

FY26 Appropriation Request Checklist

Agency Name: New Mexico Public Education Department

Business Unit: 92400

Reports to Include in PDF Submission

Form #	Title	
<input checked="" type="checkbox"/>	Cvr Ltr	Cover Letter <i>Agency Level</i>
<input checked="" type="checkbox"/>	S-1	Certification <i>Agency Level</i>
<input type="checkbox"/>	S-2	Organizational Chart <i>Agency/Program Level</i>
<input checked="" type="checkbox"/>	S-8	Financial Summary (BFM) <i>Agency/Program Level</i>
<input checked="" type="checkbox"/>	S-9	Account Code Revenue / Expenditure Report <i>Agency/Program Level</i>
<input type="checkbox"/>	S-10	Fund Balance Projection <i>Fund Level</i>
<input checked="" type="checkbox"/>	S-13	Detail of Rate Line Items (see instructions) <i>Agency Level</i>
<input checked="" type="checkbox"/>	P-1	Program Narrative <i>Program Level</i>
<input type="checkbox"/>	R-2	Transfer Report <i>Agency Level</i>
<input checked="" type="checkbox"/>	REV/EXP	Revenue-Expenditure Comparison Report <i>Agency/Program Level</i>
<input checked="" type="checkbox"/>	FFRW	Detail of Federal Funds Revenue Worksheet <i>Agency/Program Level</i>
<input checked="" type="checkbox"/>	EB-1	Expansion Justifications <i>Program Level</i>
<input checked="" type="checkbox"/>	EB-2	Expansion Fiscal Summary <i>Program Level</i>
<input checked="" type="checkbox"/>	EB-3	Expansion Line Item Detail <i>Program Level</i>
<input type="checkbox"/>	LFR	Legislating for Results Expansion Tool <i>Program Level</i>
<input checked="" type="checkbox"/>	E4	Pcode Detail <i>Program Level</i>
<input checked="" type="checkbox"/>	E5	Contract by Pcode <i>Program Level</i>
<input checked="" type="checkbox"/>	SAR	Special Appropriation Request Report <i>Agency Level</i>
<input checked="" type="checkbox"/>	APR	Annual Performance Report <i>Program Level</i>
<input checked="" type="checkbox"/>	Table 2	Table 2 Performance Measure Summary <i>Program Level</i>
<input checked="" type="checkbox"/>	SP	Strategic Plan <i>Agency Level</i>
<input checked="" type="checkbox"/>	ITP	Information Technology Plan <i>Agency Level</i>
<input checked="" type="checkbox"/>	C-1	Base Operating Budget <i>Agency Level</i>
<input checked="" type="checkbox"/>	C-2	IT Request Plan <i>Agency Level</i>
<input type="checkbox"/>	Perf Audit	Update to LFC Performance Audits (within last 2 years) <i>Agency Level</i>

Documents to Attach in BFM (PDF Optional)

Where to Attach

<input type="checkbox"/>	Board Cert	Board or Commission Budget Certification <i>Form 9900</i>
<input checked="" type="checkbox"/>	E-6B	Leased Passenger-Related Vehicles <i>Form 3300/4300</i>



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MICHELLE LUJAN GRISHAM
GOVERNOR

September 3, 2024

MEMORANDUM

TO: Wayne Propst, DFA Cabinet Secretary
FROM: Amanda DeBell, Deputy Secretary of Public Education
RE: Public Education Department FY26 Budget Request

The Public Education Department respectfully submits this FY26 Budget Request for your review and consideration. This request of three million dollars in additional General Fund is designed to support staffing levels needed to meet the mission of the agency as well as expanding the Office of Special Education. One million dollars of the base increase is specifically to continue to reduce the Agency's funded vacancy rate.

The expansion request for the Office of Special Education includes funding for 15 additional FTE's to meet state goals, priorities and objectives in the Governor's Executive Order and the Martinez Yazzie lawsuit. The request will also expand the current capacity of the Special Education staff to effectively and efficiently serve the students, parents, school districts and charter schools through increased technical assistance and onsite monitoring. Please feel free to contact me at amanda.debell@ped.nm.gov if you have questions or need additional information.

**APPROPRIATION REQUEST
CERTIFICATION
FORM S-1**

Agency Name: Public Education Department

Business Unit: 92400

I hereby certify that the accompanying summary and detailed statements are true and correct to the best of my knowledge and belief and that the arithmetic accuracy of all numeric information has been verified.



PED Designee, Secretary Designee

N/A, N/A



Marian Rael, Chief Financial Officer

300 Don Gaspar Avenue
Santa Fe, New Mexico
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505-695-4223

Marian.rael@ped.nm.gov

Note: Appropriation Requests for agencies headed by a board or commission must be approved by the board or commission by official action and signed by the chairperson. Operating Budgets of other agencies must be signed by the director or secretary. Appropriation Requests not properly signed will be returned.



Program Description:

The New Mexico Public Education Department (NMPED) is the state agency responsible for establishing a quality public education system in New Mexico. NMPED's roles and responsibilities include requesting funding for public education, distributing funds to school districts, determining curriculum standards, implementing effective educational programs, determining minimum educator qualifications, and managing federal education programs, transportation, capital outlay, and other duties as outlined in the Public School Code.

PED Mission: Equity, Excellence and Relevance

The NMPED partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

PED Vision: Rooted in Our Strengths

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students.

Major Issues and Accomplishments:

The NMPED is working with school district leaders, program directors, instructional coaches, student representatives, parents and families, and community members to transform the school environment into a safe, equitable, inclusive, and culturally and linguistically responsive place. NMPED strategic goals are as follows:

- (1) Educator Ecosystem: Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive to guide their learning and development.
 - a. PED initiated the Educator Fellows Program in 2021, which creates pathways to recruit and retain educational assistants who want to become teachers. The program provides full salary and benefits; robust training, coaching and support; a \$4,000 stipend to LEAs for each fellow to support their postsecondary education; and funding for all licensure and background fees. PED will spend \$35 million on this effort, supporting 490 educator fellows beginning in spring 2022. PED proposed to continue funding the Educator Fellows Program in its FY24 Public School Support budget with \$16.9 million to support 500 fellows. LEAs have hired 390 Educator Fellows and placed them in schools. These numbers represent 79 partnering LEAs serving approximately 170 schools in the state.
 - b. The Teacher Preparation Affordability Scholarship incentivizes future teachers to attend and complete an accredited PED-approved teacher preparation program at a public college or university in New Mexico. The scholarship helps cover educational expenses associated with college, including tuition, fees, books and course supplies as well as living expenses. Students may receive up to \$6,000 per year. In 2020, the agency awarded \$4,904,237 in scholarships to 2,169 students enrolled at New Mexico public colleges and universities and PED has awarded approximately 3,615 scholarships to students at a total of \$7,673,305. The legislature supported these efforts by appropriating additional funding for the Teacher Preparation Affordability Scholarship Program.
- (2) Whole Child and Culturally Responsive Education: Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning and that is culturally and linguistically responsive.
 - a. The PED provides literacy coaching support to over 1,200 educators across the state, serving 25,000 students in kindergarten - fifth grade. The coaches provide teachers with effective strategies for instruction related to LETRS and for implementation of high-quality instructional materials.
 - b. The Excellence from Coaching in Literacy for Intensive Preparation in Special Education (ECLIPSE) program has provided instructional coaching, targeted assistance, family literacy events, and curriculum support at 77 schools in 24 districts across New Mexico. In total, the literacy success of 3,936 students has been directly impacted by this initiative and 150 teachers and 77 principals have received professional development and coaching. To ensure continuous improvement in meeting the literacy needs of students with disabilities through ECLIPSE, PED has engaged the following redesign effort.

