



STATE OF NEW MEXICO
Legislative Education Study Committee

2026 Post-Session Review

APRIL 2026





Introduction 3

Public School Finance 4
 Introduction 4
 Session Action 4
 Road Ahead 6

Long-Term Education Planning and Governance 7
 Introduction 7
 Session Action 7
 Road Ahead 10

Educator Workforce 11
 Introduction 11
 Session Action 11
 Road Ahead 16

Academic Design..... 17
 Introduction 17
 Session Action 17
 Road Ahead 21

Equity..... 23
 Introduction 23
 Session Action 23
 Road Ahead 25

Education Support Services 26
 Introduction 26
 Session Action 26
 Road Ahead 28

Assessments, Accountability, and Data Systems..... 30
 Introduction 30
 Session Action 30
 Road Ahead 32

Infrastructure and Retirement..... 34
 Introduction 34
 Session Action 34
 Road Ahead 37

Appendices..... 39
 Appendix A: Legislation Related to Public Education (Organized by Bill Number) ..40
 Appendix B: Reading the General Appropriation Act (GAA)42
 Appendix C: Selected GAA Language Related to Public Education43
 Appendix D: Public School Support and Related Appropriations for FY2746
 Appendix E: Recurring General Fund Appropriations.....49
 Appendix F: Unit Value History52
 Appendix G: Legislative Changes to the Public School Funding Formula.....54
 Appendix H: Direct Capital Outlay Appropriations.....68

2026 Post-Session Review

April 2026

Published by

**State of New Mexico
Legislative Education
Study Committee**

John Sena
Director

Jessica Hathaway
Deputy Director

Analysts
Marit Andrews
Annie Armatage
Evan Chavez
Daniel Estupiñan
Conor L. Hicks
Mark A. Montoya
Saraí Ortiz

Alonzo Baca
Office Administrator

Julianna Baca
Research and Committee
Services Assistant





Introduction

Despite economic uncertainty and continued shifts in federal education policy, New Mexico lawmakers continued to make additional investments in public education during the 2026 legislative session, including taking a major step in funding employee health insurance, providing funding for an increase to educator compensation, and increasing funding for career and technical education. In total, the Legislature appropriated \$4.6 billion to the state equalization guarantee, funds that flow directly to school districts and charter schools, a 2.5 percent increase from FY26. It also appropriated about \$230 million in nonrecurring funds for a variety of education initiatives.

The Legislature also took action to better understand and regulate distance learning programs, especially those run by for-profit companies that have prompted concerns about the quality and cost of virtual learning. And following years of increased funding and efforts to improve literacy and math instruction, lawmakers codified school-level practices to better identify struggling students, notify parents about progress, and provide appropriate interventions.

Overall, the Legislature passed more than a dozen education-related bills during the 30-day session, including many of those endorsed by the Legislative Education Study Committee (LESC). In addition to legislation increasing employers' share of insurance premiums and clarifying reading and math practices, lawmakers also passed LESC-endorsed bills that created an office of special education at the Public Education Department (PED) and increased stipends for postbaccalaureate teacher residents.

Legislative efforts continue to be informed by the ongoing *Martinez-Yazzie* consolidated sufficiency lawsuit, and while members debated proposals during the 2026 session, the 1st Judicial District Court considered a remedial action plan PED submitted last fall. Plaintiffs in the lawsuit continue to argue the plan does not meet court requirements or address the original findings in the case. It could be months before the court makes a decision about next steps.

The uncertain outcome of the ongoing legal battle meant the Legislature did not have any clear legislative recommendations from a court-ordered plan. Instead, lawmakers adopted budget and policy proposals influenced by the LESC Roadmap, the Legislative Finance Committee's recommendations, and the executive's budget proposal. The varying and sometimes disparate recommendations, along with an upcoming gubernatorial election, prompted several pieces of legislation calling for governance changes, and, in the case of House Memorial 30, a study aimed at defining clear long-term goals and actions for education in the state, as well as clarifying the roles and responsibilities of stakeholders in the system.

The end of each legislative session brings both a sense of accomplishment and change, as well continued evaluation of what to do next. The 2026 legislative session was no different. Lawmakers made significant changes intended to improve instruction, provide additional resources to school districts and charters, and provide more opportunities for New Mexico's students. But despite improving literacy and graduation outcomes, math proficiency rates remain stubbornly stagnant and there continue to be gaps between historically underserved students and their peers. There is more work to do.

The following Post-Session Review provides background information about major topics in education, how the Legislature acted to address these issues during the 2026 session, and considerations for the 2026 interim, as LESC and the broader Legislature continue their efforts to improve New Mexico's education system.



Introduction

For FY27, the Consensus Revenue Estimating Group projected \$13.9 billion in general fund revenue, an increase of \$530.2 million from FY26 and \$3.1 billion more than recurring general fund appropriations in FY26. In the 2026 legislative session, the Legislature leveraged those additional funds to support targeted increases in state government operations, with general fund recurring appropriations totaling \$11.2 billion, an increase of 3.1 percent over FY26. A theme of turning “today’s dollars into tomorrow’s dollars” continued in the 2026 legislative session, with the Legislature directing more money toward endowment funds and multiyear pilot programs.

Session Action

For FY27, the Legislature authorized a modest increase in public school support, with most of that additional investment being in compensation and benefits for public school personnel.

General Appropriation Act of 2026

The General Appropriation Act (GAA) includes \$4.9 billion for public school support, an increase of \$114.4 million, or 2.4 percent, over FY26. Public schools account for 43 percent of total recurring FY27 general fund appropriations, down from 44 percent in FY26. As shown in **Table 1: FY27 GAA and Feed Bill Recurring General Fund Appropriations**, the 2.4 percent increase for public schools is smaller than the year-over-year increase in recurring general fund appropriations of 3.1 percent, with only health, hospitals, human services, and the Legislature receiving a lower percentage increase in recurring general fund appropriations. See **Appendix E: Recurring General Fund Appropriations**.

Table 1: FY27 GAA and Feed Bill Recurring General Fund Appropriations

(in thousands)

Agency Category	FY26 Operating Budget	2026 GAA	Dollar Change	Percent Change
Legislature	\$54,455.9	\$55,585.6	\$1,129.7	2.1%
Judicial	\$477,731.1	\$495,108.1	\$17,377.0	3.6%
General Control	\$218,601.5	\$234,363.1	\$15,761.6	7.2%
Commerce and Industry	\$110,344.2	\$115,095.7	\$4,751.5	4.3%
Agriculture, Energy and Natural Resources	\$137,393.5	\$146,824.8	\$9,431.3	6.9%
Health, Hospitals, and Human Services	\$3,032,423.3	\$3,082,023.3	\$49,600.0	1.6%
Public Safety	\$583,622.7	\$609,095.8	\$25,473.1	4.4%
Public Schools	\$4,769,371.9	\$4,883,786.5	\$114,414.6	2.4%
Higher Education	\$1,441,803.7	\$1,517,951.0	\$76,147.3	5.3%
Compensation*	\$0.0	\$26,006.0	\$26,006.0	N/A
TOTAL	\$10,825,747.8	\$11,165,839.9	\$340,092.1	3.1%

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

Source: LESC Files

State Equalization Guarantee

For FY27, the Legislature appropriated \$4.6 billion to the state equalization guarantee (SEG)—the state’s public school funding formula—including \$1.5 million from driver’s license fees. The recurring appropriation to the SEG represents an increase of \$112.7 million, or 2.5 percent, compared with FY26. Although discretionary, 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 FY27, the Legislature increased compensation and benefits for all public school employees, with the SEG appropriation including \$73.2 million to implement [Laws 2026, Chapter 52 \(House Bill 47\)](#), an LESC-endorsed bill that increased employer health premium contributions to 80 percent for all public school personnel. Separately, [Laws 2026, Chapter 69 \(Senate Bill 151\)](#) also included a \$36.2 million appropriation to the SEG comparable to an average 1 percent increase in public school personnel compensation, as well as \$662 thousand for a 1 percent increase in transportation personnel compensation.

Categorical Appropriations

The Legislature appropriated \$178.1 million for categorical appropriations from the general fund, an increase of \$3 million, or 1.7 percent, from FY26. Categorical appropriations are found in section 4, subsection K of the GAA, and include the transportation distribution, out-of-state tuition, the Indian education fund, and standards-based assessments.

The entirety of the increase in spending for categorical programs is in the transportation distribution, with flat appropriations for standards-based assessments, and \$20 million for the Indian education fund.

Transportation Distributions. The Legislature appropriated \$144 million from the general fund for public school transportation, a 2.1 percent increase from FY26. The transportation distribution includes \$1.3 million for employers to pay at least 80 percent of transportation employees' health insurance premium contributions.

Public Education Department

The Legislature appropriated \$27 million to the Public Education Department (PED) for the department's operations, an increase of \$768.7 thousand from FY26. While PED received an increase in its topline agency budget, the department has stated the Legislature's appropriation is not sufficient to appropriately implement statutory requirements, including that which requires state agencies to pay at least 80 percent of the group health insurance premiums for agency employees. Much of the increase to the department's operating budget is intended to strengthen PED oversight with the goal of improving compliance with the consolidated *Martinez-Yazzie* education sufficiency lawsuit, and to improve PED's capacity to support school districts, charter schools, and external stakeholders.

Recurring general fund appropriations for special programs decreased by \$2 million, or 2.8 percent, from FY26. The \$68.2 million appropriation from the general fund for special programs includes \$14 million for early literacy and reading support, \$5 million for school leader professional development, \$2 million for literacy coaches, \$1.5 million for regional education cooperatives, and \$42.2 million for universal school meals.

There were also substantial general fund appropriations to nonrecurring special programs in FY27, totaling \$137 million, a decrease of 55 percent from FY26. Among the nonrecurring general fund appropriations to PED were \$29 million for reading and math intervention programs, \$20 million for educator fellows, \$14.6 million for literacy coaches for schools in the lowest quartile of reading proficiency, \$10 million for summer internships, \$4 million for special education initiatives, \$3 million for the science, technology, engineering, and math (STEM) network, and \$3 million for science, technology, engineering, art, and math (STEAM) initiatives.

Public Education Reform Fund

In FY26, the public education reform fund (PERF) became a source of multiyear funding for pilot programs that will be evaluated for impact on student achievement. To support the creation of three new multiyear pilot programs, the Legislature appropriated \$89.7 million to PERF for FY27. These pilot programs include \$21.6 million for innovation zones, \$18.3 million for community schools, and \$15.3 million for high-impact tutoring. As required by [Laws 2025, Chapter 72 \(Senate Bill 201\)](#), each of these programs will be evaluated for their impact on student outcomes at the end of their appropriation period in FY29, and could potentially be extended for additional time to gather more data. Other one-year appropriations from the PERF include \$20 million for out-

of-school learning programs and \$2 million for implementing the *Martinez-Yazzie* Action Plan, which is pending court approval at the time of writing.

Road Ahead

During the 2025 interim, the LESC held comprehensive discussions regarding the vision of the committee for public school support. This work culminated in committee endorsement of the LESC FY27 public school support recommendation on January 19, 2026. The Legislature ultimately enacted several of the recommendations that were included in the LESC-endorsed public school support scenario, including the adoption of an 80/20 health premium cost-share model for public school employees, an increase in public school personnel compensation, initial investments in local long-term planning, and multiyear appropriations for high-impact tutoring. For the upcoming 2026 interim, several projects are intended to build on this work and include:

Developing the Annual Recommendation for Public School Support. As the 2026 interim begins, LESC staff will build on the prior interim’s budgeting process, with the intention of holding comprehensive discussions with LESC members on what they individually and collectively envision for public school support in FY28. Like the 2025 interim process, these conversations will culminate in an LESC FY28 recommendation for public school support that builds on the progress from the 2026 legislative session and addresses ongoing challenges in New Mexico’s public education system.

Consolidation of Public Employee Insurance Programs. [Laws 2026, Chapter 52, \(House Bill 47\)](#) requires the consolidation of the health insurance programs in Albuquerque Public Schools (APS) and the New Mexico Public Schools Insurance Authority (NMPSIA) by July 1, 2027. House Bill 47 (HB47) also requires LESC staff to study whether NMPSIA should be subsequently consolidated with the health insurance programs offered by the Health Care Authority (HCA). During the 2026 interim, LESC staff will collaborate with the Legislative Finance Committee (LFC), NMPSIA, APS, HCA, and other agencies in completing the study and reporting findings to the Legislature.

Distance Learning. Distance learning is a growing model of instruction throughout the state that plays a unique role in serving students with distinct needs. [Laws 2026, Chapter 8 \(House Bill 253\)](#) was the first statutory revision related to distance learning programs since the creation of the Cyber Academy Act in 2007. One of the bill’s provisions included a requirement that LESC comprehensively study distance learning programs or similar programs and assess the outcomes of students enrolled in the programs, with a particular focus on students in kindergarten through fifth grade, the cost of operating the programs and recommendations for further legislative action. LESC staff is required to complete this report in collaboration with PED and LFC by November 1, 2026.

Strategic Resource Management in School Finances. The concept of adequacy continues to be a defining theme in the *Martinez-Yazzie* consolidated education sufficiency lawsuit, particularly in whether the Legislature’s appropriation to the SEG meets the unique and complex needs of all students. In addition to this recurring theme of adequacy, there are also considerations around how school districts and charter schools are leveraging the funding they have right now to serve students, and how they’re navigating long-term challenges, such as declining enrollment. As the Legislature continues to balance ensuring adequacy in funding and meeting the long-term needs of students, LESC staff will assess whether there are fiscal, programmatic, or institutional barriers that are preventing comprehensive approaches to addressing the long-term needs of students.



Introduction

Sound education governance provides the foundation for effective long-term education planning, shaping how policy, funding, and accountability systems are designed to work together to achieve sustained improvement in New Mexico's education system. Effective governance necessitates clearly defined roles and responsibilities across all levels of the education system and the capacity to carry forward shared strategies over time. In this way, governance is not only about structures and entities, but about enabling alignment and coordination among these to translate legislative intent into durable outcomes for students and educators.

In recent years, long-term planning has become an important focus for policymakers and LESC staff as the state continues its efforts to advance a more coordinated, long-term vision for public education and also address the *Martinez-Yazzie* consolidated education sufficiency lawsuit. LESC staff analysis has consistently identified that sustained progress requires a coherent, system-level approach that connects legislative priorities, agency implementation, and local practice. This includes coordinated engagement among state agencies, the Legislature, tribal governments, school districts, charter schools, educators, families, and community partners to establish a shared vision for the state's education system.

Session Action

The 2026 legislative session continued to reflect a focus on creating systems that enable effective long-term education planning. While the Legislature did not pursue major structural changes to the state's governance system, lawmakers advanced policies and memorials that reinforce the state's role in oversight and coordination, while also directing further study of long-term planning and governance issues.

Enacted LESC-Endorsed Measures

The LESC endorsed nine proposals for the 2026 legislative session. Of these, five LESC-endorsed bills were enacted. Each of the bills was designed to strengthen key parts of the state's education system in alignment with the LESC Roadmap, particularly related to the educator workforce and academic design. The LESC Roadmap increasingly serves as an important framework to understand how legislative proposals and funding impact the state's education system in an aligned, research-driven, and intentional way. See **Figure 1: LESC Roadmap** for more details. LESC-endorsed bills that were enacted during the 2026 legislative session include:

- **Laws 2026, Chapter 57 (House Bill 30, Teacher Residency Act Changes):** Indexes teacher resident stipends to level 1 teacher salaries, allows teacher residents to complete their teaching commitment in any public school in New Mexico, and clarifies hiring expectations in schools where teacher residents work. See the **Educator Workforce** section (page 12) for more details.
- **Laws 2026, Chapter 52 (House Bill 47, School Employee Insurance Changes):** Requires school districts and charter schools to pay at least 80 percent of group health insurance premiums of all public school employees. See the **Public School Finance** section (page 5) for more details.
- **Laws 2026, Chapter 53 (Senate Bill 29, Math Requirements for Teaching License):** Creates a statewide framework to address mathematics instruction and requires individuals seeking an elementary teaching license or a secondary mathematics teaching endorsement to complete at least six hours of mathematics methods courses. See the **Academic Design** section (page 20) for more details.
- **Laws 2026, Chapter 54 (Senate Bill 37, High Quality Literacy Instruction Act):** Creates the High Quality Literacy Instruction Act to expand evidence-based reading supports for students including requiring all literacy instruction in kindergarten through third grade to use high-quality instructional materials and creating a system for student screening and family notification. See the **Academic Design** section (page 19) for more details.

- **Laws 2026, Chapter 55 (Senate Bill 64, Create Office of Special Education):** Creates the Special Education Act and codifies the Office of Special Education at PED, including clarifying the office’s responsibilities and duties. See the **Academic Design** section (page 17) for more details.

Figure 1: LESC Roadmap

Since the *Martinez-Yazzie* ruling, many entities (LESC, the Legislative Finance Committee (LFC), the Public Education Department (PED), authors of the Tribal Remedy Framework, and Transform Education New Mexico, among others) have released platforms, analyses, recommendations, roadmaps, and plans to address findings of the lawsuit.

In 2022, informed by analysis of these plans and review of international and national frameworks from organizations such as the Aspen Institute, the National Conference of State Legislatures, the Learning Policy Institute, and education experts globally, the LESC introduced a Roadmap to guide education planning and efforts. The LESC Roadmap is organized around four primary pillars:

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

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

Education Governance Study

[House Memorial 30 \(HM30\)](#), which passed during the 2026 legislative session, requests LESC to conduct a comprehensive study on statewide education governance and long-term planning. The memorial asks LESC to convene a broad, cross-sector working group—including state agencies, educators, tribal representatives, and community organizations, as well as additional members identified by LESC members—to support the study. Findings and recommendations are requested by November 30, 2026.

LESC staff analysis of the memorial notes, while New Mexico has developed multiple education plans and frameworks with substantial alignment in priorities, the state continues to face challenges in establishing cohesive systems to effectively implement those shared goals. The study requested by HM30 is intended to examine options for improving system alignment and long-term planning, including the potential creation of a statewide education commission to establish shared goals and metrics, strategies to strengthen coherence and capacity across the education system, and the role of long-term planning in supporting the state’s response to the *Martinez-Yazzie* lawsuit. It also calls for consideration of the fiscal, statutory, and staffing implications of potential governance changes.

LESC staff have studied other state models to provide insights into long-term educational planning, showcasing approaches that emphasize systemic reform, collaboration, and future readiness. Common elements among these models include the establishment of statewide work groups, commissions, or councils to develop cohesive visions and align education systems with economic and workforce goals. These have been created in states including Nevada, Pennsylvania, Michigan, and Maryland. The work of HM30 will include evaluation of how these commissions have worked in other states to inform how such a commission could operate in New Mexico.

Multiyear Public Education Reform Fund Appropriations

In the 2025 legislative session, the Legislature converted an existing fund to create a multiyear funding source for education programs that could benefit from the stability of year-over-year funding while also being evaluated for impacts to determine if these initiatives should be continually funded as part of the state’s education system. These changes happened in [Laws 2025, Chapter 72 \(Senate Bill 201\)](#), an LFC-endorsed bill, which converted the state’s existing public education reform fund (PERF) into the fiscal vehicle that funds appropriations for three consecutive fiscal years. Now, PERF-funded initiatives that receive three years of funding must be evaluated for impacts on student outcomes, with an emphasis on causal evaluation when possible.

This effort toward multiyear funding support is an important innovation in the Legislature’s appropriations process. The Legislature has heard concerns for years that “below-the-line” items are most often administered as grant programs, which can create uncertainty about long-term access to the funds. This uncertainty can also lead to challenges in school districts and charter schools having sufficient capacity to implement programs. By offering consistent funding that removes the need for school districts and charter schools to apply for grant-based funding, multiyear funding offers an opportunity to test the role of stable funding in offering promising programs that can benefit New Mexico’s students and teachers.

In the initial year of multiyear PERF funding (FY26 through FY28), five initiatives were funded at a total cost of \$61.8 million. During the 2026 legislative session, the 2026 General Appropriation Act (GAA) included funding for three initiatives, at a total cost of \$55.2 million. See **Table 1: Multiyear PERF-Funded Projects**. Projects funded for FY27-FY29 include:

- **Community Schools:** Total funding of \$18.3 million, or \$6.1 million each fiscal year;
- **Career and Technical Education (CTE) Innovation Zones:** Total funding of \$21.6 million, or \$7.2 million each year; and
- **High-Impact Tutoring:** Total funding of \$15.3 million, or \$5.1 million each year.

Table 1: Multiyear PERF-Funded Projects
(in millions)

FY26-FY28		FY27-FY29	
Initiative	Total Amount	Initiative	Total Amount
Attendance Supports	\$18.6	Community Schools	\$18.3
Secondary Educator Literacy	\$15.6	CTE Innovation Zones	\$21.6
Math Achievement	\$13.5	High-Impact Tutoring	\$15.3
Innovative Staffing Strategies	\$7.8		
Supports for Students who are Unhoused	\$6.3		
TOTAL	\$61.8	TOTAL	\$55.2

Note: Total amounts are divided evenly across all three fiscal years for PERF-funded initiatives. Each appropriation also includes a specified amount that can be used to support evaluation of the initiative.

Source: LESC Files

State School Board Proposals

Beginning in the 2023 legislative session, lawmakers began to introduce joint resolutions to return the state’s education governance system to a state school board. These resolutions proposed varying forms of a structure similar to the one that existed prior to a 2003 constitutional amendment that created the state’s current governance structure, whereby PED is led by a cabinet-level secretary of public education who responds directly to the governor. Members continued to introduce this idea in each legislative session since 2023, sometimes with numerous proposals in a single legislative session, although none of these measures have passed to date.

During the 2026 legislative session, lawmakers introduced [Senate Joint Resolution 3 \(SJR3\)](#), which proposed amending the New Mexico State Constitution to create an appointed state board that would also appoint a “superintendent of public instruction.” While the measure was heard in two Senate committees, it failed to advance out of the Senate Education Committee. Nonetheless, New Mexico has been engaged in an active conversation about what kind of structure could stabilize education leadership in New Mexico.

In LESC analysis of each of the proposed joint resolutions since 2023, LESC staff have pointed out replacing the secretary of education with a superintendent of public instruction could potentially have stabilizing effects on state education leadership and provide a buffer from political motives. Since the transition to a secretary of education in 2003, New Mexico has had eight education secretaries compared with three state superintendents between 1963 and 2002. Still, LESC staff also point out there is no clear relationship between student outcomes and state governance structures upon review of [information](#) from the National Association of State Boards of Education, a nonpartisan nonprofit that serves as a membership organization for state boards of education.

Additional Budgetary Items

In addition to the proposals mentioned above, the 2026 GAA also includes \$2 million from PERF to PED to support *Martinez-Yazzie* action plan implementation. In 2026, PED submitted an action plan to address the lawsuit to the 1st Judicial District Court.

As of writing, the court has not approved the action plan developed by PED. In February 2026, plaintiffs in the lawsuit filed a joint motion for further relief, asking the 1st Judicial District Court to reject PED’s action plan in favor of a rewrite. This was followed by a March 2026 response by PED to deny plaintiff’s motion to draft a new version of its plan. Plaintiffs now have another 30 days to respond to PED’s motion.

The \$2 million appropriation is contingent on a final court order for the funds to become available to PED.

Road Ahead

Future success in New Mexico’s education system requires planning that serves two connected timelines and needs: addressing urgent needs related to the *Martinez-Yazzie* ruling and other system needs, while also charting a path for an education system that fosters long-term success of New Mexico’s young people, healthy communities, and vibrant economic possibilities. To this end, LESC staff have identified three items related to long-term educational planning for the 2026 interim:

Education Governance Study. As requested by [HM30](#), LESC staff will conduct a comprehensive study of statewide education governance and long-term educational planning. This work will include convening a working group and examining options to strengthen system alignment, including completing systems mapping of New Mexico’s education structure and evaluating the role, structure, and function of a potential statewide education commission.

