

STATE OF NEW MEXICO  
**LEGISLATIVE  
EDUCATION STUDY  
COMMITTEE**

2024 Post-Session Review  
April 2024



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## 2024 Post-Session Review

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During the 2024 session, the Legislature passed, and the governor signed, key education legislation, including an overhaul of the state's high school graduation requirements as well as increased training and transparency for school boards. As with most 30-day sessions, lawmakers focused most of their attention on the state's budget. While revenues again exceeded expectations, a looming revenue plateau prompted lawmakers to take a more cautious and future-looking approach to funding education.

The 2024 General Appropriation Act (GAA) includes more than \$4.1 billion in the state equalization guarantee (SEG), the public school funding formula, which will flow directly to school districts and charter schools. Support for educators continued to be a focus for the body. The Legislature approved a 3 percent salary increase for all school employees, adding \$94.1 million to the SEG. Due to increased participation in the K-12 Plus program during the 2023-2024 school year, the budget also includes \$60 million in recurring funds for the program. The Legislature also included \$30 million in the SEG for education innovation, though that amount was mostly offset by a \$19 million credit the Legislature took due to falling enrollment.

The Legislature continued to prioritize literacy in the FY25 budget. It set aside \$14 million to continue training educators in the science of reading, \$5 million to train secondary educators, \$30 million for summer reading programs, and \$30 million toward a building to house a statewide literacy institute.

Legislators changed the way they fund educator clinical practices, such as teacher residencies and paid student teaching. Rather than a one-year appropriation, those efforts were included in the newly created government results and opportunity expendable trust and program fund, a three-year plan to fund and evaluate promising but unproven strategies across state government. The Public Education Department (PED) will receive \$20 million per year for three years to fund educator clinical practice. The expendable trust will also fund \$5 million per year for pay differentials to fill hard-to-staff and special education positions over the next three years.

In addition to modernizing graduation requirements, the Legislature continued to support career and technical education, high school innovation zones, and work-based learning with a \$40 million appropriation to pay for all three. The next few years will show if the coupling of policy changes and continued funding will result in improvements in student engagement and improved secondary outcomes.

While not a legislative initiative, a PED administrative rule mandating 180 instructional days for all schools cast a shadow over the proceedings. Several members from both parties voiced their opposition to the proposal because it was interpreted as being in contradiction to the legislative intent of [Laws 2019, Chapter 19 \(House Bill 130\)](#). Members tried different approaches to stop the department from being able to move forward with it, including introducing a bill restricting the department from setting instructional day requirements. Those efforts, including language in the GAA prohibiting PED from spending operational funds to enforce the rule, failed when Governor Michelle Lujan Grisham line-item vetoed the budget language.

The 2023-2024 school year is the third since students returned to full in-person school after the Covid-19 pandemic and the sixth since the findings in the *Martinez-Yazzie* consolidated lawsuit. While the state saw significant improvement in reading achievement last school

year, the coming years will be pivotal in determining whether legislative initiatives and funding are having intended impacts, especially as revenues are forecast to continue slowing and the body must prioritize effective strategies.

## Introduction

Continued growth in oil and natural gas production has contributed to significant increases in general fund revenue, with the Consensus Revenue Estimating Group projecting \$13.048 billion in general fund revenue for FY25. These projections represent an increase in general fund revenue of \$280 million from FY24 and would be \$3.479 billion more than recurring general fund appropriations in FY24. In the 2024 legislative session, the Legislature leveraged those additional funds to support substantial increases in state government operations, with general fund appropriations totaling \$10.221 billion, an increase of 6.8 percent over FY24. A theme of turning “today’s dollars into tomorrow’s dollars,” continued in the 2024 legislative session, with the Legislature investing in new endowment funds, directing more money toward existing endowment funds, and reforming numerous provisions in the state tax code.

## Session Action

For FY25, the Legislature authorized significant increases in public school support, with increases for the K-12 Plus Program, education innovations, and compensation and benefits for public school personnel.

### HB2 and Feed Bill Recurring General Fund Appropriations from FY25

(in thousands)

| Agency Category                           | FY24 Operating Budget | FY25                  | Dollar Change      | Percent Change |
|---|-----------------------|-----------------------|--------------------|----------------|
| Legislature                               | \$34,163.2            | \$42,286.8            | \$8,123.6          | 23.8%          |
| Judicial                                  | \$402,839.3           | \$428,607.7           | \$25,768.4         | 6.4%           |
| General Control                           | \$220,160.7           | \$208,395.1           | (\$11,765.6)       | -5.3%          |
| Commerce and Industry                     | \$91,689.2            | \$100,601.8           | \$8,912.6          | 9.7%           |
| Agriculture, Energy and Natural Resources | \$112,056.2           | \$121,610.1           | \$9,553.9          | 8.5%           |
| Health, Hospitals, and Human Services     | \$2,728,295.3         | \$2,957,794.0         | \$229,498.7        | 8.4%           |
| Public Safety                             | \$534,279.1           | \$532,386.8           | (\$1,892.3)        | -0.4%          |
| Public Schools                            | \$4,175,721.6         | \$4,426,948.1         | \$251,226.5        | 6.0%           |
| Higher Education                          | \$1,269,456.4         | \$1,313,297.2         | \$43,840.8         | 3.5%           |
| Compensation*                             | \$0.0                 | \$89,327.0            | \$89,327.0         | -              |
| <b>Total</b>                              | <b>\$9,568,661.0</b>  | <b>\$10,221,254.6</b> | <b>\$652,593.6</b> | <b>6.8%</b>    |

Source: LFC Files

\*Includes all state employees except public school employees who are included in the 'public schools' agency category.

## General Appropriation Act of 2024

The General Appropriation Act (GAA) includes \$4.336 billion for public school support, a \$209.5 million, or 5.1 percent, increase over FY24. Public school support accounts for 42.4 percent of total recurring FY25 general fund appropriations, down from 43.1 percent in FY24. While the increase for public school support amounts to a 5.1 percent year-over-year change, this is less than the year-over-year increase in recurring general fund appropriations of 6.8 percent. However, between FY20 and FY24, the Legislature often authorized appropriations for public education that exceeded increases in other areas of the budget.

## State Equalization Guarantee

The SEG was enacted in 1974 to equitably distribute revenue to public schools. The Legislature has frequently revised the SEG, but it has not significantly altered its overall structure.

For FY25, the Legislature appropriated \$4.172 billion to the state equalization guarantee (SEG), the state's public school funding formula, including \$4.170 billion from the general fund and \$1.5 million from driver's license fees. The recurring appropriation to the SEG represents an increase of \$201.5 million, or 5.1 percent, compared with FY24. Although local educational agencies (LEAs) have flexibility in how they use their SEG distributions, some SEG appropriations are accompanied by language specifying particular programs and initiatives, which can be found in section 4, subsection K, 'Public School Support' of the GAA.

***Educator Pay and Benefits.*** For FY25, the Legislature focused on increasing compensation and benefits for public school employees, with the SEG appropriation including \$94.2 million for a 3 percent increase in public school personnel compensation. Importantly, the Legislature did not include averaging language in the GAA to ensure all public school personnel receive the same percentage increase in compensation. The Legislature also included \$25.7 million in the SEG distribution to support increases in insurance premiums.

***Learning Time.*** In FY24, the Legislature appropriated \$60 million in nonrecurring supports to the K-12 Plus Program, the entirety of which was used by the Public Education Department (PED). To backfill that nonrecurring appropriation, the Legislature appropriated \$60 million to the SEG for K-12 Plus Programs.

***Education Innovations.*** One of the key concepts that emerged from the 2023 interim was a general idea around appropriating flexible funding to the SEG that could be used by LEAs for local initiatives. To pilot this approach, the Legislature appropriated \$30 million in flexible funding to the SEG that may be used in a variety of ways at the local level, with the GAA citing literacy, community schools, and career and technical education (CTE) programs as potential initiatives to support with that flexible funding. If an LEA is currently using federal Covid-relief funds on a promising initiative, they may also use this flexible funding to sustain that programming beyond the obligation deadline of that federal relief funding in September 2024.

## Categorical Appropriations

The Legislature appropriated \$165.2 million for categorical appropriations from the general fund, an increase of \$8 million, or 5.1 percent, from FY24. 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 flat funding for the Indian education fund.

**Transportation Distribution.** The Legislature appropriated \$133.8 million from the general fund for public school transportation, a 5.5 percent increase from FY24. The transportation distribution includes \$1.5 million to provide a 3 percent increase in compensation for transportation personnel. The GAA also includes \$3.9 million for removing the density factor in the transportation distribution formula, which currently decreases an LEA's transportation distribution if they are in a densely populated community and replacing it with a component for geographic rurality. This specific appropriation is partially aligned with the recommendations of the LESC transportation [study](#) that was presented to the committee on October 12, 2023.

## Public Education Department

The Legislature appropriated \$23.9 million to PED for the department's operations, an increase of \$352 thousand from FY24. This 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 \$42.4 million, or 163.4 percent, from FY24. The \$68.4 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, \$5 million for teacher professional development, \$1.4 million for regional education cooperatives, and \$41 million for universal school meals.

There were also significant general fund appropriations to nonrecurring special programs in FY25, totaling \$137.6 million, an increase of 276 percent from FY24. Among the 20 nonrecurring general fund appropriations to PED were \$2.3 million for a learning management system, \$2.5 million for secondary educator literacy training, \$5 million for attendance initiatives, \$6 million for special education initiatives, and \$5 million for summer internships. The Legislature also included \$30 million for a summer reading intervention program, as well as \$30 million from the public school capital outlay fund for a literacy institute.

Of note, PED will also receive a \$19.9 million supplemental appropriation for universal school meals to ensure the provisions of [Laws 2023, Chapter 30 \(Senate Bill 4\)](#) are appropriately implemented in FY24.

## Government Results and Opportunity Expendable Trust

Beginning in FY25, the Legislature will adopt an initial approach to long-term budgeting, where it makes multi-year appropriations that support pilot programs. At the end of the pilot period, the Legislature may have evidence indicating whether a specific program should receive recurring funding moving forward. While the executive vetoed language in the GAA requiring the Legislative Finance Committee (LFC) and the Department of Finance and Administration (DFA) establish performance measures for recipient agencies, LFC and DFA will be required to collaborate on evaluating the Accountability in Government Act.

To support its initial approach to long-term budgeting, the Legislature passed [Laws 2024, Chapter 18 \(House Bill 196\)](#), creating the government results and opportunity (GRO) expendable trust and program fund. With an initial transfer from the general fund of \$512.2 million to the trust and \$325.8 million to the program fund, GRO will sustain pilot projects over three fiscal years, beginning in FY25. Among the initial pilot projects in the GAA were educator clinical practice, with a total of \$60 million over three years, and salary differentials for special education educators and hard-to-staff positions, with a total of \$15 million over three years.

If these initiatives are found to be effective, the Legislature may consider appropriating recurring funding to those programs, beginning in FY28.

### Public Education Reform Fund

The 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 nonreverting and consists of appropriations, unspecified gifts, grants and donations, and income from investment of the fund's existing balance. The FY24 year end balance of the fund may be \$54.5 million, based on current estimates of reversions from prior appropriations.

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 PERF.

### Public Education Reform Fund

For FY25, the Legislature appropriated \$54.5 million from the public education reform fund (PERF), a year-over-year decrease of \$128.8 million, or 70.3 percent. Appropriations from the PERF include \$10 million for the family income index, \$2 million for community schools and family engagement initiatives, \$40 million for CTE programs, and \$2.5 million for secondary educator literacy.

In recent years, much of the inflows to the PERF have been driven by reversions from the K-5 Plus and Extended Learning Time programs. With the enactment of [Laws 2023, Chapter 19 \(House Bill 130\)](#), both programs were phased out in FY24 and replaced with the K-12 Plus program. This ended inflows to the PERF and the fund's ability to support nonrecurring appropriations beyond FY25.

### Road Ahead

During the 2023 interim, 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 FY25 public school support recommendation on January 15, 2024. The Legislature ultimately enacted several of the recommendations that were included in the LESC-endorsed public school support scenario, including backfilling the nonrecurring appropriation for K-12 Plus, increasing public school personnel compensation, and providing flexible funding in the SEG for education innovations.

As the 2024 interim begins, LESC staff will again build on the prior interim's budgeting process, with the intention of holding discussions with LESC members on what they individually and collectively envision for public school support in FY26. Similar to the 2023 interim process, these inclusive conversations will culminate in an LESC FY26 recommendation for public school support that builds on the progress from the 2024 legislative session while addressing ongoing challenges in New Mexico's public education system.

Additionally, LESC staff will complete the second phase of its compliance with [House Memorial 51 \(HM51\)](#), which requested LESC complete a comprehensive study of the SEG with the goal of providing a report and potential recommendations by the beginning of the 2025 legislative session.

LESC staff presented its [report](#) on the SEG to the committee on December 13, 2023,

and will now prepare a proposal for revising the SEG. This proposal will be presented for committee endorsement before the 2025 legislative session, with potential recommendations focusing on revising the basic program, special education, and at-risk components of the formula.

## Introduction

With a focus on middle and high school students, LESC defines student success as a comprehensive set of skills, knowledge, and mindset necessary to thrive into the future, often identified as postsecondary, career, civic, and life readiness. For New Mexico's students to be successful through their secondary experience and upon graduation, current learning structures and systems should evolve to reflect the changing landscape and interconnected relationships of schools with community and economic development.

One notable legislative outcome from the 2024 legislative session related to student success was modernizing the state's high school graduation requirements, a long overdue effort to support schools, educators, and students with a statutory framework that offers the chance for systemic redesign to better challenge and engage New Mexico's learners during their high school years. As LESC prepares for the upcoming interim, additional student success topics—school attendance, effectiveness of middle schools, and how to best support and fund career and technical education (CTE)—still need additional consideration to realize holistic development for all New Mexico learners.

## Session Action

Legislative measures related to student success considered during the 2024 legislative session spanned topics such as graduation requirements, attendance, CTE, higher education funding, and middle school. Additionally, appropriations for FY25 cover these topics. These items are detailed in the following section and illustrate the breadth of ways the Legislature has considered how to prioritize education systems and funding that help realize college, career, and civic readiness for all students.

### Signed Student Success Measures

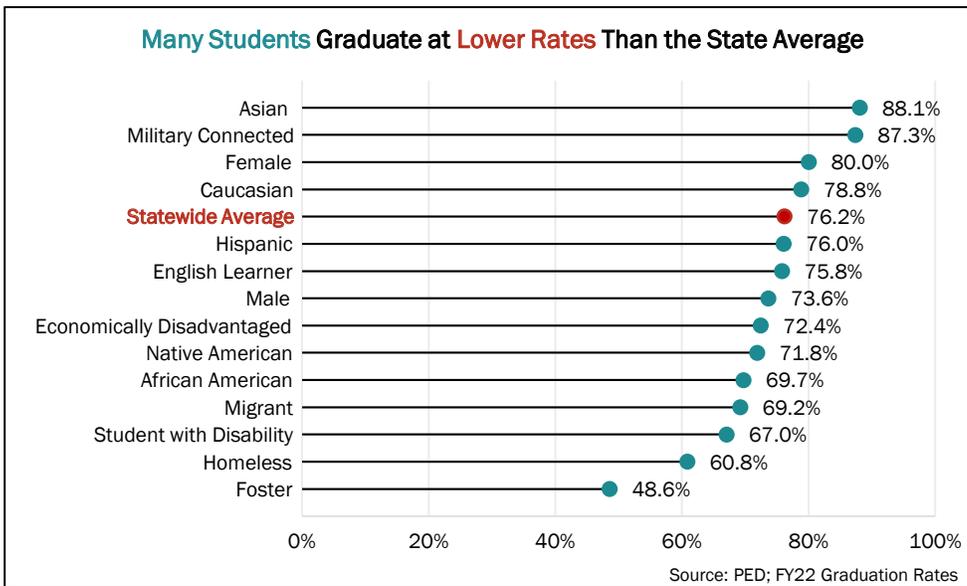
***Modernizing High School Graduation Requirements.*** [Laws 2024, Chapter 2 \(House Bill 171\)](#) amended existing law to modernize and update the state's high school graduation requirements, which had last been comprehensively updated in 2007. Chapter 2 maintains the requirement of 24 units to earn a high school diploma, but in those 24 units, makes several meaningful changes (see below for a full summary of changes). The measure either maintains or increases unit requirements in core academic subject areas, requires the development of graduate profiles by school districts and charter schools, requires all students to take financial literacy in a required government and economics/personal financial literacy unit, requires school districts and charter schools to set two of the required units for graduation, and allows additional courses in CTE and work-based learning to count toward core academic requirements. The law goes into effect for high school students beginning ninth grade in the 2025-2026 school year. Graduation requirements for students currently in high school are prohibited by law from changing, so current high school students are not impacted.

| Subject                | Laws 2024, Chapter 2 (HB171) Requirements  | Impact   |
|------------------------|--|--|
| English                | <p style="text-align: center;"><b>4 units</b></p> <p>Must include a 3 unit sequence; Department-approved work-based learning, CTE, or English language development courses that meet English or English language development standards may qualify.</p>  | <p>Students must take a sequence of 3 English units, meaning courses that sequentially build on one another such as English 9, English 10, and English 11; the 4th unit can be selected to meet the student's individual goals. For example, a student could take journalism, communications, or a CTE-focused English course such as business writing.</p>  |
| Math                   | <p style="text-align: center;"><b>4 units</b></p> <p>2 units must include a sequence of algebra I and geometry, or another integrated pathway of mathematics equivalent to algebra I and geometry; Department-approved financial literacy courses, work-based learning, or CTE courses that meet math academic content and performance standards may qualify. <b>Algebra II must be offered in all school districts and charter schools.</b></p> | <p>Students must take a sequence of algebra I and geometry, or another set of 2 integrated math courses equal to the level of algebra I and geometry. The other 2 courses would be selected based on the student's goals, but could include math courses such as algebra II, calculus, statistics and probability, financial literacy, or CTE-focused math courses such as construction math or computer science, among other options.</p>   |
| Science                | <p style="text-align: center;"><b>3 units</b></p> <p>2 units must have a laboratory component; Department-approved work-based learning or CTE courses that meet science academic content and performance standards may qualify.</p>  | <p>All students must take 3 units of science, with 2 of these units in laboratory-based science courses.</p>   |
| Social Studies         | <p style="text-align: center;"><b>4 units</b></p> <p>3 units are specified. These 3 units must include: 1 unit of United States history and geography, which must include New Mexico history; <b>1 unit of government and economics/personal financial literacy</b>, which must include civics content, and 1 unit of world history and geography.</p>   | <p>Students must take 4 units of social science with 3 of these units specified in law (United States history and geography, government and economics/personal financial literacy, and world history and geography); the 4th unit is selected by the student. This could include any number of history courses, but also social science courses such as ethnic studies, psychology, anthropology, or sociology, among other options.</p>   |
| Physical Education     | <p style="text-align: center;"><b>1 unit</b></p> <p>The 1 unit of physical education is determined by the school district or charter school.</p>   | <p>Physical education may include a physical education program, or participation in marching band, dance programs, junior reserve officers' training corps, or interscholastic sports sanctioned by the New Mexico Activities Association, or any other co-curricular physical activity.</p>   |
| Health                 | <p style="text-align: center;"><b>0.5 unit</b></p> <p>Health can be taken in middle or high school.</p>  | <p>0.5 unit, typically a semester long class, is required in health, but this can be taken in middle or high school at the school district or charter school's discretion.</p>   |
| Electives              | <p style="text-align: center;"><b>5.5 units</b></p> <p>Must include a two-unit pathway of the student's choice; All electives must meet academic content and performance standards.</p>  | <p>The 2 unit pathway requirement can be in a language other than English (including American Sign Language), CTE courses, health, military preparation, fine arts, health, community learning or a capstone course, or work-based learning. With the addition of the 2 unit pathway, students can choose a focus and take 2 connected courses in this subject. For example, this could enable a student to take 2 years of a language other than English, or support their goals to become CTE concentrators.</p> |
| Local Discretion Units | <p style="text-align: center;"><b>2 units</b></p> <p>School districts and charter schools must set 2 additional units for graduation requirements. These must meet PED-approved academic content and performance standards.</p>  | <p>School districts and charter schools are expected to set 2 additional units for their students. Chapter 2 allows these units to transfer with a student and be accepted by a receiving school district. These 2 units can be either core or elective units and must be approved by school boards or governing councils.</p>   |
| Total Units            | <p style="text-align: center;"><b>24 units</b></p>   | <p><b>24 total units are required as a state minimum, but this can be exceeded by a local school district or charter school.</b></p>   |

Chapter 2 reflects several years of study of middle and high school design by LESC. Previous LESC research identified 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. This spurred interest in school redesign to ensure high schools are structured to allow for foundational, rigorous academic development while also remaining responsive to learning needs of today.

Also at the center of Chapter 2 is recognition of a lack of engagement and readiness among high school students. Research shows student engagement drops sharply as students get older, with survey results showing by 12th grade, a mere 34 percent of

students are engaged in school. Additionally, New Mexico is experiencing concerning rates of chronic absence with data from the 2022-2023 school year showing about 40 percent of students across all grade levels are chronically absent. Complicating the lack of engagement and high rates of chronic absence, LESC research also found students often fail to leave high school ready for what comes next. This is evident in several data points: a stagnant high school graduation rate (76.2 percent for FY22), high rates of remediation if students do attend postsecondary schooling, low student achievement rates, a lack of preparedness for available jobs, a lack of access to career pathways in high school, and especially concerning, high rates of disconnection from either school or the labor market.



With the changes made by Chapter 2, there is the potential for re-thinking high school statewide. LESC staff will continue to monitor implementation of the new graduation requirements with a short-term view on the development of graduate profiles and updates to administrative rule and course catalogs alongside a long-term view on the units set by school districts and charter schools in an effort to ultimately study how graduation requirements impact student trajectories and outcomes in the future.

**LESC Middle School Study.** [House Memorial 4 \(HM4\)](#), signed by the New Mexico House of Representatives, requests LESC study the structure, curriculum, funding, and design of middle schools and make recommendations to the Legislature and the governor on methods and means of enhancing the quality of middle school education in New Mexico. The memorial requests LESC work with a representative group of youth, including youth that reflect New Mexico’s student demographics and 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 the Public Education Department (PED).

HM4 reflects a continuation of the committee’s work in recent years to re-design and bolster secondary school systems. LESC staff have included this item in work plans for the 2024 interim and will produce a final report on this topic by the requested date of December 31, 2024.

**Lottery and Opportunity Scholarship Changes.** [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 modifies language on credit hour requirements for both scholarships with the intent to clarify year-round availability of both scholarship programs.

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. Chapter 63 also clarifies the Lottery Scholarship can be

used at tribal colleges.

For the Opportunity Scholarship, the bill specifies that a student must be enrolled in at least six credit hours per semester, though these requirements do not apply during the final semester. Chapter 63 also amends current law to specify that dual credit courses do not count toward credit hour caps. The changes to dual credit may be particularly meaningful to students; because dual credit courses will no longer count toward credit hour caps under the Opportunity Scholarship, high school students may be able to take additional dual credit courses without worrying about their impact on future scholarships.

**Higher Education Trust Fund.** [Laws 2024, Chapter 61 \(Senate Bill 159\)](#), creates a higher education trust fund and a higher education program fund, from which an annual distribution would be made to support scholarships for tuition and fees at public postsecondary educational institutions in New Mexico. Since the Legislature provides considerable financial support to residents who attend a public postsecondary educational institution in New Mexico through both the Legislative Lottery Scholarship and the Opportunity Scholarship, Chapter 61 creates a dedicated funding source for paying tuition and fees for eligible students.