c. Funding provided by the New Mexico Legislature was utilized to contract with the Charles A. Dana Center at the University of Texas-Austin to implement the Focus on Algebra initiative. This initiative focuses on educators (teachers, coaches, administrators) working with Grades 6-9 students to support increased student success in Algebra 1. In alignment with the NM Math Framework, the two-year project focuses on building algebraic content knowledge of teachers through the secondary learning progressions with the following through lines: algebraic content development; social-emotional learning (SEL); culturally and linguistically responsive instruction (CLRI) integration; formative assessment practices; and reflection on instructional practices through coaching and collaboration in professional learning communities (PLCs) or grade level teams. A total of 150 educators from 18 LEAs engaged in this learning series. You can hear more from the school leaders, teachers on the impact of this work in their every day instructional practice through this video.

d. New Mexico's Summer Reading Program is an innovative free program set to empower 10,000 students from incoming kindergarteners to outgoing eighth graders with focused reading instruction in small groups with trained literacy instructors. This program is being offered free to New Mexico families because reading interventions work. Students who receive focused instruction can get caught up in important reading skills and gain the confidence they need to be successful in all school subjects. Our goals are simple: enhance literacy, track reading progress, and boost confidence and skills in literacy.

i. 9,533 students registered for the program.

ii. 1,053 instructors were hired (over 2700 applied).

iii. 117 total sites across the state.

(3) Profiles and Pathways: Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and contribute as productive members of their communities.

a. The FY24 state Career Technical Education (CTE) fund supports 116 LEAs, which collectively serve nearly 70,000 secondary students. In 2023, New Mexico legislators expanded this funding to Native American students by enacting House Bill 198, which made NextGen CTE funds available to schools funded by the federal Bureau of Indian Education. All approved CTE programs of study culminate in a capstone course that bridges secondary and post-secondary learning. Capstones may offer the potential to earn college credit (such as Advanced Placement or Dual Credit) or embed relevant work-based learning. CTE Concentrator students who complete a capstone course are known as CTE completers.

b. Innovation Zones (IZ) is a competitive grant program administered by the College and Career Readiness Bureau, which helps transform the high school experience. Awardees must develop a profile of a graduate (see details below) and use it to develop an intentional program that integrates CTE, capstones in lieu of assessments as demonstrations of competency, and work-based learning for all students. Local IZ sites should align credit accumulation, course offerings, and graduation requirements with experiential learning opportunities. The program expanded from 10 IZ sites to include a total of 47 sites statewide.

(4) Asset-Based Supports and Opportunities: Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.

a. The New Mexico legislature increased the Indian Education Fund by 822% over the past four years. The fund is allocated through a grant to local education agencies that serves significant numbers of Native American students and Tribal Education Departments to improve academic and cultural achievement opportunities.

b. The PED's focus on attendance includes several initiatives rolled out in 2023- 2024, using \$5 million in legislative funding. Initiatives are:

i. \$2.5 million was awarded to 7 of the state's largest school districts to implement comprehensive, innovative, and data-driven support to students and families struggling with attendance issues.

ii. \$1 million to support ESSA School Improvement. The funding will pay for professional learning and coaching for schools that need help improving attendance and graduation rates in the 2023-2024 SY. The PED's Priority Schools Bureau is working with partners to design this learning and will review best practices around attendance and see

how it can be integrated into year-long

Overview of Request:

The NMPED believes in the strength of New Mexico's diverse communities. To support New Mexico's students in realizing their potential, the department's leaders and staff understand that it is essential for PED to have the capacity to provide leadership, technical assistance, and oversight of school districts and charter schools to ensure educational equity, excellence, and relevance for all students.

Consequently, NMPED submits this budget request to serve all the state's students and promote strong outcomes for the student groups identified by the Martinez/Yazzie court ruling.

Programmatic Changes:

The NMPED is requesting an increase for Fiscal Year 2026 (FY26) in the following areas:

- \$1 million of new General Fund is requested to fill vacancies and reduce the agencies funded vacancy rate from 25% to 19.5%;
- \$2 million of new General Fund is requested to expand the Office of Special Education. This proposal seeks to address the critical need for additional staffing in the Office of Special Education by increasing Full-Time Equivalent (FTE) positions by 15. This strategic increase will enhance our capacity to manage and support the expanding scope of special education services.

Base Budget Justification:

The FY26 Base Budget requests \$1 million of new General Fund to reduce the agencies funded vacancy rate from 25% to 19.5%. The request also realigns \$500K of Contractual Services funding to the Other Costs category to cover DOIT rate increases as well as provide funding for increased rent liabilities for our Albuquerque and Las Cruces offices. PED currently has a structural deficit in the 400 category from being cut by \$110K with the FY25 Operating Budget as well as large increases to DOIT ISD Services and DOIT Telecommunications rates. PED will be submitting a supplemental appropriation request in FY25 to help address the rent shortfall the agency is facing in the current fiscal year.

