.

## The State Equalization Guarantee

LINE ITEM	EXPLANATION	SELECT BUDGET LANGUAGE
<b>Net Unit Changes</b> <b>-\$19.9 million</b> High-Level Line No.: 5 GAA Page No.: No language.	<p>The GAA includes a \$19.9 million reduction to the SEG to account for reduced student enrollment.</p> <p>Since FY18, the Legislature has accounted for decreasing enrollment through targeted reductions in the SEG appropriation. Most notably, the Legislature decreased the SEG by \$23.9 million in FY23.</p> <p>Reductions in the SEG are often offset by increases in other areas of the formula, usually resulting in a net increase in funding for public schools.</p>	
<b>K-12 Plus Units</b> <b>\$60 million</b> High-Level Line No.: 13 GAA Page No.: No language.	<p>The Legislature appropriated \$60 million in recurring funding for the K-12 Plus program, a program designed to increase funding for schools that have more than 180 days (or 155 days in districts with four-day school weeks).</p> <p>The FY25 appropriation increases the total amount of funding for K-12 Plus in the SEG to \$110.3 million.</p> <p>The appropriation is intended to backfill the nonrecurring appropriation for K-12 Plus in FY24, which PED fully expended this year.</p>	
<b>Average Salary Increase</b> <b>\$94.2 million</b> High-Level Line No.: 14 GAA Page No.: 176	<p>LEAs must provide a minimum 3 percent compensation increase for all public school personnel.</p> <p>The budget does not allow LEAs to make an “average” 3 percent salary increase.</p> <p>If funds allow, LEAs may choose to increase compensation above 3 percent.</p> <p>LEAs must still meet existing obligations, such as compensation increases related to licensure advancement.</p>	<p><i>“The general fund appropriation to the state equalization guarantee distribution includes ninety-four million one hundred fifty-four thousand four hundred dollars (\$94,154,400) to provide a three percent salary increase to all public school personnel. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide a three percent salary increase for all public school personnel.”</i></p>

LINE ITEM	EXPLANATION	SELECT BUDGET LANGUAGE
<b>Education Innovations</b> <b>\$30 million</b> High-Level Line No.: 26 GAA Page No.: 176	<p>The GAA includes a total of \$59 million, including \$30 million in new funding in FY25, to support a range of innovative programs and services.</p> <p>While the appropriation specifically mentions providing teacher mentorship, educational planning, structured literacy programs, community schools, or career and technical education programs, funds appropriated to the SEG are completely discretionary. LEAs may use the flexible funds to respond to the unique and evolving needs of their students.</p> <p>LEAs using federal Covid-19 relief funds to support high-impact programs or services should consider using this flexible funding to continue those programs or services as the federal funds expire.</p>	<p><i>"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."</i></p>

## Categorical Appropriations

LINE ITEM	EXPLANATION	SELECT BUDGET LANGUAGE
<b>Transportation Distribution</b> <b>\$133.8 million</b> High-Level Line No.: 46 GAA Page No.: 179	<p>The transportation distribution includes base funding of \$128 million, an additional \$1.5 million to increase transportation personnel salaries by 3 percent, and an additional \$3.9 million to replace the transportation density factor with a new rurality factor.</p> <p>The Legislature cannot require private school bus contractors to increase salaries, but LESC staff estimate the funds provided in the distribution are sufficient to cover the cost of a 3 percent salary increase for private contractors.</p> <p>PED will be required to create the new rurality factor within the transportation distribution formula. PED should create a factor that increases funding in rural school districts, rather than reduces funding in dense school districts.</p>	<p><i>"The general fund appropriation to the transportation distribution includes one million four hundred eighty-eight thousand six hundred dollars (\$1,488,600) to provide a three percent salary increase to all public school transportation personnel."</i></p> <p><i>"The general fund appropriation to the transportation distribution includes three million nine hundred twenty-nine thousand five hundred dollars (\$3,929,500) contingent on the replacement of any variables within the calculation of the transportation distribution that reduce the allocation to each school district and state-chartered charter school based on district population densities with new variables that adjust allocations based on geographic rurality."</i></p>
<b>Indian Education Fund</b> <b>\$20 million</b> High-Level Line No.: 53 GAA Page No.: 180	<p>A 2008 amendment to the Indian Education Act ensured PED uses funds appropriated from the Indian education fund for the purposes stated in the Indian Education Act.</p> <p>Since the court's 2018 ruling in the consolidated <i>Martinez-Yazzie</i> lawsuit, the Legislature has significantly increased appropriations to the Indian education fund, which rose from \$1.8 million in FY19 to \$20 million in FY25.</p> <p>The Indian education fund is a nonreverting fund; PED carries over fund balances not spent at the end of each fiscal year. Carryover balances from the Indian education fund have risen from \$1.3 million in FY19 to \$10.2 million in FY23.</p>	<p><i>"The public education department shall begin distribution of awards from the Indian education fund no later than September 1, 2024."</i></p>