Refining the LESC Roadmap. LESC staff will continue to refine the LESC Roadmap to ensure it remains grounded in the committee’s vision for education and is informed by research, evidence, and community perspectives. This work will include revisiting the LESC Roadmap as a tool to support long-term planning, evaluate legislative policy and budget proposals, and ensure alignment with statewide priorities to improve outcomes for students.

Monitoring the Martinez-Yazzie Lawsuit. LESC staff will continue to monitor the state’s response to the *Martinez-Yazzie* lawsuit, including ongoing court actions and development of an action plan.



Introduction

Recognizing a wealth of research shows teachers impact student learning outcomes more than any other school-related factor, preparing, supporting, and retaining our state’s teachers remains a key focus of LESC. During the 2026 legislative session, this was seen in legislative action to increase stipends for postbaccalaureate teacher residents and raise public school personnel salaries by an average of 1 percent. As New Mexico schools continue to face high educator vacancies and turnover, the Legislature made further investments in educator clinical experiences, school leader and superintendent preparation, and teacher and principal professional development.

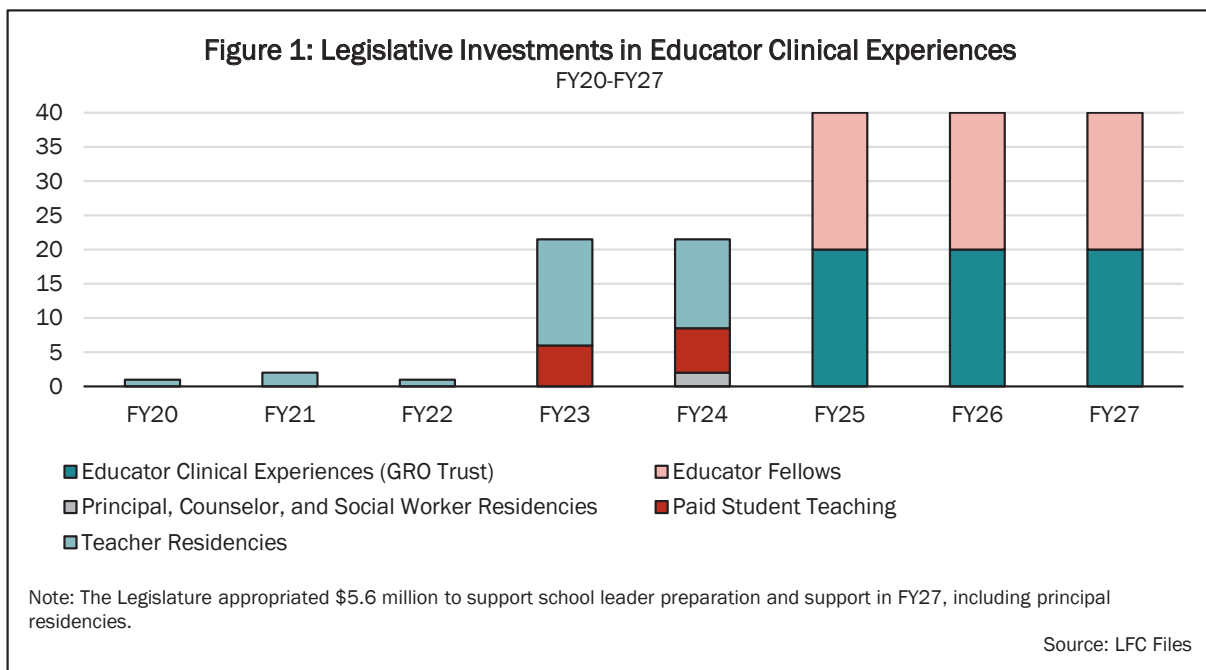
Session Action

In the 2026 legislative session, the Legislature supported the educator workforce through both funding and policy changes. The Legislature appropriated a total of \$25.6 million in the General Appropriation Act (GAA) of 2026 to support educator preparation and recruitment through funds for the Educator Fellows program; the Grow Your Own Teacher Scholarship program; and for school administrator preparation, induction, and evaluation.

The Legislature further appropriated \$36 million from the general fund to the state equalization guarantee (SEG), in [Laws 2026, Chapter 69 \(Senate Bill 151\)](#), Corporate Income Tax Changes, to recruit and retain public school personnel, comparable to an average 1 percent salary increase. In addition, to support the development of current educators and administrators, the Legislature appropriated \$9.5 million from the general fund and the national board certification scholarship fund for teacher and administrator professional development and national teacher board certification.

Teacher Preparation

In the 2024 legislative session, the Legislature appropriated \$60 million to the government results and opportunity expendable trust and program (GRO) fund for educator clinical experiences from FY25 to FY27. These funds were intended to fund a combination of teacher and principal residencies and paid student teaching. In 2027, the Legislature will consider moving teacher clinical experience funding into recurring funds. In addition to these funds, in the 2026 legislative session the Legislature appropriated \$20 million from the general fund to the Public Education Department (PED) for the Educator Fellows program and the Grow Your Own Teachers program.



Teacher Residency Act. In the 2026 legislative session, the legislature amended the Teacher Residency Act to reflect three lessons learned over the past four years of implementation. Teacher residency programs allow teacher candidates to spend a full school year in a classroom under the mentorship of an expert teacher. First, [Laws 2026, Chapter 51 \(House Bill 30\)](#), endorsed by LESC, indexes teacher resident stipends to the minimum level 1 teacher salary. Second, residents are now permitted to complete their post-residency teaching commitment in any New Mexico public school. And third, sponsoring school districts are expected to offer a resident employment upon completion of their residency depending on the district or school’s staffing needs and the resident’s performance. These changes were informed by a 2025 report by the New Mexico Alliance for Teacher Residencies (NMATR), a group of New Mexico stakeholders focused on teacher preparation and quality. The report shared lessons learned from the state’s implementation of residencies and made suggestions to strengthen the program.

Indexing teacher resident stipend amounts to the minimum level 1 teacher salary ensures resident stipends increase when teacher salary minimums increase. Prior to the passage of Laws 2026, Chapter 51, the minimum stipend for all teacher residents was \$35 thousand. Chapter 51 established a separate teacher resident stipend amount for undergraduate teacher residents and postbaccalaureate teacher residents. Undergraduate resident stipends are not indexed to 65 percent of the minimum level 1 teacher salary, or \$35,750 in 2026. Postbaccalaureate resident stipends are indexed to 80 percent of the minimum level 1 teacher salary, or \$44 thousand in 2026.

Postbaccalaureate residents are typically alternatively licensed teachers who already hold a degree often choose to forego a residency for becoming a teacher of record, which yields a higher salary and health insurance benefits.

Table 1: Teacher Resident Stipend Changes

Resident 's Educational Attainment	SY26 Minimum Stipend	Indexing Value (Percentage of Minimum Level 1 Teaching Salary)	SY27 Minimum Stipend
Prebaccalaureate (undergraduate)	\$35 thousand	65 percent	\$35,750
Postbaccalaureate	\$35 thousand	80 percent	\$44 thousand

Source: LESC Files

Increasing the stipend for postbaccalaureate residents would reduce this incentive and honor residents’ additional education and the professional experience they bring to the classroom. A 2024 [LESC report](#) on teacher clinical experiences found the majority of teacher residents in New Mexico are pursuing licensure through traditional undergraduate pathways (79 percent in SY24). Although national research suggests residencies are an important and effective means of preparation for traditional licensure teachers, they could be especially helpful for alternative licensure teachers who receive far less preparation in pedagogy and classroom management than traditional candidates. Increasing the stipend for postbaccalaureate candidates could bolster the number of alternative licensure teachers completing residencies.

By allowing teacher residents to complete their employment commitment at any public school in New Mexico, Laws 2026, Chapter 51 addresses two challenges observed by the NMATR. First, undergraduate residents often want to return to their home communities following graduation. Second, school districts and charter schools do not always have a vacancy the following year that matches the licensure area of the resident. These changes to the Teacher Residency Act are expected to remove barriers to new teachers serving in rural school districts.

Math Requirements for Teacher Licensure. In the 2026 legislative session, the Legislature created a statewide framework to address mathematics instruction by increasing teacher preparation requirements, creating requirements for a statewide mathematics instructional leadership framework, adding requirements for school district and charter school professional learning plans, and creating a system of screening and family notification regarding mathematics performance among kindergarten through third-grade students. [Laws 2026, Chapter 53 \(Senate Bill 29\)](#), endorsed by LESC, requires individuals seeking an elementary teaching license or a secondary mathematics teaching endorsement to complete at least six hours of mathematics methods courses. Math methods courses equip teachers with math-specific pedagogical skills. This requirement applies to licenses issued on or after July 1, 2028.

Research Supporting the New Math Requirements. In 2025, the National Council for Teacher Quality (NCTQ), a nonpartisan research and advocacy organization, reviewed math content and pedagogy at elementary teacher preparation programs in New Mexico and across the nation. None of New Mexico’s programs earned a top rating for dedicating adequate instructional time to both content and pedagogy. NCTQ evaluated the number of credit hours required in the areas of numbers, operations, and algebraic thinking; geometry and measurement; data analysis and probability; and pedagogy. The most cited areas for improvement were coursework in geometry and measurement, as well as coursework in data analysis and probability. To strengthen math preparation for teachers in New Mexico, NCTQ recommended policymakers consider requiring teacher preparation programs to address math-specific pedagogy.

In a 2025 [presentation](#) to LESC, the Mathematics and Science Advisory Council (MSAC) recommended all educator preparation programs include a minimum of three hours of mathematics methods aligned to national standards, including alternative licensure programs and special education licensure programs.

A 2025 LESC [report](#) on traditional undergraduate kindergarten through 8th grade (K-8) teacher preparation found programs in New Mexico vary substantially in both how many math courses teacher candidates are required to take and the nature of the courses. For example, while K-8 teacher candidates at Eastern New Mexico University complete four courses designed to teach educators the content and pedagogy necessary to teach math, candidates at the University of the Southwest complete two general education math courses. LESC staff expect two traditional educator preparation programs will be required to add math methods courses to their program for K-8 teachers. See **Table 2: Comparison of Required Math Coursework**. Additional secondary teacher licensure programs and alternative licensure programs will likely be required to add math methods courses. For information about the impacts of Chapter 53 beyond teacher preparation, see **Academic Design** on page 17.

Table 2: Comparison of Required Math Coursework

Program	Course Name	Credit Hours
ENMU	Mathematics methods for diverse and inclusive classrooms	3
	Mathematics for teaching grades prekindergarten through second grade	3
	Mathematics for teaching grades third through fifth	3
	Mathematics for teaching grades sixth through eighth	3
	ENMU TOTAL	12
NMHU	Teaching elementary school math	3
	General education math course	3
	NMHU TOTAL	6
NNMC	General education math course	3
	General education math course	3
	Math for educators	3
	NNMC TOTAL	9
NMSU	Fundamentals of elementary mathematics I	3
	Fundamentals of elementary mathematics II	3
	Methods of teaching elementary school mathematics	3
	NMSU TOTAL	9
UNM	Mathematics for elementary and middle school teacher I	3
	Mathematics for elementary and middle school teacher II	3
	Teaching mathematics K-8	3
	UNM TOTAL	9
USW	General education math course	3
	General education math course	3
	USW TOTAL	6
WNMU	General education math course	3
	Understanding elementary math I	3
	Understanding elementary math II	3
	WNMU TOTAL	9

Note: NNMC will require candidates to complete four math courses designed to prepare teachers beginning Spring 2026.

Source: LESC Files

Study Gifted-In-Field Teacher Endorsement. The House passed [House Memorial 53 \(HM53\)](#), which requests PED to collaborate with the state’s public postsecondary educational institutions and gifted education organizations to study the creation of a “gifted in-field” endorsement for secondary gifted education teachers, including consideration of courses available from the state’s public postsecondary educational institutions. PED is requested to study and evaluate criteria to determine the amount of expertise necessary in various subject areas for the state to develop a gifted in-field endorsement teacher workforce that can both deliver advanced coursework in various content areas and serve the needs of secondary school gifted students to develop expertise in those subject areas.

Currently, school districts and charter schools select service models for students who are gifted based on the needs of the student, availability of resources, and funding. PED suggests the following models as options:

- Cluster grouping;
- General classroom enrichment;
- Acceleration;
- Subject acceleration;
- Full-grade acceleration;
- Advanced classes within and across grade level;
- Curriculum compacting;
- Honors and advanced placement classes;
- Individual and small group counseling;
- Magnet or special schools;
- Pull-out groups within and across grades by target ability and interest areas;
- Self-designed courses or guided study; and
- Special enrichment options.

While the gifted referral process and development and maintenance of gifted individual education plans (GIEPs) should be managed by a licensed educator with a gifted education endorsement, some services for students who are gifted may be provided by a teacher without a gifted education endorsement. For example, placement in an Advanced Placement class could be a provision of a GIEP and the teacher does not need to have a gifted endorsement.

Requiring a gifted in-field endorsement for secondary subject area teachers could allow PED to more closely regulate who provides services to students who are gifted, including ensuring they have the content knowledge and skills necessary to be highly qualified. However, it could also result in fewer teachers eligible to teach advanced coursework for students who are gifted.

Teacher Support and Retention

During the 2026 legislative session, the Legislature continued investments in teacher compensation and professional development. In [Laws 2026, Chapter 69 \(Senate Bill 151\)](#), Corporate Income Tax Changes, the Legislature appropriated \$36 million from the general fund to the SEG to recruit and retain public school personnel, comparable to an average one percent salary increase. The SEG includes \$59 million school districts and charter schools can use to meet teacher mentorship requirements, as well as to provide scientifically-based literacy programs, create educational plans, provide career and technical education programs, and implement the community school framework. In the past, PED has published memos outlining what portion of the \$59 million is allocated for teacher mentorship programs; however, it’s important to note SEG funding is still discretionary. The GAA also includes \$3.7 million for the learning management system that delivers the microcredentials used

for teacher licensure advancement. Finally, [Laws 2026, Chapter 70 \(Senate Bill 273\)](#), includes a \$4 million appropriation from the general fund to PED for school improvement activities. PED has typically used these funds to provide teachers and administrators at low performing schools with coaching and professional development.

Literacy Coaches. Building on New Mexico’s structured literacy work beginning in 2019, the Legislature appropriated \$2 million for literacy coaches, plus \$14.6 million to PED for literacy coaches at the schools in the lowest quartile of reading scores beginning in SY28. [Laws 2026, Chapter 54 \(Senate Bill 37\)](#) specifies the literacy coaches will work with their assigned school for three consecutive school years, regardless of the school’s improvements in reading proficiency. The literacy coaches are required to meet the following qualifications:

- Hold a valid level 2 or level 3 teaching license;
- Hold a bachelor’s degree in education and advanced coursework or professional development in the science of reading, multisensory language instruction, or other advanced training approved by PED;
- A reading endorsement or certification or eligibility for a reading endorsement or certification;
- Additional qualifications required by PED rules; and
- For a department-designed school with a significant English language learner enrollment, training and experience in biliteracy or English language development.

Literacy coaches will train teachers who teach reading and site administrators how to administer the provisions of the High Quality Literacy Instruction Act. Trainings will cover how to provide differentiated core instruction and other interventions for students with a reading difficulty and how to use evidence-based practices for English language learners, biliteracy, differentiation, culturally and linguistically responsive instruction, and instructional leadership for bilingual and dual language programs. For information about the provisions of Chapter 54 beyond literacy coaches, see **Academic Design** on page 17.

Study Teacher Workloads. The House passed [House Memorial 47 \(HM47\)](#), Study Teacher Workloads, which requests LESC examine statutory requirements and current practices related to teacher workload and the structure of the instructional day in New Mexico’s public schools. The memorial requests LESC to develop recommendations to support high-quality instruction and teacher effectiveness to benefit and serve New Mexico’s students. In conducting this study, the memorial further requests LESC to work with educational leaders; educators representing multiple grade levels, areas of instructional expertise, and communities in New Mexico; school personnel; teacher unions; the Legislative Finance Committee (LFC); and PED. A final report, including both research and recommendations, is requested to be published by December 31, 2026.

School Administrators

Recognizing the critical role of school administrators, the Legislature continued investments in school leader preparation and professional development. The GAA includes \$5 million from the general fund for school leader professional development in SY27. [Laws 2026, Chapter 70 \(Senate Bill 273\)](#) includes a \$4 million appropriation from the general fund to the PED for school improvement activities. In the past, PED used these funds to provide teachers and administrators at low performing schools with coaching and professional development.

Principal and Superintendent Preparation, Coaching, and Residencies. In the 2025 legislative session, the Legislature enacted changes to principal and superintendent licensure, intended to ensure both principals and superintendents receive training targeted to their needs that is experienced closer to the time they take their respective positions. [Laws 2025, Chapter 148 \(House Bill 157\)](#) also requires ongoing professional development for school leaders as they move through a progressive licensure system. Laws 2025, Chapter 148 tasked PED with establishing superintendent academies and site administrator and superintendent induction programs. In the 2026 legislative session, the Legislature appropriated \$5.6 million from the general fund to support PED’s continued work on these programs and to continue funding year-long residency programs for individuals becoming principals.

Road Ahead

Over the 2025 interim, LESC studied traditional elementary teacher preparation and teacher residency programs. This work led to the passing of new math coursework requirements for teacher preparation and changes to the teacher residency act, including increased residency stipends for postbaccalaureate teacher residents. Over the 2026 interim, LESC will continue to study teacher preparation, support, and retention. House Memorial 47 (HM47) requests LESC staff to study teacher workload. LESC staff also plan to conduct a teacher staffing analysis, examine the teacher career ladder, and review the teacher residency program. In addition to these work products, LESC staff will continue monitoring recent legislative investments in innovative staffing and school leader preparation.

Teacher Staffing. Using newly available teacher vacancy data from PED, LESC staff plan to analyze the extent of teacher vacancies, including the schools, grades, and subject areas vacancies are concentrated in; the number of classes taught by long-term substitute teachers or teachers with emergency credentials; and rates of attrition.

Teacher Career Ladder. LESC staff plan to study the teacher career ladder, including instructional leadership roles teachers may progress into without leaving the classroom to become an administrator. The role of a principal continues to expand, limiting their opportunities to coach teachers in their school who need support. LESC staff plan to work with education partners to determine the skills, knowledge, and dispositions necessary for a dedicated instructional leader to support new or struggling teachers. The study will recommend education or trainings to be required for an instructional leader license or endorsement and compensation levels.

Teacher Residency Program. As SY27 is the final year of GRO clinical practice funds, LESC staff will review the teacher residency program to better understand its impact. In addition to studying descriptive outcomes of teacher residency programs, LESC staff will examine the connectivity and completeness of teacher preparation data as it relates to the teacher residency program. If data allows, LESC staff may examine the impact of teacher residencies on student performance.

Teacher Workloads. In complying with the requests in HM47, LESC staff intend to examine the statutory requirements and current practices related to teacher workload and the structure of the instructional day in New Mexico's public schools. LESC staff intend to consult education partners outlined in the memorial to develop recommendations to support high-quality instruction and teacher effectiveness to benefit and serve New Mexico's student population.



Introduction

Academic design is a research-driven approach that blends theoretical academic research with practical design application to solve real-world problems in education, from the “big picture” design of school environments to details such as instructional strategies and materials. Strong academic design incorporates evidence-based pedagogy, personalized learning, and data-driven instruction to meet diverse student needs. Within the academic design umbrella at LESG, in the 2026 legislative session, lawmakers considered several items: establishing an Office of Special Education (OSE) to serve students with disabilities; increasing investments in early childhood and evidence-based early literacy supports and instructional approaches; creating new requirements for math licensure as well as a system of interventions and supports; and investments in secondary education, specifically career and technical education (CTE) and work-based learning. The Legislature enacted several laws incorporating an academic design approach to education, and the General Appropriation Act (GAA) of 2026 included several appropriations to support special education, early childhood and early literacy, math, and secondary education.

Session Action

In the 2026 legislative session, lawmakers codified the OSE and the Special Education Act, funded universal childcare, enacted the High Quality Literacy Instruction Act, created a statewide framework to address mathematics instruction by increasing teacher preparation requirements and adding requirements for schools, and allocated funding to continue to invest in secondary education supports, including CTE.

Special Education

After several years of attempting to pass legislation with similar intent, the Legislature passed the LESG-endorsed [Laws 2026, Chapter 55 \(Senate Bill 64\)](#), creating the Special Education Act, which assigns the OSE responsibilities and duties, including: enforcing state and federal law regarding the education of students with disabilities; ensuring stability and consistency of services for students with disabilities; and providing for the study, development, and implementation of systems and policies that positively affect the educational success of students with disabilities. Laws 2026, Chapter 55 also requires OSE to develop and maintain—and for school districts and charter schools to use—a statewide uniform online system for the formulation of individualized education programs (IEPs). The law also removes gifted education and Section 504 from the Special Education Act to align state law with federal law and current department practice.

Students with disabilities are one of the student groups identified in the consolidated *Martinez-Yazzie* lawsuit that found the state failed to provide an adequate, sufficient education to these students (in addition to Native American students, English learners, and economically disadvantaged students). During the 2023 interim, LESG initiated a study on issues impacting students receiving special education services. Although the Legislature has made significant investments to address the court’s findings, few initiatives prior to 2023 had specifically addressed special education. In summer 2023, LESG staff facilitated nine listening sessions statewide to provide an opportunity for stakeholders to share feedback and suggestions about special education services in New Mexico. This feedback was used as a starting place for a special education stakeholder working group that met in fall 2023 and developed [policy proposals](#) reflecting research and community voices. During the 2024 interim, LESG staff focused on supporting policy proposals that arose from LESG’s special education stakeholder engagement process: the development and standardization of a universal IEP, salary differentials for special education teachers, and drafting legislation to clearly define restraint and seclusion. Laws 2026, Chapter 55 contains several important elements of these policy recommendations, such as the statewide IEP.

The Legislature also appropriated \$4 million from the general fund in nonrecurring funding for the implementation of special education initiatives by PED in FY27, consistent with FY26. PED could use the funding to support implementation of Laws 2026, Chapter 55 (SB64); historically, this funding has been used for educator fellows, teachers, and leadership academies, providing professional development, and creating accountability mechanisms to support school district and charter school compliance. In addition, the Legislature appropriated \$6 million in nonrecurring funding to support the statewide student information system (SSIS) that can house

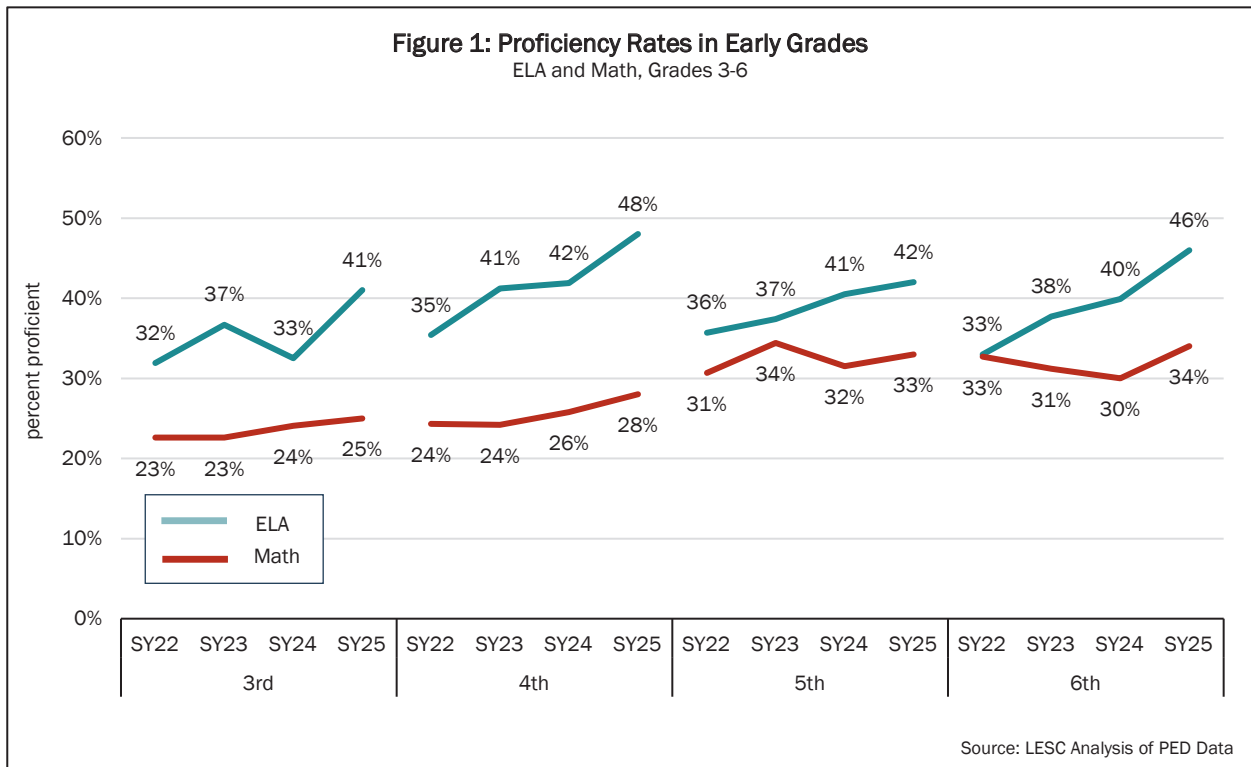
the statewide IEP; in FY26, the Legislature appropriated \$12 million in nonrecurring funding to support the SSIS. Laws 2026, Chapter 55 requires OSE to develop and maintain this statewide system for the formulation of IEPs, and requires schools to use the system to document services, monitor progress, and ensure consistency, fidelity, and compliance with IDEA timelines and safeguards. It is important for the formulation of IEPs to be statewide and uniform to ensure consistency of services when a student transfers schools or school districts.