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
92400 0000 0000000000

	2023-24 Opbud	2023-24 Actuals	2024-25 Opbud	2025-26 PCF Proj	Base	----- FY 2026 Agency Request -----		Total
						Expansion		
REVENUE								
111 General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0		27,521.6
112 Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0		91.8
120 Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0		33,954.0
130 Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0		7,245.3
150 Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0		0.0
REVENUE, TRANSFERS	62,179.8	83,371.7	65,965.9	0	66,812.7	2,000.0		68,812.7
REVENUE	62,179.8	83,371.7	65,965.9	0	66,812.7	2,000.0		68,812.7
EXPENSE								
200 Personal Services and Employee Benefits	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0		37,060.4
300 Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0		25,096.8
400 Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0		6,655.5
EXPENDITURES	62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0		68,812.7
EXPENSE	62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0		68,812.7
FTE POSITIONS								
810 Permanent	175.00	179.35	195.00	179.35	195.00	15.00		210.00
820 Term	179.00	43.58	160.00	43.58	160.00	0.00		160.00
FTEs	354.00	222.93	355.00	222.93	355.00	15.00		370.00
FTE POSITIONS	354.00	222.93	355.00	222.93	355.00	15.00		370.00

State of New Mexico
S-8 Financial Summary
 (Dollars in Thousands)

BU PCode Department
 92400 P527 000000

		2023-24 Opbud	2023-24 Actuals	2024-25 Opbud	2025-26 PCF Proj	Base	----- FY 2026 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
112	Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0	91.8
120	Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
130	Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0	7,245.3
150	Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS		62,179.8	83,371.7	65,965.9	0.0	66,812.7	2,000.0	68,812.7
REVENUE		62,179.8	83,371.7	65,965.9	0.0	66,812.7	2,000.0	68,812.7
EXPENSE								
200	Personal Services and Employee Benefits	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0	37,060.4
300	Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0	25,096.8
400	Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0	6,655.5
EXPENDITURES		62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0	68,812.7
EXPENSE		62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0	68,812.7
FTE POSITIONS								
810	Permanent	175.00	179.35	195.00	179.35	195.00	15.00	210.00
820	Term	179.00	43.58	160.00	43.58	160.00	0.00	160.00
FTEs		354.00	222.93	355.00	222.93	355.00	15.00	370.00
FTE POSITIONS		354.00	222.93	355.00	222.93	355.00	15.00	370.00

Public Education Department

BU PCode Department
92400 P527 000000

State of New Mexico

E4/E5 Summary
(Dollars in Thousands)

		2023-24	2024-25	FY 2026 Agency Request				Total
		Actuals	Opbud	GF	OSF	ISF/IAT	FF	
520100	Exempt Perm Positions P/T&F/T	1,752.9	1,293.6	1,218.6	75.0	0.0	0.0	1,293.6
520200	Term Positions	10,497.9	14,337.6	4,873.2	1,259.6	28.0	8,204.8	14,365.6
520300	Classified Perm Positions F/T	10,139.9	9,967.7	7,861.1	1,789.4	0.0	667.9	10,318.4
520500	Temporary Positions F/T & P/T	0.0	130.0	130.0	0.0	0.0	0.0	130.0
520600	Paid Unused Sick Leave	17.4	0.0	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	32.8	0.0	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	141.8	0.0	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	1,787.4	2,029.5	1,132.5	439.2	5.0	529.5	2,106.2
521200	Retirement Contributions	4,292.4	4,163.4	3,019.8	419.6	8.0	862.2	4,309.6
521300	F I C A	1,664.7	1,706.8	1,194.1	186.4	3.0	381.3	1,764.8
521400	Workers' Comp Assessment Fee	2.6	3.5	3.3	0.0	1.0	0.0	4.3
521410	GSD Work Comp Insur Premium	0.0	42.4	75.9	0.0	0.0	0.0	75.9
521500	Unemployment Comp Premium	92.5	19.1	10.7	0.0	0.0	0.0	10.7
521600	Employee Liability Ins Premium	299.9	255.3	529.2	0.0	0.0	0.0	529.2
521700	RHC Act Contributions	460.2	422.7	283.9	48.9	0.0	104.3	437.1
521900	Other Employee Benefits	0.6	0.0	0.0	0.0	0.0	0.0	0.0
523200	COVID Related Time Worked	57.2	0.0	0.0	0.0	0.0	0.0	0.0
200	Personal Services and Employee Bene	31,240.2	34,371.6	20,332.3	4,218.1	45.0	10,750.0	35,345.4
535200	Professional Services	928.4	1,942.5	614.0	450.0	0.0	810.5	1,874.5
535209	Professional Svcs - Interagenc	147.9	0.0	0.0	0.0	0.0	0.0	0.0
535300	Other Services	32,864.9	19,394.7	760.0	700.0	46.8	17,001.7	18,508.5
535309	Other Services - Interagency	3,495.1	534.1	34.1	0.0	0.0	500.0	534.1
535400	Audit Services	256.8	250.0	301.0	0.0	0.0	0.0	301.0
535500	Attorney Services	447.5	607.2	37.7	465.4	0.0	104.1	607.2
535600	IT Services	2,986.7	3,021.5	1,240.9	565.0	0.0	1,215.6	3,021.5
300	Contractual services	41,127.3	25,750.0	2,987.7	2,180.4	46.8	19,631.9	24,846.8
542100	Employee I/S Mileage & Fares	63.9	494.0	25.0	23.1	0.0	445.9	494.0
542200	Employee I/S Meals & Lodging	112.8	106.7	5.0	92.5	0.0	9.2	106.7
542300	Brd & Comm Mbr Meals & Lodging	46.5	137.0	137.0	137.0	0.0	0.0	274.0
542310	Brd & Comm Mbr Mileage & Fares	24.2	59.0	59.0	59.0	0.0	0.0	118.0
542500	Transp - Fuel & Oil	4.4	40.1	5.1	35.0	0.0	0.0	40.1
542600	Transp - Parts & Supplies	2.8	5.0	5.0	0.0	0.0	0.0	5.0
542700	Transp - Transp Insurance	0.5	0.4	0.5	0.0	0.0	0.0	0.5

Public Education Department

BU PCode Department
 92400 P527 000000

State of New Mexico

E4/E5 Summary
 (Dollars in Thousands)