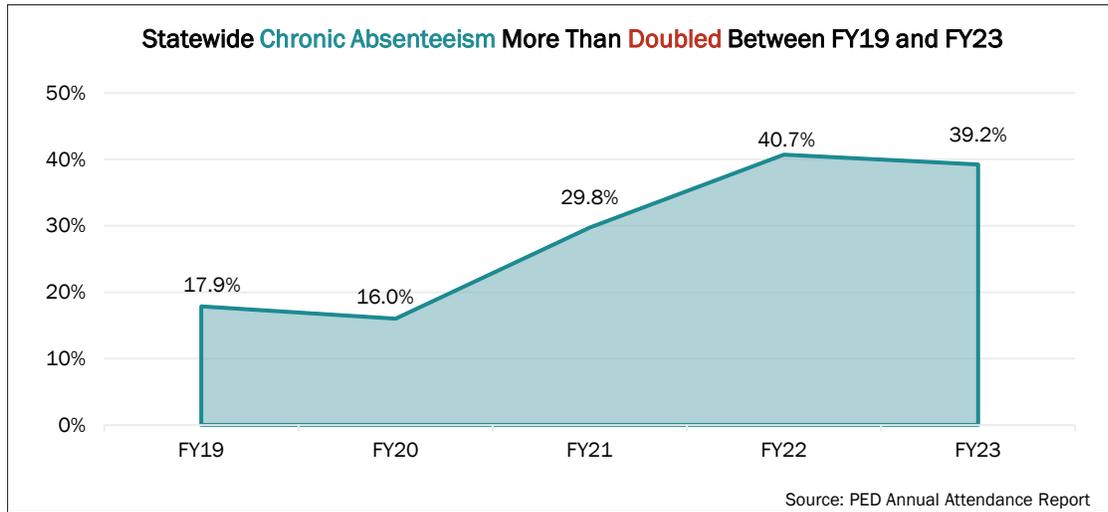
The higher education trust fund created by Chapter 61 is a permanent fund, similar in function to the land grant permanent fund used for early childhood and public education, yet would only make distributions to the higher education program fund. With the enactment of this bill, a nearly \$1 billion (\$959 million) trust fund and scholarship program fund has been created, with intent to ensure tuition-free college in New Mexico long-term. Of note, the Higher Education Department (HED) reports the enactment of Chapter 61 also means New Mexico now has the largest higher education fund in the nation.

## **Budgetary Items Related to Student Success**

Integral to the support of education, the Legislature also appropriated significant education funding during the 2024 legislative session to support various initiatives and programs. The items most pertinent to the topic of student success are detailed below. A full list of budgetary items is included in the “Public School Finance” section of this report, as well as included appendices.

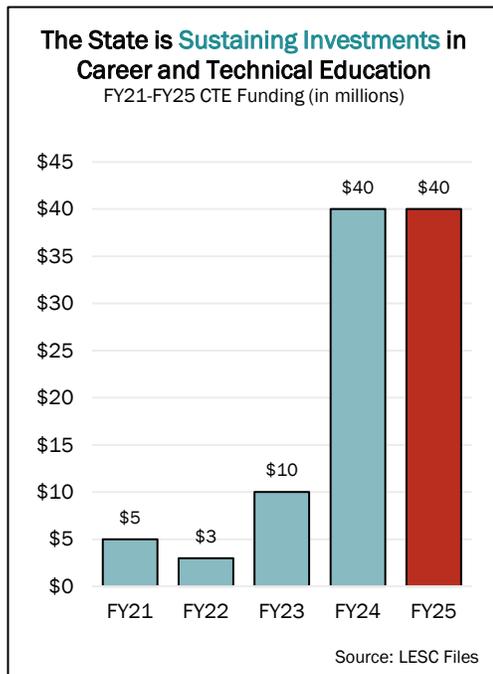
**School Attendance and Chronic Absenteeism.** With an average nearly 40 percent chronic absence rate in New Mexico, school attendance remains a crucial issue statewide. Despite the state’s Attendance for Success Act and consensus about the importance of regular attendance for academic, social, and emotional success, schools across New Mexico continue to face challenges in addressing attendance issues effectively. The General Appropriation Act (GAA) of 2024 includes a \$5 million appropriation from the general fund to PED for attendance success initiatives in FY25. This is equal to the FY24 appropriation, which was used by PED to support seven of the largest school districts in the state, fund an attendance campaign, and to host an attendance conference.

A [2023 interim LESC study of attendance](#) focused on implementation of the Attendance for Success Act. In this study, LESC staff found that while compliance with the planning components of the law is generally high, schools are just now beginning to stabilize data collection to understand attendance issues accurately. Additionally, attendance is inherently complex. LESC staff found a better understanding of appropriate, locally-driven attendance interventions is needed.



**Career and Technical Education Funding.** Recognizing modern CTE programs support both the varied goals of New Mexico’s students, as well as a robust state economy, the Legislature appropriated \$40 million in the GAA from the public education reform fund to PED for CTE, career technical student organizations, Innovation Zones, summer internships, and work-based learning in FY25. The GAA also includes an additional \$5 million to PED from the general fund specifically earmarked for summer internships in FY25.

**Advanced Placement and International Baccalaureate Exams.** The GAA includes \$1.25 million from the general fund to PED to fund Advanced Placement (AP) and International Baccalaureate (IB) tests in FY25. Beginning in FY24, this funding, which historically had been used only for AP exam fees, was expanded to include IB exams. The GAA continued funding for both in language for FY25.



**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 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.

**Education Innovations.** The GAA includes a total of \$59 million, including \$30 million in new funding in FY25, to support a range of “education innovations” in FY25 through the state equalization guarantee (SEG), the state’s public school funding formula. While the appropriation specifically mentions providing teacher mentorship, educational planning, structured literacy programs, community

schools, or CTE programs, funds appropriated to the SEG are completely discretionary. School districts and charter schools may use the flexible funds to respond to the unique and evolving needs of their students.

**Opportunity Scholarship.** In addition to the changes to the Opportunity Scholarship noted above, the GAA includes a total of \$162 million to HED to support the Opportunity Scholarship in FY25. This includes \$146 million from the general fund and \$16 million from the newly created higher education program fund created by Chapter 61. The Opportunity Scholarship, created in 2022, allows students to receive scholarships up

to the amount of tuition and fees for state public higher education institutions and tribal colleges. Eligibility for the Opportunity Scholarship is limited to New Mexico residents who have not earned a bachelor's degree and who are enrolled at least half-time (with half-time defined as enrollment in at least six credit hours). HED reports just over 42 thousand students are currently receiving the Opportunity Scholarship.

***Science, Technology, Engineering, Arts, and Mathematics.*** One item that did not receive an appropriation in the GAA for FY25 was science, technology, engineering, arts, and mathematics (STEAM) initiatives. In FY24, the Legislature appropriated \$8 million to PED for STEAM initiatives.

### **Other Legislative Items Considered**

While these measures did not pass, the Legislature also considered additional funding for CTE through LESC-endorsed Senate Bill 67 (SB67), which would have created a pilot program to provide \$1.2 million in funding incentives for school districts and charter schools whose students earn industry-recognized credentials. SB67 did not receive a hearing as the bill was not deemed germane during the 2024 legislative session.

Another topic the Legislature grappled with was the idea of additional higher education funding, particularly for adult learners and for careers in traditional trade professions, such as construction.

- House Bill 100 (HB100), which did not receive a hearing, would have created the Adult Online Learner Scholarship Act and a corresponding “adult online learner scholarship program,” a new postsecondary educational scholarship program. This proposed program would have been administered by HED to offer scholarships for adults ages 26 and older to earn degrees and certificates online.
- House Bill 208 (HB208), which also did not receive a hearing, would have created the “Trade Education Assistance Act,” which would have also been administered by HED. The proposed act would have charged HED with approving trade education programs and awarding stipends to eligible recipients.

While neither measure was considered via legislative hearings, both reflect an interest in higher education and training assistance for adult learners that may not have funding currently available to them through the state's more commonly used scholarship programs: the Legislative Lottery Scholarship and the Opportunity Scholarship.

## **Road Ahead**

The upcoming LESC work plan includes several items to continue to study and develop legislative proposals that bolster student success. LESC staff have identified three primary topics for ongoing study in the 2024 interim.

***Study Middle School Design, Structures, Staffing, and Funding to Determine Appropriate Legislative Frameworks to Foster Continued Secondary School Redesign.*** HM4, described above, requests LESC to complete a comprehensive study of middle school. As the pivotal transitional phase between elementary and high school, middle schools play a crucial role in shaping students' academic, social, and emotional development. However, existing middle school structures often fail to adequately address the needs of adolescents and educators in middle school settings. Through comprehensive methodologies, including stakeholder input, data analysis, and study of successful middle school models, this research endeavors to provide actionable insights

and evidence-based recommendations for shaping policies that foster the creation of more supportive, inclusive, and effective middle school environments for students and educators alike. LESC staff anticipate producing a final report by December 31, 2024.

***Evaluation of Career and Technical Education Programs and Development of Evaluation Methodologies Reflective of Comprehensive Student Success.***

The Legislature has invested significant funding in CTE programs in recent years, reflecting broad consensus about the importance of career-connected learning for New Mexico's students. The evaluation of these CTE programs is essential for assessing the effectiveness of the Legislature's investment in such programs. However, current evaluation frameworks often lack comprehensiveness and fail to adequately measure the multifaceted effects of CTE including holistic outcomes that include career readiness, social emotional development, and post-graduation success. This research aims to develop an evaluation framework to assess the full spectrum of CTE programs, providing insights to improve the quality, relevance, and cost effectiveness of CTE offerings, while also exploring the use of more holistic student outcome measures for use by the Legislature.

***Continue Study of School Attendance to Support Better Identification of Barriers and Challenges to Chronic Absence.***

Regular school attendance is recognized as integral to academic and social success, yet schools continue to face challenges in addressing attendance effectively. This research aims to expand on LESC's earlier work to assess the Attendance for Success Act and explore the potential of predictive analytics to identify patterns and factors contributing to student absenteeism. By leveraging data-driven approaches, including student demographics, academic performance, community factors, and socio-economic background, LESC staff intend to explore the use of predictive models that can forecast attendance challenges proactively. The goal is to allow insight into how schools might intervene early and implement targeted interventions, thereby increasing the Legislature's understanding of legislative options to address the issue of chronic absenteeism.

***Additional Items for Monitoring.*** In addition to these planned research agenda items, LESC staff will also continue to monitor implementation of legislation enacted during the 2024 legislative session such as the new high school graduation requirements and the development of graduate profiles.

## Introduction

Preparing, retaining, and supporting a high-quality educator workforce is key to improving student outcomes and addressing the ongoing *Martinez-Yazzie* education sufficiency lawsuit. Instructional quality was a focus of the lawsuit ruling; 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.

In the 2024 legislative session, the Legislature appropriated over \$208 million to prepare, recruit, support, and retain our state’s educators.

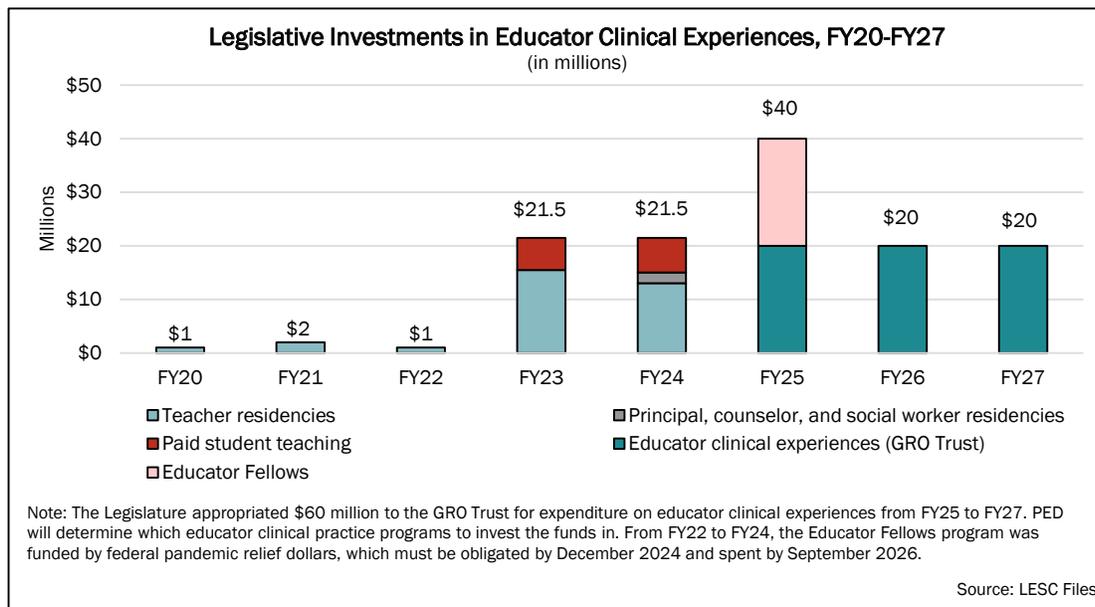
## Session Action

During the 2024 legislative session, the Legislature appropriated a total of \$80 million to support teacher preparation in the form of the Educator Fellows program and clinical practice for educator candidates. The Legislature further appropriated \$94.2 million to support educator recruitment and retention through a 3 percent salary increase for all public-school personnel, as well as \$15 million to fund differential pay for special education teachers and other hard to staff positions over three years. To support the development of current educators, the Legislature appropriated \$18.9 million for professional development, a learning management system, an educator evaluation system, microcredentials, and the National Board Certification Scholarship Fund. Finally, as a result of [House Memorial 20](#) passing, LESC will study kindergarten through 12th grade (K-12) class size reductions over the 2024 interim.

## Legislation Targeting Educator Preparation

As New Mexico schools continue to face high educator vacancies and turnover, the Legislature focused its investments in educator preparation on expanding clinical practice opportunities for teacher candidates and continuing the Educator Fellows program, which is currently funded through expiring federal pandemic relief dollars. Research shows well-prepared educators who receive strong professional development opportunities throughout their careers are better equipped to meet the needs of their students. These educators are also less likely to leave the profession. A growing body of national research also suggests educator preparation programs that provide extensive clinical practice experiences are more likely to attract more diverse teacher candidates with lower attrition rates and stronger student outcomes.

***Educator Clinical Practice.*** The Legislature appropriated \$60 million to the Public Education Department (PED) for expenditure on educator clinical experiences from FY25 to FY27 from the newly created government results and opportunity (GRO) expendable trust and program fund. If the initiatives piloted are found to be effective, the Legislature may consider appropriating recurring funding to those programs, beginning in FY28. This appropriation builds upon prior legislative investments in teacher, principal, counselor, and social worker clinical experiences, amounting to a total of \$47.5 million since 2020.



**Educator Fellows.** 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 a school district or charter school. The program aims to increase adult-to-student ratios in the classroom while increasing the supply of qualified educators in New Mexico. PED funded 492 fellows in FY24 through soon-to-expire federal pandemic relief dollars. In the General Appropriation Act (GAA), the Legislature appropriated \$20 million from the general fund for the Educators Fellows program in FY25, just below the \$23.5 million PED requested to support 500 fellows.

### Legislation Targeting Educator Recruitment and Retention

A substantial body of research demonstrates teachers’ wages affect the quality of those who choose to enter the teaching profession and how long educators stay in the profession. In 2024, the Legislature heard several bills to address educator recruitment and retention, including bills to enact class size reductions, study teacher recruitment and retention, raise minimum school personnel salaries, increase the salary cap for educational retirees returning to work in schools, and require a mental health counselor in every middle and high school; however, none of these bills passed. One memorial that did pass requires LESC to study K-12 class size reductions.

**Universal Salary Increases.** The Legislature appropriated \$94.2 million from the general fund to the state equalization guarantee (SEG), the public school funding formula, to provide a 3 percent salary increase to all public school personnel.

In the 2022-2023 school year, 1,344 teachers with special education licenses in New Mexico had general education teaching assignments.

**Differential Pay.** The Legislature appropriated \$15 million from the GRO program fund to fund stipends and pay differentials for hard-to-staff and special education positions. PED may utilize \$5 million of the funds annually, from FY25 to FY27. A 2023 [LESC brief](#) on special education differential pay estimated instituting pay differentials for special education teachers and assistants who serve students

with extensive to maximum special education needs, at a rate that research suggests would be effective at reducing vacancies, would cost \$29.3 million in FY25. Similarly, a 2023 [LFC progress report](#) on special education estimated the cost of implementing stipends for only those special education teachers to be \$20.4 million. A growing body of [research](#) suggests hard-to-staff teacher salary differentials are only effective when

**Estimated Costs of LESC Staff Proposed Special Education Pay Differentials**

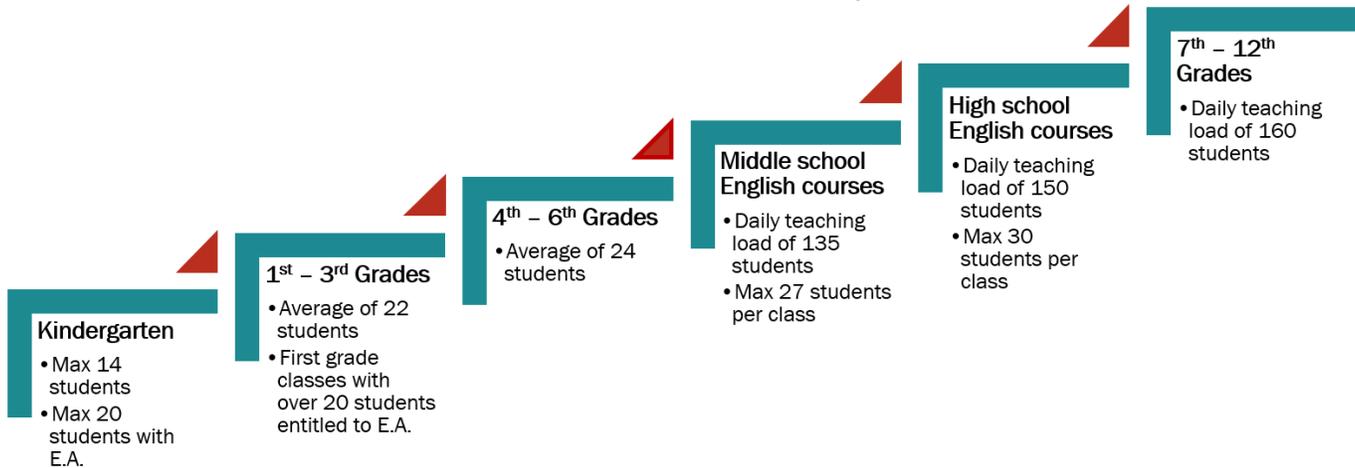
FY25

|   | Estimated FTE | Proposed Stipend Amount | Estimated Total Cost (in thousands) |
|---|---------------|-------------------------|-------------------------------------|
| Special education teachers serving level C and D students   | 2,040         | \$10,000.0              | \$20,400.0                          |
| Special education assistants serving level C and D students | 2,231         | \$4,000.0               | \$8,924.0                           |
| <b>TOTAL</b>  | <b>4,271</b>  |                         | <b>\$35,654.0</b>                   |

Note: Only special education teachers and assistants serving students with extensive to maximum special education needs are included in the estimate.

Source: LESC Files

**New Mexico K-12<sup>th</sup> Grade Class Size Requirements**



Source: Section 22-10A-20 NMSA 1978

sufficiently large, with differentials of \$10 thousand per year demonstrating improved results in vacancy rates. With funding at \$5 million per year, PED will need to decide whether to target some positions over others with a stipend amount that research demonstrates could be effective at reducing vacancies.

**Study Class Size Reductions.** [House Memorial 20 \(HM20\)](#) requires LESC to study K-12 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.

**Legislation Targeting Educator Supports**

Effective educator [professional development](#) can help improve student achievement. During the 2024 legislative session, the Legislature invested in professional development for school leaders and teachers, including structured literacy training for secondary teachers, National Board Certification scholarships, a learning management system, licensure advancement, and an educator evaluation system.

**Professional Development.** In the GAA, the Legislature appropriated \$5 million for school leader professional development, \$5 million for teacher professional development, and \$5 million for structured literacy professional development for secondary teachers for FY25.

**National Board Certification Scholarship Fund.** In the GAA, the Legislature appropriated \$500 thousand to the National Board Certification

**FY25 Legislative Investments in Educator Supports**

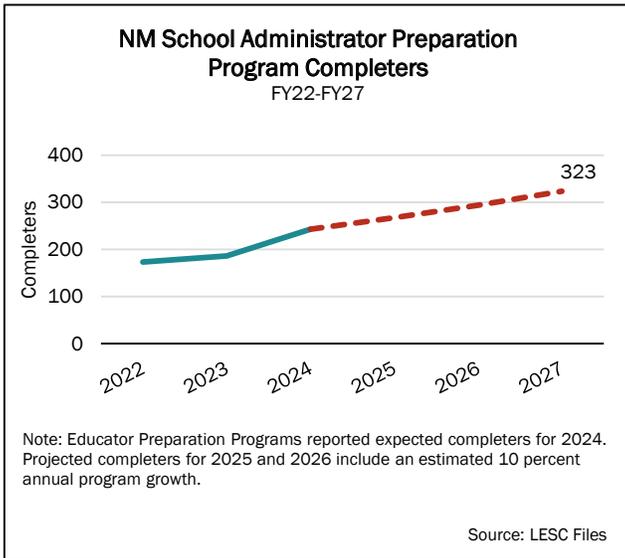
| Educator Support   | Appropriation (in thousands) |
|--|------------------------------|
| School leader professional development                         | \$5,000.0                    |
| Teacher professional development                               | \$5,000.0                    |
| Secondary teacher structured literacy professional development | \$5,000.0                    |
| National board certification scholarship fund                  | \$500.0                      |
| Learning management system                                     | \$3,300.0                    |
| Educator evaluation system and licensure advancement           | \$1,100.0                    |
| <b>TOTAL</b>   | <b>\$19,900.0</b>            |

Source: LESC Files

scholarship fund for FY25. Created in 2020, the fund pays for initial board certification of eligible educators.

**Learning Management System, Licensure Advancement, and Educator Evaluation.** During the 2023 interim, LESC heard from PED about the state’s learning management system (LMS). The LMS is an online platform that hosts educator evaluations; microcredential courses for educator licensure advancement; interactive online classrooms with tools for virtual, hybrid, and in-person instruction; and a “commons area” where teachers can upload, vet, and access high-quality instructional materials.

For FY25, the Legislature appropriated \$2.3 million from the general fund for the LMS, as well as \$1.1 million for an educator evaluation system and licensure advancement. Additionally, the GAA specifies that \$1 million of the teacher professional development appropriation from the educator licensure fund may be used for an educator evaluation and LMS, making the total FY25 appropriation for the LMS \$3.3 million.



**Other Legislative Items Considered**

The Legislature considered several measures focused on preparing, retaining, and supporting school staff that did not pass but generated discussion headed into next year’s 60-day session. In addition, several educator workforce bills were introduced but not heard by the Legislature. These items are summarized below.