The Legislature also considered, but ultimately did not pass, LESC-endorsed [House Bill 120 \(HB120\)](#). HB120 would have amended the Public School Code to define restraint and seclusion, including which actions are allowed and which are prohibited in public schools. While HB120 passed the House and all its Senate committees, it was not heard on the Senate floor.

Legislative Investments in Early Childhood and Literacy

The Legislature has significantly increased appropriations for early childhood programs since FY12, thus increasing access to services such as childcare, prekindergarten, and early literacy programs. Early childhood provides the foundation for literacy skills, and [research](#) has shown third graders who lack proficiency in reading are four times more likely to become high school dropouts. New Mexico began on a strategic path to ensure all literacy instruction is evidence-based with the passage of [Laws 2019, Chapter 256 \(Senate Bill 398\)](#), in which New Mexico transitioned to the Structured Literacy New Mexico Initiative. The science of reading, an interdisciplinary body of research that explains how individuals learn to read, points to structured literacy as research-based practices within the classroom.

In recent years, New Mexico has made considerable progress in early literacy proficiency. Substantial investments for comprehensive literacy training, the use of high-quality instructional materials (HQIM) in model and support schools, and targeted school support for students are building the foundation for early literacy achievement. Recent longitudinal data from PED capture NM-MSSA English language arts (ELA) assessment results from 2022 through 2025 and show strong and sustained growth in year-to-year proficiency rates for grades three through sixth; but more importantly, early literacy proficiency rates in New Mexico have also experienced the largest post-pandemic gains for grades three through eight as shown in **Figure 1: Proficiency Rates in Early Grades**.



Signed Early Literacy Measures. The Legislature continued its work to ensure literacy instruction is based in the science of reading and meets the needs of all students in the 2026 legislative session. [Laws 2026, Chapter 54 \(Senate Bill 37\)](#) builds upon the work of [Laws 2025, Chapter 149 \(House Bill 156\)](#), which required educator preparation programs (EPPs) to use only structured literacy practices to teach preservice educators to teach reading.

The new law creates the High Quality Literacy Instruction Act, and requires all literacy instruction for kindergarten through third grade students to use HQIM from PED's multiple list (a ranked list of HQIM reviewed through an evaluation process) of approved materials aligned with content standards and benchmarks. The law also requires intervention materials for kindergarten through third grade be culturally and linguistically relevant, consistent with the science of reading and structured literacy, and not include use of the three-cueing model, provided that instructional materials for English learners and other students in bilingual or dual language programs support literacy and biliteracy development in English and home and other languages, if appropriate. Laws 2026, Chapter 54 also amends existing law to ensure EPPs teach preservice educators to teach reading in alignment with the High Quality Literacy Instruction Act, including evidence-based approaches for biliteracy, such as bilingual and dual language instructional models that develop literacy in English and the students' home languages. The law also requires PED to adopt a reading assessment system for kindergarten through third grade students to measure student progress and identify supports for students whose results indicate a reading difficulty. PED must adopt a reading assessment system to be administered beginning in the 2027-2028 school year (SY28) that can be administered with minimal impact on instructional time, provides for timely reporting of assessment results, and can be integrated with instructional support for teachers and students. If a student is identified as having a reading difficulty, parents must be notified within 30 days, and receive progress reports four times a year. The law also requires administrators and teachers who teach reading to be trained on the High Quality Literacy Instruction Act, including how to use evidence-based practice for English learners. Finally, the new law requires PED to assign a literacy instructional coach to elementary schools that have an average reading proficiency in the bottom quartile of results statewide, beginning in SY28.

Budgetary Items Related to Early Literacy. Since New Mexico transitioned to the Structured Literacy New Mexico Initiative in 2019, the Legislature has allocated funding for structured literacy through both below-the-line program support appropriations and through state equalization guarantee (SEG) distributions—the public school funding formula—to school districts and charter schools.

In FY27, the Legislature appropriated below-the-line funding for literacy coaches, early literacy and reading support, reading interventions, and the literacy institute. Regarding literacy coaches, the Legislature appropriated \$14.6 million to PED for literacy coaches at schools in the lowest quartile of reading scores, consistent with the provisions of Laws 2026, Chapter 54, for FY27 through FY29. The Legislature also appropriated an additional \$2 million in recurring funding for literacy coaches in FY27, in addition to the three-year appropriation for literacy coaches in schools in the lowest quartile. The Legislature continued to appropriate \$14 million to PED for early literacy and reading support in FY27, the same amount appropriated in FY26. PED will continue to use this funding to support awards for structured literacy model and support schools and literacy coaches. The Legislature also appropriated \$29 million to PED for implementation of a reading and math summer intervention program; previously, the summer institute focused on reading, but in FY27, the summer intervention program is expanding to include a focus on math as well. Finally, the Legislature also appropriated \$2 million for literacy center operations for FY27.

In FY27, the SEG continues to include \$59 million in FY27 school districts and charter schools can use to provide scientifically-based literacy programs pursuant to the High Quality Literacy Instruction Act, as well as to meet teacher mentorship requirements, create an educational plan, provide CTE programs, and implement the community school framework, consistent with FY26.

Signed Early Childhood Measures. The Legislature funded and enacted universal childcare in FY27, authorizing a transfer of up to \$700 million annually from the early childhood education and care fund to support the initiative. [Laws 2026, Chapter 63 \(Senate Bill 241\)](#) creates the Child Care Assistance Program Act in the Children's Code, outlining childcare assistance program payments, participation, and eligibility criteria. The law provides free childcare for eligible families, and establishes sliding scale copayments for families with incomes

above 600 percent of the federal poverty level (FPL), or the implementation of waitlists, when specific economic or enrollment triggers are met. If the triggers stipulated within the law are met—for example if the average price for West Texas intermediate crude oil is less than \$50 per barrel for the applicable fiscal year—copayments can be triggered for families with an annual household income above 600 percent FPL; see **Table 1: 2026 Federal Poverty Levels below.**

Table 1: 2026 Federal Poverty Levels

Household Size	100%	200%	300%	400%	500%	600%	700%	800%	900%
1	\$15,960	\$31,920	\$47,880	\$63,840	\$79,800	\$95,760	\$111,720	\$127,680	\$143,640
2	\$21,640	\$43,280	\$64,920	\$86,560	\$108,200	\$129,840	\$151,480	\$173,120	\$194,760
3	\$27,320	\$54,640	\$81,960	\$109,280	\$136,600	\$163,920	\$191,240	\$218,560	\$245,880
4	\$33,000	\$66,000	\$99,000	\$132,000	\$165,000	\$198,000	\$231,000	\$264,000	\$297,000
5	\$38,680	\$77,360	\$116,040	\$154,720	\$193,400	\$232,080	\$270,760	\$309,440	\$348,120
6	\$44,360	\$88,720	\$133,080	\$177,440	\$221,800	\$266,160	\$310,520	\$354,880	\$399,240

Source: U.S. HHS

In November 2025, Governor Michelle Lujan Grisham [announced](#) the Early Childhood Education and Care Department (ECECD) would make childcare available to all New Mexicans, regardless of income, by removing income eligibility requirements from the state’s childcare assistance program and continuing the waiver of family copayments. In 2019, ECECD waived childcare assistance copayments for families at or below 400 percent of the FPL. The Child Care Assistance Program Act codifies these policies.

In addition to childcare assistance for infants, toddlers, and three- through five-year-olds, including youth with developmental disabilities, ECECD currently provides childcare assistance for school-age youth ages six through 12. The new law allows families of school-age youth to obtain free childcare as long as they meet program eligibility requirements. Laws 2026, Chapter 63 prioritizes state childcare assistance for non-school-age youth. School-age youth that meet federal requirements for childcare assistance will still be prioritized, but the law limits childcare assistance slots for six- through 12-year-olds who do not meet requirements for federal funding. To be eligible for federal funding, a child must reside with a family whose total income does not exceed 85 percent of the state’s median income for a family of the same size, and whose assets do not exceed \$1 million; be younger than 12; and live with parents or guardians or receive or need to receive protective services.

Mathematics

After attempting to pass a bill with a similar intent in 2025, the Legislature passed [Laws 2026, Chapter 53 \(Senate Bill 29\)](#) this session, creating a statewide framework to address mathematics instruction by increasing requirements for EPPs, creating requirements for a statewide mathematics instructional leadership framework, adding requirements for school district and charter school professional learning plans, and creating a system of screening and family notification regarding mathematics performance among kindergarten through third-grade students. Laws 2026, Chapter 53 mirrors several of the requirements for Laws 2026, Chapter 54, High Quality Literacy Instruction Act, to align math and reading requirements. The new law requires PED to adopt grade-specific mathematics assessments that can be administered with minimal impact on instructional time, and to provide timely reporting of assessment results that can be integrated with instructional support for teachers and students, like Laws 2026, Chapter 54. Also in alignment with Laws 2026, Chapter 54, the law requires parents to be notified if a student displays characteristics of having a mathematics difficulty, and receive reports on student progress. For more information on the impacts to EPPs, see the **Educator Workforce** section on page 11.

The Legislature continued to support effective math instruction through GAA appropriations. In the 2026 legislative session, as mentioned previously, the Legislature appropriated \$29 million to PED for student reading and math summer intervention program. In the 2025 legislative session, the Legislature appropriated \$15.6 million from the public education reform fund (PERF) to PED for implementation and evaluation of evidence

based math instruction in FY26 through FY28. [Laws 2025, Chapter 72 \(Senate Bill 201\)](#) repurposed PERF as a targeted three-year investment fund for education initiatives; the law requires that initiatives funded through PERF be evaluated for casual impacts on student outcomes, with evaluation plans developed by PED with consultation from the Department of Finance and Administration (DFA), the Legislative Finance Committee (LFC), and LESC. The Legislature also appropriated funding for science, technology, engineering, and math (STEM) and science, technology, engineering, arts, and math (STEAM) initiatives; see the **Education Support Services** section on page 26 for information on these appropriations.

Impacts on Secondary Education

In recent years, the Legislature has advanced a vision of student success that includes a modernized secondary education, including CTE and updated graduation requirements. Since enacting the Next Generation (“NextGen”) CTE pilot program in 2019, the Legislature has invested in career-connected learning to support student engagement, improve outcomes and strengthen the state’s economy. The Legislature expanded its investments to CTE in FY24 by appropriating \$40 million for CTE programs. Since then, the Legislature has maintained and expanded funding for CTE programs. In 2026, the Legislature continued investments in middle and high school students’ academic success by funding career and technical education, summer internships and graduation planning and pathway systems, which seeks to improve graduation rates under [Laws 2024, Chapter 2 \(House Bill 171\)](#).

Career-Connected Learning. The Legislature continued funding career-connected learning to ensure secondary students continue to access meaningful and relevant career learning opportunities in school. Career-connected learning programs range from CTE, summer internships, to innovations zones grants. The Legislature appropriated \$35 million to PED for a CTE pilot program in FY27. The appropriation continues CTE programming, grants and work-based learning programs as the seven-year Next Generation CTE Pilot program expires in FY26. The Legislature appropriated \$10 million to PED for summer internships. The program has provided high school students with summer internship opportunities with government and tribal entities since 2021. The Legislature also appropriated \$21.6 million for FY27, FY28, and FY29, approximately \$7.2 million per year, to sustain innovation zone grant opportunities for secondary students. PED created innovation zones in 2022 to support schools with broader high school transformation. Historically, participating schools and charter schools were required to use funds to improve graduation, attendance or proficiency rates. Schools and charter schools have used innovation zone funding to support a range of activities, including, but not limited to, community capstones, social emotional learning, and work-based learning (paid and unpaid internships).

Graduation Planning and Pathway Systems. In 2024, the Legislature revised high school graduation requirements, [Laws 2024, Chapter 2 \(House Bill 171\)](#), to include mandatory next step plans, annual academic plans, for all K-12 students to support their academic planning and graduation rates. In 2026, the Legislature appropriated \$500 thousand to PED for a statewide graduation planning and pathway system. The appropriation could bolster PED’s efforts to ensure students are completing annual academic plans aligned with their school district or charter school’s graduate profile—common graduation requirements paired with locally determined cognitive, personal, and interpersonal competencies—and to enable student’s monitoring of progress toward on-time graduation. The state lacks a centralized data system to track students’ progress towards satisfactory graduation requirements; currently, this is tracked at the local level.

Road Ahead

During the 2025 interim, LESC staff work in the academic design area focused on literacy policy and practices, math education and policy framework, and career-connected learning. As detailed in the [LESC 2026 Annual Report](#), LESC staff will continue to monitor policy recommendations that led to legislation, such as the implementation of Laws 2026, Chapter 54 (Senate Bill 37) and Laws 2026, Chapter 53 (Senate Bill 29). In particular, LESC staff will focus on the requirement within both pieces of legislation for PED to adopt a reading assessment system that can be administered with minimal impact on instruction time, provides for timely reporting of assessment results, and can be integrated with instructional support for teachers and students to begin in SY28; see the **Assessments, Accountability, and Data Systems** on page 30 of this report for more details. Additional projects identified for the 2026 interim include:

Special Education Services. LESC will continue to research the provision of special education services in New Mexico to ensure students with disabilities receive an inclusive, integrated, and equitable education. LESC staff will examine how identification practices and services for students with disabilities vary by school district and charter school, and what is needed to ensure all students with disabilities receive an adequate, sufficient education.

CTE Funding Formula. LESC staff will continue researching available data on CTE program costs and outcomes to ensure the Legislature’s ongoing investments in CTE advance high-quality career-connected learning opportunities. Previous LESC [analysis](#) found CTE programs may require a categorical funding formula to account for the initiative’s diverse and complex expenditures. LESC staff will prioritize examining a permanent and adequate funding mechanism that ensures CTE programs are responsive to industry needs and promote high-quality programming, especially as the NextGen Pilot expires in 2026.

Study Screen Use in Elementary Classrooms. As requested by [House Memorial 2](#), LESC staff will conduct a comprehensive study of the use of screen time for instruction and assessment in elementary classrooms, including the impacts of programs on student learning, development, and well-being.

Introduction

The Legislature has focused on strengthening education support by prioritizing both funding and policy for historically underserved students. Since the ruling in the consolidated *Martinez-Yazzie* education sufficiency lawsuit, significant investments in educator salaries, instructional time, and the state’s public school funding formula have been aligning initiatives and policies to promote more inclusive and effective public education for New Mexico’s at-risk students, which the court defined as economically disadvantaged students, English learners, Native American students, and students with disabilities. In 2022, LESC staff presented an [LESC Roadmap](#) to the committee, outlining cornerstones of transformative education systems and bucketing policy solutions into four main areas for the Legislature to consider. The LESC Roadmap remains a guiding document not just for the committee, but has gained recognition from stakeholders, including a motion by the *Martinez-Yazzie* plaintiffs for the LESC to lead the creation of a comprehensive remedial action plan. Although the motion was denied by the 1st Judicial District Court, the LESC Roadmap remains essential for legislative actions that focus on four areas—educator ecosystem, academic design, overarching systems, and whole child supports—and together reinforce LESC’s priorities to address systemic needs and strengthen academic supports for students in New Mexico.

In the 2026 legislative session, members maintained appropriations related to the equity topic at LESC to ensure fair academic outcomes and to close achievement gaps. Several bills proposed updated language and funding mechanisms for New Mexico’s education acts to prioritize New Mexico’s cultural and linguistic assets, while other bills proposed up-to-date guidance for library resource materials and student cellphone access during instructional hours. Educators remain an influential school-based factor to improve academic and lifelong outcomes; thus, legislation increasing stipends for teacher residents could provide further incentives for more participants. Teacher residencies often attract a racially diverse pool of candidates and New Mexico offers its teacher residents competitive stipends and academic supports to enhance diversity and quality in the educator ecosystem.

Session Action

Lawmakers continue to fund initiatives aimed at removing systemic barriers in education while also honoring the cultural and linguistic diversity of the state. In the 2026 legislative session, legislative efforts include a recurring \$20 million appropriation to the Indian education fund, and a nonrecurring appropriation of \$1.5 million from the general fund to the Public Education Department for purposes pursuant to the Hispanic Education Act, the Black Education Act, and the Bilingual Multicultural Education Act.

Bilingual Multicultural Education

The BMEA was enacted in 1973 to establish a framework to preserve and strengthen New Mexico’s culturally and linguistically diverse student population by incorporating culturally responsive instruction and learning environments. In SY25, The Bilingual Multicultural Education Program (BMEP) Annual Report shows 50 percent of school districts in New Mexico are operating a total of 525 BMEP models to increase student bilingualism and biliteracy. During the 2026 session, the Legislature considered, but did not pass, several bills to reinforce student support and access to multicultural education. House Bill 116 (HB116) proposed updated language in the Bilingual Multicultural Education Act (BMEA) to include a home or heritage language as the primary medium of grade, which would result in an additional funding factor for BMEP models. Additionally,

Table 1: Five BMEP Models

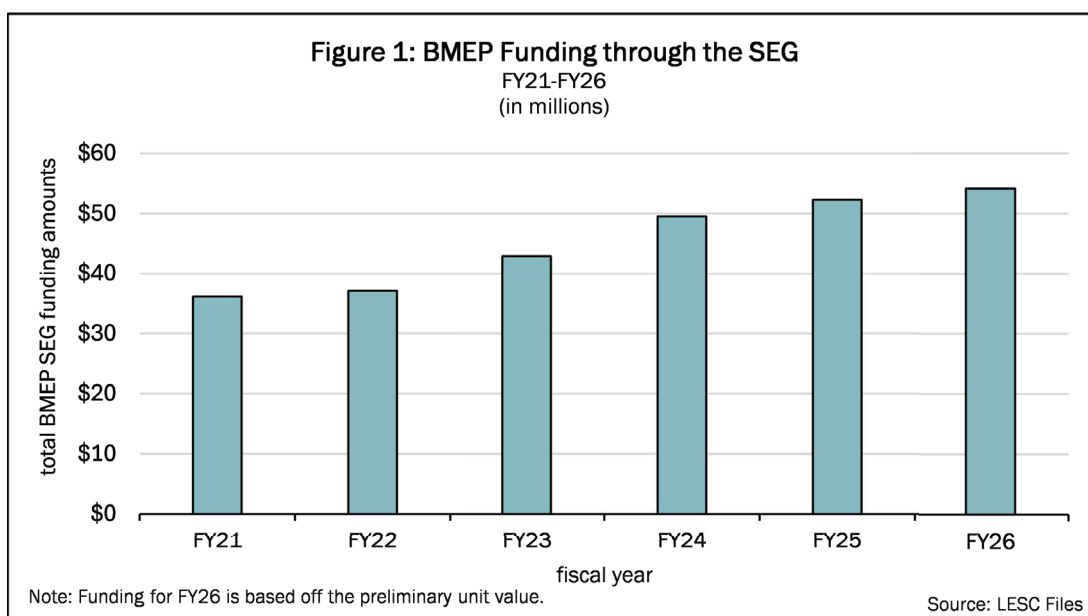
Model Type	Purpose
Dual-language immersion	“To develop proficiency in two languages.”
Enrichment	“To further develop the home language of fully English proficient students.”
Heritage language	“To support and revitalize a student’s heritage language and culture through oral and written communication.”
Maintenance	“To develop and maintain proficiency and literacy in the home language while developing a student’s literacy and oral skills in English.”
Transitional	“To develop skills in the home language and culture while developing continued skills and proficiency in English.”

Source: NMAC 6.32.2.12

House Bill 118 (HB118) would have appropriated \$6.6 million from the general fund to the Public Education Department (PED) for multiyear professional development and training in biliteracy in all content areas.

The 2026 General Appropriation Act (GAA) includes \$500 thousand to PED to support and implement the BMEA. The state equalization guarantee's (SEG) bilingual multicultural education formula factor also provides funding for implementation and requires each BMEP model to address the cultural and linguistic needs of students. HB116 and HB118 proposed additional funding mechanisms to enhance bilingual staff and programs, but separate factors have been recently created in [Laws 2025, Chapter 89 \(House Bill 63\)](#) for English learners (ELs) and students who have exited EL status in the past two years. These changes created statutory language to specify EL funding to include case management, tutoring, out-of-school time programs, family engagement, and the use of innovative staffing models.

The Legislature also considered, but did not pass, Senate Bill 216 (SB216). SB216 intended to appropriate \$500 thousand from the general fund to PED's Indian Education Division (IED) to issue 520 Native American Language and Culture (NALC) certificates. IED is responsible for establishing memorandum of agreements with tribes, nations, and pueblos that establish criteria and standards to teach native language and culture in public school districts and charter schools. IED reported a total of 234 NALC certified staff statewide for FY25, but only 134 language and culture educators are exclusively teaching native language and culture. In total, IED allocated \$1.3 million in FY25 to support NALC certificates, and SB216 would have increased this allocation to \$1.8 million in FY26. This increase may have allowed IED to address issues discussed during an interim working group requested through [Senate Memorial 9 \(SM9\)](#). The working group recommended training and testing materials for NALC certified staff, professional development to attain high-quality instruction, and increased salary to recruit and retain language and culture educators.



Management of Libraries

Public school libraries bridge academic and social domains that boost academic achievement and ensure all students have access to technology and a fostering of literacy. The Legislature considered, but did not pass, [Senate Bill 65 \(SB65\)](#) and [Senate Bill 49 \(SB49\)](#), which were aimed at the operation and management of public school libraries. SB65 was introduced to require each local school board to establish equitable procedures for the removal, restriction, and discontinuation of a library resource. SB49 would have appropriated \$3.2 million from the public education reform fund to PED to select 20 public school districts and charters schools to adopt a rating system for their library materials. According to the National Conference of State Legislatures' (NSCL) bill tracker, 27 bills were introduced in 13 states related to K-12 public school libraries in 2026. Furthermore,

the American Library Association (ALA), an organization also tracking challenges to books in school libraries, has reported an increase in legislation regarding libraries since 2020. Thirteen states, including Arizona, Utah, and Texas have enacted legislation restricting access to content related to race and LGBTQ+ issues. The ALA advocates for access and the intellectual freedom provided in public libraries, and recommends open and transparent procedures, including procedures that comply with open-meeting and public-records laws, to protect the rights of library users.