		2023-24	2024-25	FY 2026 Agency Request				Total
		Actuals	Opbud	GF	OSF	ISF/IAT	FF	
542800	State Transp Pool Charges	39.3	17.2	20.0	3.1	0.0	0.0	23.1
543200	Maint - Furn, Fixt, Equipment	9.2	213.1	92.3	4.9	0.0	115.9	213.1
543300	Maint - Buildings & Structures	3.2	20.0	0.0	0.0	0.0	20.0	20.0
543400	Maint - Property Insurance	0.0	0.1	0.1	0.0	0.0	0.0	0.1
543500	Maint - Supplies	0.0	15.9	15.9	15.9	0.0	0.0	31.8
543700	Maintenance Services	0.0	2.0	2.0	0.0	0.0	0.0	2.0
543820	Maintenance IT	37.5	0.7	0.7	0.0	0.0	0.0	0.7
543830	IT HW/SW Agreements	763.1	1,405.1	334.8	0.0	0.0	1,070.3	1,405.1
544000	Supply Inventory IT	270.8	329.8	0.0	45.1	0.0	219.4	264.5
544100	Supplies-Office Supplies	142.5	301.3	71.4	33.7	0.0	199.3	304.4
544200	Supplies-Medical,Lab,Personal	0.1	0.0	95.8	0.0	0.0	0.0	95.8
544400	Supplies-Field Supplies	0.0	4.0	14.0	1.9	0.0	0.7	16.6
544800	Supplies-Education&Recreation	59.7	0.0	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	187.8	50.5	4.7	20.2	0.0	25.6	50.5
545600	Reporting & Recording	53.7	124.9	39.8	85.1	0.0	0.0	124.9
545700	ISD Services	264.2	229.2	208.9	0.0	0.0	75.2	284.1
545710	DOIT HCM Assessment Fees	116.2	135.0	124.3	0.0	0.0	0.0	124.3
545900	Printing & Photo Services	31.7	226.3	5.0	8.1	0.0	218.2	231.3
546100	Postage & Mail Services	0.0	65.0	65.0	0.0	0.0	0.0	65.0
546300	Utilities	0.0	56.0	0.0	0.0	0.0	45.0	45.0
546310	Utilities - Sewer/Garbage	0.0	0.0	11.0	0.0	0.0	0.0	11.0
546400	Rent Of Land & Buildings	333.8	361.6	358.3	22.8	0.0	305.7	686.8
546500	Rent Of Equipment	105.4	29.4	77.1	11.2	0.0	18.2	106.5
546600	Communications	7.1	0.7	0.0	0.7	0.0	0.0	0.7
546610	DOIT Telecommunications	335.5	303.7	291.1	0.0	0.0	58.9	350.0
546700	Subscriptions/Dues/License Fee	293.4	359.4	76.2	105.7	0.0	177.5	359.4
546800	Employee Training & Education	250.6	124.1	10.0	72.5	0.0	41.6	124.1
546810	Board Member Training	11.9	0.9	0.9	0.9	0.0	0.0	1.8
546900	Advertising	13.5	36.7	15.0	5.0	0.0	16.7	36.7
547000	Legal Settlements	20.0	28.1	3.1	25.0	0.0	0.0	28.1
547410	Grants To Public Schools&Univ	24.3	0.0	0.0	0.0	0.0	382.9	382.9
547450	Grants to Other Agencies	0.0	317.9	0.0	0.0	0.0	0.0	0.0
547900	Miscellaneous Expense	9.2	0.4	0.2	0.1	0.0	0.1	0.4
547999	Request to Pay Prior Year	92.1	112.8	0.0	2.8	0.0	110.0	112.8

Public Education Department

BU PCode Department
 92400 P527 000000

State of New Mexico

E4/E5 Summary
 (Dollars in Thousands)

	2023-24 Actuals	2024-25 Opbud	FY 2026 Agency Request				Total
			GF	OSF	ISF/IAT	FF	
548200 Furniture & Fixtures	66.7	10.0	0.0	0.0	0.0	0.0	0.0
548300 Information Tech Equipment	0.0	15.0	0.0	0.0	0.0	0.0	0.0
549600 Employee O/S Mileage & Fares	89.6	46.3	7.0	10.9	0.0	8.4	26.3
549700 Employee O/S Meals & Lodging	93.2	45.6	7.0	11.2	0.0	7.4	25.6
549800 Brd & Comm O/S Mileage & Fares	6.0	7.1	7.1	7.1	0.0	0.0	14.2
549900 Brd & Comm O/S Meals & Lodging	6.8	6.3	6.3	6.3	0.0	0.0	12.6
400 Other	3,993.2	5,844.3	2,201.6	846.8	0.0	3,572.1	6,620.5
TOTAL EXPENSE	76,360.7	65,965.9	25,521.6	7,245.3	91.8	33,954.0	66,812.7

Public Education Department - Z-Codes

BU PCode Department
 92400 Z-CO 000000

State of New Mexico

E4/E5 Summary
 (Dollars in Thousands)

	2023-24 Actuals	2024-25 Opbud	FY 2026 Agency Request				Total
			GF	OSF	ISF/IAT	FF	
535300 Other Services	28.7	0.0	0.0	0.0	0.0	0.0	0.0
535600 IT Services	214.4	0.0	0.0	0.0	0.0	0.0	0.0
300 Contractual services	243.0	0.0	0.0	0.0	0.0	0.0	0.0
542200 Employee I/S Meals & Lodging	0.7	0.0	0.0	0.0	0.0	0.0	0.0
543830 IT HW/SW Agreements	0.2	0.0	0.0	0.0	0.0	0.0	0.0
547999 Request to Pay Prior Year	17.9	0.0	0.0	0.0	0.0	0.0	0.0
400 Other	18.7	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL EXPENSE	261.8	0.0	0.0	0.0	0.0	0.0	0.0

S-8 Financial Summary

(Dollars in Thousands)

BU PCode Department
92400 0000 0000000000

	2023-24 Opbud	2023-24 Actuals	2024-25 Opbud	2025-26 PCF Proj	Base	----- FY 2026 Agency Request -----		Total
						Expansion		
REVENUE								
111 General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0		27,521.6
112 Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0		91.8
120 Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0		33,954.0
130 Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0		7,245.3
150 Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0		0.0
REVENUE, TRANSFERS	62,179.8	83,371.7	65,965.9	0	66,812.7	2,000.0		68,812.7
REVENUE	62,179.8	83,371.7	65,965.9	0	66,812.7	2,000.0		68,812.7
EXPENSE								
200 Personal Services and Employee Benefits	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0		37,060.4
300 Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0		25,096.8
400 Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0		6,655.5
EXPENDITURES	62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0		68,812.7
EXPENSE	62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0		68,812.7
FTE POSITIONS								
810 Permanent	175.00	179.35	195.00	179.35	195.00	15.00		210.00
820 Term	179.00	43.58	160.00	43.58	160.00	0.00		160.00
FTEs	354.00	222.93	355.00	222.93	355.00	15.00		370.00
FTE POSITIONS	354.00	222.93	355.00	222.93	355.00	15.00		370.00

State of New Mexico
S-8 Financial Summary
 (Dollars in Thousands)

BU **PCode** **Department**
 92400 P527 000000

		2023-24 Opbud	2023-24 Actuals	2024-25 Opbud	2025-26 PCF Proj	Base	----- FY 2026 Agency Request ----- Expansion	Total
REVENUE								
111	General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
112	Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0	91.8
120	Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
130	Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0	7,245.3
150	Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS		62,179.8	83,371.7	65,965.9	0.0	66,812.7	2,000.0	68,812.7
REVENUE		62,179.8	83,371.7	65,965.9	0.0	66,812.7	2,000.0	68,812.7
EXPENSE								
200	Personal Services and Employee Benefits	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0	37,060.4
300	Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0	25,096.8
400	Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0	6,655.5
EXPENDITURES		62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0	68,812.7
EXPENSE		62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0	68,812.7
FTE POSITIONS								
810	Permanent	175.00	179.35	195.00	179.35	195.00	15.00	210.00
820	Term	179.00	43.58	160.00	43.58	160.00	0.00	160.00
FTEs		354.00	222.93	355.00	222.93	355.00	15.00	370.00
FTE POSITIONS		354.00	222.93	355.00	222.93	355.00	15.00	370.00