## Below the Line Appropriations

LINE ITEM	EXPLANATION	SELECT BUDGET LANGUAGE
<b>Early Literacy and Reading Support</b> <b>\$14 million</b> High-Level Line No.: 62 GAA Page No.: 133	<p>According to PED, this funding will be used to support awards for structured literacy model and support schools, as well as the implementation of structured literacy coaches.</p> <p>Structured literacy is an umbrella term used to describe evidence-based approaches for helping students learn to read and write proficiently. A strong body of evidence supports the implementation of a structured literacy approach to early literacy and reading support.</p>	<p><i>“The public education department shall prioritize special appropriation awards to school districts or charter schools that enroll all eligible students in k-12 plus schools.</i></p> <p><i>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.”</i></p>
<b>Teacher Professional Development</b> <b>\$5 million</b> High-Level Line No.: 64 GAA Page No.: 133	<p>Studies show teacher professional development is most effective when it is job-embedded, ongoing, supports collaboration, and incorporates coaching and active learning.</p> <p>Administrators can ensure professional learning is job-embedded and ongoing by adjusting instructional time and school schedules to increase opportunities for professional learning communities, coaching, and observations.</p> <p>PED introduced Advancement Program Level micro-credentials that will replace the professional development dossier as a pathway for teacher licensure advancement beginning in March 2024. Micro-credentials are competency-based online courses that align with the four domains of Elevate NM, the educator evaluation system. Districts should ensure additional professional development opportunities for teachers complement—rather than duplicate—current micro-credentials.</p>	<p><i>“The teacher professional development appropriation includes one million dollars (\$1,000,000) for an educator evaluation system pursuant to Section 22-10A-19 NMSA 1978 and a learning management system. The other state funds appropriation to the public education department for teacher professional development is from the educator licensure fund.”</i></p>
<b>Attendance Success Initiatives</b> <b>\$5 million</b> High-Level Line No.: 86 GAA Page No.: 210	<p>Previous LESC review of the state’s attendance law has found many school districts and charter schools are beginning to stabilize data collection processes and align with statutory requirements to develop attendance improvement plans. Given the depth and complexity of attendance challenges statewide, school districts and charter schools will need to continue work to identify root causes and develop locally-tailored strategies that address each community’s specific reasons for school attendance challenges.</p>	<p><i>“For attendance improvement interventions, including evidence-based programs to train educators on social emotional skills and self-regulation and improve school safety.”</i></p>

## 2024 QUICK GUIDE TO NEW MEXICO EDUCATION LAWS AND BUDGET

LINE ITEM	EXPLANATION	SELECT BUDGET LANGUAGE
<b>Special Education Initiatives</b> <b>\$6 million</b>  High-Level Line No.: 87 GAA Page No.: 213	<p>As detailed in LESC’s December 2023 report, <a href="#"><i>Special Education in New Mexico: A Landscape Analysis from Communities and Stakeholders</i></a>, LESC recommends PED use this funding to develop and implement a standardized IEP/behavior intervention plan (BIP) template as well as to implement the training components of Executive Order 2023-062.</p> <p>Over the 2023 interim, LESC facilitated an in-depth special education stakeholder engagement process. Stakeholders agreed implementation of a statewide IEP/BIP would help with standardization and uniformity, as well as a smooth transfer of services when students transfer between LEAs. The stakeholder engagement process also revealed the need for more resources for special education teachers and training.</p>	<p><i>“For the implementation of special education initiatives by the public education department, including providing technical assistance and implementing a statewide individualized educational program process.”</i></p>
<b>Summer Internships</b> <b>\$5 million</b>  High-Level Line No.: 88 GAA Page No.: 213	<p>Internships provide high school students with an opportunity to gain real work experience, networking skills, and the ability to build a resume. Additionally, they allow students to apply what they learn in the classroom, providing relevance and increasing student engagement.</p>	<p><i>“For summer internship opportunities for working-age high school students.”</i></p>
<b>Black Education Act</b> <b>\$500 thousand</b>  High-Level Line No.: 91 GAA Page No.: 210	<p>The Black Education Act requires PED and HED to submit an annual report on Black education statewide. While the 2022-2023 status report has been made available, PED data have insufficiencies that ultimately hinder the goal of improving educational outcomes and achievements gaps for Black students.</p> <p>The Legislature should consider evaluating the data collection methodology to produce high quality status reports.</p>	<p><i>“To implement provisions of the Black Education Act.”</i></p>
<b>K-12 Plus Program</b> <b>\$20 million</b>  High-Level Line No.: 92 GAA Page No.: 212	<p>In addition to K-12 Plus funding in the SEG, the Legislature provided \$20 million in nonrecurring funding to support the program.</p> <p>The nonrecurring funds should be used if participation in the K-12 plus program exceeds the \$110.3 million available in the SEG for the program.</p>	<p><i>“For K-12 plus program units pursuant to Section 22-8-23.14 NMSA 1978.”</i></p>