Anti-Distraction Policy in Schools

Anti-distraction policies aim to improve academic focus by prohibiting personal device usage during instructional hours, except for emergencies, accessibility needs, and health management. [Laws 2025, Chapter 155 \(Senate Bill 11\)](#) added a new section to the Public School Code that required all school districts and charter schools to develop a policy that could include prohibiting the use of a wireless communication device (WCD) during instructional hours. During the 2026 legislative session, the Legislature considered, but did not pass, [Senate Bill 23 \(SB23\)](#), which would have amended Laws 2025, Chapter 155 by requiring all school districts and charter schools to prohibit student use of wireless devices during the school day. SB23 also proposed to amend the education technology infrastructure fund thereby allowing up to \$1 million in grant funding for school districts and charter schools to implement policies that prohibit student use of WCD. SB23 attempted to address the growing concern that digital disruptions hinder student's academic performance and mental health. A national random sampling of U.S. adults show a majority oppose this type of legislation because parents need access to their child while others oppose because cellphones can be a useful tool for teaching.

Road Ahead

New Mexico's Legislature continues to refine its equity framework for understanding, assessing, and monitoring the disparities affecting student achievement and student mental health. LESC's workplan for the 2026 interim will further New Mexico's pursuit of creating an educational system that serves all students by providing the support and resources they need to achieve their educational goals.

Facilitating a Bilingual Multicultural Education Working Group. Bilingualism is increasingly recognized as essential to promote academic achievement, while fluency in another language opens opportunities for students to succeed and take part in new cultures. New Mexico's bilingual education models differ in their purpose and resources for written and oral language acquisition, but the urgency to strengthen each bilingual education model has prompted legislative action. Establishing high-quality bilingual education models in New Mexico requires collaborative action from teachers, language coordinators, higher education, tribal language experts, and state leaders, so LESC staff will convene and facilitate a bilingual multicultural education working group to explore the costs, structures, and policies for high-quality dual-language programs.

Review Education Acts and Funding. A high-quality bilingual education model will require educators, support staff, instructional materials, and ongoing professional development. Each of these components are funded and supported through New Mexico's education acts, and LESC staff will conduct a formal review using the LESC Roadmap to establish consistent guidelines and accountability measures to create the necessary conditions for sustained improvement. In its review of the education acts, including the Hispanic Education Act, the Black Education Act, the Indian Education Act, and the Bilingual Multicultural Education Act, LESC staff will analyze funding and review funded initiatives and their intended outcomes.



Introduction

To succeed in the classroom and beyond, research shows students need wraparound supports that expose them to career opportunities, ensure basic needs are met, and leverage community resources to support students and families. Education support services include out-of-school time programming; school safety and climate; student nutrition; science, technology, engineering, and mathematics (STEM) education; and school models rooted in community and family engagement. All these elements play a role in creating an engaging, nurturing, and impactful education system for all students in New Mexico.

Session Action

In the 2026 legislative session, the New Mexico Legislature made numerous investments to build upon recent efforts to provide holistic support services to students in the state, including additional investments in out-of-school time, tutoring, school safety initiatives, universal school meals, community schools, and more. Several education support services-related appropriations, including community schools and tutoring, were made through the public education reform fund (PERF) to allow for multiyear funding of these efforts and to establish clear evaluation mechanisms. In addition, lawmakers adopted policy changes to potentially improve the availability of school nurses and promote student health and safety during athletic events. These actions reflect a continued focus by New Mexico's legislators on creating a strong network of wraparound services to support students and families in communities across the state.

School Safety

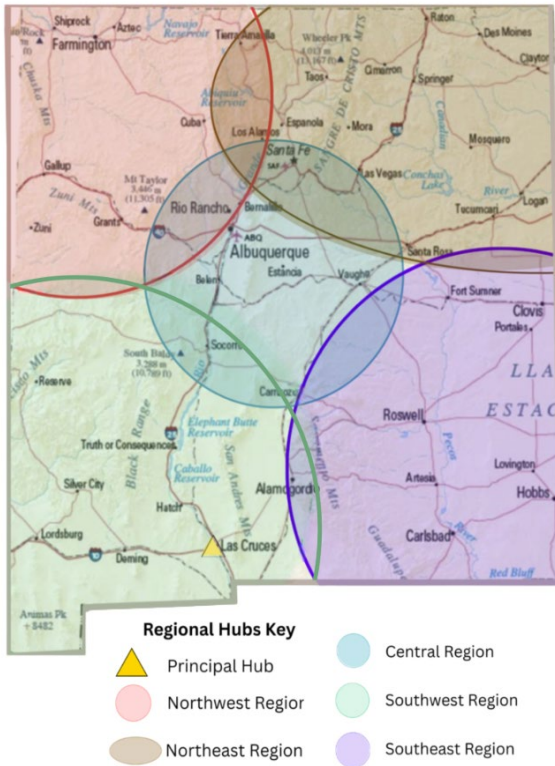
Efforts to improve the safety and well-being of students and staff in schools were once again front and center in the 2026 legislative session. Throughout the 30 days, lawmakers considered increasing penalties on various school-related crimes, sought to bolster recruitment of behavioral health workers, and examined ways to build on previous investments in school safety initiatives. The Legislature ultimately enacted a handful of policy changes to support safer schools and once again dedicated funding to cover costs related to security and safety infrastructure.

School Nurse Licensure Provisions. [Laws 2026, Chapter 40 \(House Bill 34\)](#) updates the School Personnel Act to build on the three-tier licensure scheme for school nurses put in place in the 2025 legislative session with the passage of [Laws 2025, Chapter 150 \(House Bill 195\)](#). The law clarifies that school nurse licensure requirements apply to both charter schools and school districts, removes the requirement for level 2 and level 3 school nurses to have prior school-based nursing experience, and allows for level 2 and level 3 nurses to serve as mentors and evaluators of level 1 school nurses. Additionally, Laws 2026, Chapter 40, directs schools to seek guidance from the New Mexico Department of Health if no level 2 or level 3 nurse is available to perform mentorship and evaluation duties and removes the requirement for a local superintendent to verify level 2 and level 3 nurse competency.

Automated External Defibrillators at School Athletic Events. [Laws 2026, Chapter 66 \(House Bill 256\)](#) requires schools, as part of their cardiac emergency response plan (CERP), to include information on the appropriate procedures and response to cardiac arrest or other life-threatening emergencies at school athletic events. Automated external defibrillators (AEDs) are required to be clearly marked and accessible during these events. This law follows [Laws 2025, Chapter 129 \(House Bill 54\)](#), which phased in a requirement for schools to adopt CERPs and install AEDs on campus, but did not specifically require the presence of an AED at athletic events. According to the American Heart Association, anywhere from [7,000 to 23 thousand cardiac arrests](#) each year occur in children nationwide. About 39 percent of these youth cardiac arrests are sports related. To help schools cover the cost of required AEDs, the Legislature included \$400 thousand in the General Appropriation Act (GAA) of 2026 to purchase these devices.

School Safety Appropriations. As part of the GAA, lawmakers funded several initiatives to support school safety and student well-being, including:

Figure 1: STEM Network Principal and Regional Hubs



Source: STEM Innovation Network

- \$1.5 million for school panic buttons;
- \$1 million for a wellness room pilot program for school districts and charter schools; and
- \$400 thousand for the purchase of AEDs by schools.

STEM Education

STEM Innovation Network. As part of the GAA, lawmakers appropriated \$3 million from the general fund to the Public Education Department (PED) to fund STEM innovation network operations for another fiscal year. In FY26, the Legislature included \$3 million for PED to oversee the creation of a STEM network. Under the terms of a memorandum of understanding (MOU) between PED and New Mexico State University (NMSU), the STEM innovation network consists of a principal hub housed at NMSU, up to eight regional hubs, and a steering committee. In its first year, the network was tasked with promoting inquiry-based STEM learning (with a special focus on math), out-of-school time STEM programs, and strengthening connections between education and STEM industry. As of March 2026, the STEM network has designated five regional hubs out of a possible eight under the terms of the MOU. See **Figure 1: STEM Network Principal and Regional Hubs.**

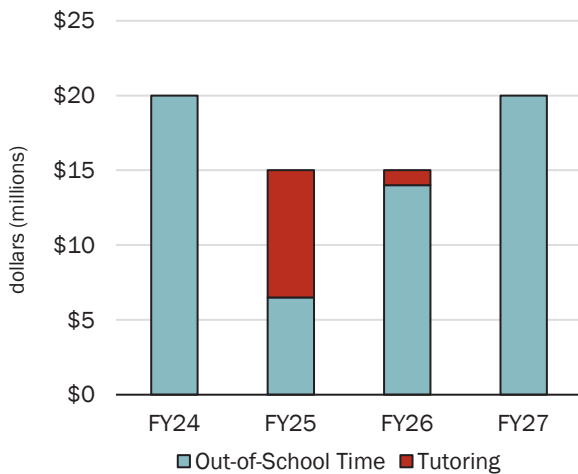
Science, Technology, Engineering, Arts, and Mathematics Initiatives. The GAA includes \$3 million for science, technology, engineering, arts, and mathematics (STEAM) initiatives. PED has typically used this funding to support the work of the Math and Science Bureau, including outdoor education, artificial intelligence education programming, and science professional learning, among other activities.

Out-of-School Time

Out-of-school time (OST) includes any supervised program or activity youth can attend outside of the regular school day. This can include afterschool and before-school programs, summer activities, teen centers, internships, and other extracurricular activities. Through participation in OST, students can receive homework help and tutoring, engage in physical activity, explore career paths, and develop social emotional skills.

The 2026 GAA includes \$20 million from PERF for OST. While PERF is typically used for multi-year appropriations and requires an evaluation as a condition of funding, the OST appropriation is only for

Figure 2: State OST Funding History
FY24-FY27



Source: LESC Files

FY27 and does not require such an evaluation. This appropriation returns state funding for OST to its FY24 peak and separates OST funding from high-impact tutoring funding, consistent with LESC recommendations made in the 2025 interim. In FY25 and FY26, OST and tutoring were included in the same budget line item. See **Figure 2: State OST Funding History**.

High-Impact Tutoring

High-impact tutoring (HIT), while its specific form may vary between programs, is broadly defined as a learning model consisting of multiple sessions per week where a trained instructor offers academic instruction in either a one-on-one format or to a group of no more than four students. New Mexico and other states, looking to address low proficiency rates in reading and mathematics, have implemented HIT as an evidence-based intervention to boost student achievement and improve academic outcomes. A strong body of evidence supports HIT as an effective instructional intervention, though most research has focused on elementary school. A [2020 meta-analysis](#) of 96 randomized evaluations found HIT led to substantial academic growth.

To support HIT programming and an evaluation to assess HIT's impact on math and reading proficiency, lawmakers appropriated \$15.3 million from PERF. This appropriation will provide \$5.1 million per year to PED in FY27 to FY29. This funding marked a significant increase from FY26, when \$1 million was allocated for tutoring programs for at-risk students. The per-year funding, however, remains lower than its peak in FY25, when \$8.5 million was specifically earmarked for HIT.

Community Schools

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

In the 2026 legislative session, lawmakers continued funding PED's community school grant program with a three-year appropriation of \$18.3 million (\$6.1 million per year) from PERF. This appropriation requires an evaluation be conducted to assess the impact of the community school strategy on student attendance.

Universal School Meals

New Mexico's Healthy Universal School Meals (HUSM) program ensures all New Mexico students, regardless of family income, can access two free meals per school day. These meals are required to comply with federal nutrition guidelines. Under the federal National School Lunch Program and the School Breakfast Program, states submit reimbursement claims to the U.S. Department of Agriculture based on students' eligibility for free, reduced price, and full price meals. New Mexico's HUSM program provides state funding for participating schools in the state to cover any remaining cost of students' meals. In practice, this state funding covers meal costs for students who do not qualify for free meals under federal guidelines.

To continue operations of the HUSM program in FY27, lawmakers appropriated \$42.2 million to reimburse New Mexico schools for meal program costs. This recurring appropriation remained flat from the previous fiscal year.

Road Ahead

In the 2025 interim, LESC staff conducted research on OST access, HIT, and the factors influencing school climate. Each component of this research plan was aimed at highlighting ways in which schools and community partners can provide students and their families with a broad range of services to promote academic engagement, offer childcare, improve students' safety perceptions, support career exploration, and boost academic outcomes. Looking ahead to the 2026 interim, LESC staff will build on this prior work with continued research into the availability of vital support staff in schools, access to programs like art, music, library services, and physical education, and additional elements needed in a school to create a well-rounded educational experience.

School Support Staffing Practices and Needs. The adults in a school play a pivotal role in creating a safe, welcoming, and engaging learning environment for the students they serve. While much of the education policy conversation rightly focuses on classroom teachers and their instrumental part in student success and lifelong achievement, support staff such as counselors, nurses, psychologists, and social workers are critical to maintaining students' physical, social, and emotional well-being. The need for these professionals in schools throughout New Mexico has been a frequent topic of conversation among educators and policymakers, but significant gaps in data make it challenging to assess the depth and distribution of personnel shortages, the workload of these professionals in their respective schools, and the success of recruitment and retention efforts.

LESC staff seek to address this information gap through collaboration with PED on school employee coding in Nova (PED's school data system), the gathering of survey responses to understand how schools are providing crucial services to students, and case study site visits with school districts and charter schools to highlight different support staffing approaches. In doing so, LESL staff aim to provide lawmakers and educators with a clearer understanding of the necessary staff to care for all aspects of a student's development, and how to effectively target state funding to support these efforts.

Music, Art, Library, and Physical Education Access. Ensuring students have access to music, art, library services, and physical education is important to create an engaging, rigorous, and healthy learning environment. These services can help promote a healthy lifestyle, encourage students to explore creative interests, and provide additional opportunities to develop skills. During the 2026 interim, LESL staff intend to conduct a study of access to music, art, library services, and physical education in New Mexico schools, paying particular attention to the ways in which this access (or lack thereof) impacts school staff workload, promotes student engagement, and supports a positive school climate.

Additional Items for Monitoring. Beyond the research projects listed above, LESL staff intend to monitor other education support services-related items of committee interest during the 2026 interim. In particular, LESL staff will stay up to date on continued implementation of the STEM innovation network, the expansion of out-of-school time grant funding, and evaluations of high-impact tutoring and community schools as part of PERF to inform budgetary and policy recommendations ahead of the 2027 legislative session.



Introduction

Assessments, accountability, and data systems are essential for students, families, school leaders, state agencies, and policymakers' decision-making. State assessment results, such as the New Mexico Measures of Student Success and Achievement (NM-MSSA), enable policymakers and stakeholders to monitor education outcomes to ensure students are receiving an adequate and equitable education. Educational accountability systems, such as [New Mexico Vistas](#), ensures the Public Education Department (PED) complies with the federal Every Student Succeeds Act (ESSA) by publishing educational outcomes, such as proficiency rates, graduation rates, and chronic absenteeism rates to hold schools accountable for educational outcomes and school quality. Data systems and dashboards, such as the Operating Budgeting Management System and the RISE NM statewide longitudinal data system, provide the public with school financial information and additional student outcome information. These systems are designed to equip policymakers, educators, and families with critical information about the state's education system and student outcomes.

Previous LESC research indicates the state assessments, accountability, and data systems provide policymakers and stakeholders with limited insight and hamper their ability to effectively monitor education outcomes. During the 2026 legislative session, the Legislature remain focused on addressing incomplete or inaccurate data collection, delayed data sharing and publication, and inoperable data systems. In recent years, the Legislature has considered policies impacting state assessments and data governance, including artificial intelligence (AI).

Session Action

During the 2026 legislative session, the Legislature appropriated funds to maintain standards-based assessments, study reading performance, and support the development of the statewide student information system (SSIS). The Legislature also introduced bills impacting assessments and school accountability, though ultimately these measures didn't pass.

Legislative Outcomes by Policy Area

In the 2026 General Appropriation Act (GAA) the Legislature appropriated \$12.8 million to sustain standards-based assessments, \$1.2 million to the regional education cooperatives (RECs) to study reading performance, and \$6 million to continue developing the SSIS.

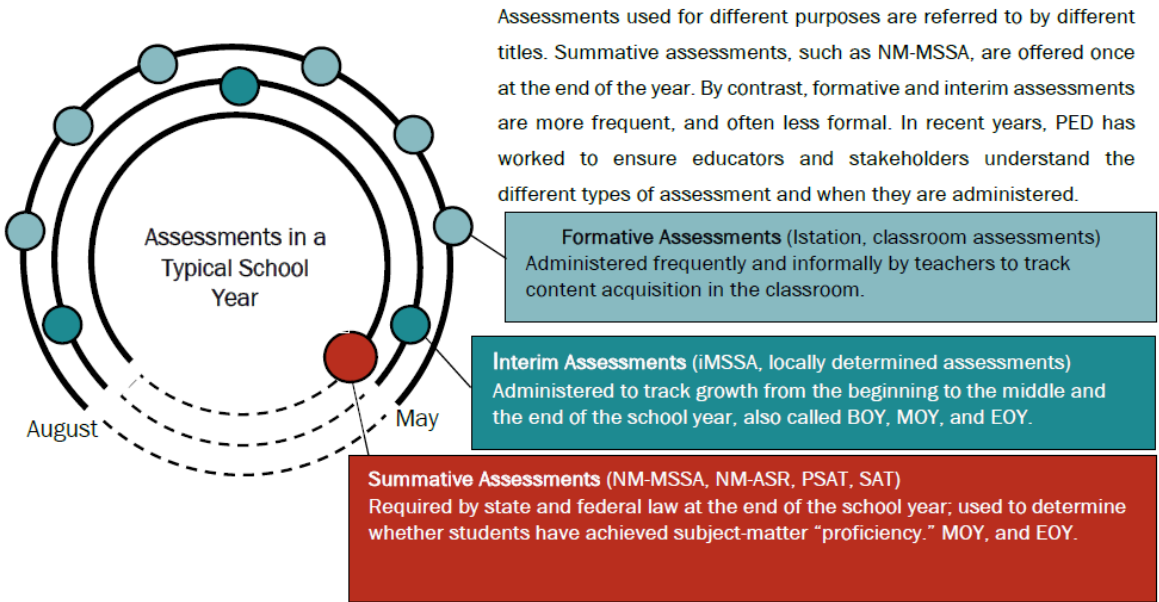
Assessments. The Legislature appropriated \$12.8 million in the GAA from the state equalization guarantee to PED to sustain summative standards-based assessments, which measure student outcomes.

The Legislature initially appropriated \$1.2 million in the GAA from the general fund to REC 6 in Portales to analyze student literacy rates in New Mexico and peer states using the Lexile framework to determine if national and state assessments are accurate and equitable. Ultimately, language in the GAA was line-item vetoed to redirect the funds to the Regional Education Cooperatives to study reading performance more broadly. The Legislature also considered [House Memorial 43 \(HM43\)](#) to request LESC and PED to conduct a similar study on reading performance. The memorial passed out of the House Education Committee, but it was not heard on the House floor and did not pass.

The Lexile framework is one tool among various assessments to measure reading performance. It evaluates reading comprehension and oral reading fluency relative to text complexity; however, it is not a comprehensive evaluation of literacy, which includes other factors beyond reading. New Mexico, in alignment with national guidelines and other state practices, uses numerous assessments to evaluate and monitor student outcomes, including literacy rates. The federal government uses the National Assessment of Educational Progress (NAEP), otherwise known as the "Nation's Report Card," to measure student performance in reading and mathematics across the United States. The assessment tests representative samples of students in fourth, eighth, and 12th grades to allow comparison across states and over time using a common framework. New Mexico uses the NM-MSSA to evaluate literacy rates for third-grade students through eighth-grade students and the College Board's Scholastic Aptitude Test (SAT) for 11th grade students. These assessments are the state's primary summative

assessments, which federal law requires all states to administer. The state’s assessments evaluate broader measures of literacy, including student learning of statewide academic content and performance standards.

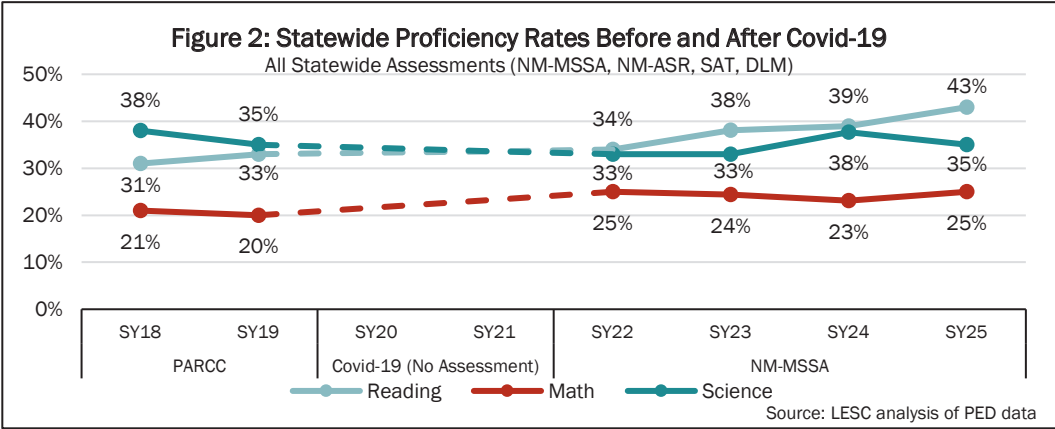
Figure 1: Understanding Different Types of Assessment



Source: LESC adaptation of PED graphic

Students in New Mexico perform lower than national averages on NAEP and demonstrate low overall reading proficiency on the NM-MSSA, although recently the state has also seen considerable proficiency gains. Additionally, previous [LESC research](#) found schools with a large proportion of students eligible for free and reduced-fee lunch (FRL) typically demonstrated lower proficiency rates on the state’s former summative assessment, Partnership for Assessment of Readiness for College and Careers (PARCC). These persistent education performance trends combined with socioeconomic challenges suggest assessments do not fully capture students’ learning conditions.

Although HM43 was not adopted and the funding for REC6 line-item vetoed, these efforts indicate lawmakers are focused on ensuring assessments account for potential barriers to students’ learning and contextualize students’ learning conditions.



Accountability. The Legislature considered legislation to mandate annual data reporting deadlines but did not pass any of these bills. For example, lawmakers introduced [Senate Bill 34 \(SB34\)](#) to require PED to publish

annual school assessment results by September 1 each year. Although SB34 was not heard, it continued previous legislative efforts, such as [Senate Bill 247](#), from the 2025 legislative session, which also attempted to mandate data reporting deadlines for September 1. Previous [research](#) reported by LESC staff shows New Mexico is among the slowest states to publish its statewide assessment results.

Data Systems. The Legislature appropriated \$6 million in the GAA from the general fund to PED to continue developing the SSIS, a centralized information system intended to integrate school districts' and charter schools' disparate systems. In 2025, the Legislature appropriated \$12 million to PED to select a SSIS to improve the state's education data systems. School districts and charter school participation is being phased in and is currently optional. Additionally, [Laws 2026, Chapter 55 \(SB64\)](#) requires schools use the SSIS for individualized education programs (IEPs) for students with disabilities. Previous LESC and LFC analysis recommended that a shared SSIS could improve data quality and provide a statewide IEP system to provide students with consistent education services and support a seamless transition.

PED began implementing the SSIS during the 2025 interim in partnership with Edupoint, an educational data management company overseeing Synergy SIS. PED has reported that schools' participation in the SSIS program can provide schools with centralized technical support, streamlines and accelerates student transfers, and ensures near real-time student data access.

According to PED, 102 school districts and charter schools, representing 67 percent of students, participated in its first implementation cohort. Notably, many of the state's largest school districts participated in cohort one, including Albuquerque, Bernalillo, Gadsden, Las Cruces, Los Lunas and Roswell Public Schools. PED anticipates at least 34 school districts and charter schools to join their second cohort, representing an additional 6 percent of students. Schools have until September 30, 2026 to enroll in PED's second cohort. PED's two-year implementation schedule for participating schools prioritizes data migration and initial staff training during year one and strengthens staff training during year two.

Artificial Intelligence. AI continues to impact public education through its technological developments attempting to enhance and personalize teaching and student learning. The Legislature did not pass any bills or appropriations directly impacting AI in K-12 education. Existing budget formulas already allow schools to use funds for instructional materials and technology, including AI tools. Lawmakers introduced House Bill 330 (HB330) to allow students, beginning with the freshman class of the SY27, to optionally complete an AI ethics course toward the computer science graduation requirement. Although HB330 was not considered germane, it reflects a broader national trend as schools determine how to integrate AI into their education systems.