BU PCode Department
92400 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
499105	General Fd. Appropriation	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
111	General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
416509	Trade & Pro Perm & Licen-Inter	0.0	0.2	0.0	0.0	0.0	0.0	0.0
425909	Other Services - Interagency	0.0	14.1	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	45.0	0.0	45.0	0.0	45.0	0.0	45.0
499905	Other Financing Sources	0.0	1,000.1	200.0	0.0	46.8	0.0	46.8
499906	OFS - INTRA-Agency	0.0	0.0	0.0	0.0	0.0	0.0	0.0
112	Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0	91.8
451903	Federal Direct - Operating	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
120	Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
416402	Trade & Professions Licenses	1,787.4	2,746.0	2,470.4	0.0	2,470.4	0.0	2,470.4
422902	Other Fees	4,696.1	5,233.9	4,774.9	0.0	4,774.9	0.0	4,774.9
461402	Other Penalties	0.0	3.1	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0	7,245.3
325900	Restricted FB - Gov	334.0	0.0	0.0	0.0	0.0	0.0	0.0
150	Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL REVENUE		62,179.8	83,371.7	65,965.9	0	66,812.7	2,000.0	68,812.7
520100	Exempt Perm Positions P/T&F/T	2,293.6	1,752.9	1,293.6	2,057.2	1,293.6	0.0	1,293.6
520200	Term Positions	11,482.0	10,497.9	14,337.6	3,746.6	14,365.6	0.0	14,365.6
520300	Classified Perm Positions F/T	10,617.9	10,139.9	9,967.7	14,103.7	10,318.4	1,290.0	11,608.4
520500	Temporary Positions F/T & P/T	130.0	0.0	130.0	0.0	130.0	0.0	130.0
520600	Paid Unused Sick Leave	0.0	17.4	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	32.8	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	0.0	141.8	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	1,906.5	1,787.4	2,029.5	1,514.0	2,106.2	78.9	2,185.1
521200	Retirement Contributions	1,799.4	4,292.4	4,163.4	3,757.4	4,309.6	245.8	4,555.4
521300	F I C A	1,609.5	1,664.7	1,706.8	1,222.0	1,764.8	69.2	1,834.0
521400	Workers' Comp Assessment Fee	46.0	2.6	3.5	0.0	4.3	0.0	4.3
521410	GSD Work Comp Insur Premium	57.4	0.0	42.4	0.0	75.9	0.0	75.9
521500	Unemployment Comp Premium	35.2	92.5	19.1	0.0	10.7	0.0	10.7
521600	Employee Liability Ins Premium	300.8	299.9	255.3	0.0	529.2	0.0	529.2
521700	RHC Act Contributions	397.3	460.2	422.7	407.9	437.1	31.1	468.2
521900	Other Employee Benefits	0.0	0.6	0.0	0.0	0.0	0.0	0.0

BU 92400 PCode 0000 Department 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
523200	COVID Related Time Worked	0.0	57.2	0.0	0.0	0.0	0.0	0.0
200	Personal Services and Employee Bene	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0	37,060.4
535200	Professional Services	5,032.1	928.4	1,942.5	0.0	1,874.5	0.0	1,874.5
535209	Professional Svcs - Interagenc	1,510.0	147.9	0.0	0.0	0.0	0.0	0.0
535300	Other Services	13,066.7	32,864.9	19,394.7	0.0	18,508.5	250.0	18,758.5
535309	Other Services - Interagency	34.1	3,495.1	534.1	0.0	534.1	0.0	534.1
535400	Audit Services	233.0	256.8	250.0	0.0	301.0	0.0	301.0
535500	Attorney Services	417.2	447.5	607.2	0.0	607.2	0.0	607.2
535600	IT Services	5,256.9	2,986.7	3,021.5	0.0	3,021.5	0.0	3,021.5
300	Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0	25,096.8
542100	Employee I/S Mileage & Fares	494.0	63.9	494.0	0.0	494.0	2.5	496.5
542200	Employee I/S Meals & Lodging	106.7	112.8	106.7	0.0	106.7	2.5	109.2
542300	Brd & Comm Mbr Meals & Lodging	137.0	46.5	137.0	0.0	274.0	0.0	274.0
542310	Brd & Comm Mbr Mileage & Fares	59.0	24.2	59.0	0.0	118.0	0.0	118.0
542500	Transp - Fuel & Oil	40.1	4.4	40.1	0.0	40.1	0.0	40.1
542600	Transp - Parts & Supplies	5.0	2.8	5.0	0.0	5.0	0.0	5.0
542700	Transp - Transp Insurance	0.5	0.5	0.4	0.0	0.5	0.0	0.5
542800	State Transp Pool Charges	10.8	39.3	17.2	0.0	23.1	0.0	23.1
543200	Maint - Furn, Fixt, Equipment	213.1	9.2	213.1	0.0	213.1	0.0	213.1
543300	Maint - Buildings & Structures	0.0	3.2	20.0	0.0	20.0	0.0	20.0
543400	Maint - Property Insurance	0.1	0.0	0.1	0.0	0.1	0.0	0.1
543500	Maint - Supplies	15.9	0.0	15.9	0.0	31.8	0.0	31.8
543700	Maintenance Services	2.0	0.0	2.0	0.0	2.0	0.0	2.0
543820	Maintenance IT	0.7	37.5	0.7	0.0	0.7	0.0	0.7
543830	IT HW/SW Agreements	1,425.1	763.1	1,405.1	0.0	1,405.1	0.0	1,405.1
544000	Supply Inventory IT	329.8	270.8	329.8	0.0	264.5	15.0	279.5
544100	Supplies-Office Supplies	298.8	142.5	301.3	0.0	304.4	15.0	319.4
544200	Supplies-Medical,Lab,Personal	0.0	0.1	0.0	0.0	95.8	0.0	95.8
544400	Supplies-Field Supplies	4.0	0.0	4.0	0.0	16.6	0.0	16.6
544800	Supplies-Education&Recreation	0.0	59.7	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	50.5	187.8	50.5	0.0	50.5	0.0	50.5
545600	Reporting & Recording	124.9	53.7	124.9	0.0	124.9	0.0	124.9
545700	ISD Services	244.2	264.2	229.2	0.0	284.1	0.0	284.1