LINE ITEM	EXPLANATION	SELECT BUDGET LANGUAGE
<b>Hispanic Education Act</b> <b>\$500 thousand</b> High-Level Line No.: 93 GAA Page No.: 212	<p>The Hispanic Education Act provides for the study, development, and implementation of education systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates.</p> <p>PED should consider efforts to improve instruction for Hispanic students, including training for bilingual and teachers of English to speakers of other languages (TESOL) certification, as well as stipends for bilingual and TESOL teachers, and training on culturally and linguistically responsive education as it relates to the students' community.</p>	<p><i>"To implement provisions of the Hispanic Education Act."</i></p>
<b>Indian Education Initiatives (Navajo Nation and Zuni)</b> <b>\$5 million</b> High-Level Line No.: 94 GAA Page No.: 212	<p>The FY25 targeted appropriations to the Indian education initiative may provide the Navajo Nation and Zuni Pueblo with robust support to develop, implement, or improve student educational programs such as college, career, and life readiness, culturally and linguistically relevant education including social and emotional learning, culture and identity development, and increasing access to Native American language programs.</p>	<p><i>"For Indian education initiatives <del>including four million dollars (\$4,000,000) for the Navajo nation and one million dollars (\$1,000,000) for Zuni pueblo.</del> Any unexpended balances from this appropriation remaining at the end of fiscal year 2025 shall not revert."</i></p> <p><i>Note: Language in red was vetoed by the governor.</i></p>
<b>Educator Fellows</b> <b>\$20 million</b> High-Level Line No.: 98 GAA Page No.: 211	<p>The Educator Fellows program aims to strengthen the teacher pipeline while lowering the adult-to-student ratio in schools. Fellows gain two years of classroom experience while pursuing a degree in education, and receive a stipend for their service.</p> <p>In FY24, PED funded nearly 500 fellows through nonrecurring federal American Rescue Plan dollars. PED requested \$20 million to fund 500 fellows in FY25.</p> <p>The GAA also includes \$20 million for educator clinical practice programs to be distributed from the newly established Government Accountability Expendable Trust in Laws 2024, Chapter 18 (House Bill 196) annually from FY25 through FY27.</p>	<p><i>"For the recruitment and retention of educator fellow positions."</i></p>

## 2024 QUICK GUIDE TO NEW MEXICO EDUCATION LAWS AND BUDGET

LINE ITEM	EXPLANATION	SELECT BUDGET LANGUAGE
<b>Out-of-School Learning, Summer Enrichment, and High-Dosage Tutors</b> <b>\$15 million</b> High-Level Line No.: 99 GAA Page No.: 213	<p>PED provides awards to eligible entities to carry out out-of-school time programs to advance student achievement, with a priority to establish community learning centers that help students in high-poverty, low-performing schools to meet academic achievement standards.</p> <p>A strong evidence base shows ensuring students who have access to safe and welcoming learning environments and experiences in out-of-school activities tend to have higher student achievement.</p> <p>PED finances a variety of partnerships to provide free tutoring supports in an effort to increase student achievement, decrease student absenteeism, and create more equitable outcomes for New Mexico students. High-quality tutoring is an evidence-based strategy to address learning loss.</p>	<p><i>“For out-of-school time learning opportunities, summer enrichment and high-dosage tutoring. The general fund appropriation includes eight million five hundred thousand dollars (\$8,500,000) for high-dosage tutoring.”</i></p>
<b>Summer Reading Intervention</b> <b>\$30 million</b> High-Level Line No.: 100 GAA Page No.: 211	<p>The science of reading, or structured literacy, is an umbrella term coined by the International Dyslexia Association in 2016 to describe a science-based, explicit, systematic, cumulative approach to reading and writing instruction.</p> <p>The governor announced the appropriation will be used to construct an institute focused on improving literacy skills for New Mexicans of all ages.</p>	<p><i>“For a summer reading intervention program for students based in the science of reading.”</i></p>
<b>Implementing Indian Education Act</b> <b>\$500 thousand</b> High-Level Line No.: 101 GAA Page No.: 212	<p>Since FY04, the Legislature has appropriated \$122.7 million to the Indian education fund to implement the Indian Education Act.</p> <p>PED may use the \$500 thousand appropriation to further support efforts such as developing internal capacity to effectively implement the Indian Education Act.</p>	<p><i>“To implement provisions of the Indian Education Act.”</i></p>
<b>Career Technical Education</b> <b>\$40 million</b> High-Level Line No.: 153 GAA Page No.: 211	<p>Modern career and technical education (CTE) allows for engaging, hands-on, practical learning experiences for all students, no matter their goals for life after high school. PED has used previous appropriations for CTE to fund the NextGen CTE Pilot Program, the Innovation Zones initiative, work-based learning, summer internships, career technical student organizations, and a number of administrative components of offering CTE programs.</p> <p>PED could also use the appropriation to audit CTE programs offered statewide to better understand the true cost of CTE programs, ensuring robust, equitable access for all New Mexico students.</p>	<p><i>“For pilot programs including career technical education, career technical student organizations, innovation zones, work-based learning initiatives and equipment, including five million dollars (\$5,000,000) for summer internships. The other state funds appropriation is from the public education reform fund.”</i></p>



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