- **School Administrator Preparation Program Requirements.** House Bill 22 (HB22), an LESC endorsed bill, would have required school administrator preparation programs to meet national and state standards and for all programs to apply to PED for approval by January 15, 2026. This legislation emerged from the collaborative efforts of a principal preparation task force established by the New Mexico Association of Colleges and Teacher Education in 2023. HB22 would have defined school leader preparation program criteria, including requiring a full-academic-year, paid residency. Statute would have been amended to administratively attach the existing, but now defunct, school leadership institute to PED. PED would have been required to further develop program criteria through administrative rule to meet research-based features of effective leader preparation programs. Further, the bill would have appropriated \$2 million from the general fund to PED for expenditure in FY25. While HB22 was not heard during the 2024 legislative session, LESC plans to continue work on this bill in the interim.
- **Teacher License Computer Science Endorsement.** House Bill 277 (HB277) would have expanded computer science license endorsements available through PED from licenses only for secondary teachers to all K-12 teachers who hold a valid license and demonstrate sufficient content knowledge in computer science as determined by the department. The bill would have appropriated \$150 thousand from the general fund to PED for expenditure in FY25.
- **Implement Class Size Reductions.** House Bill 227 would have phased in lower maximum class loads for elementary schools over five years. The bill included an appropriation of \$1.43 million from the general fund to the public school capital outlay fund to provide additional classrooms. House Bill 215 (HB215) would have reduced class load maximums in elementary, middle school, and high schools beginning in

school year 2025. Both bills included measures to increase transparency and accountability. Neither HB227 nor HB215 were heard in the legislative session.

**New K-12 Class Size Maximums Proposed by HB227 and HB215**

|                             | HB227     | HB215 |
|-----------------------------|-----------|-------|
| Kindergarten - 3rd Grade    | 20        | 15    |
| 4th - 6th Grade             | 20        | 18    |
| 7th - 8th Grade             | No change | 18    |
| Middle School Teaching Load | No change | 90    |
| High School Teaching Load   | No change | 110   |

Note: Both bills would have eliminated the ability to meet class size maximums by average classes across grade levels. Under HB215 all elementary classes above 15 students would have been entitled to a full-time educational assistant.

Source: LESC Files

- Study Teacher Recruitment and Retention.** House Memorial 29 (HM29) would have required LESC staff to study public teacher compensation and career advancement opportunities, including salary differential pay based on teacher credentials or staffing needs, costs of living and housing availability, and career advancement opportunities that do not require teachers to leave the classroom and that better support the needs of teachers and students. Although the memorial did not pass, LESC will investigate educator recruitment and retention over the 2024 interim.
- Minimum School Personnel Salaries.** House Bill 199 (HB199) would have increased the minimum annual salary for all full-time public school employees to \$30 thousand. The new salary minimum would have impacted low-wage, full-time, public school employees who work a full academic year, including personnel such as educational assistants, school secretaries, school bus drivers and attendants, and food service personnel.
- Educational Retirees Returning Salary Cap.** House Bill 222 (HB222) would have increased the annual salary a retired member of the New Mexico Educational Retirement Board (NMERB) could make upon returning to employment with a local administrative unit without suspension of the member’s retirement benefits. The maximum annual salary allowed would have increased from \$15 thousand to \$30 thousand. NMERB’s Return to Work program aims to decrease teacher shortages in the state. HB222 was not heard in the legislative session.
- School-Based Mental Health Counselors.** House Bill 70 (HB70) would have appropriated \$38 million from the general fund to the SEG, the public school funding formula, to provide school-based mental health counselors in public middle and high schools. LESC staff estimate a \$38 million appropriation would fund an estimated 410 additional counselors per year, based on an estimated average FY24 salary of \$72,500 plus estimated benefits. HB70 was not heard in the legislative session.

## Road Ahead

Over the past few years, the Legislature has made substantial investments in educator preparation, including paid student teaching and paid residencies for teachers, principals, counselors, and social workers. Likewise, school personnel have seen notable compensation increases through legislation raising teacher salary minimums, increasing the principal responsibility factor, and offering substantial universal salary increases. Initial effects from these investments are beginning to be seen. According to the 2023 New Mexico Educator Vacancy [Report](#) by the Southwest Outreach Academic Research Evaluation & Policy Center at New Mexico State University, the teacher pipeline in our state is gradually increasing. In the 2023 school year, estimated educator vacancies decreased. However, in the following school year, educator vacancies rose again. These recent legislative investments, as well as enduring staffing challenges, inform LESC’s 2024 interim work priorities.

**Evaluating Educator Clinical Practice.** A growing body of [research](#) suggests teacher residency programs produce more diverse teacher candidates with lower attrition rates and their students demonstrate stronger outcomes than those of teacher candidates without extensive clinical experience. Given these promising outcomes, the Legislature appropriated \$33 million for teacher residency programs between FY20 and FY24. Another \$60 million has been appropriated for educator clinical practice programs from FY25 to FY27. In 2020, the Legislature passed the Teacher Residency Act, requiring residency programs to meet national best practices and supply residents with stipends of at least \$20 thousand. In 2023, the Legislature amended the Teacher Residency Act, increasing minimum resident stipends to \$35 thousand, and providing \$2,000 stipends to principals of partner schools and at least of \$50 thousand to teacher residency program coordinators.

**Pathways to be Evaluated**

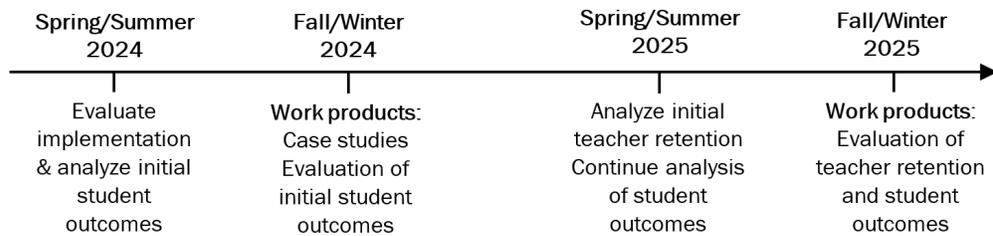
|                     |                                   | Licensure Pathway                       |  |
|---------------------|-----------------------------------|---|--|
| Clinical Experience | Traditional with residency        | Alternative with residency              |  |
|                     | Traditional with student teaching | Alternative with no clinical experience |  |

Source: LESC Files

Over the 2023 interim, LESC staff published a [memo](#) presenting a plan to evaluate the implementation and initial outcomes of investments in both residency and student teaching clinical experiences and their interactions with both traditional and alternative licensure pathways. Evaluating these programs is critical to ensure state investments in educator preparation programs produce highly effective teachers who serve the state’s most at-risk students and remain in classrooms in the long term.

LESC staff will conduct a multi-prong study with three phases. The first phase will examine program implementation through case studies conducted at educator preparation programs and cooperating school districts. The second phase will analyze initial student achievement data through hierarchical statistical modeling, taking into account differences in the modeling. In the third phase, LESC staff will analyze initial teacher retention effects. Additionally, as outcomes from a single year of student achievement data present significant limitations, LESC staff will build on prior student outcome analyses with an additional year of student outcome data.

**Timeline of Educator Clinical Practice Evaluation**



**Studying Educator Recruitment and Retention Mechanisms.** As New Mexico seeks to build and retain a diverse and high-quality educator workforce, legislators must decide which evidence-based policy levers to invest in. Over the 2024 interim, LESC staff will investigate educator compensation, career advancement opportunities, innovative staffing models, class sizes, and school leadership preparation as mechanisms to improve educator recruitment and retention.

LESC staff will approach these analyses from a lens of funding for excellence, while acknowledging that sustainable funding will be key to ensuring long term outcomes. Likewise, LESC staff acknowledge each mechanism may require tradeoffs with other mechanisms and may incur potential unexpected effects. For example, instituting reduced class size maximums may be an effective tool to improve student outcomes. However, it could present challenges for instituting further substantial teacher salary increases. Smaller class sizes could also result in more vacant teacher positions. LESC

staff will present a brief to the committee over the interim with the estimated costs, implementation challenges, and impacts of implementing each lever in New Mexico.

***School Leader Preparation.*** LESC staff will continue to support the principal preparation task force established by the New Mexico Association of Colleges and Teacher Education. Over the interim, staff will continue to build support for the task force’s recommendations to define school leader preparation program criteria in statute and to move the existing school leadership institute to PED, which operates school leader preparation and development. Staff will use the interim to fine tune the bill introduced in the 2024 legislative session before the 2025 legislative session, including developing more detailed cost estimates for implementing year-long, paid principal residencies, and the potential for braided funding, as well as an option to target state-funded residencies to those heading directly to principalships. LESC staff’s interim work investigating a fourth teacher licensure level for teacher leaders could support this work, by providing teachers a way to progress professionally without pursuing administrative licensure.

The second phase of the principal preparation task force’s recommendations involves establishing different licensure pathways or endorsements for types of school leaders, such as principals and vice principals, superintendents, and special education directors. Current New Mexico education administrative licensure code is very broad. National best practices recommend separate standards for building leaders and district leaders. Superintendents could also be better served by completing training targeted to their needs closer to the time they become a superintendent, rather than the broad administrative training they currently received before becoming a principal years before. LESC staff will investigate these possibilities, participate in the task force’s working group over the interim, and present options to the committee over the interim.

#### New Mexico Principal Preparation Task Force Primary Recommendations

- Define program criteria for school leader preparation in statute, based on evidence-based best practices, including a year-long, paid residency.
- Attach the existing School Leadership Institute to PED, rather than HED.
- Allocate funding to provide tuition assistance for redesigned principal preparation programs and paid residencies.
- Establish different licenses or endorsements to better meet the needs of different school administrative positions, such as principals and superintendents.

Source: LESC Files

## Introduction

The 2024 legislative session highlighted an ongoing need for systems-wide changes across the various bodies that construct and govern New Mexico's schools. While lawmakers debated small-scale bills that attempted to address individual issues, larger questions requiring systems-wide changes remain prevalent. The Legislature made only minor adjustments to the Public School Capital Outlay Act while LESC and Legislative Finance Committee (LFC) staff continue to study outstanding deficiencies within the state and local match formula. The Legislature made only a modest investment in the transportation distribution despite an LESC study that used quantitative and qualitative data to identify system-wide inadequacies in transportation funding. The Legislature made significant adjustments to local school board training requirements, but stopped short of passing a resolution that would modify the governance of the Public Education Department (PED) as a whole. As LESC prepares for the upcoming legislative interim, the committee should begin to consider how it can help the Legislature coalesce around large-scale, systems-wide changes throughout the domains of capital outlay, transportation, data systems, and school governance.

## Session Action

Throughout the 2024 legislative session, the Legislature enacted several measures affecting public school capital outlay, direct capital outlay appropriations and reauthorizations, information technology and data systems, and school governance. These measures, detailed below, reflect efforts to refine the state's education infrastructure, funding mechanisms, and governance structures to better serve the needs of students, educators, and communities across the state.

### Public School Capital Outlay Act

The Legislature passed two bills that made minor modifications to the public school capital outlay awards process. [Laws 2024, Chapter 22 \(Senate Bill 76\)](#) makes 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 [Laws 2024, Chapter 37 \(House Bill 207\)](#) amends the charter school lease assistance program in the Public School Capital Outlay Act to make the program a mandatory distribution rather than an optional distribution.

Chapter 22 clarifies a school district's eligibility for a local match waiver should be based on the district's local match prior to a temporary 33 or 50 percent reduction established by [Laws 2023, Chapter 98 \(Senate Bill 131\)](#). Paragraph 9 of Subsection B of Section 22-24-5-NMSA 1978 allows the Public School Capital Outlay Council (PSCOC) to waive the required "local match" of a school district's award under any of three 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;

- B. The school district is a small, high poverty district, with fewer than a student membership (MEM) of 800, a free and reduced-fee lunch rate of 70 percent or greater, and a local match rate greater than 50 percent, and a residential tax rate of at least 7 mills; or
- C. The school district is experiencing rapid growth, with an enrollment growth greater than 2.5 percent, a facility master plan that shows the need for a new school in the next two years, and a residential tax rate of at least 10 mills. provision is retroactive to PSCOC awards made in FY23 and will sunset at the end of FY26.

Chapter 22 specifically applies to waiver criteria B, ensuring school districts with a student MEM of fewer than 800 students maintain eligibility for a local match waiver, even if their local match is temporarily reduced below the 50 percent threshold.

Chapter 37 will improve charter schools' favorability on applications for facility loans by changing a "may" to a "shall" in the charter school lease assistance program. The charter school lease assistance program was established as an optional program by [Laws 2004, Chapter 125 \(Senate Bill 399\)](#) to support charter school facility costs by providing state funding to cover a portion of eligible leases. Under the lease assistance program, charter schools are entitled to the lesser of two calculations: the actual cost of the school's lease, or the school's MEM times a per-MEM amount.

## Public School Transportation Distribution

The General Appropriation Act (GAA) of 2024 failed to incorporate most of the recommendations made in a [2023 LESC study of the transportation distribution](#).

Using historical data on actual transportation expenditures and adjusting for inflation since 2010, the LESC report recommended increasing the base transportation distribution to an amount between \$130 million and \$135 million using a one-time "adequacy adjustment." The GAA of 2024 increases base funding to \$128 million, short of the LESC recommendation.

The LESC report also found the density factor substantially reduces funding for some school districts, contributing to significant inequity of funding statewide. The report recommended completely eliminating the density factor and including an additional \$3 million to \$5 million in the distribution to hold districts harmless from the formula change. Instead, the GAA of 2024 replaces the density factor with a new "rurality" factor, giving PED authority over how the new factor will be calculated. LESC staff recommends that PED calculate the new rurality factor to provide additional funding to rural school districts, rather than reduce funding in dense school districts.

Other recommendations from the report may require full-fledged legislation. Based on feedback from transportation experts statewide, the LESC report recommends using "eligible ridership" rather than actual ridership to calculate transportation allocations, establishing statutory site characteristic multipliers for the transportation distribution, and allowing state funds to be used for every aspect of transportation including transportation to career technical education sites, extracurricular activities, and McKinney-Vento services.

During the 2024 session, staff from the New Mexico Finance Authority (NMFA) explained that a \$10 million appropriation to the charter school facility revolving fund has been difficult to expend for two reasons: (1) the amount was too small to make meaningful loans for charter school facilities; and (2) the discretionary nature of the lease assistance program made the revenues from the program uncertain, negatively impacting charter schools’ credit on loan applications. Codifying the lease assistance program as a reliable annual revenue stream for charter schools will improve their favorability on loan applications, and increasing the funding available for charter school facility loans will help NMFA make charter school facility loans with greater impact.

Despite the discretionary nature of the lease assistance program, PSCOC has never opted to forego making a lease assistance distribution since the program’s inception. For this reason, LESC staff anticipate Chapter 37 will not result in a significant impact to the public school capital outlay fund and will not limit PSCOC’s capacity to fund public school construction projects. In addition, while Chapter 37 makes the lease assistance program mandatory, the law does not eliminate certain discretionary aspects of the lease assistance program, such as the ability of PSCOC to set the annual per-MEM distribution rate.

**Direct Capital Outlay Appropriations and Reauthorizations**

The Legislature passed, and the governor signed, three bills earmarking capital outlay funding for public schools. Legislation during the 2024 session authorized the sale of general obligation (G.O.) bonds, reauthorized capital outlay appropriations from prior years, and made new capital outlay appropriations directly to schools, PED, and the Higher Education Department (HED).

**General Obligation Bonds.** [Laws 2024, Chapter 64 \(\\*House Bill 308\)](#) authorizes the sale of G.O. bonds to generate revenues for many state agencies, including public schools. Chapter 64 will ask voters to ratify four separate bond questions at the November 2024 general election. Bond Question #2 would authorize the sale of \$19 million in G.O. bonds and earmark \$6 million for public school library resources. Bond Question #3 would authorize the sale of \$229.6 million in G.O. bonds for capital upgrades at New Mexico institutions of higher education.

**Capital Outlay Reauthorizations.** [Laws 2024, Chapter 65 \(\\*Senate Bill 246\)](#) reauthorizes and modifies several direct capital outlay appropriations made to schools in previous years. Specifically, the law makes the following changes to public education projects:



- The purpose of a 2023 appropriation to the Albuquerque Sign Language Academy was changed to allow the purchase of a portable building for use as a garage, and the time of expenditure was extended through FY26.
- The purpose of a 2023 appropriation to the ASK Academy was expanded to include the purchase of property, buildings, and equipment.
- The time of expenditure for a 2022 appropriation to Santa Fe Public Schools to provide districtwide connectivity and infrastructure upgrades was extended through FY26.
- The time of expenditure for a 2022 appropriation to PED to purchase, install, and equip district-owned school buses with cameras was extended through FY26.
- The time of expenditure for a 2022 appropriation to PED to purchase, replace, and equip school buses was extended through FY26.
- The unexpended balance of a 2022 appropriation to PED for a heating, ventilation, and air conditioning system at the Salam Academy in Albuquerque was rescinded and instead appropriated to the local government division to construct pickleball courts near Manzano Mesa Multigenerational Center in Albuquerque.

**Capital Outlay Appropriations.** [Laws 2024, Chapter 66 \(\\*Senate Bill 275\)](#) makes a total of \$107.7 million in direct capital outlay appropriations to public schools, PED, and HED. The appropriations in Chapter 66 made to public schools and other educational entities are summarized in the table to the left, and a full breakdown of the appropriations can be found in **Appendix I, Direct Capital Outlay Appropriations.**

Chapter 66 appropriates a total of \$46.3 million directly to 234 public schools for individual capital needs. Most commonly, direct appropriations to public schools were made for information technology infrastructure, furniture, fixtures, bookshelves, shade structures, classroom equipment, grounds and outdoor benches, and fencing.

In addition, Chapter 66 appropriates \$31.2 million to PED to purchase new school buses, including \$1.5 million for electric school bus charging infrastructure. The law also includes a \$30 million appropriation to HED to construct a structured literacy institute to benefit students, families, and teachers statewide.

Only one education-related appropriation was vetoed from Chapter 66: a \$100 thousand appropriation to Guadalupe Montessori School, a nonprofit prekindergarten provider in Grant County.

**Direct Capital Outlay  
Appropriations in  
Laws 2024, Chapter 66**

| School District          | Amount               |
|--------------------------|----------------------|
| Albuquerque              | \$22,275,000         |
| Animas                   | \$365,000            |
| Artesia                  | \$500,000            |
| Bernalillo               | \$100,000            |
| Cobre                    | \$300,000            |
| Corona                   | \$50,000             |
| Cuba                     | \$150,000            |
| Espanola                 | \$505,000            |
| Gadsden                  | \$300,000            |
| Gallup-McKinley          | \$300,000            |
| Hagerman                 | \$240,000            |
| Hatch Valley             | \$155,000            |
| Hondo Valley             | \$236,000            |
| Jemez Mountain           | \$160,000            |
| Lake Arthur              | \$400,000            |
| Las Cruces               | \$3,880,000          |
| Las Vegas City           | \$75,000             |
| Lordsburg                | \$100,000            |
| Lovington                | \$450,000            |
| Mesa Vista               | \$150,000            |
| Mora                     | \$185,000            |
| Mountainair              | \$70,000             |
| Pecos                    | \$150,000            |
| Penasco                  | \$200,000            |
| Questa                   | \$149,495            |
| Rio Rancho               | \$809,500            |
| Roswell                  | \$50,000             |
| Santa Fe                 | \$1,320,000          |
| Silver                   | \$250,000            |
| Socorro                  | \$420,000            |
| State Charters           | \$8,751,000          |
| Taos                     | \$2,100,000          |
| Tatum                    | \$745,000            |
| Wagon Mound              | \$150,000            |
| West Las Vegas           | \$260,000            |
| <b>SUBTOTAL SCHOOLS</b>  | <b>\$46,300,995</b>  |
| <b>Other Entities</b>    |                      |
| HED - Struct. Lit. Inst. | \$30,000,000         |
| PreK Providers           | <del>\$100,000</del> |
| PED - School Buses       | \$31,214,140         |
| Region 9 REC             | \$196,000            |
| <b>TOTAL</b>             | <b>\$107,711,135</b> |

Source: LESC Files

Two pieces of legislation were introduced related to public school information technology and data systems, but neither was enacted. Senate Bill 45 (SB45) proposed to amend multiple sections of statute to consolidate duties related to broadband and education technology infrastructure at the Office of Broadband Access and Expansion (OBAE), and Senate Bill 129 (SB129) proposed a number of changes to the Cybersecurity Act.

SB45 would have given OBAE the authority to sell up to \$10 million in supplemental severance tax bonds (SSTBs) per year to fund education technology infrastructure, permanently transferring the broadband program to OBAE and streamlining the expenditure of funds. In the years since OBAE's creation in 2021, the Public School Facilities Authority (PSFA) has worked closely with OBAE to transfer a \$10 million annual allowance for the education technology infrastructure deficiencies correction program, also known as the broadband deficiencies correction program. During the 2023 legislative interim, the two agencies disagreed about the allowable uses of the \$10 million allowance, slowing the expenditure of funds. SB45 had a number of technical issues and died in the Senate Finance Committee. However, the GAA of 2024 included a \$650 thousand transfer from the public school capital outlay fund to create four FTE associated with the broadband program at OBAE. PSFA will lose four FTE associated with the broadband program, but will gain four FTE for new positions: a programs analyst, a facilities specialist, and two regional project managers.

SB129 would have substantially increased the duties and powers of the state Cybersecurity Office to perform audits, monitor agencies' compliance with rules and regulations, and review proposed general fund appropriations for cybersecurity projects. The bill would have required public schools receiving general fund appropriations for information technology projects to adopt and implement cybersecurity procedures based on "moderate-impact security control baselines" adopted by the National Institute of Standards and Technology. The bill also would have required state agencies, including PED, to undergo an approval process prior to issuing a request for proposals for a new IT project. SB129 effectively expanded the Cybersecurity Act to cover public school IT systems, but did not give detail about how the law would be enforced. The bill passed both the Senate and the House, but was pocket vetoed by the governor without a veto message.

## School Governance

During the 2024 legislative session, legislators debated the systems of governance that oversee public education in New Mexico, including both local and state governance. [Laws 2024, Chapter 43 \(Senate Bill 137\)](#) made several changes to the statutes overseeing local school board members and members of charter school governing boards, requiring additional training and transparency over school board meetings. In addition, the Legislature grappled with questions about how to best manage PED in a debate over Senate Joint Resolution 9 (SJR9), which proposed to ask voters whether the New Mexico Constitution should be amended to give control of PED to a state board of education, rather than a governor-appointed secretary.

***School Board Training Requirements.*** Chapter 43, which passed both chambers and was signed by the governor, amends school board member and charter school governing board member training and campaign finance reporting requirements, requires public access to meeting webcasts, and creates a prohibition on hiring or firing a superintendent without cause for a certain period following a local election and the beginning of a new term. The law requires a minimum of 10 hours of training for school board members in the first year of their term, including a minimum of two

hours in each topic. In each year following the first year of their term, Chapter 43 requires five hours of training in any combination of a list of seven topic areas. The law requires the number of completed training hours by each school board or charter school governing body member be displayed on the district or charter’s profile on New Mexico Vistas, the state’s accountability dashboard. Specific training requirements in Chapter 43 are listed in the table to the right.

Chapter 43 also makes a number of changes to improve the transparency of school board elections and operations. The law requires that any school board candidate who receives or expends at least \$1,000 in campaign funds submit a campaign finance report to the Secretary of State, departing from the historical requirement that only required campaign finance reporting in districts larger than 12 thousand students. Chapter 43 also requires the webcasting of all school board and charter school governing body meetings and that webcasts be archived for public access for no less than three years. Finally, Chapter 43 prohibits a school board from firing or renewing a superintendent without cause at any time between a regular local election and sixty days after the first convening of a newly elected school board.