Public Education Department

State of New Mexico

BU PCode Department
92400 0000 0000000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
545710	DOIT HCM Assessment Fees	122.3	116.2	135.0	0.0	124.3	0.0	124.3
545900	Printing & Photo Services	271.3	31.7	226.3	0.0	231.3	0.0	231.3
546100	Postage & Mail Services	65.0	0.0	65.0	0.0	65.0	0.0	65.0
546300	Utilities	0.0	0.0	56.0	0.0	45.0	0.0	45.0
546310	Utilities - Sewer/Garbage	0.0	0.0	0.0	0.0	11.0	0.0	11.0
546400	Rent Of Land & Buildings	361.6	333.8	361.6	0.0	686.8	0.0	686.8
546500	Rent Of Equipment	138.7	105.4	29.4	0.0	106.5	0.0	106.5
546600	Communications	0.7	7.1	0.7	0.0	0.7	0.0	0.7
546610	DOIT Telecommunications	321.8	335.5	303.7	0.0	350.0	0.0	350.0
546700	Subscriptions/Dues/License Fee	299.4	293.4	359.4	0.0	359.4	0.0	359.4
546800	Employee Training & Education	194.1	250.6	124.1	0.0	124.1	0.0	124.1
546810	Board Member Training	0.9	11.9	0.9	0.0	1.8	0.0	1.8
546900	Advertising	36.7	13.5	36.7	0.0	36.7	0.0	36.7
547000	Legal Settlements	28.1	20.0	28.1	0.0	28.1	0.0	28.1
547410	Grants To Public Schools&Univ	382.9	24.3	0.0	0.0	382.9	0.0	382.9
547450	Grants to Other Agencies	0.0	0.0	317.9	0.0	0.0	0.0	0.0
547900	Miscellaneous Expense	0.4	9.2	0.4	0.0	0.4	0.0	0.4
547999	Request to Pay Prior Year	112.8	92.1	112.8	0.0	112.8	0.0	112.8
548200	Furniture & Fixtures	0.0	66.7	10.0	0.0	0.0	0.0	0.0
548300	Information Tech Equipment	0.0	0.0	15.0	0.0	0.0	0.0	0.0
549600	Employee O/S Mileage & Fares	26.3	89.6	46.3	0.0	26.3	0.0	26.3
549700	Employee O/S Meals & Lodging	25.6	93.2	45.6	0.0	25.6	0.0	25.6
549800	Brd & Comm O/S Mileage & Fares	2.1	6.0	7.1	0.0	14.2	0.0	14.2
549900	Brd & Comm O/S Meals & Lodging	1.3	6.8	6.3	0.0	12.6	0.0	12.6
400	Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0	6,655.5
TOTAL EXPENSE		62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0	68,812.7
810	Permanent	175.00	179.35	195.00	179.35	195.00	15.00	210.00
810	Permanent	175.00	179.35	195.00	179.35	195.00	15.00	210.00
820	Term	179.00	43.58	159.00	43.58	160.00	0.00	160.00
820	Term	179.00	43.58	159.00	43.58	160.00	0.00	160.00
TOTAL FTE POSITIONS		354.00	222.93	354.00	222.93	355.00	15.00	370.00

Public Education Department

BU PCode Department
92400 P527 000000

State of New Mexico

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
499105	General Fd. Appropriation	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
111	General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
416509	Trade & Pro Perm & Licen-Inter	0.0	0.2	0.0	0.0	0.0	0.0	0.0
425909	Other Services - Interagency	0.0	14.1	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	45.0	0.0	45.0	0.0	45.0	0.0	45.0
499905	Other Financing Sources	0.0	1,000.1	200.0	0.0	46.8	0.0	46.8
499906	OFS - INTRA-Agency	0.0	0.0	0.0	0.0	0.0	0.0	0.0
112	Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0	91.8
451903	Federal Direct - Operating	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
120	Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
416402	Trade & Professions Licenses	1,787.4	2,746.0	2,470.4	0.0	2,470.4	0.0	2,470.4
422902	Other Fees	4,696.1	5,233.9	4,774.9	0.0	4,774.9	0.0	4,774.9
461402	Other Penalties	0.0	3.1	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0	7,245.3
325900	Restricted FB - Gov	334.0	0.0	0.0	0.0	0.0	0.0	0.0
150	Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL REVENUE		62,179.8	83,371.7	65,965.9	0.0	66,812.7	2,000.0	68,812.7
520100	Exempt Perm Positions P/T&F/T	2,293.6	1,752.9	1,293.6	2,057.2	1,293.6	0.0	1,293.6
520200	Term Positions	11,482.0	10,497.9	14,337.6	3,746.6	14,365.6	0.0	14,365.6
520300	Classified Perm Positions F/T	10,617.9	10,139.9	9,967.7	14,103.7	10,318.4	1,290.0	11,608.4
520500	Temporary Positions F/T & P/T	130.0	0.0	130.0	0.0	130.0	0.0	130.0
520600	Paid Unused Sick Leave	0.0	17.4	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	32.8	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	0.0	141.8	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	1,906.5	1,787.4	2,029.5	1,514.0	2,106.2	78.9	2,185.1
521200	Retirement Contributions	1,799.4	4,292.4	4,163.4	3,757.4	4,309.6	245.8	4,555.4
521300	F I C A	1,609.5	1,664.7	1,706.8	1,222.0	1,764.8	69.2	1,834.0
521400	Workers' Comp Assessment Fee	46.0	2.6	3.5	0.0	4.3	0.0	4.3
521410	GSD Work Comp Insur Premium	57.4	0.0	42.4	0.0	75.9	0.0	75.9
521500	Unemployment Comp Premium	35.2	92.5	19.1	0.0	10.7	0.0	10.7
521600	Employee Liability Ins Premium	300.8	299.9	255.3	0.0	529.2	0.0	529.2
521700	RHC Act Contributions	397.3	460.2	422.7	407.9	437.1	31.1	468.2
521900	Other Employee Benefits	0.0	0.6	0.0	0.0	0.0	0.0	0.0