[House Memorial 2](#) from the 2025 legislative session requested LESC to convene a diverse, multidisciplinary working group during the 2025 interim to study AI and recommend policies to expand access and promote data privacy and security. The working group determined New Mexico's approach to AI in education should establish a framework to promote equitable access to safe AI tools; guide effective implementation through oversight and professional development; protect student data and safety through clear legal safeguards; and modernize standard and assessment systems to prepare students for an AI-driven future. The working group suggested the Legislature consider the dynamic of the 30-day session in 2026 and hold off on major proposals until the next 60-day session in 2027. They noted proposed policies should align with the governor's agenda or be clearly connected to budget considerations. On the following page, **Figure 3: LESC's AI Working Group Policy Development and Implementation Recommendations** presents the actions the working group reported the Legislature and other stakeholders can take to promote AI policies centering students' needs and safety.

Road Ahead

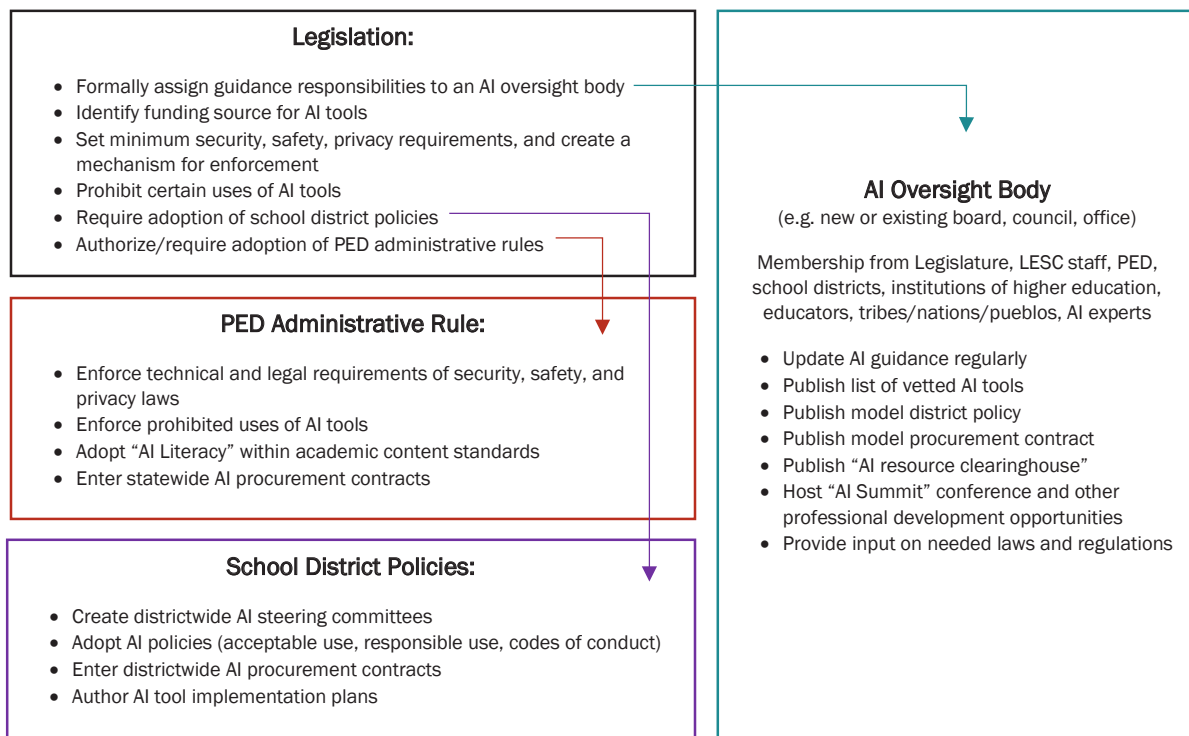
During the 2026 interim, LESC staff will continue examining trends and developments impacting assessments, accountability, and data systems. The Legislature continues to grapple with resource-intensive and insufficiently contextualized assessments, accessible and responsive data systems, and an evolving technological landscape. As detailed in the LESC 2026 Annual Report, LESC recommends the Legislature consider policies to ensure assessments, AI, and data governance are advancing student success. LESC staff will continue to monitor the state's efforts to connect data systems and improve data sharing and will study the following key areas during the 2026 interim:

Assessments. LESC staff will study the effectiveness of New Mexico’s assessment system, especially regarding its accuracy, completeness, frequency, and consideration for socioeconomic factors. Lawmakers have expressed concerns that federal and state assessments do not adequately account for student’s learning conditions and may adversely impact instructional time. Recent national studies on academic assessments suggest that assessments are resource-intensive and misaligned with curriculum as teachers are increasingly responsible for administering various assessments across subject areas. LESC staff intend to review New Mexico’s assessment system to continually improve alignment and effectiveness.

Data Governance. LESC staff will continue to study New Mexico’s efforts to integrate fragmented data systems into a centralized and interoperable system. LESC staff will continue to monitor the state’s efforts to modernize education systems as PED continues implementing NOVA and the SSIS.

Artificial Intelligence. Building on 2025 interim work, LESC staff will continue to study AI’s role and impact in New Mexico’s education system, with consideration on its implementation, effectiveness and ethicality. Researchers and policymakers both nationally and globally are attempting to better understand the impact AI technological developments have on teachers and students. LESC staff will continue monitoring emerging trends to ensure the Legislature has the tools to support student’s learning, while protecting their safety and privacy, amidst an evolving technological landscape.

Figure 3: LESC’s AI Working Group Policy Development and Implementation Recommendations



Source: LESC Files



Introduction

During the 2026 legislative session, the Legislature continued its focus on public school infrastructure and public school personnel retirement by considering several measures aimed at improving these integral systems. Particularly, lawmakers focused on facility funding, transportation funding, and public school accountability at the local level. The Legislature also passed a joint resolution that will place a proposed constitutional amendment before New Mexico voters to decide changes related to the timing and administration of local elections. These efforts reflect ongoing policy discussions about how to ensure school districts and charter schools have the resources and governance structures necessary to operate effectively and provide students with access to safe, functional, and high-quality learning environments.

Lawmakers also considered multiple measures impacting public school infrastructure and public school personnel retirement issues. Proposed legislation included changes to the Public School Capital Outlay Act to address funding barriers for charter schools and improve access to capital outlay funding for facility projects. Legislators contemplated changes to address school transportation funding challenges, including rising costs and operational pressures. Lawmakers also discussed proposed revisions intended to strengthen local school board accountability and clarify governance expectations. Additionally, changes to the Public Employees Retirement Association (PERA) Act included provisions affecting the sharing of member information with the Education Retirement Board (ERB) to support administration of the Public Employees Retirement Reciprocity Act.

Session Action

In the 2026 legislative session, the Legislature considered a range of measures related to topics such as local school governance, school infrastructure funding, and student transportation. Ultimately, four bills were enacted, which addressed local school elections and educational retirement, and provided or reauthorized direct capital outlay appropriations to public schools.

Public School Capital Outlay

Although the Legislature did not pass legislation affecting the Public School Capital Outlay Act during the 2026 legislative session, members introduced several bills that addressed this area of statute. Proposed measures focused on making it easier for charter schools to cover their share of capital projects and access financing to meet local match requirements. Proposals also responded to concerns from charter school leaders that lease assistance awards they receive to pay for educational facilities do not reflect the full cost of lease payments.

Focus on Transportation Funding. Although legislation related to transportation funding did not pass, student transportation funding, including support for additional vehicles and activity transportation, remains an area of continued legislative focus. Several introduced bills proposed changes to the PED transportation distribution, a recurring, formula-based allocation established in statute (Section 22-8-26 NMSA 1978). These proposals would have changed factors in the formula to address cost concerns raised by school districts.

The Legislature appropriated \$144 million for FY27 transportation costs with the enactment of [Laws 2026, Chapter 67 \(House Bill 2\)](#), a 2.1 percent increase from FY26 transportation allocation. Laws 2026, Chapter 67 also included \$18.8 million for school bus replacements and \$435 thousand for school bus cameras.

Direct Capital Outlay Appropriations and Reauthorizations

Two bills were enacted earmarking capital outlay funding for public schools. [Laws 2026, Chapter 68 \(House Bill 332\)](#) reauthorized capital outlay appropriations from prior years, and the second bill [Laws 2026, Chapter 71 \(Senate Bill 240\)](#) made new capital outlay appropriations directly to schools, Public Education Department (PED), and the Higher Education Department (HED). See **Figure 1: Most Common Purposes for Direct Capital Appropriations in Laws 2026, Chapter 71.**

Table 1: Direct Capital Outlay Appropriations in Laws 2026, Chapter 71

School District	Amount
Alamogordo	\$ 1,650,000
Albuquerque	\$ 20,000,200
Animas	\$ 270,000
Belen	\$ 300,000
Carlsbad	\$ 550,000
Chama Valley	\$ 200,000
Clayton	\$ 50,000
Cobre	\$ 171,000
Cuba	\$ 100,000
Deming	\$ 150,000
Dexter	\$ 950,000
Dora	\$ 320,000
Elida	\$ 220,000
Espanola	\$ 645,000
Farmington	\$ 1,905,000
Grants	\$ 40,000
Hondo Valley	\$ 240,000
Jemez Mountain	\$ 200,000
Lake Arthur	\$ 150,000
Las Cruces	\$ 6,825,000
Las Vegas City	\$ 450,000
Lordsburg	\$ 200,000
Lovington	\$ 900,000
Mesa Vista	\$ 175,000
Mora	\$ 100,000
NW Region 2 REC	\$ 270,000
Pojoaque Valley	\$ 150,000
Region 9 REC	\$ 450,000
Rio Racho	\$ 1,175,000
Rio Rancho	\$ 1,474,000
Santa Fe	\$ 198,000
Santa Rosa	\$ 250,000
Silver	\$ 320,000
Socorro	\$ 250,000
Springer	\$ 250,000
State Charter	\$ 7,677,000
Taos	\$ 175,000
Tatum	\$ 300,000
Texico	\$ 750,000
Truth or Consequences	\$ 286,000
West Las Vegas	\$ 250,000
Subtotal Schools	\$ 50,986,200
<i>Other Entities</i>	
HED	\$ 10,000,000
PED	\$ 29,315,000
TOTAL	\$ 90,301,200

Source: LESC files

- The time of expenditure for a 2022 appropriation to Aldo Leopold Charter School to plan, design, construct, furnish, and equip improvements, including outdoor classrooms, to the buildings and grounds was extended through FY28.
- The time of expenditure for a 2022 appropriation to Hondo Valley Public School District to plan, design, and construct access roads and water system improvements, including site preparation, the purchase and installation of a water tank, valves, gauges, connection, plumbing, security fencing, and tie-ins was extended through FY28.
- The time of expenditure for a 2022 appropriation to Alamogordo High School to plan, design, construct, and improve the soccer field, including demolishing the field playing surface, regrading, and installing artificial turf, at the Riner Steinhoff soccer complex was extended through FY28.
- The time of expenditure for a 2024 appropriation to Monte del Sol Charter School to purchase and equip vehicles was extended through FY28.
- The purpose of a 2024 appropriation to Socorro High School was changed to allow for planning, design, construction, renovation, and repair the Seery gymnasium for expenditure through FY28.
- The time of expenditure for a 2024 appropriation to PED to purchase cameras for newly purchased to-and-from school buses statewide was extended through FY28.
- The time of expenditure for a 2024 appropriation to PED to purchase district-owned to-and-from school buses was extended through FY28.
- The time of expenditure for a 2022 appropriation to Mesa Vista High School to plan, design, construct and equip improvements to a track, including turf and drainage, was extended through FY28.
- The time of expenditure for a 2022 appropriation to Red River Valley Charter School to plan, design, construct, and equip a facility was extended through FY28.

Capital Outlay Appropriations. Laws 2026, Chapter 71 makes a total of \$90.3 million in direct capital outlay appropriations to public schools, PED, and HED. The appropriations in Laws 2026, Chapter 71 made to public schools and other educational entities are summarized in **Table 1: Direct Capital Outlay Appropriations in Laws 2026, Chapter 71**, and a full breakdown of the appropriations can be found in **Appendix I: Direct Capital Outlay Appropriations**.

Governance

During the 2026 legislative session, the Legislature considered several measures related to local school governance and school board elections. A Senate Joint Resolution was enacted that, if approved by voters, would affect the timing and administration of school board and other local school elections. Additional proposed legislation addressed the statutory responsibilities and accountability of local school board

members. Although these measures were not enacted, the proposed legislation reflects an ongoing effort to support effective local school governance and build on recent legislative actions, such as the enactment of [Laws 2024, Chapter 43 \(Senate Bill 137\)](#), which established training requirements for school board members and increased transparency in local decision-making.

School Election Timing. The Legislature passed [Senate Joint Resolution 1 \(SJR 1\)](#), which proposes a constitutional amendment to remove the requirement for school elections be held separately from partisan elections (Article VII, Section 1 of the New Mexico Constitution). Constitutional amendments require voter approval, and the question will appear on the ballot during the November 2026 general election or at a special election called for this purpose. If approved, the amendment could increase voter participation in school board elections by aligning them with partisan elections, potentially resulting in a more diverse electorate and more representative outcomes. It would also allow school districts to place bond and mill levy questions on partisan election ballots, potentially increasing local revenue for capital outlay and matching funds for capital projects, while reducing election-related costs such as ballot printing, mailing, staffing, legal costs, and other administrative expenses.

Educational Retirement

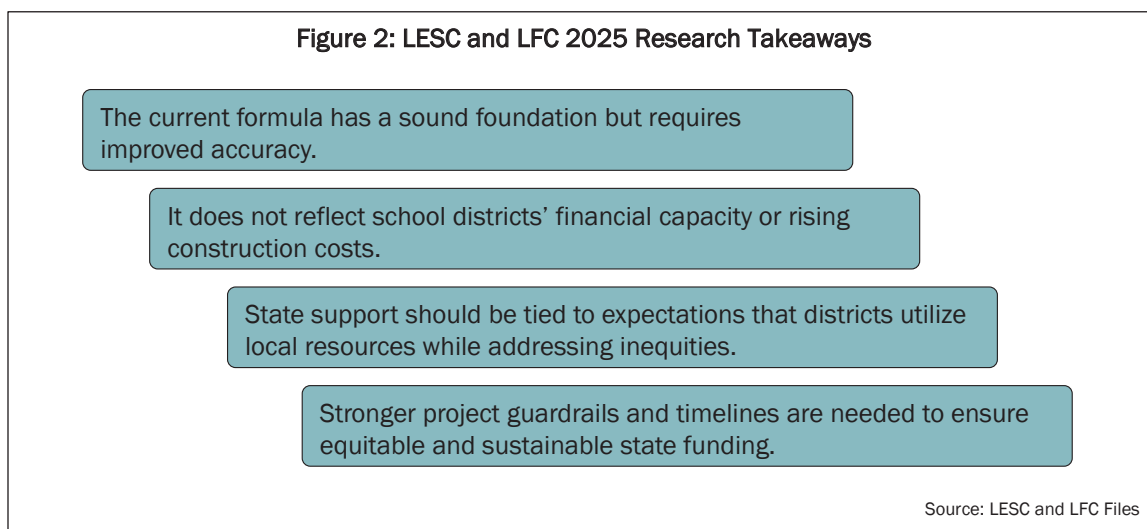
Disability and Survivor Pensions Changes. The Legislature also passed [Laws 2026, Chapter 14 \(House Bill 43\)](#) that makes several changes to the public employee retirement system, including amendments to the Public Employees Retirement Association Act (Section 10-11 NMSA 1978), Volunteer Firefighters Retirement Act (Section 10-11A NMSA 1978), and the Magistrate Retirement Act (Section 10-12C NMSA 1978), which clarified provisions relating to disability pensions and survivor benefits, removed statutory inconsistencies, and made technical changes. One specific change included in Laws 2026, Chapter 14 was an amendment in the PERA Act that allows the PERA board to share member information for individuals who have service time in both the PERA and ERB systems. This sharing of member information would allow staff of both PERA and ERB to more quickly and efficiently determine retirement benefits for plan and will aid in the administration of the Public Employees Retirement Reciprocity Act (Section 10-13A-1 NMSA 1978).

Road Ahead

During the 2026 interim, LESC staff will examine New Mexico's school infrastructure and transportation funding frameworks, with a focus on how funding structures account for differences in districts' fiscal capacity, local needs, and priorities. This work will also include continued analysis of charter schools to ensure they are appropriately considered in statewide policy discussions, planning, and funding structures. In addition, staff will continue to monitor issues related to local school board governance and training. Strengthening alignment across education policy, funding systems, and governance practices will support greater equity, improve system effectiveness, and help advance positive outcomes for students across New Mexico.

State and Local Match. During the 2025 legislative session, the Legislature passed [Laws 2025, Chapter 16 \(Senate Bill 82\)](#) extending the temporary local match reductions established by [Laws 2023, Chapter 98 \(Senate Bill 131\)](#) through FY27 and expanding waiver eligibility, providing immediate relief to additional school districts while allowing continued evaluation of the state and local match formula by LESC, LFC, and Public Schools Facilities Authority (PSFA) staff. During the 2025 interim, LESC and LFC jointly studied the state and local match formula and the broader Public School Capital Outlay funding structure to better understand underlying challenges and identify opportunities for improvement. The resulting [joint policy brief](#) was presented at a joint LESC and LFC interim meeting in November 2025 and built on a prior [presentation](#) presented to the Public School Capital Outlay Oversight Task Force during the 2024 interim, where staff identified significant limitations in the current formula, including its inability to accurately reflect districts' true revenue capacity amid rising construction costs and other factors contributing to increased waiver requests. Staff identified four key points in the joint LESC and LFC policy brief: the current formula has a sound foundation but requires improved accuracy; it does not reflect districts' financial capacity or rising construction costs; state support should be tied to expectations that districts utilize local resources while addressing inequities; and stronger project guardrails and timelines are needed to ensure equitable and sustainable state funding. See **Figure 2: LESC and LFC 2025 Research Takeaways**. While no legislation related to Public School Capital Act was passed during the 2026

legislative session, the question of equity, including the ability of charter schools to pay for their facilities, remains an area for further legislative consideration and may be integrated into the LESC's 2026 work plan. Both the LESC and the Legislative Finance Committee (LFC) are expected to continue examining options for improving the state–local match formula for public school facility funding, often referred to as the “Phase II” formula, and provide policy recommendations during the 2026 interim. During the 2026 interim, LESC, LFC, and PSFA staff will continue working toward long-term, equitable reforms that better align local match requirements with districts’ fiscal realities and provide legislative proposals to strengthen the public school capital outlay funding framework.



Transportation Funding. In October 2023, LESC staff presented an [analysis](#) of the transportation funding formula, which included several policy recommendations such as increasing the legislative appropriation to the transportation distribution, using eligible ridership to calculate the transportation distribution instead of actual ridership, and establish a statutory distribution formula to provide a more stable funding mechanism. Many school districts and charter schools have continued to voice concerns that the allocations they receive for student transportation fall short of covering actual expenses. Changes to the formula, including the elimination of the density factor and the addition of a rurality adjustment, have disproportionately affected rural districts.

During the 2026 interim, LESC staff intends to evaluate operational costs, revenue realities, and budgeting practices of school districts and charter schools across the state. The goal is to provide the Legislature with a clear picture of school transportation funding, including the costs districts currently bear, the factors that drive those costs, and public school transportation needs statewide. This review may also prompt broader policy considerations, as current transportation distributions primarily support to-and-from school services, raising questions about whether and to what extent the state should fund other transportation costs, such as activity and CTE transportation.

Local Governance. LESC staff will continue to monitor the implementation of [Laws 2024, Chapter 43 \(Senate Bill 137\)](#) and assess governance, accountability, training, and transparency at the local level, including the practices of school boards and charter school governing councils. Staff will collaborate with partners and key stakeholders to support effective and equitable practices, aiming to ensure high-quality educational outcomes for students and provide the necessary support for school staff charged with delivering excellent education across New Mexico.



STATE OF NEW MEXICO
Legislative Education Study Committee

Appendix



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

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

Bill No.	Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter Number
House Bills						
1	HB26				HRC	
2	HB30	X	(67-0)	(39-0)	Chaptered	Chapter 51
3	HB34		(67-0)	(38-0)	Chaptered	Chapter 40
4	HB40				HAFC	
5	HB43		(65-0)	(39-0)	Chaptered	Chapter 14
6	HB47	X	(61-0)	(36-0)	Chaptered	Chapter 52
7	HB89				HRC	
8	HB100				HAFC	
9	HB116				HRC	
10	HB118				HRC	
11	HB120	X	(40-23)		SCal	
12	HB123				HRC	
13	HB149				HAFC	
14	HB159				HEC	
15	HB161				HEC	
16	HB175				HRC	
17	HB185	X			HGEIC	
18	HB191				HEC	
19	HB193				HEC	
20	HB253		(39-0)	(69-0)	Chaptered	Chapter 8
21	HB256		(66-0)	(39-0)	Chaptered	Chapter 66
22	HB261				HEC	
23	HB262				HEC	
24	HB263				HRC	
25	HB282				HJC	
26	HB289				HEC	
27	HB297				HEC	
28	HB324				HRC	
29	HB330				HRC	
House Memorials						
31	HM2		(55-0)		Signed	
32	HM30		(57-0)		Signed	
33	HM43				HCal	
34	HM44				HEC	
35	HM47		(55-0)		HEC	
36	HM53		(55-0)		Signed	
37	HM57				HEC	
38	HM58				HEC	
Senate Bills						
40	SB19		(65-0)	(36-1)	Chaptered	Chapter 2

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

	Bill No.	Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter Number	
41	SB23	Exceptions To Student Use Of Phones			(32-6)	HEC		41
42	SB29	Math Requirements For Teaching License	X	(61-0)	(34-0)	Chaptered	Chapter 53	42
43	SB34	Publish Standards-Based Assessment Info				SCC		43
44	SB37	High Quality Literacy Instruction Act	X	(64-0)	(39-0)	Chaptered	Chapter 54	44
45	SB45	Academic Library Management Policies				SCC		45
46	SB49	School-Age Appropriate Filtering Project				SCC		46
47	SB54	School Personnel Required Trainings				SCC		47
48	SB64	Create Office Of Special Education	X	(62-1)	(38-1)	Chaptered	Chapter 55	48
49	SB65	Management Of Public School Libraries				SCC		49
50	SB70	Universal Basic Income Pilot Project	X			SCC		50
51	SB73	Driver's Ed Requirements		(45-2)	(25-16)	Chaptered	Chapter 57	51
52	SB84	School Water Management Program				SCC		52
53	SB105	Attendance For Success & Excused Absences	X			SCC		53
54	SB107	Statewide Out-Of-School Time Programming				SFC		54
55	SB118	Back-To-School Tax Holiday Price Limits				STBTC		55
56	SB123	Defibrillators In Schools				SFC		56
57	SB125	School Employee Insurance Contributions				SCC		57
58	SB141	Student Eligibility For Extracurriculars				SCC		58
59	SB158	PED Micro-Credentialing Pilot Project				SCC		59
60	SB166	Transfer From General Fund To Other Funds				STBTC		60
61	SB167	Crime Of Deadly Weapon On School Premises				SJC		61
62	SB178	School Finance Changes				SEC		62
63	SB188	Paid Parental Leave For School Employees				SCC		63
64	SB191	Seizure Safe Schools Act				SCC		64
65	SB216	Certificate For Native American Languages				SFC		65
66	SB233	High-Impact Tutoring For Some Students				SCC		66
67	SB234	Foster Child School Transportation				SFC		67
68	SB241	Child Care Assistance Program Act		(37-19)	(25-15)	Chaptered	Chapter 63	68
69	SB309	Lottery Deposits Into Tuition Fund				SCal		69
70	SB311	Crimes Against School Employees				SCC		70
71	Senate Joint Resolutions							71
72	SJR1	School Election Timing, CA		(50-9)	(38-0)	Passed		72
73	SJR3	Appointed State Board of Education, CA				SEC		73
74	Senate Memorials							74
75	SM20	Statewide Youth Violence Summit			(35-0)	Signed		75

Appendix B: Reading the General Appropriation Act (GAA)

Reading the General Appropriation Act as Related to Education

The final version of the General Appropriation Act (GAA) of 2026 is [here](#).