**Statewide Education Governance.** In addition to amending local governance structures, the Legislature debated SJR9, a proposed constitutional amendment that would have transferred oversight of PED from the governor to a new state school board. SJR9—which passed the Senate but did not receive a vote in the House Education Committee—proposed to repeal and replace Article XII, Section 6 of the Constitution of the State of New Mexico to return the operation and management of public education in New Mexico to create a state school board. The proposed structure would have been similar to the board that existed prior to a 2003 constitutional amendment the created the state’s current governance structure, whereby PED oversight is wrested with a cabinet-level secretary of public education who responds directly to the governor.

While SJR9 did not pass, it generated debate about how to best create a stable statewide vision for public education and consistent leadership at PED. Since the creation of the position of secretary of public education in 2003, there have been seven governor-appointed secretaries, including five in the past five years. Lawmakers voiced concern about the turnover in PED leadership, explaining that a lack of consistent priorities has contributed to an ineffective rollout of education initiatives. Opponents of the measure, including PED, HED, and the Early Childhood Education and Care Department (ECECD), explained the measure would disrupt PED operations and would create barriers to cooperation with other cabinet-level education departments. Some opponents noted returning to a structure the state abandoned in 2003 was not a way to move forward.

### Summary of School Board Member Training Requirements in Chapter 43

|   |  |
|---|--|
| <b>In first year of term, 10 required hours in ALL of the following topics (two hours per topic):</b> |  |
| 1.  | Laws and department policies and procedures affecting local school boards or public schools, including ethics and personnel;   |
| 2.  | Public school finance, budgeting, and fiduciary responsibilities of local school boards;   |
| 3.  | Legal concepts pertaining to local school boards and school districts, including the Open Meetings Act and the Inspection of Public Records Act;   |
| 4.  | Effective governance practices and effective methods of supporting and supervising the local superintendent; and   |
| 5.  | Student achievement and student support services.  |
| <b>Every year, five required hours in ANY of the following topics:</b>                                |  |
| 1.  | Laws and department policies and procedures affecting local school boards or public schools, including ethics and personnel;   |
| 2.  | Public school finance, budgeting, and fiduciary responsibilities of local school boards;   |
| 3.  | Legal concepts pertaining to local school boards and school districts, including the Open Meetings Act and the Inspection of Public Records Act;   |
| 4.  | Effective governance practices and effective methods of supporting and supervising the local superintendent;   |
| 5.  | A local school board's role in evaluating and improving student academic achievement and using data to set individual school goals for student academic achievement in each of the school district's public schools; |
| 6.  | A local school board's role in providing a safe learning environment conducive to improving student outcomes; and  |
| 7.  | Other matters deemed relevant by the department.   |

Source: LESC Files

## The Road Ahead

Future legislation should prioritize the alignment of New Mexico's systems for funding infrastructure and transportation, ensuring education policies, funding, and governance work together to serve a cohesive vision for a thriving public education ecosystem in New Mexico.

***Continue to Study the State and Local Match Calculation and Make System-Wide Changes.*** As the state enters its second year of temporary local match reductions brought about by [Laws 2023, Chapter 98 \(Senate Bill 131\)](#), LESC and LFC staff will continue to study the state and local match calculation and consider whether it is adequately serving its purpose. A joint presentation by LESC and LFC staff to the Public School Capital Outlay Oversight Task Force (PSCOOTF) in November 2023 pointed out the phase two formula still does not accurately reflect the amount of revenue school districts are able to generate for their local match, nor does it reflect the actual cost of construction. A recent increase in waiver requests is further evidence that the formula is not working as intended. Staff urged PSCOOTF to envision what the “ideal system” for school facility funding should look like, then adjust the formula to reflect that ideal system. As the state begins to consider changes to the state and local match formula, the Legislature may also wish to revisit the entirety of the Public School Capital Outlay Act to clarify the statute and improve the transparency of the PSCOC award process.

***Codify Changes Recommended in the 2023 LESC Study of the Transportation Distribution.*** The recommendations of the October 2023 LESC [study](#) of the transportation distribution were not incorporated in the GAA of 2024. The LESC study, an in-depth mixed methods analysis of actual transportation expenditures and direct observations from school transportation experts across New Mexico, contains solid, evidence-based recommendations to adjust the transportation distribution to improve the equity and adequacy of transportation funding statewide. While some recommendations are solely budgetary, many of the recommendations will require a standalone bill during the 2025 legislative session. LESC staff will work closely with school transportation stakeholders to craft legislation responsive to the study and ensure minimal impacts to current transportation programs.

***Improve Data Transparency and Monitor PED Data Systems.*** LESC staff maintains an internal database of public education data, comprising public data from PED, PSFA, and HED relevant to LESC's priorities. As LESC begins the 2024 legislative interim, staff plan to use the data to re-release a public-facing dashboard with detail on student achievement, enrollment, demographics, teacher workforce, school budgets, and school calendars. LESC staff will continue to monitor PED's efforts to streamline data collection via Project Nova, and will continue to advocate for the timely release of statewide assessment results to better guide policy and funding recommendations.

***Study Statewide Data Governance.*** New Mexico has a wealth of data expertise across the many state agencies that collect education data, including notable current efforts to build a real-time data system at PED and a statewide longitudinal data system at HED. However, these efforts appear to be isolated within state agencies, rather than aligned to a coordinated long-term vision to use data to improve student outcomes. Throughout the 2024 interim, LESC staff will study current efforts to build and improve data systems, working with the state's data experts to identify a pathway to a coordinated data governance structure that strengthens the state's capacity to organize and analyze data.

***Build Shared Understanding of Effective Public Education Governance.*** In October 2022, LESC staff presented a legislative roadmap toward addressing the *Martinez-Yazzie* lawsuit. In the roadmap, staff noted turnover in leadership at PED is a primary symptom of an uncoordinated educational system. LESC analysis of SJR9 noted there appears to be no cause-and-effect relationship between governance structures and student outcomes, but pointed out that SJR9’s proposed structure could potentially stabilize leadership over time and protect the state’s foremost education administrator from political pressure. Throughout the 2024 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.

## Introduction

With a focus on early childhood and elementary education, LESC defines whole child education as an approach that recognizes the connection between students’ social, emotional, and physical health and academic development. [Research](#) shows identity-safe classrooms, where students feel a sense of belonging, increases educational success and student motivation. While there were few bills specifically focused on evidence-based whole child policies during the 2024 budget-focused legislative session, the General Appropriation Act of 2024 (GAA) included several appropriations to bolster early literacy, special education, and student supports for out-of-school time programs.

## Session Action

In the 2024 legislative session, lawmakers allocated funding to both continue and expand initiatives in early literacy, special education, and out-of-school learning. Lawmakers funded a summer literacy institute in addition to continuing structured literacy initiatives. They also created salary differentials for special education and hard-to-staff positions through the government results and opportunity (GRO) expendable trust and program fund that will be funded and evaluated over three years. In addition, lawmakers supported existing special education initiatives and funded out-of-school learning, summer enrichment, and high-dosage tutoring programs.

**New Mexico Structured Literacy Coaching Levels of Support**  
2023-2024 School Year

|                                  |   |
|----------------------------------|---|
| 8 Literacy Model Schools         | <ul style="list-style-type: none"> <li>- Statewide literacy coach placed on-site who provides support to all teachers in the school</li> <li>- All teachers LETRS trained</li> <li>- Model classrooms identified for external visitation by educators from other schools to enhance learning</li> <li>- Site administrators in community of practice</li> </ul> |
| 64 Literacy Support Schools      | <ul style="list-style-type: none"> <li>- Statewide literacy coach placed on-site who provides support to kindergarten through fourth grade teachers in the school</li> <li>- All kindergarten through fourth grade teachers LETRS trained or enrolled in training</li> <li>- Site administrators in community of practice</li> </ul>                            |
| 80 School-Based Literacy Leaders | <ul style="list-style-type: none"> <li>- After receiving specific training in the coaching model, a teacher is designated as the literacy leader of the school</li> <li>- Receives training and support from statewide literacy coach</li> <li>- Literacy leader then coaches two colleagues</li> </ul>   |
| 50 Statewide Literacy Coaches    | <ul style="list-style-type: none"> <li>- This is a growing cadre of New Mexico educators who are full-time coaches and receive specific training in the coaching model and support statewide</li> <li>- Trained in LETRS and coaching</li> <li>- Placed on-site in either a Literacy Model or Literacy Support school</li> </ul>                                |

Source: PED

## Early Literacy

The New Mexico Legislature has invested in structured literacy training and supports as a key strategy to increase student proficiency and close achievement gaps in reading since the enactment of [Laws 2019, Chapter 256 \(Senate Bill 398\)](#). Through the structured literacy New Mexico statewide initiative, the Public Education Department (PED) is focused on identifying struggling readers before they fail and supporting teachers through the science of reading. PED notes their intention is to increase the number of students achieving reading proficiency and reduce the number of students requiring special education services.

**Early Literacy and Reading Support.** In the public school support budget for the 2024-2025 school year, lawmakers appropriated \$14 million from the general fund in recurring funding for early literacy and reading supports. Additionally,

local education agencies (LEAs) receive structured literacy funding through the state equalization guarantee (SEG), the state’s public school funding formula. PED plans to use this funding to support awards for structured literacy model and support schools, as well as the implementation of structured literacy coaches. This funding and work

supports the continuation of the structured literacy New Mexico initiative that began in the 2021-2022 school year. In the current 2023-2024 school year, PED has enrolled over 9,000 educators and administrators in Language Essentials for Teachers of Reading and Spelling (LETRS) training and provides additional coaching support to over 1,200 educators across the state, serving 25 thousand students in kindergarten through fifth grade. In the 2024-2025 school year, an additional 2,000 educators will take LETRS training, completing LETRS training for all kindergarten through fifth grade teachers across New Mexico. As PED notes on the structured literacy New Mexico portion of its website, structured literacy is an umbrella term used to describe evidence-based approaches for helping students read to learn and write proficiently. A strong body of evidence supports the implementation of a structured literacy approach to early literacy and reading instruction.

In Mississippi, student proficiency in literacy has increased by 10 percent since the implementation of structured literacy in 2013.

***Summer Reading Intervention and Literacy Institute.*** The public school support section of the GAA included \$30 million from the general fund in nonrecurring funding for a summer reading intervention program for students based in the science of reading, as well as \$30 million in one-time funding for the construction of a literacy building. The governor [announced](#) the appropriation will be used to construct an institute focused on improving literacy skills for New Mexicans of all ages. The governor's announcement also cited the 4 percent increase in overall student proficiency in English language arts on the New Mexico Measures of Student Success and Achievement (NM-MSSA), the public school standards-based assessment for third through eighth grades, from 34 percent in FY22 to 38 percent in FY23. While legislative investments in structured literacy may have contributed to improved statewide student proficiency in reading, evaluation tying this initiative to student outcomes must be done to understand the results of state investments, and to help determine a path forward for policymakers.

***Early Childhood Trust Fund.*** Lawmakers passed [Laws 2024, Chapter 4 \(Senate Bill 153\)](#) to increase the minimum annual distributions from the early childhood trust fund from \$150 million to \$250 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's most recent [Investment Holdings Report](#), the total balance of the early childhood education fund was \$5.7 billion as of December 2023.

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 4 increases the FY25 distribution from the early childhood trust fund to \$250 million, which provides ECECD with funding for \$14 million for childcare assistance copayments and restructures \$6 million for prekindergarten quality supports, among other initiatives.

## Special Education

To support students with disabilities, legislators focused on bolstering funding for the Office of Special Education created within PED last year by executive order, as well as establishing a pilot program for special education and hard-to-staff salary differentials.

***Special Education Initiatives.*** The Legislature appropriated \$6 million from the general fund in nonrecurring funding for the implementation of special education initiatives by PED, including providing technical assistance and implementing a statewide individualized educational program (IEP) process. As detailed in the December 2023 report [Special Education in New Mexico: A Landscape Analysis from Communities and Stakeholders](#), 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](#). Over the 2023 interim, LESC facilitated an in-depth special education stakeholder engagement process to better understand how the provision of special education services in New Mexico works, and does not work, statewide. There was consensus during the stakeholder engagement process that 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.

***Special Education Salary Differentials.*** Lawmakers appropriated a total of \$15 million over three years to support salary differentials for special education and hard-to-staff positions. This appropriation is from the GRO expendable trust and program fund created during the 2024 legislative session to support a new approach to long-term budgeting, where the Legislature makes multi-year appropriations to support pilot programs. After a three-year pilot period, the effectiveness of the pilot programs will be evaluated, and if found to be effective, the Legislature may consider appropriating recurring funding to these programs. [Research](#) suggests salary differentials can be effective mechanisms for recruitment and retention of teachers in hard-to-staff positions, like special education, when stipend amounts are recurring and sufficiently large.

## Out-of-School Learning

The Legislature continued to contemplate supports to serve students in and out of school towards increasing student achievement, building on existing initiatives for out-of-school learning, summer enrichment, and high dosage tutoring.

***Out-of-School Learning, Summer Enrichment, and High Dosage Tutoring.*** Lawmakers appropriated \$15 million in nonrecurring funding from the general fund for out-of-school time learning opportunities, summer enrichment, and high-dosage tutoring. According to PED, the department 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. A strong evidence base shows ensuring students have access to safe and welcoming learning environments and experiences out of school supports student achievement. As indicated in the GAA, \$8.5 million of the \$15 million appropriation is set aside for high dosage tutoring. PED's [website](#) lists a variety of partnerships that 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.

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## Road Ahead

During the 2023 interim, LESC focused on special education, social and emotional wellbeing, fine arts, early childhood, and supporting math education as part of its whole child framework. As detailed in the [LESC 2024 Annual Report](#), LESC staff recommended policy considerations regarding special education and fine arts.

LESC heard from various special education stakeholders there is a need for an intentional plan that would comprehensively address initial budget and policy steps; iterative, adaptive policy action; and evaluation of special education. Stakeholders emphasized the need to take time with policy shifts to ensure implementation is well-designed and truly meaningful for student outcomes. As a result, LESC staff is in the process of developing a five-year plan to focus on special education for approval by the committee as part of its 2024 work plan. The only special education policy considerations LESC staff determined needed immediate attention from lawmakers were supporting salary differentials for special education educators and supporting PED in the development and implementation of a statewide IEP/BIP.

LESC included \$10 million in its proposed FY24 budget from the public school capital outlay fund to upgrade art equipment and facilities as necessary. LESC proposed this funding would be available to schools and districts through an application process managed by PED, and funding could be used for various purposes to support art education, such as upgrading theater lighting, purchasing musical instruments, or any eligible arts-related expenditure. However, the budget did not include any funding for fine and performing art facilities and equipment.

Legislators acted on many LESC recommendations during the 2024 legislative session, including continued support for structured literacy, appropriations for special education salary differentials and special education initiatives, including the development of a statewide IEP. During the 2024 interim, LESC will continue to consider implementation of recommendations from the 2023 Annual Report, for example implementation of the five-year special education plan and fine and performing arts funding. LESC staff will also will begin to evaluate how legislative investments in structured literacy may have contributed to improved statewide student proficiency in reading, and determine next steps for policymakers. Finally, LESC staff will also continue to examine how evidence-based policy and program can increase student achievement in math, as well as narrowing of student achievement gaps.

## Introduction

During the 2024 legislative session, lawmakers aimed to address the inequities highlighted in the *Martinez-Yazzie* education sufficiency lawsuit by appropriating funds related to the implementation of the Indian Education Act, the Hispanic Education Act, and the Black Education Act to provide further support for educational services and opportunities.

The Legislature has made, and continues to make, myriad investments to the Public Education Department (PED), the Higher Education Department (HED)—including funding targeted to New Mexico colleges and universities—and to the Indian Affairs Department (IAD) to increase access to programming, teacher preparation, and training across the state.

### Postsecondary Appropriations for Native American Student Services in FY25

(in thousands)

| Postsecondary Institution  | Appropriation Description             | Appropriation Amount |
|--|---------------------------------------|----------------------|
| Eastern New Mexico University, Ruidoso Campus  | Tribal Education Initiatives          | \$100.0              |
| New Mexico Highlands University, Main Campus   | Tribal Education Initiatives          | \$200.0              |
| New Mexico Highlands University, Research and Public Service Projects                | Native American Social Work Institute | \$235.0              |
| New Mexico State University, Main Campus   | Tribal Education Initiatives          | \$300.0              |
| New Mexico State University, Grants Branch   | Tribal Education Initiatives          | \$100.0              |
| New Mexico State University, Research and Public Service Projects                    | Indian Resources Development          | \$277.9              |
| San Juan College, Main Campus  | Tribal Education Initiatives          | \$100.0              |
| University Of New Mexico, Main Campus  | Tribal Education Initiatives          | \$1,050.0            |
| University Of New Mexico, Gallup Branch  | Tribal Education Initiatives          | \$100.0              |
| University Of New Mexico, Health Science Center Research and Public Service Projects | Native American Health Center         | \$324.4              |
| University Of New Mexico, Health Science Center Research and Public Service Projects | Native American Suicide Prevention    | \$93.6               |
| University Of New Mexico, Research and Public Service Projects                       | Southwest Indian Law Clinic           | \$205.2              |

Source: 2024 GAA

## Session Action

In the 2024 legislative session, lawmakers made specific investments to enhance student achievement, prioritizing the needs for students named in the consolidated *Martinez-Yazzie* lawsuit.

### Indian Education

The court ruling in the *Martinez-Yazzie* education sufficiency lawsuit noted the state is not meeting the need for culturally relevant instructional materials for Native American students as ensured by the Indian Education Act. For several years now, LESC has advocated for strong and sustained funding aligned with [research](#), which shows incorporating Native language and culture in schools improves academic outcomes for Native American students.

Educational outcomes for Native American students remain lower than their non-Native peers. In response, during the 2024 legislative session, lawmakers continued to focus on improving outcomes for Native American students through increased and extended funding that supports learning environments, educational opportunities, and efforts to strengthen tribal self-determination. The General Appropriation Act of 2024 (GAA)

provides broad descriptions on the investments made to support Native American students' educational experiences.

***FY25 Appropriations to PED.*** The Legislature appropriated \$20 million from the general fund to PED for the Indian education fund with language specifying distribution of the awards must begin no later than September 1, 2024. PED presented to LESC in June 2023 explaining the [Indian education fund](#) is used to support nine grants:

1. The Indian Education Act grant, now referred to as the Improving Educational and Cultural Outcomes for Native American Students grant;
2. The Indigenous Language Fellow grant;
3. The Native American Community-Based Immersion Schools PreK-12 grant;
4. The Access to High Quality Curriculum, Instructions, and Assessment grant;
5. The Native American Language Program grant;
6. The Indigenous Education Initiatives;
7. The Native Language Teacher Pipeline grant;
8. The Recruit and Retain High-Quality Indigenous Personnel grant; and
9. The Native American Language and Culture Support grant.

Additionally, the GAA allocates \$500 thousand from the general fund to PED to implement the provisions of the Indian Education Act and a nonreverting appropriation from the general fund of \$5 million to further support Indian education initiatives for the Navajo Nation and for Zuni Pueblo.

Legislators also extended an FY22 appropriation of \$2 million from the general fund for tribal libraries including the planning, design, and construction of tribal libraries through FY25. Furthermore, Tribal and Rural Community-Based Extended Learning Programs are granted an extension from FY22 through FY25, utilizing a former \$13.3 million appropriation from the public education reform fund.

***FY25 Appropriations to HED.*** The Legislature also made appropriations in the GAA to HED to support tribal education initiatives at postsecondary levels, including \$600 thousand from the general fund to the tribal college dual credit program fund as it relates to policy development and institutional financial oversight at HED. HED will also receive \$200 thousand from the general fund through the government results and opportunity (GRO) expendable trust and program fund for tribal college teacher licensure and preparation programs in the northwest region.

Additionally, an appropriation of \$200 thousand from the general fund, also through the GRO expendable trust and program fund, will be provided to the Board of Regents of the University of New Mexico for the expansion of leadership, mentoring, and holistic student support activities for the American Indian student services ambassador program. The Postsecondary Appropriations for Native American Student Services in FY25 table on the previous page displays various funding for tribal education initiatives at postsecondary institutions.

***FY25 Appropriations to IAD.*** To further support Indian education, lawmakers provided various appropriations from the general fund to IAD that directly and indirectly impact Native American students. For instance, IAD will receive \$25 million from the general fund for tribal projects which includes \$2.5 million for Native American teaching statewide. Additionally, IAD will receive nearly \$1.2 million from the general fund through the GRO expendable trust and program fund to further support Native American students beyond PED initiatives, such as:

- \$240 thousand for the Pueblo of Isleta K-12 language center and science, technology, engineering, and math enrichment program;
- \$160 thousand to provide Native families positive pathways to health and wellness that provide year-round family wellness with access to traditional and cultural teachings;
- \$200 thousand for Pueblo of Jemez education department language immersion and cultural education programs and activities;
- \$160 thousand to provide youth leadership programs, internships, mentorships, and enrichment programs; and to provide community institutes to tribes to develop programs, policies, assessments, evaluation, budget blueprints, and teacher education and training;
- \$240 thousand to Santa Fe Indian School Leadership Institute to provide youth leadership, internships, and enrichment programs, and for the community institutes to provide technical assistance to tribes to develop education programs, policies, protocols, assessment, evaluation, budget, blueprints, and teacher education programs; and
- \$200 thousand to expand Indigenous youth council activities to include a youth conference.

### **Hispanic Education and Bilingual Multicultural Education**

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. The Hispanic Education Advisory Council exists in state statute to advise the PED secretary on improving public education for Hispanic students, increasing parental involvement and community engagement in the education of Hispanic students, and increasing the number of Hispanic high school graduates who succeed in postsecondary academic, professional, or vocational education. The GAA allocates \$500 thousand from the general fund to PED to implement the provisions of the Hispanic Education Act. PED will also receive an extension through FY25 to spend a FY23 appropriation of \$750 thousand from the public education reform fund to update the Prueba de Español para la Certificación Bilingüe Spanish language proficiency exams and other language proficiency exams for licensure endorsement.

The Board of Regents of the University of New Mexico will receive nearly \$880 thousand from the general fund through the GRO expendable trust and program fund for programs which include the following:

- \$160 thousand to support technical career education programs; and immigrant families with bilingual general educational development, English as a second language, citizenship, and job training;
- \$200 thousand to support new operating program
- \$320 thousand to support operating and program costs related to pilot projects managed by the department of Chicana and Chicano studies; and
- \$200 thousand to the Board of Regents for the Health Sciences Center Office of Diversity, Equity and Inclusion for Spanish language health sciences curriculum development and implementation to enhance the medical Spanish education program for students in the Health Sciences Center.

## Black Education

The Black Education Act was created to help focus on issues related to Black education, strengthen educational outcomes for Black students, and address the Black student achievement gap in a holistic and systemic manner. The Black Education Act created a Black Education Advisory Council and a Black education liaison position within PED to advise the Secretary on policy and programs related to the education of African American students and serve as a resource for schools to improve the educational outcomes and experiences of African American students. The Council and the liaison also work together on anti-racism and cultural sensitivity training and professional development programs for all school personnel, work with HED and postsecondary institutions to improve Black education and recruit and retain African American candidates in teacher preparation programs in the 2024 legislative session. In the GAA, the Legislature appropriated \$500 thousand from the general fund to PED to implement provisions of the Black Education Act.

## Road Ahead

As detailed in the LESC 2023 Annual Report, LESC staff recommended broad proposals to benefit students in a collective manner, including defining goals and the metrics of success to address the findings in the *Martinez-Yazzie* lawsuit effectively, providing stable and consistent funding to support the Indian Education Act, including the creation of a tribal education trust fund, and increased funding to the 520 certificate parity and training for bilingual and teachers of English to speakers of other languages (TESOL) certification.