Public Education Department

State of New Mexico

BU PCode Department
92400 P527 000000

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
523200	COVID Related Time Worked	0.0	57.2	0.0	0.0	0.0	0.0	0.0
200	Personal Services and Employee Bene	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0	37,060.4
535200	Professional Services	5,032.1	928.4	1,942.5	0.0	1,874.5	0.0	1,874.5
535209	Professional Svcs - Interagenc	1,510.0	147.9	0.0	0.0	0.0	0.0	0.0
535300	Other Services	13,066.7	32,864.9	19,394.7	0.0	18,508.5	250.0	18,758.5
535309	Other Services - Interagency	34.1	3,495.1	534.1	0.0	534.1	0.0	534.1
535400	Audit Services	233.0	256.8	250.0	0.0	301.0	0.0	301.0
535500	Attorney Services	417.2	447.5	607.2	0.0	607.2	0.0	607.2
535600	IT Services	5,256.9	2,986.7	3,021.5	0.0	3,021.5	0.0	3,021.5
300	Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0	25,096.8
542100	Employee I/S Mileage & Fares	494.0	63.9	494.0	0.0	494.0	2.5	496.5
542200	Employee I/S Meals & Lodging	106.7	112.8	106.7	0.0	106.7	2.5	109.2
542300	Brd & Comm Mbr Meals & Lodging	137.0	46.5	137.0	0.0	274.0	0.0	274.0
542310	Brd & Comm Mbr Mileage & Fares	59.0	24.2	59.0	0.0	118.0	0.0	118.0
542500	Transp - Fuel & Oil	40.1	4.4	40.1	0.0	40.1	0.0	40.1
542600	Transp - Parts & Supplies	5.0	2.8	5.0	0.0	5.0	0.0	5.0
542700	Transp - Transp Insurance	0.5	0.5	0.4	0.0	0.5	0.0	0.5
542800	State Transp Pool Charges	10.8	39.3	17.2	0.0	23.1	0.0	23.1
543200	Maint - Furn, Fixt, Equipment	213.1	9.2	213.1	0.0	213.1	0.0	213.1
543300	Maint - Buildings & Structures	0.0	3.2	20.0	0.0	20.0	0.0	20.0
543400	Maint - Property Insurance	0.1	0.0	0.1	0.0	0.1	0.0	0.1
543500	Maint - Supplies	15.9	0.0	15.9	0.0	31.8	0.0	31.8
543700	Maintenance Services	2.0	0.0	2.0	0.0	2.0	0.0	2.0
543820	Maintenance IT	0.7	37.5	0.7	0.0	0.7	0.0	0.7
543830	IT HW/SW Agreements	1,425.1	763.1	1,405.1	0.0	1,405.1	0.0	1,405.1
544000	Supply Inventory IT	329.8	270.8	329.8	0.0	264.5	15.0	279.5
544100	Supplies-Office Supplies	298.8	142.5	301.3	0.0	304.4	15.0	319.4
544200	Supplies-Medical, Lab, Personal	0.0	0.1	0.0	0.0	95.8	0.0	95.8
544400	Supplies-Field Supplies	4.0	0.0	4.0	0.0	16.6	0.0	16.6
544800	Supplies-Education&Recreation	0.0	59.7	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	50.5	187.8	50.5	0.0	50.5	0.0	50.5
545600	Reporting & Recording	124.9	53.7	124.9	0.0	124.9	0.0	124.9
545700	ISD Services	244.2	264.2	229.2	0.0	284.1	0.0	284.1
545710	DOIT HCM Assessment Fees	122.3	116.2	135.0	0.0	124.3	0.0	124.3

Public Education Department

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S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
545900	Printing & Photo Services	271.3	31.7	226.3	0.0	231.3	0.0	231.3
546100	Postage & Mail Services	65.0	0.0	65.0	0.0	65.0	0.0	65.0
546300	Utilities	0.0	0.0	56.0	0.0	45.0	0.0	45.0
546310	Utilities - Sewer/Garbage	0.0	0.0	0.0	0.0	11.0	0.0	11.0
546400	Rent Of Land & Buildings	361.6	333.8	361.6	0.0	686.8	0.0	686.8
546500	Rent Of Equipment	138.7	105.4	29.4	0.0	106.5	0.0	106.5
546600	Communications	0.7	7.1	0.7	0.0	0.7	0.0	0.7
546610	DOIT Telecommunications	321.8	335.5	303.7	0.0	350.0	0.0	350.0
546700	Subscriptions/Dues/License Fee	299.4	293.4	359.4	0.0	359.4	0.0	359.4
546800	Employee Training & Education	194.1	250.6	124.1	0.0	124.1	0.0	124.1
546810	Board Member Training	0.9	11.9	0.9	0.0	1.8	0.0	1.8
546900	Advertising	36.7	13.5	36.7	0.0	36.7	0.0	36.7
547000	Legal Settlements	28.1	20.0	28.1	0.0	28.1	0.0	28.1
547410	Grants To Public Schools&Univ	382.9	24.3	0.0	0.0	382.9	0.0	382.9
547450	Grants to Other Agencies	0.0	0.0	317.9	0.0	0.0	0.0	0.0
547900	Miscellaneous Expense	0.4	9.2	0.4	0.0	0.4	0.0	0.4
547999	Request to Pay Prior Year	112.8	92.1	112.8	0.0	112.8	0.0	112.8
548200	Furniture & Fixtures	0.0	66.7	10.0	0.0	0.0	0.0	0.0
548300	Information Tech Equipment	0.0	0.0	15.0	0.0	0.0	0.0	0.0
549600	Employee O/S Mileage & Fares	26.3	89.6	46.3	0.0	26.3	0.0	26.3
549700	Employee O/S Meals & Lodging	25.6	93.2	45.6	0.0	25.6	0.0	25.6
549800	Brd & Comm O/S Mileage & Fares	2.1	6.0	7.1	0.0	14.2	0.0	14.2
549900	Brd & Comm O/S Meals & Lodging	1.3	6.8	6.3	0.0	12.6	0.0	12.6
400	Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0	6,655.5
TOTAL EXPENSE		62,179.8	76,360.7	65,965.9	26,808.9	66,812.7	2,000.0	68,812.7
810	Permanent	175.00	179.35	195.00	179.35	195.00	15.00	210.00
810	Permanent	175.00	179.35	195.00	179.35	195.00	15.00	210.00
820	Term	179.00	43.58	159.00	43.58	160.00	0.00	160.00
820	Term	179.00	43.58	159.00	43.58	160.00	0.00	160.00
TOTAL FTE POSITIONS		354.00	222.93	354.00	222.93	355.00	15.00	370.00

Public Education Department

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S-9 Account Code Revenue Summary
 (Dollars in Thousands)

	Provider PCode	2023-24 Opbud	2023-24 Actuals	2024-25 Opbud	2025-26 PCF Proj	----- FY 2026 Agency Request -----		
						Base	Expansion	Total
499105	General Fd. Appropriation	23,589.1	22,589.0	0.0	0.0	25,521.6	2,000.0	27,521.6
111	General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
416509	Trade & Pro Perm & Licen-Inter	0.0	0.2	0.0	0.0	0.0	0.0	0.0
425909	Other Services - Interagency	0.0	14.1	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	P524	45.0	0.0	0.0	45.0	0.0	45.0
499905	Other Financing Sources	0.0	1,000.1	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	P541	0.0	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	p544	0.0	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	P544	0.0	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	P545	0.0	0.0	0.0	46.8	0.0	46.8
499906	OFS - INTRA-Agency	p544	0.0	0.0	0.0	0.0	0.0	0.0
112	Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0	91.8
451903	Federal Direct - Operating	31,728.2	51,785.3	0.0	0.0	33,954.0	0.0	33,954.0
120	Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
416402	Trade & Professions Licenses	1,787.4	2,746.0	0.0	0.0	2,470.4	0.0	2,470.4
422902	Other Fees	4,696.1	5,233.9	0.0	0.0	4,774.9	0.0	4,774.9
461402	Other Penalties	0.0	3.1	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0	7,245.3
325900	Restricted FB - Gov	334.0	0.0	0.0	0.0	0.0	0.0	0.0
150	Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL REVENUE		62,179.8	83,371.7	65,965.9	0	66,812.7	2,000.0	68,812.7