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

- 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 2027 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 84](#)).
- **Section 4, Subsection I**, is titled “Other Education,” ([page 136-139](#)) 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 139-178](#)) and includes the Higher Education Department (HED), as well as each university and community college.
- **Section 4, Subsection K**, is titled “Public School Support,” ([page 178-184](#)) and includes the state equalization guarantee (SEG) distribution and categorical appropriations. The SEG is a needs-based funding formula designed to equitably distribute state revenue for operations of school districts and charter schools. SEG funding accounts for around 75 percent of a school district or charter school’s operating budget and is discretionary.

Section 5: SPECIAL APPROPRIATIONS (begins on [page 184](#) with appropriations to PED on [page 219-223](#))

- 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 2027.

Section 6: SUPPLEMENTAL AND DEFICIENCY APPROPRIATIONS (begins on [page 234](#) of the bill).

- Amounts in Section 6 are appropriated from the general fund or other funds as indicated for expenditure in fiscal year 2026 or other fiscal years for the purposes specified.

Section 7: Information Technology Appropriations ([page 237](#)).

Section 8: Natural Disasters and Executive Orders Appropriations ([page 243](#)).

Section 9: Government Results and Opportunity Expendable Trust and Public Education Reform Fund ([page 244](#)).

Section 10: Special Transportation Appropriations ([page 275](#)).

Section 11: Fund Transfers ([page 275](#)).

Section 12: Additional Fiscal Year 2026 Budget Adjustment Authority ([page 278](#)).

Section 13: Certain Fiscal Year 2027 Budget Adjustments Authorized ([page 281](#)).

Section 14: Transfer Authority ([page 290](#)).

Section 15: Severability ([page 290](#)).

Appendix C: Selected GAA Language Related to Public Education

Selected Language Related to Public Education from the General Appropriation Act of 2026

~~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 2026-2027 school year and then, on verification of the number of units statewide for fiscal year 2027 but no later than January 31, 2027, 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 seventy-three million one hundred fifty-three thousand nine hundred dollars (\$73,153,900) contingent on enactment of House Bill 47 or similar legislation in the second session of the fifty-seventh legislature amending the Public School Insurance Authority Act to raise group insurance contributions for school districts and charter schools in the public school insurance authority to at least eighty percent of the cost of the insurance of an employee.

~~For fiscal year 2027, no school district may reorganize to create a school, a school district or school program in which the majority of students attend school off campus during instructional days and no new charter school may be authorized in which the majority of students attend school off campus during instructional days.~~

~~For fiscal year 2027, a school district or charter school shall not be eligible for enrollment growth program units pursuant to Section 22-8-23.1 NMSA 1978 for any student who participates in an instructional program that does not require on-campus attendance during instructional days, except for students who participated in such a program in the same school district or charter school during fiscal year 2026, students whose individualized education program provides for remote instruction or for students who enroll, or are enrolled, in a charter school that includes remote instruction as part of its charter.~~

For fiscal year 2027, 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 2027. 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 2027.

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

Appendix C: Selected GAA Language Related to Public Education

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 general fund appropriation to the state equalization guarantee distribution includes sufficient funding to provide all persons holding and requesting a Native American language and culture certificate and working in an instructional capacity a salary in accordance with Section 22-10A-13 NMSA 1978.

The public education department shall monitor and review the operating budgets of school districts and charter schools to ensure the school district or charter school is prioritizing available funds to those functions most likely to close the gap in student outcomes for students with disabilities, English language learners, Native American students, and economically disadvantaged students, ~~including outcomes pursuant to Section 22-23 NMSA 1978, Section 22-23A NMSA 1978, Section 22-23B NMSA 1978 and Section 22-23C NMSA 1978~~. If a school district or charter school submits a fiscal year 2027 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 2027 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 2027 from appropriations made from the general fund shall revert to the general fund.

Categorical Distributions

Transportation. The general fund appropriation to the transportation distribution includes one million three hundred forty-three thousand six hundred dollars (\$1,343,600), contingent on enactment of House Bill 47 or similar legislation in the second session of the fifty-seventh legislature amending the Public School Insurance Authority Act to raise group insurance contributions for school districts and charter schools in the public school insurance authority to at least eighty percent of the cost of the insurance of an employee.

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 2027 from appropriations made from the general fund shall revert to the general fund.

Standards-Based Assessments. Any unexpended balances in the standards-based assessments appropriation remaining at the end of fiscal year 2027 from appropriations made from the general fund shall revert to the general fund.

Special Appropriations (Below-the-Line)

The public education department shall not make an award to a school district or charter school that does not submit an approved educational plan pursuant to Section 22-8-6 NMSA 1978 or an approved teacher mentorship program pursuant to Section 22-10A-9 NMSA 1978.

Appendix C: Selected GAA Language Related to Public Education

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, international baccalaureate and PSAT 11th grade test assistance appropriation to public schools and secondary schools funded by the bureau of Indian education of the United States department of the interior that offer international baccalaureate programs to provide the international baccalaureate program tests at a reduced rate to New Mexico students.

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

Any unexpended balances in special appropriations to the public education department remaining at the end of fiscal year 2027 from appropriations made from the general fund shall revert to the general fund.

Appendix D: Public School Support and Related Appropriations for FY27



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

	FY26 OpBud	FY27 EXEC Recommend.	FY27 LFC Recommend.	FY27 LESC Recommend.	Laws 2026
PROGRAM COST					
Prior Year Program Cost OpBud	4,171,971.2	4,499,235.5	4,499,235.5	4,499,235.5	4,499,235.5
UNIT CHANGES					
Removing Title I Units from ARI	(163,229.9)	-	-	-	-
Removing Mobility Units from ARI	(99,298.0)	-	-	-	-
Adding Fill Units to ARI	300,740.7	-	-	-	-
Adding EL Units	3,458.0	-	-	-	-
Adding Grades 7 - 12 Units	51,148.3	-	-	-	-
Adding Grade 6 Units	40,115.8	-	-	-	-
Subtotal: Proposed Formula Changes	132,935.0	-	-	-	-
Increased K-12 Plus Units	49,731.7	-	-	-	-
Other FY25 Net Unit Changes	(12,996.5)	-	-	-	-
Subtotal: Net Base Unit Adjustments	36,735.2	-	-	-	-
Other Projected Net Unit Changes	(22,215.1)	-	(44,952.7)	-	(44,952.7)
UNIT VALUE CHANGES					
Average Salary Increase (EXEC: 1%, LFC: 1%, LESC: 3%)	135,129.6	36,043.7	36,043.7	108,131.1	36,043.7
Increase Minimum Salaries for Teachers (\$55K, \$65K, \$75K)	4,380.5	-	-	-	-
Instructional Materials and Educational Technology	-	10,050.0	-	-	-
Insurance Parity (80/20) ¹	-	-	73,153.9	73,153.9	73,153.9
Insurance Premium Increases	38,364.4	-	45,396.5	47,724.7	45,396.5
Fixed Costs	1,934.7	5,050.0	3,032.3	4,863.1	3,032.3
Subtotal Current Year Program Cost Base	4,499,235.5	4,550,379.2	4,611,909.2	4,733,108.3	4,611,909.2
\$ Change from OpBud	327,264.3	51,143.7	112,673.7	233,872.7	112,673.7
% Change from OpBud	7.8%	1.1%	2.5%	5.2%	2.5%
STATE EQUALIZATION GUARANTEE (SEG)					
Subtotal Current Year SEG Base	4,497,735.5	4,548,879.2	4,610,409.2	4,731,608.3	4,610,409.2
\$ Change from OpBud	327,264.3	51,143.7	112,673.7	233,872.7	112,673.7
% Change from OpBud	7.8%	1.1%	2.5%	5.2%	2.5%
CATEGORICAL APPROPRIATIONS					
TRANSPORTATION DISTRIBUTION					
Maintenance and Operations	118,683.7	145,098.0	121,913.4	126,998.0	121,913.4
Fuel	13,201.2	-	13,201.2	11,600.0	13,201.2
Rental Fees	5,894.1	-	5,894.1	6,500.0	5,894.1
Insurance	888.9	-	966.6	-	966.6
Insurance Parity (80/20) ¹	-	-	1,343.6	1,343.6	1,343.6
Average Compensation Increase (EXEC: 1%, LFC: 1%, LESC: 3%)	2,340.8	662.0	662.0	1,986.0	662.0
Adequacy Funding	-	-	-	5,283.7	-
Subtotal Current Year Transportation Base	141,008.7	145,760.0	143,980.9	153,711.3	143,980.9
\$ Change from OpBud	7,215.4	4,751.3	2,972.2	12,702.6	2,972.2
% Change from OpBud	5.4%	3.4%	2.1%	9.0%	2.1%
OTHER CATEGORICAL APPROPRIATIONS					
Indian Education Fund	20,000.0	20,000.0	20,000.0	20,000.0	20,000.0
Standards-Based Assessments	12,770.0	13,000.0	12,770.0	12,770.0	12,770.0
Emergency Supplemental	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0
Out-of-State Tuition	393.0	393.0	393.0	393.0	393.0
Subtotal Current Year Categorical Appropriations	175,171.7	180,153.0	178,143.9	187,874.3	178,143.9
\$ Change from OpBud	9,985.4	4,981.3	2,972.2	12,702.6	2,972.2
% Change from OpBud	6.0%	2.8%	1.7%	7.3%	1.7%
SUBTOTAL PUBLIC SCHOOL SUPPORT	4,672,907.2	4,729,032.2	4,788,553.1	4,919,482.6	4,788,553.1
\$ Change from OpBud	337,249.7	56,125.0	115,645.9	246,575.3	115,645.9
% Change from OpBud	7.8%	1.2%	2.5%	5.3%	2.5%
RELATED REQUESTS: RECURRING					
Universal School Meals	42,201.0	42,201.0	42,201.0	42,201.0	42,201.0
Early Literacy and Reading Support	14,000.0	14,000.0	14,000.0	14,000.0	14,000.0
Statewide Information System and Other Systems (IEP)	-	-	8,500.0	8,500.0	-
School Leader Professional Development	5,000.0	4,600.0	5,000.0	5,000.0	5,000.0
Literacy Coaches	-	-	-	-	2,000.0

Appendix D: Public School Support and Related Appropriations for FY27



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

	FY26 OpBud	FY27 EXEC Recommend.	FY27 LFC Recommend.	FY27 LESC Recommend.	Laws 2026	
58 Teacher Professional Development	4,000.0	5,600.0	-	4,000.0	-	58
59 Regional Education Cooperatives	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	59
60 School Safety (Panic Buttons)	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	60
61 Test Fee Waivers and Training	1,250.0	1,250.0	1,250.0	1,250.0	1,250.0	61
62 GRADS – Teen Parent Interventions	750.0	750.0	750.0	750.0	750.0	62
63 <i>Martinez-Yazzie</i> Action Plan Implementation	-	1,420.0	-	-	-	63
64 Operations (Literacy Institute)	-	2,000.0	-	-	-	64
65 Subtotal Current Year Base	70,201.0	74,821.0	74,701.0	78,701.0	68,201.0	65
66 \$ Change from OpBud	2,851.0	4,620.0	4,500.0	8,500.0	(2,000.0)	66
67 % Change from OpBud	4.2%	6.6%	6.4%	12.1%	-2.8%	67
68 PUBLIC EDUCATION DEPARTMENT						68
69 Prior Year OpBud	24,521.6	26,263.7	26,263.7	26,263.7	26,263.7	69
70 Base Changes	1,742.1	3,003.5	928.7	2,688.7	768.7	70
71 Subtotal Current Year Base	26,263.7	29,267.2	27,192.4	28,952.4	27,032.4	71
72 % Change from OpBud	7.1%	11.4%	3.5%	10.2%	2.9%	72
73 TOTAL PUBLIC SCHOOL SUPPORT						73
74 Prior Year OpBud	4,427,529.1	4,769,371.9	4,769,371.9	4,769,371.9	4,769,371.9	74
75 Base Changes	341,842.8	63,748.5	121,074.6	257,764.0	114,414.6	75
76 Total	4,769,371.9	4,833,120.4	4,890,446.5	5,027,136.0	4,883,786.5	76
77 % Change from OpBud	7.7%	1.3%	2.6%	5.4%	2.4%	77

SECTIONS 5, 6, 7, AND OTHER NONRECURRING APPROPRIATIONS

	FY26 OpBud	FY27 EXEC Recommend.	FY27 LFC Recommend.	FY27 LESC Recommend.	Laws 2026	
78 General Fund						78
79 Public Education Reform Fund	63,800.0	5,000.0	-	52,200.0	-	79
80 Career and Technical Education (CTE)	28,500.0	38,500.0	-	40,000.0	-	80
81 Reading and Math Interventions	29,000.0	30,000.0	29,000.0	30,000.0	29,000.0	81
82 Educator Fellows (GYO: \$1 Million)	20,000.0	20,300.0	20,000.0	20,000.0	20,000.0	82
83 Evidence-Based CTE and Work-Based Learning Pilot ²	-	-	-	-	17,000.0	83
84 Literacy Coaches (Schools in lowest quartile, FY27-FY29)	-	14,560.0	-	-	14,600.0	84
85 Summer Internships	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	85
86 Statewide Student Information System	12,000.0	8,500.0	-	-	6,000.0	86
87 HB63 Hold Harmless Supplemental	-	-	6,000.0	-	6,000.0	87
88 Administrator Preparation, Induction and Evaluation	2,280.0	5,600.0	5,600.0	5,600.0	5,600.0	88
89 School Improvement	6,000.0	6,300.0	-	6,000.0	4,000.0	89
90 Special Education Initiatives	4,000.0	4,000.0	4,000.0	4,000.0	4,000.0	90
91 Learning Management System (Microcredentials)	-	3,700.0	4,000.0	-	3,700.0	91
92 STEM Network	3,000.0	3,000.0	-	3,000.0	3,000.0	92
93 STEAM Initiatives	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	93
94 NM School for the Arts Dorm Operations	-	1,150.0	-	-	2,300.0	94
95 Literacy Center Operations	-	3,000.0	-	5,000.0	2,000.0	95
96 REC Student Reading	-	-	-	-	1,200.0	96
97 Wellness Rooms Pilot	-	-	-	-	1,000.0	97
98 Trauma Informed Care Training	-	-	-	-	1,000.0	98
99 Outdoor Classroom Initiatives	500.0	500.0	500.0	700.0	500.0	99
100 Graduation Planning and Pathway System	-	-	-	-	500.0	100
101 Hispanic Education Act	-	1,500.0	-	-	500.0	101
102 Bilingual Multicultural Education Act	-	1,100.0	-	-	500.0	102
103 Black Education Act	-	500.0	-	-	500.0	103
104 Automated External Defibrillators	-	-	-	-	400.0	104
105 Unified Application for State and Federal Grants and Plans IT System	-	2,500.0	-	2,500.0	250.0	105
106 Safety Summit	200.5	200.5	200.5	200.5	200.5	106
107 Instructional Materials Resource Library (Heritage & Bilingual Programs)	-	-	-	-	200.0	107
108 Out-of-School Learning and Summer Enrichment	15,000.0	14,000.0	-	20,000.0	-	108
109 Potential Cost Overruns for School Meals	5,000.0	5,000.0	5,179.3	5,179.3	-	109
110 School Board Training	-	-	-	1,500.0	-	110
111 Community School and Family Engagement Initiatives	6,000.0	6,000.0	-	-	-	111

Appendix D: Public School Support and Related Appropriations for FY27



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

	FY26 OpBud	FY27 EXEC Recommend.	FY27 LFC Recommend.	FY27 LESC Recommend.	Laws 2026	
112	-	2,030.0	-	-	-	112
113	-	500.0	-	-	-	113
114	230.3	395.9	-	-	-	114
115	40,000.0	-	-	-	-	115
116	30,000.0	-	-	-	-	116
117	7,848.0	-	-	-	-	117
118	6,000.0	-	-	-	-	118
119	5,000.0	-	-	-	-	119
120	3,054.0	-	-	-	-	120
121	3,000.0	-	-	-	-	121
122	1,500.0	-	-	-	-	122
123	304,912.8	190,836.4	87,479.8	208,879.8	136,950.5	123

OTHER STATE AND FEDERAL FUNDS

124	Public Education Reform Fund					124
125	-	15,000.0	15,300.0	30,600.0	15,300.0	125
126	-	-	18,300.0	21,600.0	18,300.0	126
127	-	-	34,500.0	-	21,600.0	127
128	-	-	21,600.0	-	20,000.0	128
129	-	-	-	-	18,000.0	129
130	18,600.0	-	-	-	-	130
131	15,600.0	-	-	-	-	131
132	13,500.0	-	-	-	-	132
133	7,800.0	-	-	-	-	133
134	6,300.0	-	-	-	-	134
135	-	-	-	-	2,000.0	135
136	3,700.0	-	-	4,000.0	-	136
137	1,000.0	-	-	-	-	137
138	500.0	-	-	500.0	-	138
139	500.0	-	-	500.0	-	139
140	500.0	-	-	500.0	-	140
141	15.5	-	-	-	-	141
142	68,015.5	15,000.0	89,700.0	57,700.0	95,200.0	142
143	Other State Funds and Inter-Agency Transfers					143
144	50,000.0	-	-	-	-	144
145	60,000.0	-	-	-	-	145
146	-	18,880.0	18,880.0	18,880.0	18,880.0	146
147	1,500.0	-	-	-	-	147
148	3,000.0	-	-	-	-	148
149	3,000.0	-	-	-	-	149
150	20,000.0	-	-	-	10,000.0	150
151	-	-	-	-	435.0	151
152	-	-	-	-	10,000.0	152
153	500.0	500.0	500.0	500.0	500.0	153
154	500.0	500.0	500.0	500.0	500.0	154
155	300.0	-	-	-	-	155
156	500.0	500.0	500.0	500.0	500.0	156
157	-	-	-	-	5,000.0	157
158	-	-	89,700.0	-	89,700.0	158
159	-	14,000.0	-	-	-	159
160	258.7	-	-	-	-	160
161	4,000.0	-	-	-	-	161
162	10,000.0	-	-	-	-	162
163	153,558.7	34,380.0	110,080.0	20,380.0	135,515.0	163

Footnotes

1. Contingent on enactment of legislation
2. Includes a reauthorization of unobligated FY26 funding for use in FY27
3. Appropriation authorized for three fiscal years
4. Includes language restricting funding until a final court order is issued on the action plan

Appendix E: Recurring General Fund Appropriations

History of General Fund Appropriations for Public Education

(in millions)

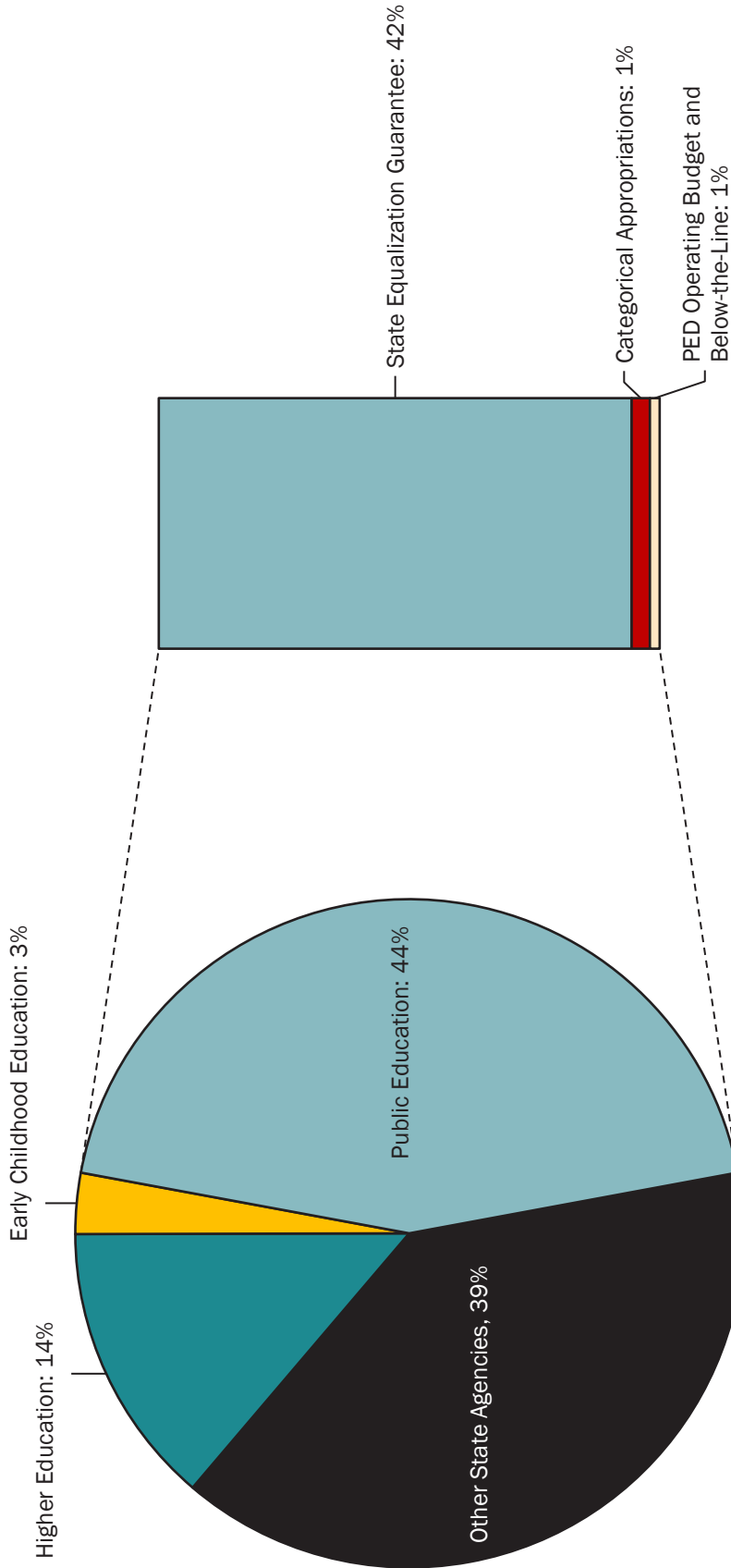
	FY18 ²	FY19	FY20	FY21 ³	FY22	FY23	FY24	FY25	FY26	FY27
1 General Appropriation Act (GAA) Bill Number	2017: HB2	2018: HB2	2019: HB2	2020: HB2	2021: HB2	2022: HB2	2023: HB2	2024: HB2	2025: HB2	2026: HB2
2 Special Session Budget Adjustment	1st SS: HB1			1st SS: HB1						
3 Public School Support										
4 State Equalization Guarantee	\$2,493.3	\$2,537.0	\$3,068.8	\$3,046.5	\$3,231.5	\$3,673.7	\$3,969.0	\$4,170.5	\$4,497.7	\$4,610.4
5 Categorical Appropriations	\$92.5	\$115.5	\$102.9	\$124.2	\$122.3	\$139.2	\$157.2	\$165.2	\$175.2	\$178.1
6 Subtotal Public School Support	\$2,585.7	\$2,652.4	\$3,171.7	\$3,170.6	\$3,353.7	\$3,812.9	\$4,126.2	\$4,335.7	\$4,672.9	\$4,788.6
7 Percent of Total General Fund Approp.	42.6%	42.6%	45.6%	44.9%	45.8%	46.0%	43.8%	42.9%	43.9%	43.3%
8 Public Education Department OpBud	\$11.1	\$11.1	\$13.2	\$14.3	\$14.4	\$19.5	\$22.6	\$23.9	\$26.3	\$27.0
9 PED Specials (Section 4 Below-the-Line)	\$88.2	\$90.9	\$64.4	\$26.9	\$19.9	\$37.3	\$25.9	\$67.4	\$70.2	\$68.2
10 Higher Education										
11 Institutions of Higher Education	\$744.8	\$758.3	\$799.5	\$800.6	\$826.4	\$891.9	\$1,027.5	\$1,127.2	\$1,203.0	\$1,329.2
12 Higher Education Department	\$12.3	\$12.3	\$16.6	\$15.5	\$12.8	\$14.1	\$14.9	\$15.9	\$16.7	\$17.9
13 Student Financial Aid	\$22.2	\$22.2	\$22.2	\$19.5	\$20.6	\$21.0	\$24.1	\$24.2	\$24.9	\$24.9
14 Opportunity Scholarship			\$5.0	\$5.0	\$7.0	\$12.0	\$146.0	\$146.0	\$146.0	\$146.0
15 Subtotal Higher Education	\$779.3	\$792.8	\$838.3	\$840.6	\$866.8	\$939.1	\$1,212.5	\$1,313.3	\$1,390.6	\$1,518.0
16 Percent of Total General Fund Approp.	12.9%	12.7%	12.0%	11.9%	11.8%	11.3%	12.9%	13.0%	13.1%	13.7%
17 Early Childhood Education										
18 Support and Intervention			\$21.4	\$46.0	\$46.0	\$46.0	\$59.5	\$59.6	\$62.7	\$71.0
19 Early Education and Care			\$119.5	\$84.6	\$51.2	\$40.4	\$40.5	\$40.5	\$4.8	\$5.1
20 Policy, Research, and Quality Initiatives				\$12.4	\$13.6	\$13.6	\$15.9	\$15.9	\$19.5	\$19.7
21 Public Prekindergarten			\$47.7	\$43.5	\$77.7	\$204.8	\$222.5	\$222.5	\$202.5	\$217.1
22 Program Support			\$4.7	\$17.4	\$9.2	\$9.2	\$4.0	\$4.0	\$11.6	\$12.7
23 Subtotal Early Childhood Education	\$193.3	\$195.1	\$193.3	\$195.1	\$327.6	\$327.6	\$342.4	\$342.4	\$301.0	\$325.6
24 Percent of Total General Fund Approp.	2.7%	2.7%	2.7%	2.6%	2.4%	3.5%	3.4%	3.4%	2.8%	2.9%
25 TOTAL EDUCATION	\$3,464.3	\$3,547.2	\$4,087.7	\$4,245.9	\$4,446.4	\$5,003.8	\$5,714.8	\$6,082.6	\$6,461.0	\$6,727.3
26 Total General Fund Approp. (Section 4 GAA)	\$6,063.4	\$6,228.8	\$6,961.4	\$7,061.2	\$7,324.9	\$8,289.6	\$9,417.8	\$10,101.6	\$10,654.0	\$11,054.1
27 Total Education as a Percent of Total GF Approp.	57.1%	56.9%	58.7%	60.1%	60.7%	60.4%	60.7%	60.2%	60.6%	60.9%

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.