Legislators acted on many LESC recommendations during the 2024 legislative session, including appropriating funds for the implementation of the education acts and higher education initiatives, among other legislative achievements. However, more work remains. During the 2024 interim, the LESC will consider implementation of recommendations from the 2023 Annual Report, such as the tribal education trust fund, which could provide more consistent funding that could feed the Indian education fund. LESC will also prioritize research and potential legislative changes with equity as an overarching theme.

### Status of Homeless and Foster Students

LESC staff will embark on an in-depth examination of how New Mexico can better support its most vulnerable students, particularly those experiencing homelessness or in foster care. Homeless and foster students across the country face significant challenges, including barriers to accessing stable housing, maintaining consistent attendance in schools, and support services. These challenges often result in educational instability, lower academic achievement, higher dropout rates, and increased risk of negative social and health outcomes compared to their

### House Bill 134: Tribal Education Trust Fund

House Bill 134 would have created a tribal education trust fund with an initial investment of \$50 million to support New Mexico tribes, nations, and pueblos in a manner compatible with tribal sovereignty.

The bill would have required PED to distribute annual funding from the tribal education trust fund to federally recognized New Mexico tribes, nations, and pueblos based on an equitable formula accounting for Native American student populations and tribal education capacity needs. The equitable formula would have been developed in a unanimous consensus in consultation with the tribes.

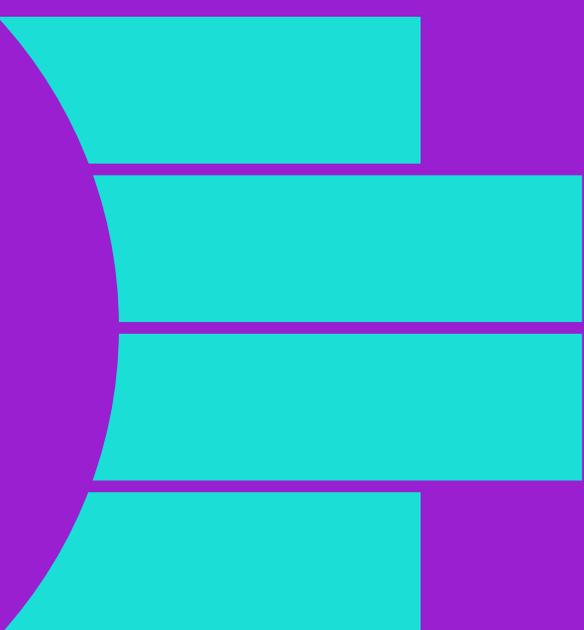
Distributions would have been equal to 5 percent of the year-end market value of the fund for the preceding calendar year in FY26 through FY30, and 5 percent of the fund's five-year average market value for the preceding five years beginning in FY31 and each subsequent fiscal year.

The beneficiaries of the tribal education trust fund were intended to be New Mexico tribes and their respective students; however, this bill did not pass the Senate floor.

their housed peers. These challenges are important to understand as they are integral in addressing the pervasive opportunity and achievement gaps, as underscored in the *Martinez-Yazzie* consolidated lawsuit.

### **Tribal Sovereignty**

LESC staff will delve into the concept of tribal sovereignty, exploring how empowering Indian nations, tribes, and pueblos in the education of Native American students can lead to improved educational outcomes. Recognizing tribal education sovereignty is crucial as it demonstrates respect for Indigenous self-determination and autonomy in education, crucial for meeting the unique needs of Indigenous communities. By embracing this perspective, New Mexico can effectively honor tribal education sovereignty and promote culturally responsive education. Understanding tribal education sovereignty is vital in tackling the persistent opportunity and achievement gaps highlighted in the *Martinez-Yazzie* consolidated lawsuit.



# APPENDIX

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

## Legislation Related to Public Education Introduced in the Second Session of the 56th Legislature of the State of New Mexico (Organized by Bill Number)

| Bill Number         | Short Title  | LESC Endorsed | Germane | House Vote | Senate Vote | Final Location | Chapter Number |
|---------------------|--|---------------|---------|------------|-------------|----------------|----------------|
| <b>House Bills</b>  |  |               |         |            |             |                |                |
| 1                   | <a href="#">HB39</a> YAZZIE LAWSUIT EDUCATIONAL FUNDING            |               | X       |            |             | HAFC           | 1              |
| 2                   | <a href="#">HB63</a> CANNABIS SCHOOL USE PREVENTION RESOURCE ACT   |               |         |            |             | HRC            | 2              |
| 3                   | <a href="#">HB70</a> SCHOOL-BASED MENTAL HEALTH COUNSELORS         |               | X       |            |             | HEC            | 3              |
| 4                   | <a href="#">HB71</a> STUDENT LOAN BILL OF RIGHTS ACT               |               | X       |            |             | House          | 4              |
| 5                   | <a href="#">HB74</a> SCHOOL BOARDS DETERMINE INSTRUCTIONAL DAYS    |               |         |            |             | HRC            | 5              |
| 6                   | <a href="#">HB75</a> ELECTRIC SCHOOL BUSES                         |               |         |            |             | HRC            | 6              |
| 7                   | <a href="#">HB84</a> PUBLIC COLLEGE FACULTY COMPENSATION           |               | X       |            |             | HEC            | 7              |
| 8                   | <a href="#">HB100</a> ADULT ONLINE LEARNER SCHOLARSHIP ACT         |               | X       |            |             | HEC            | 8              |
| 9                   | <a href="#">HB105</a> EDUCATION SCHOLARSHIP TAX CREDIT             |               | X       |            |             | HEC            | 9              |
| 10                  | <a href="#">HB123</a> PROHIBIT LIBRARY BOOK BANNING                |               | X       |            |             | House          | 10             |
| 11                  | <a href="#">HB126</a> SCHOOL VENTILATION VERIFICATION ASSESSMENT   |               | X       |            |             | HEC            | 11             |
| 12                  | <a href="#">HB132</a> SCHOOL ABSENTEEISM ENFORCEMENT               |               |         |            |             | HRC            | 12             |
| 13                  | <a href="#">HB134</a> TRIBAL EDUCATION TRUST FUND                  | X             | X       | 68-0       |             | Senate         | 13             |
| 14                  | <a href="#">HB135</a> INDIAN EDUCATION FUND DISTRIBUTIONS          | X             | X       |            |             | HAFC           | 14             |
| 15                  | <a href="#">HB136</a> PRE-SERVICE COMPUTER SCIENCE ED. PROGRAM     |               | X       |            |             | HEC            | 15             |
| 16                  | <a href="#">HB142</a> REIMBURSEMENT FOR PRE-SAT TEST SCORES        |               | X       |            |             | HAFC           | 16             |
| 17                  | <a href="#">HB151</a> POST-SECONDARY AFFIRMATIVE CONSENT POLICIES  |               | X       | 44-17      | 24-13       | Chaptered      | Chapter 34     |
| 18                  | <a href="#">HB157</a> SCHOOL TEACHERS ON-SITE PROTECTION ACT       |               |         |            |             | HRC            | 18             |
| 19                  | <a href="#">HB161</a> SCHOOL BUS SEATBELTS & AIR CONDITIONING      |               |         |            |             | HRC            | 19             |
| 20                  | <a href="#">HB171</a> SCHOOL GRADUATION REQUIREMENTS               | X             | X       | 57-1       | 40-0        | Chaptered      | Chapter 2      |
| 21                  | <a href="#">HB187</a> SCHOOL SOLAR TAX CREDIT                      |               | X       |            |             | HTRC           | 21             |
| 22                  | <a href="#">HB197</a> EDUCATION BENEFIT NONDISCRIMINATION          |               |         |            |             | HRC            | 22             |
| 23                  | <a href="#">HB199</a> EDUCATIONAL ASSISTANT SALARY                 | X             | X       |            |             | HAFC           | 23             |
| 24                  | <a href="#">HB207</a> PUBLIC SCHOOL CAPITAL OUTLAY GRANTS          |               | X       | 64-1       | 36-0        | Chaptered      | Chapter 37     |
| 25                  | <a href="#">HB208</a> TRADE EDUCATION ASSISTANCE ACT               |               | X       |            |             | HEC            | 25             |
| 26                  | <a href="#">HB215</a> SCHOOL CLASS LOADS                           |               |         |            |             | HRC            | 26             |
| 27                  | <a href="#">HB222</a> EDUCATIONAL RETIREES RETURNING SALARY CAP    |               | X       |            |             | HEC            | 27             |
| 28                  | <a href="#">HB225</a> CREATE CRIME OF HAZING                       |               | X       |            |             | HJC            | 28             |
| 29                  | <a href="#">HB227</a> PHASE IN CLASS LOAD LIMITS                   |               |         |            |             | HRC            | 29             |
| 30                  | <a href="#">HB228</a> PROGRAMS FOR DEAF STUDENTS                   |               |         |            |             | HRC            | 30             |
| 31                  | <a href="#">HB229</a> SPECIAL EDUCATION SUPPORT SERVICES           |               |         |            |             | HRC            | 31             |
| 32                  | <a href="#">HB232</a> INFRASTRUCTURE PLANNING & DEV. DIVISION      |               | X       | 65-0       | 36-0        | Chaptered      | Chapter 10     |
| 33                  | <a href="#">HB244</a> CAREER SCHOOL COURSES AS A SERIES            |               |         |            |             | HRC            | 33             |
| 34                  | <a href="#">HB246</a> FINANCIAL LITERACY FOR GRADUATION            |               |         |            |             | HRC            | 34             |
| 35                  | <a href="#">HB256</a> HIGHER ED TEACHER PREPARATION                |               |         |            |             | HRC            | 35             |
| 36                  | <a href="#">HB270</a> HIGHER ED TECH ENHANCEMENT FUND PROVISIONS   |               | X       | 62-1       | 32-6        | Chaptered      | Chapter 19     |
| 37                  | <a href="#">HB272</a> ENTREPRENEUR-IN-DEVELOPMENT PROGRAMS         |               | X       |            |             | HEC            | 37             |
| 38                  | <a href="#">HB277</a> TEACHER LICENSE COMPUTER SCIENCE ENDORSEMENT |               | X       |            |             | HEC            | 38             |
| 39                  | <a href="#">HB278</a> COMPUTER SCIENCE EMBEDDED IN SCHOOLS         |               | X       |            |             | HEC            | 39             |
| 40                  | <a href="#">HB296</a> PARENTAL BILL OF RIGHTS ACT                  |               |         |            |             | HRC            | 40             |
| 41                  | <a href="#">HB297</a> SEIZURE SAFE SCHOOLS ACT                     |               |         |            |             | HRC            | 41             |
| <b>Senate Bills</b> |  |               |         |            |             |                |                |
| 42                  | <a href="#">SB6</a> CANNABIS REGULATION CHANGES                    |               | X       | 57-5       | 25-15       | Chaptered      | Chapter 38     |
| 43                  | <a href="#">SB42</a> SCHOOL SAFETY COMMUNICATION SYSTEM            |               |         |            |             | SCC            | 43             |
| 44                  | <a href="#">SB45</a> BROADBAND INFRASTRUCTURE                      |               | X       |            |             | SFC            | 44             |
| 45                  | <a href="#">SB48</a> TUITION SCHOLARSHIPS & TAX CREDITS            |               |         |            |             | SCC            | 45             |
| 46                  | <a href="#">SB55</a> ANTI-HAZING ACT                               |               | X       |            |             | SJC            | 46             |
| 47                  | <a href="#">SB67</a> CAREER DEVELOPMENT SUCCESS PROGRAM            | X             |         |            |             | SCC            | 47             |

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

| Bill Number              | Short Title  | LESC Endorsed | Germane | House Vote | Senate Vote | Final Location | Chapter Number |
|--------------------------|--|---------------|---------|------------|-------------|----------------|----------------|
| 48                       | <a href="#">SB68</a> AGE APPROPRIATE DESIGN CODE ACT               |               | X       |            |             | STBTC          |                |
| 49                       | <a href="#">SB76</a> SCHOOL LOCAL SHARE ADJUSTMENT WAIVER          | X             | X       | 61-0       | 38-0        | Chaptered      | Chapter 22     |
| 50                       | <a href="#">SB85</a> SEIZURE SAFE SCHOOLS ACT                      |               |         |            |             | SCC            |                |
| 51                       | <a href="#">SB86</a> GRADUATE SCHOLARSHIP ACT                      |               |         |            |             | SCC            |                |
| 52                       | <a href="#">SB103</a> UNM SPANISH EDUCATION PROGRAM                |               | X       |            |             | SFC            |                |
| 53                       | <a href="#">SB129</a> CYBERSECURITY ACT CHANGES                    |               | X       | 58-0       | 37-0        | Pocket Veto    |                |
| 54                       | <a href="#">SB132</a> SPECIAL EDUCATION SUPPORT SERVICES           |               |         |            |             | SCC            |                |
| 55                       | <a href="#">SB137</a> SCHOOL BOARD TRAINING                        | X             | X       | 42-17      | 30-9        | Chaptered      | Chapter 43     |
| 56                       | <a href="#">SB143</a> SCHOOL PROGRAMS FOR DEAF STUDENTS            |               |         |            |             | SCC            |                |
| 57                       | <a href="#">SB152</a> CYFD INVESTIGATIONS & BACKGROUND CHECKS      |               | X       | 68-0       | 41-0        | Chaptered      | Chapter 28     |
| 58                       | <a href="#">SB153</a> EARLY CHILDHOOD FUND TRANSFERS               |               | X       | 52-14      | 31-7        | Chaptered      | Chapter 4      |
| 59                       | <a href="#">SB159</a> HIGHER EDUCATION TRUST FUND                  |               | X       | 43-18      | 37-5        | Chaptered      | Chapter 61     |
| 60                       | <a href="#">SB164</a> UNIVERSAL BASIC INCOME & PREGNANCY           | X             |         |            |             | SCC            |                |
| 61                       | <a href="#">SB171</a> TEACHER-PURCHASED SUPPLIES TAX CREDIT        |               | X       |            |             | STBTC          |                |
| 62                       | <a href="#">SB180</a> STUDENT MENTORING PROGRAM                    |               | X       |            |             | SFC            |                |
| 63                       | <a href="#">SB193</a> READING MATERIALS FUND                       |               | X       |            |             | SFC            |                |
| 64                       | <a href="#">SB196</a> ELECTRIC SCHOOL BUSES                        |               |         |            |             | SCC            |                |
| 65                       | <a href="#">SB209</a> LAS CRUCES SCHOOL SERVICES                   |               | X       |            |             | SFC            |                |
| 66                       | <a href="#">SB214</a> STUDENT ACHIEVEMENT & INNOVATION LEADERS     |               |         |            |             | SCC            |                |
| 67                       | <a href="#">SB219</a> NALOXONE NASAL SPRAY IN HIGH SCHOOLS         |               | X       |            |             | SFC            |                |
| 68                       | <a href="#">SB220</a> SCHOOL DISTRICT BUDGET GROWTH                |               |         |            |             | SCC            |                |
| 69                       | <a href="#">SB227</a> ENTREPRENEUR-IN-DEVELOPMENT PROGRAM          |               | X       |            |             | SFC            |                |
| 70                       | <a href="#">SB230</a> DISCLOSURE OF CERTAIN HEALTH INFO            |               |         | 62-3       | 38-0        | Chaptered      | Chapter 31     |
| 71                       | <a href="#">SB231</a> SCHOOL DRUG EDUCATION                        |               |         |            |             | SCC            |                |
| 72                       | <a href="#">SB233</a> GRADUATE SCHOLARSHIP ELIGIBILITY             |               |         |            |             | SCC            |                |
| 73                       | <a href="#">SB235</a> HIGHER ED STUDENT RETENTION & GRADUATION     |               | X       |            |             | P-SFC          |                |
| 74                       | <a href="#">SB238</a> REGIONAL ED COOPERATIVE REVENUE BOND ACT     |               |         |            |             | SCC            |                |
| 75                       | <a href="#">SB239</a> LOTTERY & OPPORTUNITY SCHOLARSHIP CHANGES    |               | X       | 61-2       | 30-5        | Chaptered      | Chapter 63     |
| 76                       | <a href="#">SB240</a> CYFD TRAUMA-INFORMED TRAINING                |               | X       |            |             | SFC            |                |
| 77                       | <a href="#">SB242</a> PRESCHOOL LITERACY PROGRAM ACT               |               |         |            |             | SCC            |                |
| 78                       | <a href="#">SB245</a> PUBLIC WORKS INTERIM COMMITTEE               |               |         |            |             | SCC            |                |
| 79                       | <a href="#">SB250</a> INNOVATION FELLOWSHIP ACT                    |               |         |            |             | SCC            |                |
| 80                       | <a href="#">SB255</a> CRIME OF STUDENT ATHLETE HARASSMENT          |               | X       |            |             | SJC            |                |
| 81                       | <a href="#">SB260</a> ZUNI & NAVAJO NATION STUDENTS                |               | X       |            |             | SFC            |                |
| 82                       | <a href="#">SB264</a> ADULT HIGH SCHOOL DIPLOMA PILOT PROJECT      |               |         |            |             | SCC            |                |
| 83                       | <a href="#">SB265</a> DRUG-RELATED INCIDENT RESPONSE ACT           |               |         |            |             | SCC            |                |
| 84                       | <a href="#">SB272</a> SEXUAL ORIENTATION & GENDER ORIENTATION DATA |               |         |            |             | SCC            |                |
| 85                       | <a href="#">SB273</a> GENERAL & LAND FUNDS FOR SCHOOLS             |               |         |            |             | SCC            |                |
| <b>Joint Resolutions</b> |  |               |         |            |             |                |                |
| 86                       | <a href="#">HJR6</a> STATE BOARD OF EDUCATION                      |               | X       |            |             | HEC            |                |
| 87                       | <a href="#">SJR9</a> STATE SCHOOL BOARD, CA                        |               |         |            | 36-1        | HEC            |                |
| 88                       | <a href="#">SJR17</a> RIGHTS OF CHILDREN, CA                       |               |         |            |             | SRC            |                |
| <b>Memorials</b>         |  |               |         |            |             |                |                |
| 89                       | <a href="#">HM1</a> STUDY PENSION BENEFIT STRUCTURES               |               | X       |            |             | House          |                |
| 90                       | <a href="#">HM4</a> LESLIE MIDDLE SCHOOL STUDY                     |               | X       | 70-0       |             | Passed         |                |
| 91                       | <a href="#">HM11</a> SCHOOL ABSENTEEISM WORK GROUP                 |               | X       |            |             | HEC            |                |
| 92                       | <a href="#">HM20</a> STUDY CLASS SIZE REDUCTION                    |               | X       | 70-0       |             | Passed         |                |
| 93                       | <a href="#">HM22</a> SECONDARY SCHOOL MENTAL HEALTH PROVIDERS      |               | X       |            |             | HEC            |                |
| 94                       | <a href="#">HM32</a> COMPENSATION FOR HIGHER ED STAFF STUDY        |               | X       |            |             | House          |                |
| 95                       | <a href="#">SM4</a> PERA & ERB PENSION BENEFIT STRUCTURES          |               |         |            |             | Senate         |                |

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

Legislation Related to Public Education Introduced in the  
Second Session of the 56th Legislature of the State of New Mexico  
(Organized by Category)

| Bill Number                       | Short Title           | LESC Endorsed | Germane | House Vote | Senate Vote | Final Location | Chapter Number |
|-----------------------------------|-----------------------|---------------|---------|------------|-------------|----------------|----------------|
| <b>Education Support Services</b> |                       |               |         |            |             |                |                |
| 1                                 | <a href="#">HB151</a> |               | X       | 44-17      | 24-13       | Chaptered      | Chapter 34     |
| 2                                 | <a href="#">HB157</a> |               |         |            |             | HRC            |                |
| 3                                 | <a href="#">HB225</a> |               | X       |            |             | HJC            |                |
| 4                                 | <a href="#">HB63</a>  |               |         |            |             | HRC            |                |
| 5                                 | <a href="#">HM22</a>  |               | X       |            |             | HEC            |                |
| 6                                 | <a href="#">SB6</a>   |               | X       | 57-5       | 25-15       | Chaptered      | Chapter 38     |
| 7                                 | <a href="#">SB55</a>  |               | X       |            |             | SJC            |                |
| 8                                 | <a href="#">SB68</a>  |               | X       |            |             | STBTC          |                |
| 9                                 | <a href="#">SB219</a> |               | X       |            |             | SFC            |                |
| 10                                | <a href="#">SB231</a> |               |         |            |             | SCC            |                |
| 11                                | <a href="#">SB255</a> |               | X       |            |             | SJC            |                |
| <b>Educator Workforce</b>         |                       |               |         |            |             |                |                |
| 12                                | <a href="#">HB70</a>  |               | X       |            |             | HEC            |                |
| 13                                | <a href="#">HB136</a> |               | X       |            |             | HEC            |                |
| 14                                | <a href="#">HB197</a> |               |         |            |             | HRC            |                |
| 15                                | <a href="#">HB199</a> | X             | X       |            |             | HAFC           |                |
| 16                                | <a href="#">HB215</a> |               |         |            |             | HRC            |                |
| 17                                | <a href="#">HB222</a> |               | X       |            |             | HEC            |                |
| 18                                | <a href="#">HB227</a> |               |         |            |             | HRC            |                |
| 19                                | <a href="#">HB256</a> |               |         |            |             | HRC            |                |
| 20                                | <a href="#">HB277</a> |               | X       |            |             | HEC            |                |
| 21                                | <a href="#">HB297</a> |               |         |            |             | HRC            |                |
| 22                                | <a href="#">SB85</a>  |               |         |            |             | SCC            |                |
| 23                                | <a href="#">HM1</a>   |               | X       |            |             | House          |                |
| 24                                | <a href="#">HM20</a>  |               | X       | 70-0       |             | Passed         |                |
| 25                                | <a href="#">SM4</a>   |               |         |            |             | Senate         |                |
| <b>Equity</b>                     |                       |               |         |            |             |                |                |
| 26                                | <a href="#">HB39</a>  |               | X       |            |             | HAFC           |                |
| 27                                | <a href="#">HB105</a> |               | X       |            |             | HEC            |                |
| 28                                | <a href="#">HB134</a> | X             | X       | 68-0       |             | Senate         |                |
| 29                                | <a href="#">HB135</a> | X             | X       |            |             | HAFC           |                |
| 30                                | <a href="#">SB48</a>  |               |         |            |             | SCC            |                |
| 31                                | <a href="#">SB260</a> |               | X       |            |             | SFC            |                |
| <b>Governance</b>                 |                       |               |         |            |             |                |                |
| 32                                | <a href="#">HB74</a>  |               |         |            |             | HRC            |                |
| 33                                | <a href="#">HB123</a> |               | X       |            |             | House          |                |
| 34                                | <a href="#">SB137</a> | X             | X       | 42-17      | 30-9        | Chaptered      | Chapter 43     |
| 35                                | <a href="#">HJR6</a>  |               | X       |            |             | HEC            |                |
| 36                                | <a href="#">SJR9</a>  |               |         |            | 36-1        | HEC            |                |
| <b>Higher Education</b>           |                       |               |         |            |             |                |                |
| 37                                | <a href="#">HB71</a>  |               | X       |            |             | House          |                |
| 38                                | <a href="#">HB84</a>  |               | X       |            |             | HEC            |                |
| 39                                | <a href="#">HB100</a> |               | X       |            |             | HEC            |                |
| 40                                | <a href="#">HB208</a> |               | X       |            |             | HEC            |                |
| 41                                | <a href="#">HB270</a> |               | X       | 62-1       | 32-6        | Chaptered      | Chapter 19     |
| 42                                | <a href="#">HB272</a> |               | X       |            |             | HEC            |                |
| 43                                | <a href="#">SB86</a>  |               |         |            |             | SCC            |                |
| 44                                | <a href="#">SB103</a> |               | X       |            |             | SFC            |                |
| 45                                | <a href="#">SB159</a> |               | X       | 43-18      | 37-5        | Chaptered      | Chapter 61     |