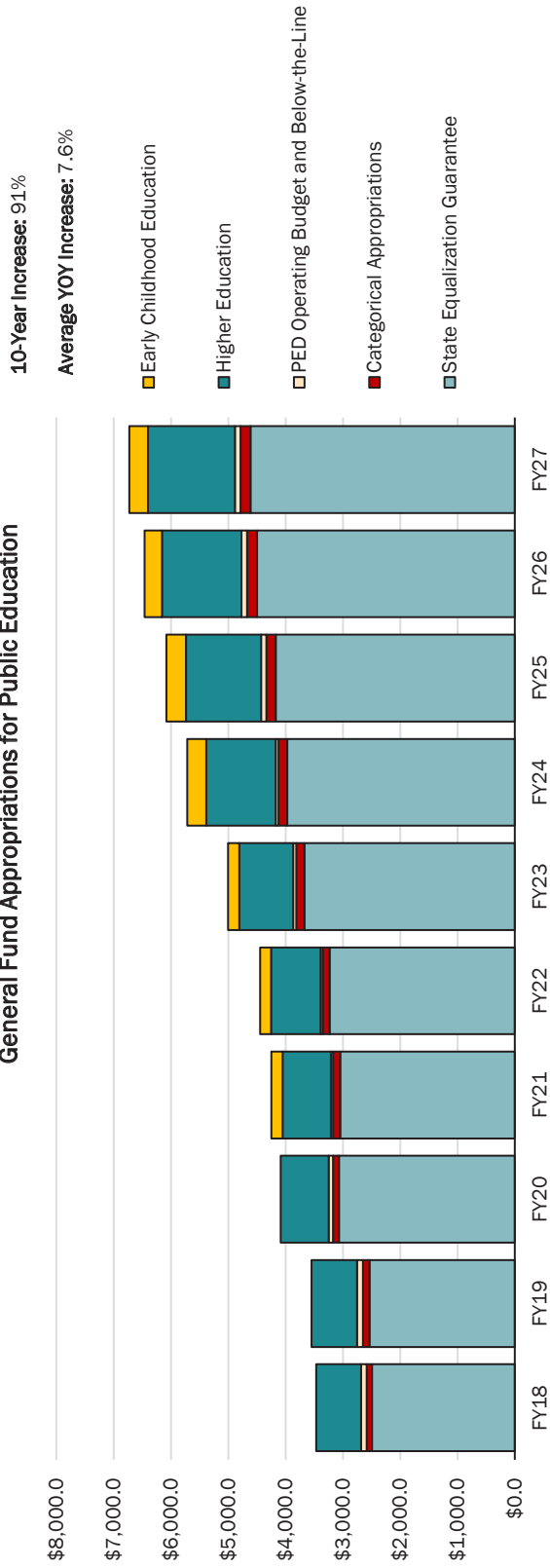
2 In 2017, the governor vetoed all appropriations to institutions of higher education for FY18. During a 2017 special session, the Legislature passed and the governor signed HB1, making new appropriations to higher education institutions totaling \$744.8 million.

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.

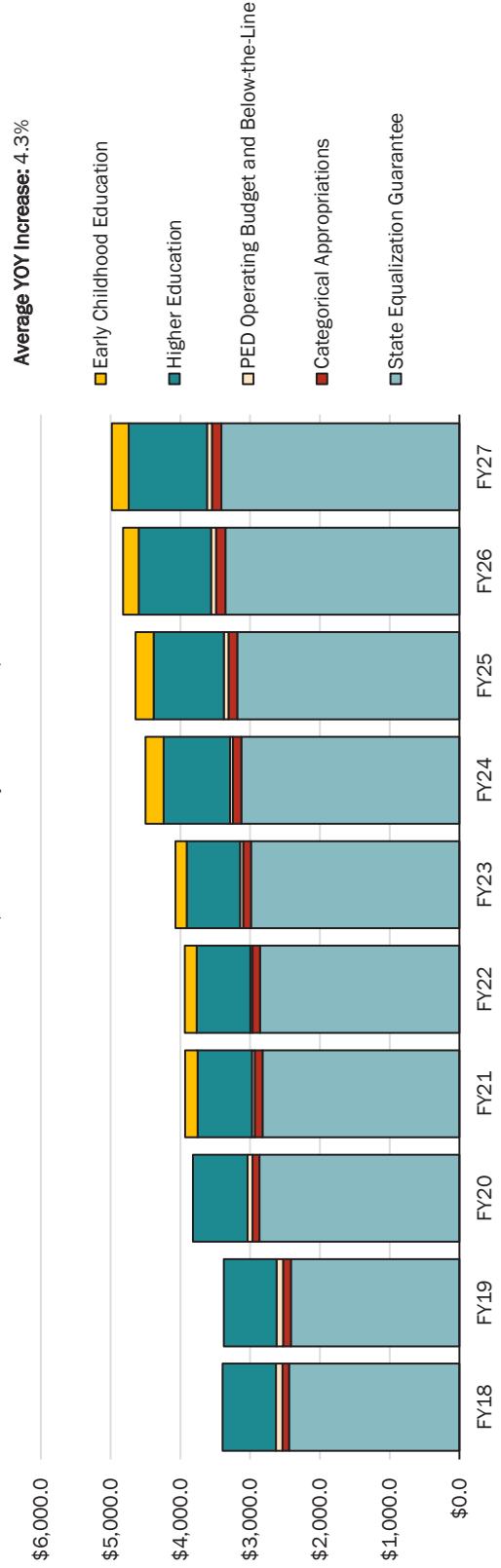
Education as a Percent of Total General Fund Appropriations
FY27



General Fund Appropriations for Public Education



Inflation-Adjusted General Fund Appropriations for Public Education
 (in millions, July 2017 dollars)



Appendix F: 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 ¹	\$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 ²	\$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 ³	\$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 ⁴	\$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 ⁵	\$3,892.47	\$3,871.79	(\$20.68)	-0.5%	\$197.53	5.4%
2010 ⁶	\$3,862.79	\$3,792.65	(\$70.14)	-1.8%	(\$79.14)	-2.0%
2011 ⁷	\$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%

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 ⁸	\$4,040.24	\$3,979.63	(\$60.61)	-1.5%	(\$58.12)	-1.4%
44 2018 ⁹	\$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	\$6,553.75	\$6,553.75	\$0.00	0.0%	\$312.08	5.0%
52 2026 ¹⁰	\$6,801.35	\$6,877.10	\$75.75	1.1%	\$323.35	4.9%
53 2027	\$7,117.10					

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.](#)

¹Two percent general fund appropriation reduction.

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

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

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

⁵Decrease in final value due to solvency measures.

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

⁷Preliminary 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.

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

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

¹⁰Final unit value set 1.1 percent higher than preliminary unit value (Laws 2026, Chapter 8).

Legislative Changes to the Public School Funding Formula, 1974 – 2026

Underlined text indicates new formula change in 2026

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

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

The funding formula consists of 18 components:

1. Early Childhood Education Program Units	(22-8-19 NMSA 1978)	11. Charter School Activities Program Units	(22-8-23.6 NMSA 1978)
2. Basic Program Units	(22-8-20 NMSA 1978)	12. Elementary Physical Ed. Program Units	(22-8-23.7 NMSA 1978)
3. Special Education Program Units	(22-8-21 NMSA 1978)	13. Home School Activities Program Units	(22-8-23.8 NMSA 1978)
4. Bilingual Multicultural Program Units	(22-8-22 NMSA 1978)	14. Home School Student Program Units	(22-8-23.9 NMSA 1978)
5. Size Adjustment Program Units	(22-8-23 NMSA 1978)	15. K-12 Plus Program Units	(22-8-23.14 NMSA 1978)
6. Enrollment Growth Program Units	(22-8-23.1 NMSA 1978)	16. Staffing Cost Multiplier	(22-8-49 NMSA 1978)
7. New District Adjustment	(22-8-23.2 NMSA 1978)	17. National Board Certification Program Units	(22-8-23.16 NMSA 1978)
8. At-Risk Program Units	(22-8-23.3 NMSA 1978)	18. English Learner Program Units	(22-8-23.15 NMSA 1978)
9. National Board Certification Program Units	(22-8-23.4 NMSA 1978)	19. Extended Learning Time Program Units	(Repealed Effective FY24)
10. Fine Arts Education Program Units	(22-8-23.5 NMSA 1978)	20. K-5 Plus Program Units	(Repealed Effective FY24)

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

1. Early Childhood Education Program Units (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.

2025 The law increased the cost differential for 6th through 12th grade to 1.30.

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 80th-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.

[2026 The law prohibited distance learning students from being counted in the rural population calculation.](#)

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.

[2026 The law created a two-year pause on the inclusion of distance learning students in the enrollment growth calculation.](#)

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.

2025 The law removed Title I eligibility, student mobility, and English learners as the three indicators of the at-risk index and replaced them with the methodology of the family income index. The law established a federal poverty threshold of 130 percent and an at-risk factor of 0.40.

9. National Board for Professional Teaching Standards Units (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. K-12 Plus Program Units (22-8-23.14 NMSA 1978)

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

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

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

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

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

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

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

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

17. Nurse National Board Certification Program Units (22-8-23.16 NMSA 1978)

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

18. English Learner Program Units (22-8-23.15 NMSA 1978)

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

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

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

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

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

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

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

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

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

State Equalization Guarantee – Determination of Amount (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 H: Direct Capital Outlay Appropriations

Direct Capital Appropriations Included in Laws 2026, Chapter 71 (Senate Bill 240)

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
1	Alamogordo	Alamogordo High School	\$850,000	GF	To plan, design, construct, equip and install improvements to career and technical education facilities.
2	Alamogordo	Districtwide	\$800,000	GF	To plan, design, construct, furnish and equip a transportation facility.
3	Albuquerque	Adobe Acres Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
4	Albuquerque	Alameda Elementary School	\$250,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
5	Albuquerque	Alamosa Elementary School	\$150,000	GF	To plan, design, construct, improve, purchase, and install technology and communications systems.
6	Albuquerque	Albuquerque High School	\$66,000	GF	To plan, design, construct, and improve the cafeteria commons area, including a mural, at Albuquerque high school in the Albuquerque public school district in Bernalillo County.
7	Albuquerque	Alvarado Elementary School	\$105,000	GF	To plan, design, construct, repair and renovate the grounds, playgrounds, fields, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, and landscaping.
8	Albuquerque	Apache Elementary School	\$250,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
9	Albuquerque	Armijo Elementary School	\$175,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
10	Albuquerque	Atrisco Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
11	Albuquerque	Atrisco Heritage Academy High School	\$150,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
12	Albuquerque	Barcelona Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
13 42 (39)	Albuquerque	Bellehaven Elementary School	\$75,000	GF	To plan, design, construct, and renovate the grounds, fields, and track areas, including the purchase and installation of related equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage improvements, turf, and landscaping.
14 42 (40)	Albuquerque	Carlos Rey Elementary School	\$155,000	GF	To plan, design, construct, repair and renovate the roof and exterior structures.
15 42 (41)	Albuquerque	Chamiza Elementary School	\$200,000	GF	To plan, design, construct, repair and renovate building interiors and grounds, including interior repair and replacement of materials, sidewalks, bus drop-offs and pick-ups, parking lots, fencing, basketball courts, resurfacing, striping, drainage improvements, traffic signs, and landscaping.
16 42 (42)	Albuquerque	Chaparral Elementary School	\$60,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
17 42 (43)	Albuquerque	Chelwood Elementary School	\$100,000	GF	To plan, design, construct, renovate, purchase, and improve security systems for grounds, infrastructure and facilities, including secure entryways and related equipment, locks, cameras and access-card security systems, fencing, landscaping, telecommunications alarm upgrades, and information technology.
18 42 (45)	Albuquerque	Cibola High School	\$150,000	GF	To plan, design, construct, repair and renovate building exteriors, interiors and grounds, including interior repair and replacement of materials, sidewalks, bus drop-offs and pick-ups, parking lots, fencing, basketball courts, resurfacing, striping, drainage improvements, traffic signs, and landscaping.
19 42 (47)	Albuquerque	Comanche Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
20 42 (49)	Albuquerque	Corrales Elementary School	\$300,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
21 42 (50)	Albuquerque	Coyote Willow Family School	\$190,000	GF	To plan, design, construct, repair and renovate the grounds, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, and landscaping.
22 42 (51)	Albuquerque	Dennis Chavez Elem Schl Pa & Com Sys Improve	\$100,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
23 42 (52)	Albuquerque	Desert Ridge Middle School	\$175,000	GF	To plan, design, construct, repair and renovate building interiors and grounds, including interior repair and replacement of materials, sidewalks, bus drop-offs and pick-ups, parking lots, fencing, basketball courts, resurfacing, striping, drainage improvements, traffic signs, and landscaping.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
24	Albuquerque	Districtwide	\$25,000	GF	To purchase and equip vehicles for the district Indian education department.
25	Albuquerque	Districtwide	\$150,000	GF	To purchase and equip vehicles for the district police department.
26	Albuquerque	Dolores Gonzales Elementary School	\$100,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
27	Albuquerque	Edward Gonzales Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
28	Albuquerque	Eisenhower Middle School	\$25,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
29	Albuquerque	Eisenhower Middle School and N. Domingo Baca Park	\$50,000	GF	To purchase equipment and to plan, design, construct, expand, equip, and furnish an aquatic center.
30	Albuquerque	Eldorado High School	\$15,000	GF	To purchase equipment and to plan, design, construct, expand, equip, and furnish an aquatic center.
31	Albuquerque	Eldorado High School	\$500,000	GF	To plan, design, construct, repair and renovate the roof and exterior structures.
32	Albuquerque	Emerson Elementary School	\$175,000	GF	To plan, design, construct, repair and renovate the roof and exterior structures.
33	Albuquerque	Ernie Pyle Middle School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
34	Albuquerque	Eugene Field Elementary School	\$100,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
35	Albuquerque	Georgia O'Keefe Elementary School	\$250,000	GF	To plan, design, construct, repair and renovate the grounds, playgrounds, fields, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, landscaping, and improvements for code compliance.
36	Albuquerque	Georgia O'Keefe Elementary School and N. Domingo Park	\$50,000	GF	To purchase equipment and to plan, design, construct, expand, equip, and furnish an aquatic center.
37	Albuquerque	Grant Middle School	\$476,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
38	Albuquerque	Harrison Middle School	\$50,000	GF	To plan, design, construct, and renovate the grounds, fields, and track areas, including the purchase and installation of related equipment, sports equipment, fencing, bleachers, shade structures, track resurfacing, asphalt paving, drainage improvements, turf, and landscaping.
39	Albuquerque	Hawthorne Elementary School	\$237,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
40	Albuquerque	Hayes Middle School	\$81,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
41	Albuquerque	Helen Cordero Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42	Albuquerque	Highland High School	\$65,000	GF	To plan, design, construct, purchase and equip indoor and outdoor signage, including support structures.
43	Albuquerque	Highland High School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
44	Albuquerque	Hodgin Elementary School	\$100,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
45	Albuquerque	Hoover Middle School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
46	Albuquerque	Hoover Middle School and N. Domingo Baca Park	\$50,000	GF	To purchase equipment and to plan, design, construct, expand, equip, and furnish an aquatic center.
47	Albuquerque	Inez Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
48	Albuquerque	Jackson Middle School	\$79,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
49	Albuquerque	James Monroe Middle School	\$347,200	GF	To plan, design, purchase, improve and install equipment, furniture, fixtures, bookshelves, books, information technology and infrastructure in the wellness room and staff restrooms.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
50	Albuquerque	Janet Kahn School of Integrated Arts	\$75,000	GF	To plan, design, construct, repair and renovate the grounds, playgrounds, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, shade structures, and landscaping.
51	Albuquerque	Jimmy Carter Middle School	\$55,000	GF	To plan, design, construct, repair and renovate the grounds, playgrounds, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, shade structures, and landscaping.
52	Albuquerque	John Adams Middle School	\$159,500	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
53	Albuquerque	John Baker Elementary School N Domingo Baca Park	\$75,000	GF	To purchase equipment and to plan, design, construct, expand, equip, and furnish an aquatic center.
54	Albuquerque	Juvenile Detention Center School	\$275,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
55	Albuquerque	Kennedy Middle School	\$150,000	GF	To plan, design, construct, repair and renovate the roof and exterior structures.
56	Albuquerque	Kit Carson Elementary School	\$50,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
57	Albuquerque	La Mesa Elementary School	\$175,000	GF	To plan, design, construct, repair and renovate the grounds, playgrounds, shade structures, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, landscaping, and improvements for code compliance.
58	Albuquerque	Lavaland Elementary School	\$142,500	GF	To plan, design, construct, repair and renovate the roof and exterior structures.
59	Albuquerque	Los Padillas Elementary	\$150,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
60	Albuquerque	Los Padillas Wildlife Sanctuary	\$50,000	GF	To plan, design, construct, purchase, equip and furnish infrastructure, foundation and landscaping for outdoor classrooms and learning spaces.
61	Albuquerque	Lyndon B. Johnson Middle School	\$369,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
42 (93)	Albuquerque	Madison Middle School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (94)	Albuquerque	Manzano High School	\$300,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (95)	Albuquerque	Manzano Mesa Elementary School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (96)	Albuquerque	Marie M. Hughes Elementary School	\$512,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (99)	Albuquerque	Mary Ann Binford Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (100)	Albuquerque	McCollum Elementary School	\$85,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (102)	Albuquerque	Navajo Elementary School	\$75,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (104)	Albuquerque	Ocate Elem Schl Turf Field Improve	\$75,000	GF	To plan, design, construct, and renovate the grounds, fields, and track areas, including the purchase and installation of related equipment, sports equipment, fencing, bleachers, track resurfacing, asphalt paving, drainage improvements, turf, and landscaping.
42 (103)	Albuquerque	Ocate Elementary School and N Domingo Baca Park	\$25,000	GF	To purchase equipment and to plan, design, construct, expand, equip, and furnish an aquatic center.
42 (105)	Albuquerque	Painted Sky Elementary School	\$335,400	GF	To plan, design, construct, repair and renovate the grounds, playgrounds and sidewalks, including fencing, resurfacing, drainage improvements, landscaping, and improvements for code compliance.
42 (106)	Albuquerque	Petroglyph Elementary School	\$250,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (108)	Albuquerque	Rio Grande High School	\$100,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
42 (110)	Albuquerque	Rudolfo Anaya Elementary School	\$25,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.