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

| Bill Number                              | Short Title  | LESC Endorsed | Germane | House Vote | Senate Vote | Final Location | Chapter Number |
|--|--|---------------|---------|------------|-------------|----------------|----------------|
| 46                                       | <a href="#">SB227</a> ENTREPRENEUR-IN-DEVELOPMENT PROGRAM          |               | X       |            |             | SFC            |                |
| 47                                       | <a href="#">SB233</a> GRADUATE SCHOLARSHIP ELIGIBILITY             |               |         |            |             | SCC            |                |
| 48                                       | <a href="#">SB235</a> HIGHER ED STUDENT RETENTION & GRADUATION     |               | X       |            |             | P-SFC          |                |
| 49                                       | <a href="#">SB239</a> LOTTERY & OPPORTUNITY SCHOLARSHIP CHANGES    |               | X       | 61-2       | 30-5        | Chaptered      | Chapter 63     |
| 50                                       | <a href="#">SB250</a> INNOVATION FELLOWSHIP ACT                    |               |         |            |             | SCC            |                |
| 51                                       | <a href="#">SB264</a> ADULT HIGH SCHOOL DIPLOMA PILOT PROJECT      |               |         |            |             | SCC            |                |
| 52                                       | <a href="#">HM32</a> COMPENSATION FOR HIGHER ED STAFF STUDY        |               | X       |            |             | House          |                |
| <b>Infrastructure and Transportation</b> |  |               |         |            |             |                |                |
| 53                                       | <a href="#">HB75</a> ELECTRIC SCHOOL BUSES                         |               |         |            |             | HRC            |                |
| 54                                       | <a href="#">HB126</a> SCHOOL VENTILATION VERIFICATION ASSESSMENT   |               | X       |            |             | HEC            |                |
| 55                                       | <a href="#">HB161</a> SCHOOL BUS SEATBELTS & AIR CONDITIONING      |               |         |            |             | HRC            |                |
| 56                                       | <a href="#">HB187</a> SCHOOL SOLAR TAX CREDIT                      |               | X       |            |             | HTRC           |                |
| 57                                       | <a href="#">HB207</a> PUBLIC SCHOOL CAPITAL OUTLAY GRANTS          |               | X       | 64-1       | 36-0        | Chaptered      | Chapter 37     |
| 58                                       | <a href="#">HB232</a> INFRASTRUCTURE PLANNING & DEV. DIVISION      |               | X       | 65-0       | 36-0        | Chaptered      | Chapter 10     |
| 59                                       | <a href="#">SB42</a> SCHOOL SAFETY COMMUNICATION SYSTEM            |               |         |            |             | SCC            |                |
| 60                                       | <a href="#">SB45</a> BROADBAND INFRASTRUCTURE                      |               | X       |            |             | SFC            |                |
| 61                                       | <a href="#">SB76</a> SCHOOL LOCAL SHARE ADJUSTMENT WAIVER          | X             | X       | 61-0       | 38-0        | Chaptered      | Chapter 22     |
| 62                                       | <a href="#">SB129</a> CYBERSECURITY ACT CHANGES                    |               | X       | 58-0       | 37-0        | Pocket Veto    |                |
| 63                                       | <a href="#">SB196</a> ELECTRIC SCHOOL BUSES                        |               |         |            |             | SCC            |                |
| 64                                       | <a href="#">SB238</a> REGIONAL ED COOPERATIVE REVENUE BOND ACT     |               |         |            |             | SCC            |                |
| 65                                       | <a href="#">SB245</a> PUBLIC WORKS INTERIM COMMITTEE               |               |         |            |             | SCC            |                |
| <b>Public School Finance</b>             |  |               |         |            |             |                |                |
| 66                                       | <a href="#">SB171</a> TEACHER-PURCHASED SUPPLIES TAX CREDIT        |               | X       |            |             | STBTC          |                |
| 67                                       | <a href="#">SB220</a> SCHOOL DISTRICT BUDGET GROWTH                |               |         |            |             | SCC            |                |
| 68                                       | <a href="#">SB273</a> GENERAL & LAND FUNDS FOR SCHOOLS             |               |         |            |             | SCC            |                |
| <b>Student Success</b>                   |  |               |         |            |             |                |                |
| 69                                       | <a href="#">HB132</a> SCHOOL ABSENTEEISM ENFORCEMENT               |               |         |            |             | HRC            |                |
| 70                                       | <a href="#">HB142</a> REIMBURSEMENT FOR PRE-SAT TEST SCORES        |               | X       |            |             | HAFC           |                |
| 71                                       | <a href="#">HB171</a> SCHOOL GRADUATION REQUIREMENTS               | X             | X       | 57-1       | 40-0        | Chaptered      | Chapter 2      |
| 72                                       | <a href="#">HB244</a> CAREER SCHOOL COURSES AS A SERIES            |               |         |            |             | HRC            |                |
| 73                                       | <a href="#">HB246</a> FINANCIAL LITERACY FOR GRADUATION            |               |         |            |             | HRC            |                |
| 74                                       | <a href="#">HB278</a> COMPUTER SCIENCE EMBEDDED IN SCHOOLS         |               | X       |            |             | HEC            |                |
| 75                                       | <a href="#">SB67</a> CAREER DEVELOPMENT SUCCESS PROGRAM            | X             |         |            |             | SCC            |                |
| 76                                       | <a href="#">SB180</a> STUDENT MENTORING PROGRAM                    |               | X       |            |             | SFC            |                |
| 77                                       | <a href="#">SB193</a> READING MATERIALS FUND                       |               | X       |            |             | SFC            |                |
| 78                                       | <a href="#">SB214</a> STUDENT ACHIEVEMENT & INNOVATION LEADERS     |               |         |            |             | SCC            |                |
| 79                                       | <a href="#">SB272</a> SEXUAL ORIENTATION & GENDER ORIENTATION DATA |               |         |            |             | SCC            |                |
| 80                                       | <a href="#">HM4</a> LESLIE MIDDLE SCHOOL STUDY                     |               | X       | 70-0       |             | Passed         |                |
| 81                                       | <a href="#">HM11</a> SCHOOL ABSENTEEISM WORK GROUP                 |               | X       |            |             | HEC            |                |
| <b>Whole-Child Education</b>             |  |               |         |            |             |                |                |
| 82                                       | <a href="#">HB228</a> PROGRAMS FOR DEAF STUDENTS                   |               |         |            |             | HRC            |                |
| 83                                       | <a href="#">HB229</a> SPECIAL EDUCATION SUPPORT SERVICES           |               |         |            |             | HRC            |                |
| 84                                       | <a href="#">HB296</a> PARENTAL BILL OF RIGHTS ACT                  |               |         |            |             | HRC            |                |
| 85                                       | <a href="#">SB132</a> SPECIAL EDUCATION SUPPORT SERVICES           |               |         |            |             | SCC            |                |
| 86                                       | <a href="#">SB143</a> SCHOOL PROGRAMS FOR DEAF STUDENTS            |               |         |            |             | SCC            |                |
| 87                                       | <a href="#">SB152</a> CYFD INVESTIGATIONS & BACKGROUND CHECKS      |               | X       | 68-0       | 41-0        | Chaptered      | Chapter 28     |
| 88                                       | <a href="#">SB153</a> EARLY CHILDHOOD FUND TRANSFERS               |               | X       | 52-14      | 31-7        | Chaptered      | Chapter 4      |
| 89                                       | <a href="#">SB164</a> UNIVERSAL BASIC INCOME & PREGNANCY           | X             |         |            |             | SCC            |                |
| 90                                       | <a href="#">SB209</a> LAS CRUCES SCHOOL SERVICES                   |               | X       |            |             | SFC            |                |
| 91                                       | <a href="#">SB230</a> DISCLOSURE OF CERTAIN HEALTH INFO            |               |         | 62-3       | 38-0        | Chaptered      | Chapter 31     |
| 92                                       | <a href="#">SB240</a> CYFD TRAUMA-INFORMED TRAINING                |               | X       |            |             | SFC            |                |
| 93                                       | <a href="#">SB242</a> PRESCHOOL LITERACY PROGRAM ACT               |               |         |            |             | SCC            |                |
| 94                                       | <a href="#">SB265</a> DRUG-RELATED INCIDENT RESPONSE ACT           |               |         |            |             | SCC            |                |
| 95                                       | <a href="#">SJR17</a> RIGHTS OF CHILDREN, CA                       |               |         |            |             | SRC            |                |

## Appendix C: Reading the General Appropriations Act

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

The final version of the General Appropriations Act (GAA) of 2024 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 2024 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 [76](#)).
- **Section 4, Subsection I**, is titled “Other Education,” (page [131-135](#)) 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 [135-175](#)) 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 [175-181](#)) 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 [181](#) with appropriations to PED on page [210-214](#))

- 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 [219](#) of the bill).

- Amounts in Section 6 are appropriated from the general fund or other funds as indicated for expenditure in **FY24** for the purposes specified.

**Section 7:** Information Technology Appropriations (begins on page [223](#)).

**Section 8:** Compensation Appropriations (begins on page [235](#)).

**Section 9:** Government Results and Opportunity Expendable Trust (begins on page [238](#)).

**Section 10:** Fund Transfers (begins on page [281](#)).

**Section 11:** Special Transportation Appropriations (begins on page [284](#)).

**Section 12:** Additional Fiscal Year 2024 Budget Adjustment Authority (begins on page [287](#)).

**Section 13:** Certain Fiscal Year 2024 Budget Adjustments Authorized (begins on page [290](#)).

**Section 14:** Transfer Authority (page [299](#)).

**Section 15:** Severability (page [299](#)).

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

### Selected Language Related to Public Education from the General Appropriation Act of 2024

~~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 2024-2025 school year and then, on verification of the number of units statewide for fiscal year 2025 but no later than January 31, 2025, 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 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 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. For fiscal year 2025, 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 2025. 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 2025.

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 not approve the operating budget of any school district or charter school that provides fewer instructional hours to students in the 2024-2025 school year than instructional hours provided to students in the 2022-2023 school year.

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

~~The public education department shall not approve the operating budget of any school district or charter school to operate a four-day school week during the 2024-2025 school year that did not provide a four-day school week during the 2021-2022 school year.~~

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 2025 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 2025 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.

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 2025 from appropriations made from the general fund shall revert to the general fund.

### **Categorical Distributions**

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. 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 transportation personnel.

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.

***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 2025 from appropriations made from the general fund shall revert to the general fund.

- ***Indian Education Fund.*** The public education department shall begin distribution of awards from the Indian education fund no later than September 1, 2024.
- ***Standards-Based Assessments.*** Any unexpended balances in the standards-based assessments appropriation remaining at the end of fiscal year 2025 from appropriations made from the general fund shall revert to the general fund.

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

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.

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 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.

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

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

The public education department may distribute awards from the advanced placement and international baccalaureate 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.

Any unexpended balances in special appropriations to the public education department remaining at the end of fiscal year 2025 from appropriations made from the general fund shall revert to the general fund.

# Appendix E: Public School Support and Related Appropriations for FY25 (High-Level)



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

|  | FY24 Opbud         | FY25 LESC Recommendation | FY25 LFC Recommendation | FY25 Executive Recommendation | FY25 OpBud         |
|--|--------------------|--------------------------|-------------------------|-------------------------------|--------------------|
| <b>PROGRAM COST</b>  |                    |                          |                         |                               |                    |
| Prior Year Program Cost OpBud                                      | 3,684,078.0        | 3,976,002.1              | 3,976,002.1             | 3,976,002.1                   | 3,976,002.1        |
| <b>UNIT CHANGES</b>  |                    |                          |                         |                               |                    |
| At-Risk Index Factor Increase (FY24: 0.33)                         | 31,926.2           | -                        | -                       | -                             | -                  |
| Other Projected Net Unit Changes                                   | -                  | -                        | (19,915.3)              | -                             | (19,915.3)         |
| Fine Arts Programs (FY24: 0.055)                                   | 4,100.0            | -                        | -                       | -                             | -                  |
| Extended Learning Time (ELT) Programs                              | (95,000.0)         | -                        | -                       | -                             | -                  |
| Targeted Compensation for K-5 Plus and ELT School Personnel        | (64,027.5)         | -                        | -                       | -                             | -                  |
| K-5 Plus Schools   | (119,895.9)        | -                        | -                       | -                             | -                  |
| K-12 Plus Units  | 50,333.5           | -                        | -                       | -                             | -                  |
| <b>UNIT VALUE CHANGES</b>  |                    |                          |                         |                               |                    |
| New Instructional Hour Requirements (1,140 hours)                  | 202,000.0          | -                        | -                       | -                             | -                  |
| K-12 Plus Units  | 27,831.5           | 63,190.2                 | 60,000.0                | 101,152.2                     | 60,000.0           |
| Average Salary Increase (FY23: 7%, FY24: 6%, FY25: 3%)             | 166,989.0          | 188,999.7                | 125,539.2               | 94,531.8                      | 94,154.4           |
| Increase Minimum Salary for Instructional Assistants (\$25k)       | 14,500.0           | -                        | -                       | -                             | -                  |
| Establish Minimum Salaries for all Public School Personnel (\$30k) | -                  | 24,729.2                 | -                       | -                             | -                  |
| Increase Administrator Pay   | 7,962.4            | -                        | -                       | -                             | -                  |
| Employer Retirement Contribution Increase (FY24: 1%)               | 22,123.5           | -                        | -                       | -                             | -                  |
| Instructional Materials and Educational Technology                 | 12,000.0           | 5,000.0                  | -                       | 10,000.0                      | -                  |
| Elementary P.E. and Student Wellness Programs                      | 4,000.0            | -                        | -                       | -                             | 6,500.0            |
| Insurance  | 15,742.0           | 25,666.7                 | 25,666.7                | 41,000.0                      | 25,666.7           |
| Employer Health Insurance Contribution Increase                    | 31,979.5           | -                        | -                       | -                             | -                  |
| Fixed Costs  | 5,191.4            | 6,063.3                  | 6,063.3                 | 5,191.4                       | 6,063.3            |
| Feminine Hygiene Products  | 2,000.0            | -                        | -                       | 1,000.0                       | -                  |
| Universal Gifted Screening   | -                  | -                        | -                       | 1,500.0                       | -                  |
| Education Innovations (CTE, Literacy, Community Schools)           | -                  | 30,000.0                 | 10,000.0                | -                             | 30,000.0           |
| <b>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>\$ 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>% 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>STATE EQUALIZATION GUARANTEE (SEG)</b>                          |                    |                          |                         |                               |                    |
| Less: Other State Funds  | (7,000.0)          | (7,000.0)                | (1,500.0)               | (7,000.0)                     | (1,500.0)          |
| <b>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>\$ 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>% 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>CATEGORICAL APPROPRIATIONS</b>                                  |                    |                          |                         |                               |                    |
| <b>TRANSPORTATION DISTRIBUTION</b>                                 |                    |                          |                         |                               |                    |
| Maintenance and Operations   | 98,124.7           | 102,185.7                | 104,839.5               | 128,090.8                     | 104,839.5          |
| Fuel   | 13,184.1           | 13,184.1                 | 13,843.3                | -                             | 13,843.3           |
| Rental Fees  | 8,798.2            | 8,798.2                  | 9,097.7                 | 9,097.7                       | 9,097.7            |
| Insurance  | -                  | -                        | 594.7                   | -                             | 594.7              |
| Transportation for Extended Learning Time                          | 4,061.0            | -                        | -                       | -                             | -                  |
| Average Compensation Increase (FY24: 6%, FY25: 3%)                 | 2,211.5            | 2,986.2                  | 1,984.8                 | 1,551.6                       | 1,488.6            |
| Increase Minimum Salary for all Personnel (\$30k)                  | -                  | 6,978.7                  | -                       | -                             | -                  |
| Density Factor Removal   | -                  | 3,929.5                  | 3,929.5                 | -                             | 3,929.5            |
| Adequacy Funding   | -                  | 5,283.7                  | -                       | -                             | -                  |
| <b>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>\$ 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>% 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>OTHER CATEGORICAL APPROPRIATIONS</b>                            |                    |                          |                         |                               |                    |
| Out-of-State Tuition   | 362.0              | 393.0                    | 393.0                   | 393.0                         | 393.0              |
| Emergency Supplemental   | 2,000.0            | 2,000.0                  | 1,000.0                 | 2,000.0                       | 1,000.0            |
| Standards-Based Assessments  | 8,000.0            | 10,000.0                 | 10,000.0                | -                             | 10,000.0           |
| Indian Education Fund  | 20,000.0           | 20,000.0                 | 20,000.0                | -                             | 20,000.0           |
| <b>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>\$ 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>% 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>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>\$ 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>% 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>RELATED REQUESTS: RECURRING</b>                                 |                    |                          |                         |                               |                    |
| Regional Education Cooperatives                                    | 1,350.0            | 3,500.0                  | 1,350.0                 | 1,500.0                       | 1,350.0            |
| Early Literacy and Reading Support                                 | 11,500.0           | 14,000.0                 | 14,000.0                | 15,000.0                      | 14,000.0           |
| School Leader Professional Development                             | 5,000.0            | 6,000.0                  | 5,000.0                 | -                             | 5,000.0            |
| Teacher Professional Development (Includes \$1 million from ELF)   | 3,000.0            | 4,000.0                  | 4,000.0                 | -                             | 5,000.0            |
| GRADS – Teen Parent Interventions                                  | 750.0              | 750.0                    | 750.0                   | 750.0                         | 750.0              |

Appendix E: Public School Support and Related Appropriations for FY25 (High-Level)



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

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

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

# Appendix E: Public School Support and Related Appropriations for FY25 (High-Level)



## 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             |

Appendix E: Public School Support and Related Appropriations for FY25 (High-Level)



**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>f</sup>             | -                        | -                       | 3,000.0                       | -              | -               | 199 |
| 200 | School Panic Buttons (PSCOF)                               | -                        | 1,000.0                 | -                             | -              | -               | 200 |
| 201 | GRADS – Teen Parent Interventions (TANF) <sup>f</sup>      | 500.0                    | 500.0                   | 500.0                         | 500.0          | 500.0           | 201 |
| 202 | <b>Subtotal Current Year Base</b>                          | <b>152,915.0</b>         | <b>161,171.6</b>        | <b>46,914.1</b>               | <b>1,000.0</b> | <b>70,564.1</b> | 202 |

**SECTION 9 APPROPRIATIONS**

|     |  |          |          |                  |          |                 |     |
|-----|--|----------|----------|------------------|----------|-----------------|-----|
| 203 | <b>Government Accountability and Improvement Trust Fund</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>-</b> | <b>-</b> | <b>126,750.0</b> | <b>-</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.

# Appendix F: Recurring General Fund Appropriations

## History of General Fund Appropriations for Public Education

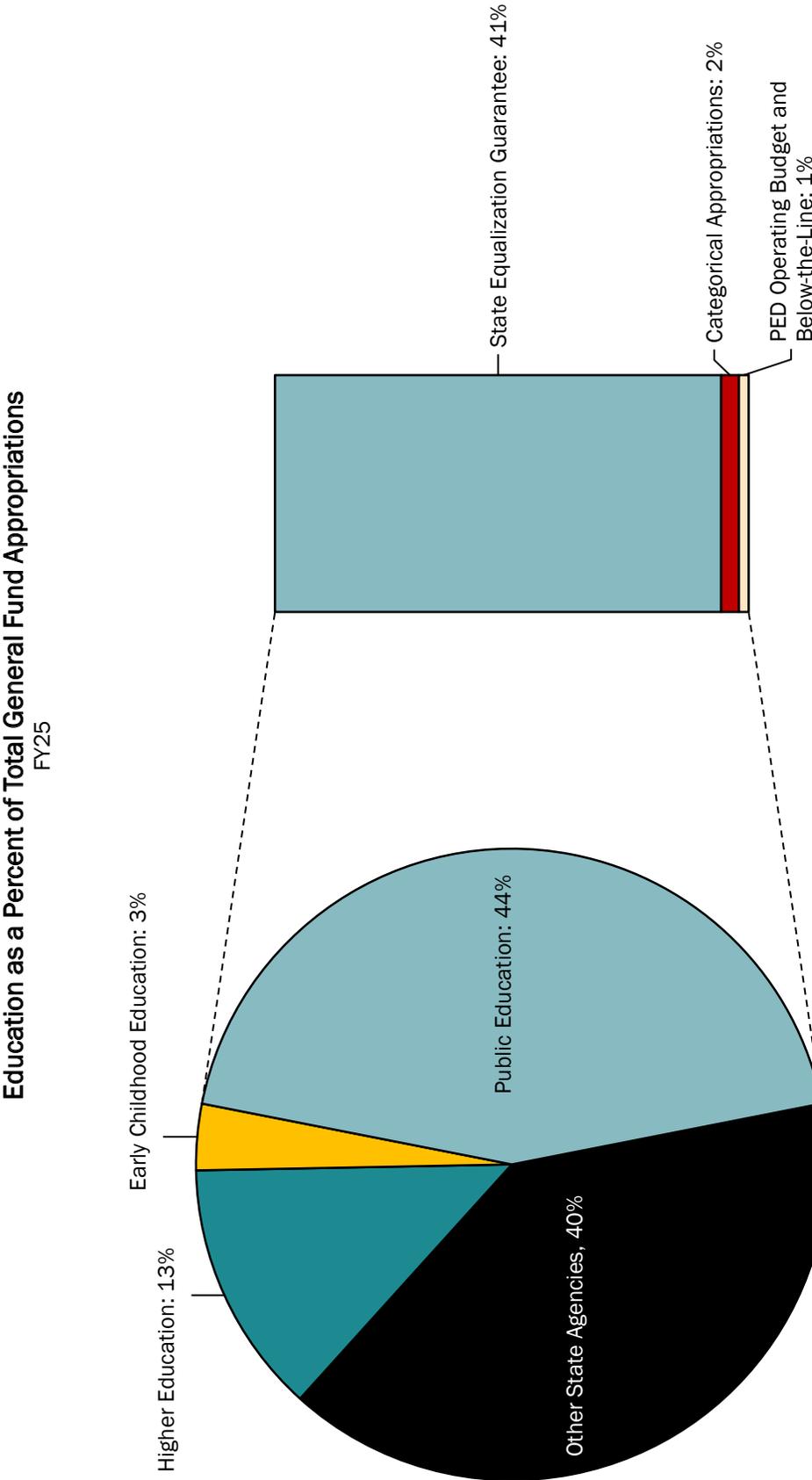
(in millions)