62
63
64
65
66
67
68
69
70
71
72
73
74

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
75	Albuquerque	S. Y. Jackson Elementary School	\$25,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
76	Albuquerque	S. Y. Jackson Elementary School and N Domingo Baca Park	\$25,000	GF	To purchase equipment and to plan, design, construct, expand, equip, and furnish an aquatic center.
77	Albuquerque	Sandia Base Elementary School	\$55,000	GF	To plan, design, construct, repair and renovate the grounds, playgrounds, shade structures, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, walkways, and landscaping.
78	Albuquerque	Sandia High School	\$50,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
79	Albuquerque	School On Wheels High School	\$130,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
80	Albuquerque	Seven Bar Elementary School	\$250,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
81	Albuquerque	Sierra Vista Elementary School	\$25,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
82	Albuquerque	Sombra Del Monte Elementary School	\$25,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
83	Albuquerque	Sunset View Elementary School	\$25,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
84	Albuquerque	Susie Rayos Mairmon Elementary School	\$255,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
85	Albuquerque	Tierra Antigua Elementary School	\$375,000	GF	To plan, design, construct, repair and renovate the grounds, playgrounds, sidewalks, bus drop-offs and pick-ups and parking lots, including fencing, resurfacing, striping, drainage improvements, traffic signs, landscaping, and improvements for code compliance.
86	Albuquerque	Tomasita Elementary School	\$225,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
87	Albuquerque	Tony Hillerman Middle School	\$345,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
88	Albuquerque	Tres Volcanes Community Collaborative School	\$521,600	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
89	Albuquerque	Truman Middle School	\$105,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
90	Albuquerque	Valle Vista Elementary School	\$152,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
91	Albuquerque	Van Buren Middle School	\$175,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
92	Albuquerque	Ventana Ranch Elementary School	\$321,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
93	Albuquerque	Volcano Vista High School	\$475,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
94	Albuquerque	Washington Middle School	\$220,000	GF	To plan, design, construct, repair and renovate the roof and exterior structures.
95	Albuquerque	West Mesa High School	\$223,000	GF	To plan, design, construct, purchase, improve and install technology and communication systems.
96	Albuquerque	Wilson Middle School	\$225,000	GF	To plan, design, construct, purchase, equip and furnish outdoor site improvements, including play equipment, seating, shade structures, walkways, and landscaping.
97	Albuquerque	Zia Elementary School	\$100,000	GF	To plan, design, construct, repair, upgrade and renovate classrooms, including the purchase and installation of equipment, furniture, fixtures, bookshelves, books, information technology, and infrastructure.
98	Animas	Districtwide	\$270,000	GF	To purchase and equip a bus.
99	Belen	Districtwide	\$300,000	GF	To purchase and equip an activity bus.
100	Carlsbad	Jefferson Montessori Academy	\$550,000	GF	To plan, design, construct, replace, renovate, and install equipment and shade structures in the playground area.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
101 42 (167)	Chama Valley	Escalante High School	\$200,000	GF	To plan, design, construct, equip and improve school facilities, including information technology and heating, ventilation, and air conditioning systems.
102 42 (226)	Clayton	Kiser Elementary School	\$50,000	GF	To plan, design, construct, improve and equip a playground.
103 42 (149)	Cobre	Districtwide	\$171,000	GF	To purchase and equip maintenance and heavy equipment.
104 42 (190)	Cuba	Districtwide	\$100,000	GF	To plan, design, construct, and renovate parking lots and bus areas.
105 42 (161)	Deming	Deming High School	\$150,000	GF	To plan, design, construct, and renovate Memorial stadium, including accessible seating.
106 42 (138)	Dexter	Districtwide	\$150,000	GF	To plan, design and construct improvements at the school bus barn, including water wells, shade structures, and electrical systems.
107 42 (139)	Dexter	Districtwide	\$300,000	GF	To plan, design, construct, equip and improve a cafeteria and gymnasium, including sanitation and plumbing lines.
108 42 (140)	Dexter	Districtwide	\$400,000	GF	To purchase, equip and install cold storage units for cafeterias.
109 42 (141)	Dexter	Districtwide	\$100,000	GF	To purchase a tractor and equipment for the maintenance department.
110 42 (174)	Dora	Districtwide	\$320,000	GF	To purchase and equip an activity bus.
111 42 (175)	Elida	Districtwide	\$220,000	GF	To plan, design, construct, improve and equip the Elida school playground, including standard safety materials, removal of pea gravel and installation of a concrete barrier.
112 42 (169)	Espanola	Districtwide	\$120,000	GF	To purchase and equip a skid steer loader for building maintenance.
113 42 (170)	Espanola	Districtwide	\$250,000	GF	To plan, design, construct, purchase and equip a teacherage, including infrastructure and housing.
114 42 (171)	Espanola	Districtwide	\$100,000	GF	To purchase equipment for and to plan, design, construct and renovate facilities for trades programs.
115 42 (172)	Espanola	Districtwide	\$75,000	GF	To purchase and equip vehicles for building maintenance, information technology, and security.
116 42 (176)	Farmington	Animas Elementary School	\$170,000	GF	To plan, design, construct, and equip security fencing, gates, and access controls.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
117	Farmington	Bluffview Elementary School	\$132,000	GF	To plan, design, construct, and equip security fencing, gates, and access controls.
118	Farmington	Farmington High School	\$400,000	GF	To plan, design, construct, furnish and equip an accessible facility for concessions, restrooms, and ticketing.
119	Farmington	Farmington High School	\$578,000	GF	To plan, design, construct, replace, furnish, equip, and improve a sports facility, including stadium bleachers and accessibility.
120	Farmington	Farmington Middle School	\$150,000	GF	To plan, design, construct, repair and improve a roof.
121	Farmington	Hermosa Middle School	\$25,000	GF	To plan, design, construct, improve and equip track and field throwing areas.
122	Farmington	Mesa View Middle School	\$25,000	GF	To plan, design, construct, improve and equip track and field throwing areas.
123	Farmington	Piedra Vista High School	\$150,000	GF	To plan, design, construct, repair, equip and improve lighting and electrical systems in the field house.
124	Farmington	Piedra Vista High School	\$250,000	GF	To plan, design, construct, and equip track and field facilities.
125	Farmington	Tibbetts Middle School	\$25,000	GF	To plan, design, construct, improve and equip track and field throwing areas.
126	Grants	Grants High School	\$40,000	GF	To plan, design, construct, equip and install a student-designed and student-built public art structure.
127	Hondo Valley	Districtwide	\$50,000	GF	To plan, design, construct, and improve gymnasium floors and water systems.
128	Hondo Valley	Districtwide	\$100,000	GF	To plan, design, construct, furnish and equip a greenhouse.
129	Hondo Valley	Districtwide	\$90,000	GF	To purchase and equip vehicles for agriculture programs.
130	Jemez Mountain	Districtwide	\$200,000	GF	To purchase and equip a food truck for a career technical education program.
131	Lake Arthur	Districtwide	\$150,000	GF	To plan, design, construct, furnish, equip, and improve the main gymnasium, including display features.
132	Las Cruces	District Wide	\$3,425,000	GF	To plan, design, construct, equip and furnish a centralized family support center, including multi-use spaces for staff, students and community and specialized programs.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
133	Las Cruces	Rio Grande Preparatory Institute	\$3,000,000	STB	To plan, design and construct a career and technical education center, including training spaces and classrooms.
134	Las Cruces	Rio Grande Preparatory Institute	\$400,000	GF	To plan, design and construct a career and technical education center, including training spaces and classrooms.
135	Las Vegas City	Districtwide	\$250,000	GF	To purchase, equip and replace buses.
136	Las Vegas City	Districtwide	\$145,000	GF	To purchase and equip maintenance vehicles, including lift and tow packages.
137	Las Vegas City	Districtwide	\$55,000	GF	To purchase and equip vehicles.
138	Lordsburg	Dugan-Tarango Middle School	\$200,000	GF	To plan, design, construct, remodel and expand the cafeteria.
139	Lovington	Districtwide	\$900,000	GF	To plan, design, construct, and improve playground surfacing.
140	Mesa Vista	Districtwide	\$25,000	GF	To purchase and equip vehicles.
141	Mesa Vista	Ojo Caliente Elementary School	\$150,000	GF	To plan, design, construct, replace and equip the playground.
142	Mora	Districtwide	\$100,000	GF	To plan, design, construct, equip and improve facilities.
143	NW Region 2 REC	NW Region 2 REC	\$270,000	GF	To purchase and equip a mobile learning physics laboratory.
144	Pojoaque Valley	Pojoaque Valley	\$150,000	GF	To plan, design, construct, and replace synthetic turf on playing fields.
145	Private	Menaul School	\$125,000	GF	To purchase and install commercial kitchen equipment.
146	Private	Menaul School	\$350,000	GF	To purchase and equip vehicles and equipment.
147	Region 9 REC	Region 9 REC Office (Ruidoso)	\$450,000	GF	To plan, design, construct, renovate, purchase, and equip an accessible elevator.
148	Rio Racho	districtwide	\$600,000	GF	To purchase and equip school buses.
149	Rio Racho	districtwide	\$60,000	GF	To plan and design an expansion to the bus parking lot.
150	Rio Racho	Rio Rancho High School	\$190,000	GF	To plan, design, construct, demolish, remove, and replace the basketball court in the main gymnasium.

Appendix H: Direct Capital Outlay Appropriations

	Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
151	42 (202)	Rio Rancho	Rio Rancho High School	\$125,000	GF	To plan, design, construct, and improve the marching band field, including gates, perimeter berms, resurfacing, and restriping.	151
152	42 (203)	Rio Rancho	Rio Rancho High School	\$200,000	GF	To plan, design, construct, and equip a press box for the Rio Rancho high school softball complex.	152
153	42 (194)	Rio Rancho	Cielo Azul Elementary	\$80,000	GF	To plan, design, construct, and replace a parking lot.	153
154	42 (195)	Rio Rancho	Cleveland High School	\$200,000	GF	To plan, design, construct, and equip an athletic locker room.	154
155	42 (196)	Rio Rancho	Cleveland High School	\$125,000	GF	To plan, design, construct, and renovate the marching band rehearsal field, including an observation tower, fencing, and flatwork.	155
156	42 (197)	Rio Rancho	Joe Harris Elementary School	\$79,000	GF	To plan, design, construct, purchase, equip and install shade structures for playgrounds.	156
157	42 (198)	Rio Rancho	Lincoln Middle School	\$200,000	GF	To plan, design, and construct tennis courts.	157
158	42 (199)	Rio Rancho	Martin Luther King, Jr Elementary School	\$40,000	GF	To purchase, equip and install interactive display monitors.	158
159	42 (200)	Rio Rancho	Mountain View Middle School	\$400,000	GF	To plan, design, construct, and replace storefront systems outside of the media center.	159
160	42 (206)	Rio Rancho	Vista Grande Elementary School	\$350,000	GF	To plan, design, construct, and replace an intercom system.	160
161	42 (217)	Santa Fe	Districtwide	\$100,000	GF	To plan, design and construct affordable housing.	161
162	42 (152)	Santa Rosa	Districtwide	\$250,000	GF	To purchase and equip activity buses.	162
163	42 (151)	Silver	Districtwide	\$320,000	GF	To purchase and equip vehicles.	163
164	42 (219)	Socorro	Parkview Elementary School	\$250,000	GF	To plan, design, construct, and equip an outdoor learning center at Parkview elementary school, including landscaping, learning stations and an amphitheater.	164
165	42 (144)	Springer	Districtwide	\$250,000	GF	To purchase and equip an activity bus.	165
166	42 (156)	Tatum	Districtwide	\$300,000	GF	To purchase and equip an activity bus.	166

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
167	42 (145)	Texico	\$750,000	GF	To plan, design, construct, demolish, remove, and replace the athletic field bleachers and press box.
168	42 (218)	Truth or Consequences	\$286,000	GF	To purchase and equip activity buses.
169	42 (189)	West Las Vegas	\$250,000	GF	To acquire a building to serve as the district's theater arts facility and to plan, design, construct, furnish, equip, and renovate the Kiva theatre.
SUBTOTAL - School Districts			\$37,198,200		
170	42 (215)	Santa Fe	\$61,000	GF	To plan, design and construct accessibility improvements, including parking lot ramp access, restroom renovations, and Braille signage.
171	42 (216)	Santa Fe	\$37,000	GF	To develop a site master plan.
172	42 (25)	State Charter	\$185,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
173	42 (5)	State Charter	\$275,000	GF	To plan, design, construct, purchase, renovate, expand, furnish, and equip buildings and grounds, including classrooms, libraries, and multipurpose areas.
174	42 (4)	State Charter	\$360,000	GF	To plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure, information technology, and wiring.
175	42 (6)	State Charter	\$75,000	GF	To plan, design, construct, furnish, equip, and improve buildings, facilities, and grounds.
176	42 (7)	State Charter	\$50,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, wiring and parking and bus areas.
177	42 (8)	State Charter	\$100,000	GF	To purchase and equip activity buses with wheelchair lifts.
178	42 (9)	State Charter	\$220,000	GF	To plan, design, construct, and renovate a performing arts building.
179	42 (150)	State Charter	\$250,000	GF	To plan, design, construct, improve, equip, and furnish buildings and grounds.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
180	42 (10)	State Charter	Altura Preparatory School	\$150,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
157	42 (198)	Rio Rancho	Lincoln Middle School	\$200,000	GF	To plan, design, and construct tennis courts.
158	42 (199)	Rio Rancho	Martin Luther King, Jr Elementary School	\$40,000	GF	To purchase, equip and install interactive display monitors.
159	42 (200)	Rio Rancho	Mountain View Middle School	\$400,000	GF	To plan, design, construct, and replace storefront systems outside of the media center.
160	42 (206)	Rio Rancho	Vista Grande Elementary School	\$350,000	GF	To plan, design, construct, and replace an intercom system.
161	42 (217)	Santa Fe	Districtwide	\$100,000	GF	To plan, design and construct affordable housing.
162	42 (152)	Santa Rosa	Districtwide	\$250,000	GF	To purchase and equip activity buses.
163	42 (151)	Silver	Districtwide	\$320,000	GF	To purchase and equip vehicles.
164	42 (219)	Socorro	Parkview Elementary School	\$250,000	GF	To plan, design, construct, and equip an outdoor learning center at Parkview elementary school, including landscaping, learning stations and an amphitheater.
165	42 (144)	Springer	Districtwide	\$250,000	GF	To purchase and equip an activity bus.
166	42 (156)	Tatum	Districtwide	\$300,000	GF	To purchase and equip an activity bus.
167	42 (145)	Texico	Districtwide	\$750,000	GF	To plan, design, construct, demolish, remove, and replace the athletic field bleachers and press box.
168	42 (218)	Truth or Consequences	Districtwide	\$286,000	GF	To purchase and equip activity buses.
169	42 (189)	West Las Vegas	Districtwide	\$250,000	GF	To acquire a building to serve as the district's theater arts facility and to plan, design, construct, furnish, equip, and renovate the Kiva theatre.
SUBTOTAL - School Districts			\$37,198,200			
170	42 (215)	Santa Fe	Academy for Technology & the Classics	\$61,000	GF	To plan, design and construct accessibility improvements, including parking lot ramp access, restroom renovations, and Braille signage.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
171 42 (216)	Santa Fe	Academy for Technology & the Classics	\$37,000	GF	To develop a site master plan.
172 42 (25)	State Charter	ACES Technical Charter School	\$185,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
173 42 (5)	State Charter	ACES Technical Charter School	\$275,000	GF	To plan, design, construct, purchase, renovate, expand, furnish, and equip buildings and grounds, including classrooms, libraries, and multipurpose areas.
174 42 (4)	State Charter	Albuquerque Aviation Academy	\$360,000	GF	To plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure, information technology, and wiring.
175 42 (6)	State Charter	Albuquerque Collegiate Charter School	\$75,000	GF	To plan, design, construct, furnish, equip, and improve buildings, facilities, and grounds.
176 42 (7)	State Charter	Albuquerque School of Excellence	\$50,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, wiring and parking and bus areas.
177 42 (8)	State Charter	Albuquerque Sign Language Academy	\$100,000	GF	To purchase and equip activity buses with wheelchair lifts.
178 42 (9)	State Charter	Albuquerque Sign Language Academy	\$220,000	GF	To plan, design, construct, and renovate a performing arts building.
179 42 (150)	State Charter	Aldo Leopold Charter School	\$250,000	GF	To plan, design, construct, improve, equip, and furnish buildings and grounds.
180 42 (10)	State Charter	Altura Preparatory School	\$150,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
181 42 (225)	Taos	Anansi Charter School	\$175,000	GF	To purchase and equip buses.
182 42 (34)	Albuquerque	Archer Academy of Accelerated Learning (formerly Los Puentes Charter School)	\$50,000	GF	To plan, design, construct, renovate, furnish, and equip buildings and grounds, including a courtyard, recreational spaces, plumbing, information technology and heating, ventilation, and air conditioning systems.
183 42 (44)	Albuquerque	Christine Duncan Heritage Academy	\$275,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, wiring, and security systems.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
184 42 (46)	Albuquerque	Cien Aguas International School	\$60,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
185 42 (48)	Albuquerque	Coral Community Charter School	\$50,000	GF	To plan, design, construct, renovate, expand, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
186 42 (11)	State Charter	Cottonwood Classical Preparatory	\$150,000	GF	To design, plan, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
187 42 (53)	Albuquerque	Digital Arts and Technology Academy	\$100,000	GF	To plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure, information technology, and wiring.
188 13 (1)	Albuquerque	East Mountain High School	\$1,000,000	STB	To plan, design, construct, furnish and equip a suite of science, technology, engineering and mathematics classrooms and learning commons.
189 42 (55)	Albuquerque	East Mountain High School	\$550,000	GF	To plan, design, construct, furnish and equip a suite of science, technology, engineering and mathematics classrooms and learning commons.
190 42 (208)	State Charter	Estancia Valley Classical Academy	\$275,000	GF	To purchase and equip information technology and furniture.
191 42 (192)	State Charter	Explore Academy Rio Rancho	\$50,000	GF	To purchase, equip and install security and fire alarm systems.
192 42 (70)	Albuquerque	Health Leadership High School	\$350,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
193 42 (162)	State Charter	Hozho Academy	\$275,000	GF	To plan, design, construct, renovate and equip a gymnasium, including bleachers, lockers, stages, and lighting.
194 42 (87)	Albuquerque	La Academia De Esperanza	\$300,000	GF	To acquire buildings and to plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including information technology, security systems, and wiring.
195 42 (97)	Albuquerque	Mark Armijo Academy	\$255,000	GF	To plan, design, construct, purchase, renovate, furnish, equip, and expand facilities, including classrooms, multipurpose areas, early childhood facilities, portables, and grounds.
196 42 (98)	Albuquerque	Mark Armijo Academy	\$150,000	GF	To plan, design, construct, purchase, install and equip security and information technology improvements.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
197	Espanola	McCurdy Charter School	\$100,000	GF	To plan, design, construct, and install bleachers at the multipurpose athletic field.
198	State Charter	Mission Achievement & Success Charter School	\$95,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
199	State Charter	Monte del Sol Charter School	\$100,000	GF	To purchase and equip vehicles.
200	State Charter	Monte del Sol Charter School	\$75,000	GF	To plan, design, construct, renovate, expand, and equip classrooms, including a gym and security systems.
201	Albuquerque	Mountain Mahogany Community School	\$100,000	GF	To plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure, information technology, and wiring.
202	Albuquerque	New America Charter School	\$25,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
203	State Charter	New Mexico Academy for Media Arts	\$605,000	GF	To plan, design, construct, renovate, equip, and improve the New Mexico academy for the media.
204	State Charter	New Mexico Academy for Media Arts	\$50,000	GF	To plan, design, construct, purchase and equip security systems and technology upgrades.
205	State Charter	New Mexico School for the Arts	\$685,000	GF	For site preparation and to plan, design and construct a film and classroom building.
206	State Charter	Northpoint Charter School	\$25,000	GF	To purchase and install equipment and to plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure and information technology.
207	Albuquerque	Public Academy for Performing Arts	\$275,000	GF	To plan, design, construct, renovate, purchase, and equip Public Academy for the performing arts charter school, including a portable stage, sound equipment, performance lights, portable seating, security system, and information technology.
208	State Charter	Rio Grande Academy of Fine Arts	\$100,000	GF	To purchase and install equipment, including security and alarm systems, information technology, and classroom furniture.
209	Albuquerque	Robert F. Kennedy Charter School	\$815,000	GF	To purchase and install equipment and to plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure and information technology.

Appendix H: Direct Capital Outlay Appropriations

	Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses	
210	42 (222)	State Charter	Roots & Wings Community School	\$350,000	GF	To plan, design, construct, and improve buildings and grounds, including modular buildings, drainage, fencing and outdoor play structures and equipment.	210
211	42 (193)	State Charter	Sandoval Academy of Bilingual Education	\$550,000	GF	To plan, design, construct, purchase, equip and furnish improvements to buildings and grounds, including information technology, wiring, safety systems, and instructional spaces.	211
212	42 (228)	State Charter	School of Dreams Academy	\$350,000	GF	To purchase and equip school activity buses and a portable bus barn.	212
213	42 (117)	Albuquerque	Siembra Leadership High School	\$100,000	GF	To purchase and install equipment and to plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure and information technology.	213
214	42 (1)	State Charter	Solare Collegiate Charter School	\$100,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.	214
215	42 (2)	Albuquerque	South Valley Academy	\$105,000	GF	To purchase and equip vehicles and to plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.	215
216	42 (20)	State Charter	South Valley Preparatory School	\$50,000	GF	To plan, design, construct, renovate and equip facilities.	216
217	42 (21)	State Charter	South Valley Preparatory School	\$225,000	GF	To purchase and equip vehicles.	217
218	42 (213)	State Charter	Sun Mountain Community School	\$50,000	GF	To purchase, equip and install vehicles and equipment, including playground equipment, an access control system and campus fencing.	218
219	42 (223)	State Charter	Taos Academy	\$81,000	GF	To plan, design, construct, renovate and equip a commercial kitchen.	219
220	42 (224)	State Charter	Taos Integrated School of the Arts	\$100,000	GF	For site preparation for a building.	220
221	42 (122)	Albuquerque	Technology Leadership Charter High School	\$375,000	GF	To plan, design, construct, equip and school improvements.	221
222	42 (123)	Albuquerque	Technology Leadership Charter High School	\$275,000	GF	To plan, design, construct, equip and install security upgrades and technology equipment.	222

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
223	State Charter	The Ask Academy	\$546,000	GF	To purchase and install equipment and to plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure and information technology.
224	Albuquerque	The International School at Mesa del Sol	\$203,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
208	State Charter	Rio Grande Academy of Fine Arts	\$100,000	GF	To purchase and install equipment, including security and alarm systems, information technology, and classroom furniture.
209	Albuquerque	Robert F. Kennedy Charter School	\$815,000	GF	To purchase and install equipment and to plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure and information technology.
210	State Charter	Roots & Wings Community School	\$350,000	GF	To plan, design, construct, and improve buildings and grounds, including modular buildings, drainage, fencing and outdoor play structures and equipment.
211	State Charter	Sandoval Academy of Bilingual Education	\$550,000	GF	To plan, design, construct, purchase, equip and furnish improvements to buildings and grounds, including information technology, wiring, safety systems, and instructional spaces.
212	State Charter	School of Dreams Academy	\$350,000	GF	To purchase and equip school activity buses and a portable bus barn.
213	Albuquerque	Siembra Leadership High School	\$100,000	GF	To purchase and install equipment and to plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure and information technology.
214	State Charter	Solare Collegiate Charter School	\$100,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
215	Albuquerque	South Valley Academy	\$105,000	GF	To purchase and equip vehicles and to plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
216	State Charter	South Valley Preparatory School	\$50,000	GF	To plan, design, construct, renovate and equip facilities.
217	State Charter	South Valley Preparatory School	\$225,000	GF	To purchase and equip vehicles.
218	State Charter	Sun Mountain Community School	\$50,000	GF	To purchase, equip and install vehicles and equipment, including playground equipment, an access control system and campus fencing.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
219	State Charter	Taos Academy	\$81,000	GF	To plan, design, construct, renovate and equip a commercial kitchen.
220	State Charter	Taos Integrated School of the Arts	\$100,000	GF	For site preparation for a building.
221	Albuquerque	Technology Leadership Charter High School	\$375,000	GF	To plan, design, construct, equip and school improvements.
222	Albuquerque	Technology Leadership Charter High School	\$275,000	GF	To plan, design, construct, equip and install security upgrades and technology equipment.
223	State Charter	The Ask Academy	\$546,000	GF	To purchase and install equipment and to plan, design, construct, renovate, furnish, and equip buildings and grounds, including infrastructure and information technology.
224	Albuquerque	The International School at Mesa del Sol	\$203,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
225	Albuquerque	The Montessori Elementary School	\$325,000	GF	To purchase, equip and install heating, ventilation, and air conditioning systems.
226	State Charter	Thrive Community School	\$150,000	GF	To plan, design, construct, renovate, purchase, and equip facilities, buildings and grounds, including information technology and wiring.
227	State Charter	Tierra Adentro of New Mexico	\$250,000	GF	To plan, design, construct, equip and furnish improvements.
228	State Charter	Tierra Adentro of New Mexico	\$75,000	GF	To plan, design, construct, purchase and equip security systems and technology upgrades.
229	State Charter	Turquoise Trail Charter School	\$550,000	GF	To plan, design, construct, repair and replace the roof.
230	State Charter	Twenty-First Century Public Academy	\$100,000	GF	To plan, design, construct, renovate, furnish, and equip buildings, facilities and grounds, including infrastructure, information technology, and wiring.
SUBTOTAL - Charter Schools			\$13,788,000		
231	Literacy Institute	Literacy Institute	\$10,000,000	PSCOF	To construct, furnish and equip a literacy institute in Albuquerque in Bernalillo County in fiscal year 2026.
232	Stem Institute	STEM Institute	\$10,000,000	PSCOF	To design, construct, furnish and equip a science, technology, engineering, and mathematics institute in Albuquerque in Bernalillo County in fiscal year 2027.

Appendix H: Direct Capital Outlay Appropriations

Section No. (Approp. No.)	District	School	Amount	Source	Allowable Uses
64 (1)	Statewide	School Bus Cameras	\$435,000	PSCOF	To purchase cameras for school buses statewide in fiscal year 2027.
64 (2)	Statewide	School Bus Replacement	\$18,880,000	PSCOF	To purchase district-owned school buses statewide in fiscal year 2027.
SUBTOTAL - State Agencies			\$39,315,000		
TOTAL CAPITAL OUTLAY APPROPRIATIONS - SB240			\$90,301,200		

233

234

233

234



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