|  | FY16             | FY17 <sup>1</sup> | FY18 <sup>2</sup> | FY19             | FY20             | FY21 <sup>3</sup> | FY22             | FY23             | FY24             | FY25              |
|--|------------------|-------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|------------------|-------------------|
| 1 General Appropriation Act (GAA) Bill Number              | 2015: HB2        | 2016: HB2         | 2017: HB2         | 2018: HB2        | 2019: HB2        | 2020: HB2         | 2021: HB2        | 2022: HB2        | 2023: HB2        | 2024: 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                             | \$2,508.3        | \$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         |
| 5 Categorical Appropriations                               | \$130.8          | \$99.0            | \$92.5            | \$115.5          | \$102.9          | \$124.2           | \$122.3          | \$139.2          | \$157.2          | \$165.2           |
| 6 <b>Subtotal Public School Support</b>                    | <b>\$2,639.1</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>  |
| 7 <b>Percent of Total General Fund Approp.</b>             | <b>42.4%</b>     | <b>42.4%</b>      | <b>42.6%</b>      | <b>42.6%</b>     | <b>45.6%</b>     | <b>44.9%</b>      | <b>45.8%</b>     | <b>46.0%</b>     | <b>43.8%</b>     | <b>42.9%</b>      |
| 8 Public Education Department OpBud                        | \$12.0           | \$11.1            | \$11.1            | \$11.1           | \$13.2           | \$14.3            | \$14.4           | \$19.5           | \$22.6           | \$23.9            |
| 9 PED Specials (Section 4 Below-the-Line)                  | \$101.0          | \$99.1            | \$88.2            | \$90.9           | \$64.4           | \$26.9            | \$19.9           | \$37.3           | \$25.9           | \$67.4            |
| 10 <b>Higher Education</b>                                 |                  |                   |                   |                  |                  |                   |                  |                  |                  |                   |
| 11 Institutions of Higher Education                        | \$812.2          | \$752.3           | \$744.8           | \$758.3          | \$799.5          | \$800.6           | \$826.4          | \$891.9          | \$1,027.5        | \$1,127.2         |
| 12 Higher Education Department                             | \$12.0           | \$11.8            | \$12.3            | \$12.3           | \$16.6           | \$15.5            | \$12.8           | \$14.1           | \$14.9           | \$15.9            |
| 13 Student Financial Aid                                   | \$24.3           | \$22.9            | \$22.2            | \$22.2           | \$22.2           | \$19.5            | \$20.6           | \$21.0           | \$24.1           | \$24.2            |
| 14 Opportunity Scholarship                                 |                  |                   |                   | \$7.0            |                  | \$5.0             | \$7.0            | \$12.0           | \$146.0          | \$146.0           |
| 15 <b>Subtotal Higher Education</b>                        | <b>\$848.5</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>  |
| 16 <b>Percent of Total General Fund Approp.</b>            | <b>13.6%</b>     | <b>12.9%</b>      | <b>12.9%</b>      | <b>12.7%</b>     | <b>12.0%</b>     | <b>11.9%</b>      | <b>11.8%</b>     | <b>11.3%</b>     | <b>12.9%</b>     | <b>13.0%</b>      |
| 17 <b>Early Childhood Education</b>                        |                  |                   |                   |                  |                  |                   |                  |                  |                  |                   |
| 18 Support and Intervention                                |                  |                   |                   | \$21.4           |                  | \$21.4            | \$46.0           | \$46.0           | \$59.5           | \$59.6            |
| 19 Early Childhood Education and Care                      |                  |                   |                   | \$119.5          |                  | \$119.5           | \$84.6           | \$51.2           | \$40.4           | \$40.5            |
| 20 Policy, Research, and Quality Initiatives               |                  |                   |                   |                  |                  |                   |                  | \$12.4           | \$13.6           | \$15.9            |
| 21 Public Prekindergarten                                  |                  |                   |                   | \$47.7           |                  | \$47.7            | \$43.5           | \$77.7           | \$204.8          | \$222.5           |
| 22 Program Support   |                  |                   |                   | \$4.7            |                  | \$4.7             | \$17.4           | \$7.9            | \$9.2            | \$4.0             |
| 23 <b>Subtotal Early Childhood Education</b>               |                  |                   |                   | <b>\$193.3</b>   |                  | <b>\$193.3</b>    | <b>\$191.6</b>   | <b>\$195.1</b>   | <b>\$327.6</b>   | <b>\$342.4</b>    |
| 24 <b>Percent of Total General Fund Approp.</b>            |                  |                   |                   | <b>2.7%</b>      |                  | <b>2.7%</b>       | <b>2.6%</b>      | <b>2.4%</b>      | <b>3.5%</b>      | <b>3.4%</b>       |
| 25 <b>TOTAL EDUCATION</b>                                  |                  |                   |                   |                  |                  |                   |                  |                  |                  |                   |
|  | <b>\$3,600.6</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>  |
| 26 <b>Total General Fund Approp. (Section 4 GAA)</b>       | <b>\$6,220.3</b> | <b>\$6,079.0</b>  | <b>\$6,063.4</b>  | <b>\$6,228.8</b> | <b>\$6,961.4</b> | <b>\$7,061.2</b>  | <b>\$7,324.9</b> | <b>\$8,289.6</b> | <b>\$9,417.8</b> | <b>\$10,101.6</b> |
| 27 <b>Total Education as a Percent of Total GF Approp.</b> | <b>57.9%</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>      |

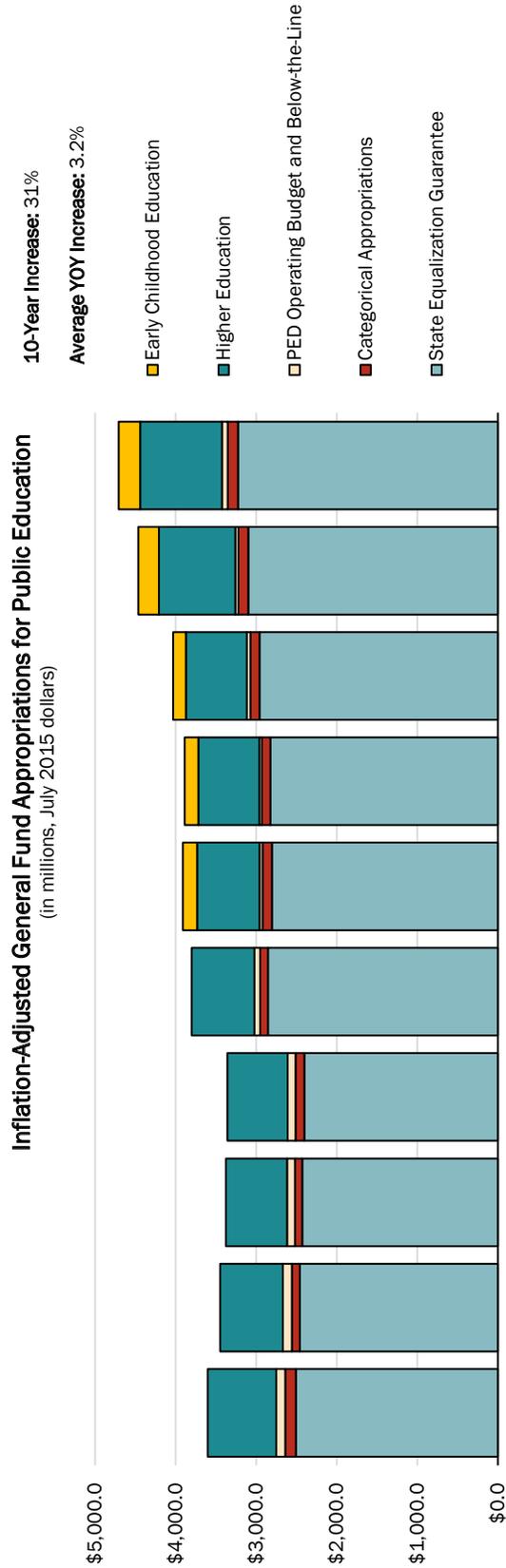
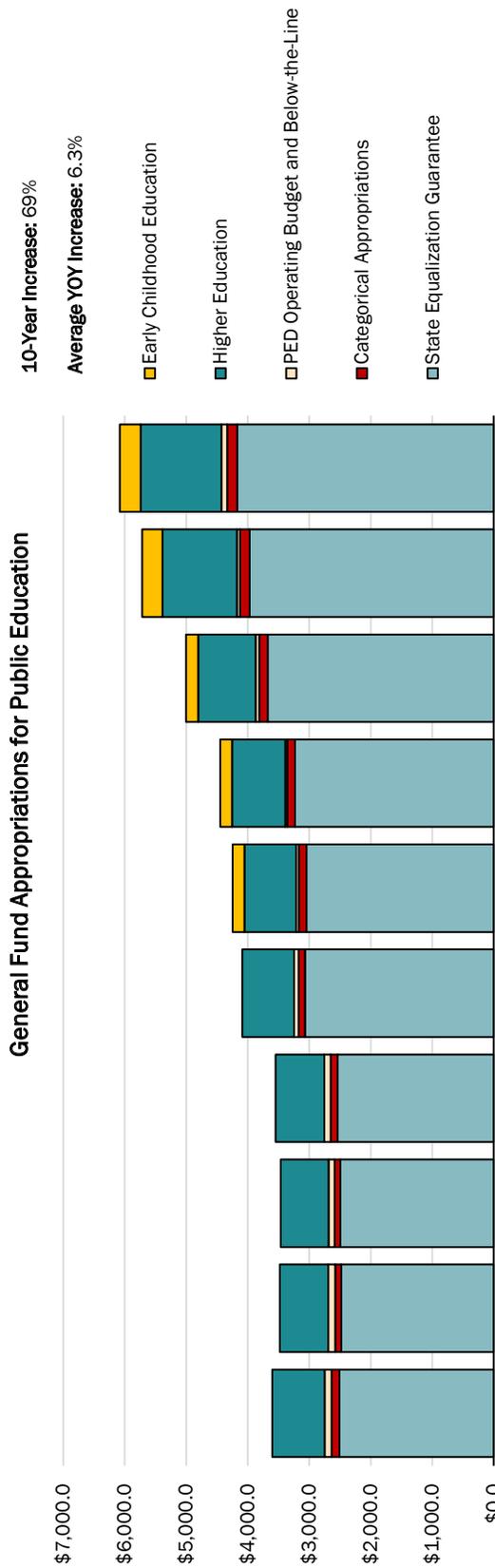
1 During a 2016 special session, the Legislature passed SB9 as a budget solvency measure. The bill reduced appropriations made in HB2 to the SEG by \$37.8 million and categorical appropriations by \$30 million. The bill also reduced PED and HED operating budgets 5.5 percent and funding to higher education 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 F: Recurring General Fund Appropriations



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

## 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 |
| 40 2014              | \$3,817.55             | \$3,817.55       | \$0.00   | 0.0%    | \$144.01                                | 3.9%    |
| 41 2015              | \$4,005.75             | \$4,007.75       | \$2.00   | 0.0%    | \$190.20                                | 5.0%    |
| 42 2016              | \$4,027.75             | \$4,037.75       | \$10.00  | 0.2%    | \$30.00                                 | 0.7%    |
| 43 2017 <sup>8</sup> | \$4,040.24             | \$3,979.63       | (\$60.61)  | -1.5%   | (\$58.12)                               | -1.4%   |
| 44 2018 <sup>9</sup> | \$4,053.55             | \$4,115.60       | \$62.05  | 1.5%    | \$135.97                                | 3.4%    |
| 45 2019              | \$4,159.23             | \$4,190.85       | \$31.62  | 0.8%    | \$75.25                                 | 1.8%    |
| 46 2020              | \$4,565.41             | \$4,602.27       | \$36.86  | 0.8%    | \$411.42                                | 9.8%    |
| 47 2021              | \$4,531.74             | \$4,536.75       | \$5.01   | 0.1%    | (\$65.52)                               | -1.4%   |
| 48 2022              | \$4,770.70             | \$4,863.00       | \$92.30  | 1.9%    | \$233.95                                | 5.2%    |
| 49 2023              | \$5,450.92             | \$5,522.50       | \$71.58  | 1.3%    | \$659.50                                | 13.6%   |
| 50 2024              | \$6,241.67             | \$6,241.67       | \$0.00   | 0.0%    | \$719.17                                | 13.0%   |
| 51 2025              | \$6,442.55             |                  |  |         |   |         |

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 – 2024**

Underlined text indicates new formula change in 2024

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 17 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. Extended Learning Time Program Units    | (22-8-23.10 NMSA 1978) |
| 6. Enrollment Growth Program Units            | (22-8-23.1 NMSA 1978) | 16. K-5 Plus Program Units                  | (22-8-23.11 NMSA 1978) |
| 7. New District Adjustment                    | (22-8-23.2 NMSA 1978) | 17. K-12 Plus Program Units                 | (22-8-24 NMSA 1978 and |
| 8. At-Risk Program Units                      | (22-8-23.3 NMSA 1978) | 18. Staffing Cost Multiplier                | 22-8-49 NMSA 1978)     |
| 9. National Board Certification Program Units | (22-8-23.4 NMSA 1978) |   |                        |
| 10. Fine Arts Education Program Units         | (22-8-23.5 NMSA 1978) |   |                        |

Since 1974, the statutory sections setting out the public school funding formula have been amended or added to more than 50 times. These changes for each funding formula component are outlined below.

### **1. Early Childhood Education Program Units (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 (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.

### 3. Special Education Program Units (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 40th- or 80th-day enrollment. Other programs were funded based on 40th-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 40th- 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 developmental 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, including diagnosticians, at 25 program units per FTE.

#### **4. Bilingual Multicultural Education Program Units (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 (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 (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 (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 (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.

**9. National Board for Professional Teaching Standards Units (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 (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 (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 (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 (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 (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. Extended Learning Time Program Units (22-8-23.10 NMSA 1978)**

- 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.

**16. K-5 Plus Program Units (22-8-23.11 NMSA 1978)**

- 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.

**17. K-12 Plus Program Units (New Section: Laws 2023, Chapter 19)**

- 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.

**18. Staffing Cost Multiplier (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.

**State Equalization Guarantee – Determination of Amount (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 Outlay Appropriations Included in Laws 2024, Chapter 66 (Senate Bill 275)

| Section No.<br>(Approp. No.) | District    | School                        | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|-------------------------------|-----------|--------|---|
| 16 (25)                      | Albuquerque | Adobe Acres Elementary School | \$25,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 16 (26)                      | Albuquerque | Alameda Elementary School     | \$200,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (27)                      | Albuquerque | Alamosa Elementary School     | \$410,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 16 (29)                      | Albuquerque | Alvarado Elementary School    | \$275,000 | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 16 (32)                      | Albuquerque | Atrisco Elementary School     | \$150,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 16 (33)                      | Albuquerque | Atrisco Heritage Academy      | \$200,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (34)                      | Albuquerque | Bandelier Elementary School   | \$400,000 | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 16 (35)                      | Albuquerque | Barcelona Elementary School   | \$175,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 16 (36)                      | Albuquerque | Bel-Air Elementary School     | \$10,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (37)                      | Albuquerque | Bellehaven Elementary School  | \$100,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 16 (38)                      | Albuquerque | Career Enrichment Center      | \$25,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District    | School                        | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|-------------------------------|-----------|--------|---|
| 12                           | Albuquerque | Carlos Rey Elementary         | \$275,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 13                           | Albuquerque | Chamiza Elementary School     | \$50,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 14                           | Albuquerque | Chaparral Elementary School   | \$330,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 15                           | Albuquerque | Chelwood Elementary School    | \$150,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 16                           | Albuquerque | Cibola High School            | \$100,000 | GF     | To purchase, acquire, furnish, improve or install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for the improvements for classrooms   |
| 17                           | Albuquerque | Cleveland Middle School       | \$50,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 18                           | Albuquerque | Cochiti Elementary School     | \$50,000  | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 19                           | Albuquerque | Collet Park Elementary School | \$50,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 20                           | Albuquerque | Del Norte High School         | \$100,000 | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 21                           | Albuquerque | Dennis Chavez Elementary      | \$50,000  | GF     | To purchase, acquire, furnish, improve or install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for the improvements for classrooms   |
| 22                           | Albuquerque | Districtwide                  | \$100,000 | GF     | To purchase and install furniture and equipment for a hybrid adult learning center  |
| 23                           | Albuquerque | Districtwide                  | \$200,000 | GF     | To plan, design, construct and improve buildings and facilities for the junior reserve officer training corps program, including the purchase and installation of related equipment, furniture, rifles and marksmanship target ranges   |
| 24                           | Albuquerque | Districtwide                  | \$215,000 | GF     | To make facility improvements, including the purchase and installation of information technology and related equipment, for 89.1 KANW-FM  |

## Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District    | School   | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|--|-----------|--------|---|
| 25                           | Albuquerque | Districtwide   | \$175,000 | GF     | To plan, design, construct, renovate, furnish and equip Los Puentes charter school, including solar panels, fencing, information technology and security infrastructure   |
| 26                           | Albuquerque | Dolores Gonzales Elementary School                   | \$110,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 27                           | Albuquerque | East San Jose Elementary School                      | \$50,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 28                           | Albuquerque | Edmund G. Ross Elementary School                     | \$50,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 29                           | Albuquerque | Edward Gonzales Elementary School                    | \$275,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 30                           | Albuquerque | Eisenhower Middle School                             | \$100,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 31                           | Albuquerque | Eldorado High School                                 | \$250,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 32                           | Albuquerque | Emerson Elementary School                            | \$200,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 33                           | Albuquerque | Ernie Pyle Middle School                             | \$100,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 34                           | Albuquerque | Eugene Field Elementary School                       | \$160,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 35                           | Albuquerque | Freedom High School                                  | \$80,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 36                           | Albuquerque | Garfield STEM Magnet and Community School            | \$50,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 37                           | Albuquerque | George I. Sanchez K-8 Collaborative Community School | \$25,000  | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 38                           | Albuquerque | Georgia O'Keeffe Elementary School                   | \$25,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District    | School                               | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|--------------------------------------|-----------|--------|---|
| 39                           | Albuquerque | Grant Middle School                  | \$100,000 | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 40                           | Albuquerque | Harrison Middle School               | \$125,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 41                           | Albuquerque | Hawthorne Elementary School          | \$175,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 42                           | Albuquerque | Hayes Middle School                  | \$100,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 43                           | Albuquerque | Helen Cordero Elementary School      | \$225,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 44                           | Albuquerque | Highland High School                 | \$300,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 45                           | Albuquerque | Hodgin Elementary School             | \$10,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 46                           | Albuquerque | Hoover Middle School                 | \$100,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 47                           | Albuquerque | Hubert H. Humphrey Elementary School | \$50,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 48                           | Albuquerque | Inez Elementary School               | \$50,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 49                           | Albuquerque | Jackson Middle School                | \$150,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 50                           | Albuquerque | James Monroe Middle School           | \$50,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 51                           | Albuquerque | Janet Kahn School of Integrated Arts | \$50,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 52                           | Albuquerque | Jefferson Middle School              | \$300,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |

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| Section No.<br>(Approp. No.) | District    | School                         | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|--------------------------------|-----------|--------|---|
| 53                           | Albuquerque | Jimmy Carter Middle School     | \$75,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 54                           | Albuquerque | John Adams Middle School       | \$330,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 55                           | Albuquerque | John Baker Elementary School   | \$130,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 56                           | Albuquerque | Juvenile Detention Center      | \$375,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 57                           | Albuquerque | Kennedy Middle School          | \$175,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 58                           | Albuquerque | Kirtland Elementary School     | \$50,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 59                           | Albuquerque | Kit Carson Elementary School   | \$125,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 60                           | Albuquerque | La Cueva High School           | \$50,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 61                           | Albuquerque | La Mesa Elementary School      | \$200,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 62                           | Albuquerque | Lavaland Elementary School     | \$225,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 63                           | Albuquerque | Lew Wallace Elementary School  | \$200,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 64                           | Albuquerque | Longfellow Elementary School   | \$50,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 65                           | Albuquerque | Los Padillas Elementary School | \$25,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 66                           | Albuquerque | Los Padillas Elementary School | \$25,000  | GF     | To plan, design, construct, purchase, equip and furnish infrastructure, shade structures, benches and landscaping for an outdoor classroom, including equipment and infrastructure needed for wi-fi connectivity for outdoor learning spaces  |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District    | School                             | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|------------------------------------|-----------|--------|---|
| 67                           | Albuquerque | Los Ranchos Elementary School      | \$225,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 68                           | Albuquerque | Lowell Elementary School           | \$200,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 69                           | Albuquerque | Lyndon B. Johnson Middle School    | \$50,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 70                           | Albuquerque | Macarthur Elementary School        | \$125,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 71                           | Albuquerque | Madison Middle School              | \$150,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 72                           | Albuquerque | Manzano High School                | \$100,000 | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 73                           | Albuquerque | Manzano Mesa Elementary School     | \$275,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 74                           | Albuquerque | Marie Hughes Elementary School     | \$50,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 75                           | Albuquerque | Mark Twain Elementary School       | \$10,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 76                           | Albuquerque | Mary Ann Binford Elementary School | \$200,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 77                           | Albuquerque | Mccollum Elementary School         | \$125,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 78                           | Albuquerque | Mckinley Middle School             | \$210,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 79                           | Albuquerque | Mission Avenue Elementary School   | \$125,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 80                           | Albuquerque | Mitchell Elementary School         | \$50,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 81                           | Albuquerque | Monte Vista Elementary School      | \$150,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |

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| Section No.<br>(Approp. No.) | District    | School                          | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|---------------------------------|-----------|--------|---|
| 16 (117)                     | Albuquerque | Montezuma Elementary School     | \$100,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (118)                     | Albuquerque | Navajo Elementary School        | \$150,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 16 (119)                     | Albuquerque | New Futures School              | \$10,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 16 (120)                     | Albuquerque | New Mexico International School | \$275,000 | GF     | To plan, design, construct, purchase, equip and install security improvements, including windows, door locks, surveillance cameras and related equipment  |
| 16 (121)                     | Albuquerque | Oñate Elementary School         | \$50,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 16 (122)                     | Albuquerque | Osuna Elementary School         | \$100,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 16 (123)                     | Albuquerque | Painted Sky Elementary School   | \$150,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (124)                     | Albuquerque | Pajarito Elementary School      | \$25,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (125)                     | Albuquerque | Petroglyph Elementary School    | \$100,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 16 (126)                     | Albuquerque | Polk Middle School              | \$125,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (127)                     | Albuquerque | Rio Grande High School          | \$950,000 | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 16 (129)                     | Albuquerque | Rudolfo Anaya Elementary School | \$25,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (131)                     | Albuquerque | S.Y. Jackson Elementary School  | \$130,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (132)                     | Albuquerque | Sandia High School              | \$125,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 16 (133)                     | Albuquerque | School On Wheels High School    | \$85,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District    | School                                       | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|--|-----------|--------|---|
| 97                           | Albuquerque | Sierra Vista Elementary School               | \$100,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 98                           | Albuquerque | Sombra Del Monte Elementary School           | \$50,000  | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 99                           | Albuquerque | Susie Rayos Marmon Elementary School         | \$330,000 | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 100                          | Albuquerque | Taft Middle School                           | \$275,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 101                          | Albuquerque | Taylor Middle School                         | \$175,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 102                          | Albuquerque | Technology Leadership High School            | \$10,000  | GF     | To purchase and equip vehicles and to plan, design, construct, purchase, equip and improve the school, including security systems, internet migration infrastructure and fencing  |
| 103                          | Albuquerque | Tierra Antigua Elementary School             | \$50,000  | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 104                          | Albuquerque | Tomasita Elementary School                   | \$175,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 105                          | Albuquerque | Tony Hillerman Middle School                 | \$50,000  | GF     | To plan, design, construct and renovate the grounds, fields, track areas, gymnasium floors and tennis courts, including the purchase and installation of related equipment, weight room equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage, artificial turf and landscaping |
| 106                          | Albuquerque | Tres Volcanes Collaborative Community School | \$250,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 107                          | Albuquerque | Truman Middle School                         | \$300,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure   |
| 108                          | Albuquerque | Valle Vista Elementary School                | \$210,000 | GF     | To plan, design, construct, purchase, equip and furnish outdoor benches and shade structures  |
| 109                          | Albuquerque | Valley High School                           | \$50,000  | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |
| 110                          | Albuquerque | Van Buren Middle School                      | \$200,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms   |

## Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District    | School                          | Amount    | Source | Allowable Uses  |
|------------------------------|-------------|---------------------------------|-----------|--------|---|
| 111                          | Albuquerque | Ventana Ranch Elementary School | \$300,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms |
| 112                          | Albuquerque | Volcano Vista High School       | \$400,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure                           |
| 113                          | Albuquerque | Washington Middle School        | \$110,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure                           |
| 114                          | Albuquerque | West Mesa High School           | \$350,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms |
| 115                          | Albuquerque | Wilson Middle School            | \$400,000 | GF     | To purchase, furnish, improve and install library equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure for libraries and bookrooms |
| 116                          | Albuquerque | Zia Elementary School           | \$100,000 | GF     | To purchase, furnish, improve and install classroom equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure                           |
| 117                          | Animas      | Animas High School              | \$90,000  | GF     | To plan, design, construct and repair roofs for a cafeteria and an auditorium   |
| 118                          | Animas      | Districtwide                    | \$250,000 | GF     | To plan, design, construct, equip and furnish improvements to facilities  |
| 119                          | Animas      | Districtwide                    | \$25,000  | GF     | To plan, design and construct water system improvements, including water pump controls, storage monitoring systems, backup pump controls and irrigation control             |
| 120                          | Artesia     | Artesia Junior High School      | \$500,000 | GF     | To plan, design, construct and install a heating, ventilation and air conditioning system for the kitchen and cafeteria   |
| 121                          | Bernalillo  | Districtwide                    | \$100,000 | GF     | To plan, design, construct, renovate and equip the Cochiti multicultural center and a gymnasium   |
| 122                          | Cobre       | Districtwide                    | \$300,000 | GF     | To plan, design, construct, furnish, equip and improve athletic complexes, including a girls' softball field  |
| 123                          | Corona      | Districtwide                    | \$50,000  | GF     | To plan, design, construct, renovate, furnish and equip the career technical education facilities, including expanding laboratory space and upgrading equipment             |
| 124                          | Cuba        | Districtwide                    | \$150,000 | GF     | To plan, design, construct and equip a bus barn, including drain channels and accessibility improvements  |
| 125                          | Espanola    | Districtwide                    | \$50,000  | GF     | To purchase, install and upgrade refrigeration equipment  |
| 126                          | Espanola    | Districtwide                    | \$80,000  | GF     | To purchase, equip and install security systems using artificial intelligence and sensor technology   |
| 127                          | Espanola    | Districtwide                    | \$120,000 | GF     | To purchase and equip maintenance and utility trucks  |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District        | School                                      | Amount      | Source | Allowable Uses  |
|------------------------------|-----------------|---|-------------|--------|---|
| 128                          | Espanola        | Districtwide                                | \$45,000    | GF     | To purchase and equip a portable vehicle lift for the district repair garage  |
| 129                          | Espanola        | Espanola Valley High School                 | \$210,000   | GF     | To plan, design, construct, upgrade and equip security systems, including visor control and an automatic gate   |
| 130                          | Gadsden         | Districtwide                                | \$300,000   | GF     | To purchase and equip vehicles and equipment, including food trucks, for career technical education programs  |
| 131                          | Gallup-McKinley | Districtwide                                | \$300,000   | GF     | To purchase interactive projectors and equipment  |
| 132                          | Hagerman        | Administration Building                     | \$120,000   | GF     | To plan, design, construct and replace roofs and gutters  |
| 133                          | Hagerman        | Districtwide                                | \$120,000   | GF     | To purchase and equip a light-emitting diode marquee  |
| 134                          | Hatch Valley    | Hatch Valley Middle School                  | \$155,000   | GF     | To plan, design, construct, purchase and equip a prefabricated greenhouse learning laboratory   |
| 135                          | Hondo Valley    | Districtwide                                | \$61,000    | GF     | To purchase and equip vehicles  |
| 136                          | Hondo Valley    | Districtwide                                | \$175,000   | GF     | To plan, design, construct and renovate the water treatment plant   |
| 137                          | Jemez Mountain  | Districtwide                                | \$160,000   | GF     | To plan, design and construct a greenhouse for a career technical education program   |
| 138                          | Lake Arthur     | Districtwide                                | \$400,000   | GF     | To purchase and install playground equipment  |
| 139                          | Las Cruces      | Districtwide                                | \$300,000   | GF     | To plan, design, construct and renovate an employee assistance and staff wellness center  |
| 140                          | Las Cruces      | Districtwide                                | \$2,380,000 | GF     | To plan, design, construct and renovate a family support center   |
| 141                          | Las Cruces      | Districtwide                                | \$250,000   | GF     | To plan, design, construct, renovate, furnish and equip an outdoor learning space at the teaching and learning center   |
| 142                          | Las Cruces      | Rio Grande Preparatory Institute            | \$950,000   | GF     | To plan, design, construct, furnish and equip a career technical education building, including training spaces and classrooms   |
| 143                          | Las Vegas City  | Robertson High School                       | \$75,000    | GF     | To purchase and equip vehicles and information technology for a film editing laboratory   |
| 144                          | Lordsburg       | R.V. Traylor and Central Elementary Schools | \$100,000   | GF     | To plan, design, construct and replace playground equipment   |
| 145                          | Lovington       | Districtwide                                | \$450,000   | GF     | To plan, design, construct, renovate, expand, furnish and equip the autism center, including modular classrooms, information technology infrastructure, the electrical, plumbing, security and fire protection systems, an accessibility ramp and fencing |
| 146                          | Mesa Vista      | Districtwide                                | \$150,000   | GF     | To purchase and equip an activity bus   |
| 147                          | Mora            | Districtwide                                | \$185,000   | GF     | To purchase and equip vehicles  |

## Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District     | School                              | Amount    | Source | Allowable Uses  |
|------------------------------|--------------|-------------------------------------|-----------|--------|---|
| 148                          | Mountainair  | Mountainair High School             | \$70,000  | GF     | To purchase and equip a hydraulic ironworker machine for a career technical education welding program   |
| 149                          | Pecos        | Districtwide                        | \$150,000 | GF     | To plan, design, construct and repair track and field facilities  |
| 150                          | Penasco      | Districtwide                        | \$200,000 | GF     | To plan, design, construct, replace and renovate a career technical education building, including flooring, restrooms, heating, ventilation and air conditioning systems and local exhaust ventilation and filter systems |
| 151                          | Questa       | Districtwide                        | \$149,495 | GF     | To purchase and equip a student activities sport utility vehicle  |
| 152                          | Region 9 REC | Region 9 REC Office (Ruidoso)       | \$75,000  | GF     | To plan, design, construct, renovate, furnish and equip the first floor, including an elevator and bathrooms that meet accessibility requirements   |
| 153                          | Region 9 REC | Region 9 REC Office (Ruidoso)       | \$121,000 | GF     | To plan, design, construct and improve the grounds, including walkways and accessibility improvements   |
| 154                          | Rio Rancho   | Cleveland High School               | \$75,000  | GF     | To replace the gymnasium floor  |
| 155                          | Rio Rancho   | Colinas Del Norte Elementary School | \$200,000 | GF     | To purchase and install intercom systems  |
| 156                          | Rio Rancho   | Districtwide                        | \$350,000 | GF     | To plan, design, construct and improve security systems   |
| 157                          | Rio Rancho   | Lincoln Middle School               | \$35,000  | GF     | To purchase and install intercom systems  |
| 158                          | Rio Rancho   | Rio Rancho High School              | \$76,000  | GF     | To plan, design, construct and replace the auxiliary gymnasium floor  |
| 159                          | Rio Rancho   | Rio Rancho High School              | \$33,500  | GF     | To purchase, replace and install a gymnasium washer and dryer   |
| 160                          | Rio Rancho   | Rio Rancho Middle School            | \$40,000  | GF     | To purchase and install a sound system  |
| 161                          | Roswell      | Districtwide                        | \$50,000  | GF     | To plan, design, construct, upgrade and equip shooting ranges for high schools in communities in the southeast region   |
| 162                          | Santa Fe     | Districtwide                        | \$750,000 | GF     | To plan, design and construct affordable housing for lease to district staff on property owned by the district  |
| 163                          | Santa Fe     | Districtwide                        | \$500,000 | GF     | To plan, design, construct, renovate, furnish and equip buildings and grounds, including heating, ventilation and air conditioning systems, at an early childhood learning center facility                                |
| 164                          | Santa Fe     | Districtwide (Headstart Schools)    | \$70,000  | GF     | To plan, design, construct, improve, furnish and equip head start sites, including playgrounds  |
| 165                          | Silver       | Districtwide (Cliff Schools Only)   | \$250,000 | GF     | To plan, design, construct, replace, purchase and equip improvements, including sod and irrigation systems, to the schools in Cliff   |
| 166                          | Socorro      | Socorro High School                 | \$170,000 | GF     | To plan, design and construct drainage system improvements for the campus field and track   |
| 167                          | Taos         | Districtwide                        | \$350,000 | GF     | To plan, design, construct, repair and replace boiler systems and heating, ventilation and air conditioning systems   |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.)       | District       | School  | Amount              | Source | Allowable Uses   |
|------------------------------------|----------------|---|---------------------|--------|--|
| 168                                | Taos           | Districtwide  | \$50,000            | GF     | To plan, design, construct, purchase, renovate and improve school security systems, including upgrades to cameras, technology and facilities                               |
| 169                                | Taos           | Districtwide  | \$1,500,000         | GF     | To plan, design, construct, furnish and equip a multipurpose gymnasium   |
| 170                                | Tatum          | Tatum High School   | \$460,000           | GF     | To plan, design, construct and replace the roof  |
| 171                                | Tatum          | Tatum High School   | \$285,000           | GF     | To plan, design, construct and replace the roof on the vocational building   |
| 172                                | Wagon Mound    | Districtwide  | \$100,000           | GF     | To purchase and install security equipment, including sensors and cameras  |
| 173                                | Wagon Mound    | Districtwide  | \$50,000            | GF     | To purchase and equip vehicles   |
| 174                                | West Las Vegas | Valley Elementary School                                      | \$30,000            | GF     | To purchase, equip and install a public address system   |
| 175                                | West Las Vegas | West Las Vegas High School                                    | \$30,000            | GF     | To plan, design, construct and equip a health and wellness center  |
| <b>SUBTOTAL - School Districts</b> |                |   | <b>\$32,310,995</b> |        |  |
| 176                                | Albuquerque    | Ace Leadership High School                                    | \$300,000           | GF     | To plan, design, construct and renovate buildings and grounds  |
| 177                                | State Charter  | Aces Technical Charter School                                 | \$450,000           | GF     | To plan, design, construct, purchase, renovate, expand, furnish and equip buildings and grounds, classrooms, a multipurpose area and early childhood facilities            |
| 178                                | State Charter  | Albuquerque Aviation Academy (Formerly Sw Aero. Math. & Sci.) | \$295,000           | GF     | To plan, design, construct, purchase, install and equip buildings and grounds, including fencing, wiring, safety systems, information technology and athletic fields       |
| 179                                | State Charter  | Albuquerque Collegiate Charter School                         | \$25,000            | GF     | To plan, design, construct, renovate, purchase and equip buildings and grounds, including fencing, wiring, safety systems, information technology and playground equipment |
| 180                                | State Charter  | Albuquerque School of Excellence                              | \$50,000            | GF     | To plan, design, construct and renovate parking and bus areas  |
| 181                                | State Charter  | Albuquerque Sign Language Academy                             | \$50,000            | GF     | To purchase and install furnishings, equipment and fixtures  |
| 182                                | State Charter  | Aldo Leopold Charter School                                   | \$150,000           | GF     | To plan, design, construct, equip and furnish improvements for the outdoor classroom at  |
| 183                                | Albuquerque    | Alice King Community School                                   | \$200,000           | GF     | To plan, design, construct, improve and equip playgrounds, shade structures, landscaping, fields and drainage at   |
| 184                                | State Charter  | Altura Preparatory School                                     | \$175,000           | GF     | To purchase, install and improve information technology, including related equipment, furniture and infrastructure   |
| 185                                | State Charter  | Amy Biehl High School   | \$75,000            | GF     | To plan, design, construct and replace the chiller   |

## Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District                 | School                              | Amount               | Source | Allowable Uses   |     |
|------------------------------|--------------------------|-------------------------------------|----------------------|--------|--|-----|
| 186                          | Taos                     | Anansi Charter School               | \$200,000            | GF     | To acquire land for and to plan, design, construct and renovate campus buildings for preschool, special education and ancillary classrooms, occupational therapy, physical therapy and speech therapy spaces, a nurse's office, counseling space and community schooling | 186 |
| 187                          | State Charter            | Cesar Chavez Community School       | \$50,000             | GF     | To plan, design, construct, equip, furnish, renovate and install improvements to facilities, including fencing, wiring, information technology and safety systems  | 187 |
| 188                          | Albuquerque              | Christine Duncan Heritage Academy   | \$80,000             | GF     | To plan, design, construct, renovate, furnish and equip buildings and grounds, including the purchase and installation of information technology and related equipment, furniture and infrastructure   | 188 |
| 189                          | Albuquerque              | Cien Aguas International School     | \$125,000            | GF     | To plan, design, construct, replace and equip flooring   | 189 |
| 190                          | Albuquerque              | Coral Community Charter School      | \$90,000             | GF     | To plan, design, construct, equip, furnish and renovate the campus, including infrastructure and additional learning spaces  | 190 |
| 191                          | State Charter            | Cottonwood Classical Preparator     | \$150,000            | GF     | To plan, design, construct, equip, furnish, install and improve facilities, including infrastructure, security and landscaping, at y school in Albuquerque in Bernalillo county;   | 191 |
| 192                          | Socorro                  | Cottonwood Valley Charter School    | \$250,000            | GF     | To acquire land for and to plan, design, construct, replace, equip, furnish and install buildings and grounds, including playground safety surfacing, electrical code updates, security fencing and parking lots   | 192 |
| 193                          | Albuquerque              | Digital Arts and Technology Academy | \$150,000            | GF     | To plan, design, construct, equip and renovate outdoor spaces  | 193 |
| 194                          | Albuquerque              | East Mountain High School           | \$170,000            | GF     | To purchase and install meals equipment and other equipment  | 194 |
| 195                          | Albuquerque              | East Mountain High School           | \$50,000             | GF     | To plan, design, construct, equip, furnish and improve buildings and grounds, including windows and sidewalks  | 195 |
| 196                          | Albuquerque              | El Camino Real Academy              | \$50,000             | GF     | To plan, design, construct, equip and renovate science laboratories, including electrical capacity and accessibility improvements  | 196 |
| 197                          | State Charter            | Estancia Valley Classical Academy   | \$1,650,000          | GF     | To plan, design, construct, furnish and equip track and field areas, including playgrounds, outdoor learning spaces, benches, tables, shade structures, turf, landscaping and fencing  | 197 |
| 198                          | Albuquerque              | Gilbert L. Sena Charter High School | \$225,000            | GF     | To plan, design, construct, renovate, furnish and equip an additional school building and grounds, including fencing, security systems and information technology  | 198 |
| 199                          | Albuquerque              | Gordon Bernell Charter School       | \$1,105,000          | GF     | For the purchase of a career development center  | 199 |
| 200                          | Prekindergarten Provider | Guadalupe-Montessori School         | <del>\$100,000</del> | GF     | <del>To plan, design, construct, purchase, equip and install a portable building</del>   | 200 |
| 201                          | Albuquerque              | Health Leadership High School       | \$500,000            | GF     | To plan, design, construct, renovate and equip buildings and grounds, including solar technology   | 201 |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District       | School                                       | Amount    | Source | Allowable Uses   |
|------------------------------|----------------|--|-----------|--------|--|
| 202                          | State Charter  | Hozho Academy Charter School                 | \$150,000 | GF     | To purchase and equip buses  |
| 203                          | State Charter  | Hozho Academy Charter School                 | \$85,000  | GF     | To purchase and equip vehicles for the maintenance department  |
| 204                          | Albuquerque    | International School At Mesa Del Sol         | \$200,000 | GF     | To plan, design, construct, purchase, install and equip buildings and grounds, including fencing, wiring, safety systems and information technology  |
| 205                          | Albuquerque    | La Academia De Esperanza Charter School      | \$185,000 | GF     | To plan, design, construct, renovate, purchase, furnish and equip improvements to buildings and grounds, including cameras, fencing, information technology and security system infrastructure                                     |
| 206                          | Albuquerque    | Mark Armijo Academy                          | \$75,000  | GF     | To plan, design, construct, purchase, renovate, furnish, equip and expand facilities, including classrooms, multipurpose areas and early childhood facilities  |
| 207                          | Albuquerque    | Mark Armijo Academy                          | \$275,000 | GF     | To plan, design, construct, purchase and improve the main facilities   |
| 208                          | State Charter  | Mccurdy Charter School                       | \$65,000  | GF     | To plan, design, construct and expand dining and learning spaces   |
| 209                          | State Charter  | Media Arts Collaborative Charter             | \$135,000 | GF     | To plan, design, construct, equip, furnish and renovate buildings and grounds, including infrastructure, fencing, wiring, safety systems and information technology  |
| 210                          | State Charter  | Mission Achievement and Success              | \$60,000  | GF     | To plan, design, construct, equip, furnish, install and improve campus facilities, including security and playgrounds, at charter school in Albuquerque in Bernalillo county;  |
| 211                          | State Charter  | Monte Del Sol Charter School                 | \$150,000 | GF     | To plan, design, construct, expand and upgrade classroom space and security systems  |
| 212                          | State Charter  | Monte Del Sol Charter School                 | \$200,000 | GF     | To purchase and equip vehicles   |
| 213                          | State Charter  | Montessori Elementary and Middle School      | \$275,000 | GF     | To plan, design, construct, renovate, furnish, equip and install improvements, including fencing, wiring, safety systems and information technology  |
| 214                          | Albuquerque    | New America School - Albuquerque             | \$25,000  | GF     | To purchase and equip vehicles and to plan, design, construct, equip, furnish, install and improve facilities, including information technology, outdoor learning space and a marquee, at the in Albuquerque in Bernalillo county; |
| 215                          | State Charter  | New Mexico School For The Arts               | \$100,000 | GF     | To purchase and equip vehicles, including a maintenance truck with a snowplow and a student activity vehicle   |
| 216                          | State Charter  | New Mexico School For The Arts               | \$250,000 | GF     | To plan, design, construct and install solar panels and artificial turf  |
| 217                          | State Charter  | Red River Valley Charter School              | \$150,000 | GF     | To plan, design, construct and equip facilities, including parking lots, fencing and playground equipment  |
| 218                          | West Las Vegas | Rio Gallinas School For Ecology and The Arts | \$200,000 | GF     | To purchase and equip an activity bus  |

## Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.) | District      | School                                  | Amount      | Source | Allowable Uses  |
|------------------------------|---------------|---|-------------|--------|---|
| 219                          | State Charter | Rio Grande Academy of Fine Arts         | \$160,000   | GF     | To plan, design, construct, equip, furnish and renovate buildings and grounds, including infrastructure, fencing, wiring, safety systems, information technology and equipment, for charter school in Albuquerque in Bernalillo county; |
| 220                          | Albuquerque   | Robert F. Kennedy Charter School        | \$700,000   | GF     | To plan, design, construct, purchase, furnish and equip technology infrastructure, security equipment and student transportation  |
| 221                          | State Charter | Roots and Wings                         | \$195,000   | GF     | To plan, design, construct, repair and renovate phase 3 improvements to buildings and grounds, including modular buildings and drainage   |
| 222                          | State Charter | Sandoval Academy of Bilingual Education | \$500,000   | GF     | To plan, design, construct, renovate, purchase and equip buildings and grounds, including fencing, wiring, safety systems and information technology  |
| 223                          | State Charter | School of Dreams Academy                | \$1,000,000 | GF     | To plan and design a facility   |
| 224                          | Albuquerque   | Siembra Leadership High School          | \$85,000    | GF     | To plan, design, construct, renovate, furnish, equip and install improvements, including fencing, wiring, safety systems and information technology   |
| 225                          | State Charter | Solare Collegiate Charter School        | \$50,000    | GF     | To plan, design, construct, purchase, install and equip buildings and grounds, including fencing, wiring, safety systems, information technology and playground equipment   |
| 226                          | Albuquerque   | South Valley Academy Charter School     | \$175,000   | GF     | To plan, design, construct and renovate entrance areas  |
| 227                          | State Charter | South Valley Preparatory School         | \$25,000    | GF     | To plan, design, construct, improve and equip facilities, including parking   |
| 228                          | State Charter | Southwest Secondary Learning Center     | \$225,000   | GF     | To plan, design, construct, equip, furnish and renovate buildings and grounds, including infrastructure, wiring, safety systems, information technology and bathroom facilities, at in Albuquerque in Bernalillo county;                |
| 229                          | Albuquerque   | Technology Leadership High School       | \$20,000    | GF     | To plan, design, construct, equip, furnish, improve and expand  |
| 230                          | State Charter | The Ask Academy                         | \$951,000   | GF     | To plan, design, construct, equip, furnish and renovate buildings and grounds, including infrastructure, fencing, wiring, safety systems and information technology   |
| 231                          | State Charter | Thrive Community Charter School         | \$270,000   | GF     | To plan, design, construct, purchase, install and equip buildings and grounds, including fencing, wiring, safety systems, information technology, cameras, magnetic locks, playground equipment and furniture                           |
| 232                          | State Charter | Tierra Adentro Charter School           | \$50,000    | GF     | To plan, design, construct and improve signage, including a marquee   |
| 233                          | State Charter | Tierra Adentro Charter School           | \$210,000   | GF     | To plan, design, construct, purchase and renovate school facilities, including storage space and portable buildings   |

# Appendix I: Direct Capital Outlay Appropriations

| Section No.<br>(Approp. No.)                       | District      | School                              | Amount               | Source | Allowable Uses  |     |
|--|---------------|-------------------------------------|----------------------|--------|---|-----|
| 234  | State Charter | Turquoise Trail Charter School      | \$200,000            | GF     | To purchase and install safety infrastructure   | 234 |
| 235  | State Charter | Twenty-First Century Public Academy | \$175,000            | GF     | To acquire land for and to plan, design, construct, equip, furnish and renovate buildings and grounds, including infrastructure, wiring, safety systems and information technology  | 235 |
| <b>SUBTOTAL - Charter Schools</b>                  |               |                                     | <b>\$14,186,000</b>  |        |   |     |
| 236  | HED           | Structured Literacy Institute       | \$30,000,000         | PSCOF  | Appropriated from the public school capital outlay fund to the higher education department for expenditure in fiscal years 2024 through 2028, unless otherwise provided in Section 2 of this act, to plan, design, construct, furnish and equip a literacy institute to benefit students, families and teachers statewide | 236 |
| 237  | PED           | Statewide                           | \$1,500,000          | PSCOF  | To plan, design and construct infrastructure for fueling and charging stations for alternatively fueled buses statewide   | 237 |
| 238  | PED           | Statewide                           | \$547,500            | PSCOF  | To purchase cameras for newly purchased to-and-from school buses statewide  | 238 |
| 239  | PED           | Statewide                           | \$29,166,640         | PSCOF  | to purchase district-owned to-and-from school buses   | 239 |
| <b>SUBTOTAL - State Agencies</b>                   |               |                                     | <b>\$62,214,140</b>  |        |   |     |
| <b>TOTAL CAPITAL OUTLAY APPROPRIATIONS (SB275)</b> |               |                                     | <b>\$107,711,135</b> |        |   |     |