Public Education Department

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State of New Mexico

S-9 Account Code Revenue Summary
 (Dollars in Thousands)

	Provider PCode	2023-24 Opbud	2023-24 Actuals	2024-25 Opbud	2025-26 PCF Proj	----- FY 2026 Agency Request -----		
						Base	Expansion	Total
499105	General Fd. Appropriation	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
111	General Fund Transfers	23,589.1	22,589.0	24,521.6	0.0	25,521.6	2,000.0	27,521.6
416509	Trade & Pro Perm & Licen-Inter	0.0	0.2	0.0	0.0	0.0	0.0	0.0
425909	Other Services - Interagency	0.0	14.1	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	P524	45.0	0.0	45.0	0.0	45.0	45.0
499905	Other Financing Sources		0.0	1,000.1	0.0	0.0	0.0	0.0
499905	Other Financing Sources	P541	0.0	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	p544	0.0	0.0	200.0	0.0	0.0	0.0
499905	Other Financing Sources	P544	0.0	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	P545	0.0	0.0	0.0	46.8	0.0	46.8
499906	OFS - INTRA-Agency	p544	0.0	0.0	0.0	0.0	0.0	0.0
112	Other Transfers	45.0	1,014.4	245.0	0.0	91.8	0.0	91.8
451903	Federal Direct - Operating	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
120	Federal Revenues	31,728.2	51,785.3	33,954.0	0.0	33,954.0	0.0	33,954.0
416402	Trade & Professions Licenses	1,787.4	2,746.0	2,470.4	0.0	2,470.4	0.0	2,470.4
422902	Other Fees	4,696.1	5,233.9	4,774.9	0.0	4,774.9	0.0	4,774.9
461402	Other Penalties	0.0	3.1	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	6,483.5	7,983.0	7,245.3	0.0	7,245.3	0.0	7,245.3
325900	Restricted FB - Gov	334.0	0.0	0.0	0.0	0.0	0.0	0.0
150	Fund Balance	334.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL REVENUE		62,179.8	83,371.7	65,965.9	0.0	66,812.7	2,000.0	68,812.7

Public Education Department

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S-9 Account Code Expenditure Summary
 (Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
520100	Exempt Perm Positions P/T&F/T	2,293.6	1,752.9	1,293.6	2,057.2	1,293.6	0.0	1,293.6
520200	Term Positions	11,482.0	10,497.9	14,337.6	3,746.6	14,365.6	0.0	14,365.6
520300	Classified Perm Positions F/T	10,617.9	10,139.9	9,967.7	14,103.7	10,318.4	1,290.0	11,608.4
520500	Temporary Positions F/T & P/T	130.0	0.0	130.0	0.0	130.0	0.0	130.0
520600	Paid Unused Sick Leave	0.0	17.4	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	32.8	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	0.0	141.8	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	1,906.5	1,787.4	2,029.5	1,514.0	2,106.2	78.9	2,185.1
521200	Retirement Contributions	1,799.4	4,292.4	4,163.4	3,757.4	4,309.6	245.8	4,555.4
521300	F I C A	1,609.5	1,664.7	1,706.8	1,222.0	1,764.8	69.2	1,834.0
521400	Workers' Comp Assessment Fee	46.0	2.6	3.5	0.0	4.3	0.0	4.3
521410	GSD Work Comp Insur Premium	57.4	0.0	42.4	0.0	75.9	0.0	75.9
521500	Unemployment Comp Premium	35.2	92.5	19.1	0.0	10.7	0.0	10.7
521600	Employee Liability Ins Premium	300.8	299.9	255.3	0.0	529.2	0.0	529.2
521700	RHC Act Contributions	397.3	460.2	422.7	407.9	437.1	31.1	468.2
521900	Other Employee Benefits	0.0	0.6	0.0	0.0	0.0	0.0	0.0
523200	COVID Related Time Worked	0.0	57.2	0.0	0.0	0.0	0.0	0.0
200	Personal Services and Employee Benefits	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0	37,060.4
535200	Professional Services	5,032.1	928.4	1,942.5	0.0	1,874.5	0.0	1,874.5
535209	Professional Svcs - Interagenc	1,510.0	147.9	0.0	0.0	0.0	0.0	0.0
535300	Other Services	13,066.7	32,864.9	19,394.7	0.0	18,508.5	250.0	18,758.5
535309	Other Services - Interagency	34.1	3,495.1	534.1	0.0	534.1	0.0	534.1
535400	Audit Services	233.0	256.8	250.0	0.0	301.0	0.0	301.0
535500	Attorney Services	417.2	447.5	607.2	0.0	607.2	0.0	607.2
535600	IT Services	5,256.9	2,986.7	3,021.5	0.0	3,021.5	0.0	3,021.5
300	Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0	25,096.8
542100	Employee I/S Mileage & Fares	494.0	63.9	494.0	0.0	494.0	2.5	496.5
542200	Employee I/S Meals & Lodging	106.7	112.8	106.7	0.0	106.7	2.5	109.2
542300	Brd & Comm Mbr Meals & Lodgin	137.0	46.5	137.0	0.0	274.0	0.0	274.0
542310	Brd & Comm Mbr Mileage & Fares	59.0	24.2	59.0	0.0	118.0	0.0	118.0
542500	Transp - Fuel & Oil	40.1	4.4	40.1	0.0	40.1	0.0	40.1
542600	Transp - Parts & Supplies	5.0	2.8	5.0	0.0	5.0	0.0	5.0

Public Education Department

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S-9 Account Code Expenditure Summary
 (Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
542700	Transp - Transp Insurance	0.5	0.5	0.4	0.0	0.5	0.0	0.5
542800	State Transp Pool Charges	10.8	39.3	17.2	0.0	23.1	0.0	23.1
543200	Maint - Furn, Fixt, Equipment	213.1	9.2	213.1	0.0	213.1	0.0	213.1
543300	Maint - Buildings & Structures	0.0	3.2	20.0	0.0	20.0	0.0	20.0
543400	Maint - Property Insurance	0.1	0.0	0.1	0.0	0.1	0.0	0.1
543500	Maint - Supplies	15.9	0.0	15.9	0.0	31.8	0.0	31.8
543700	Maintenance Services	2.0	0.0	2.0	0.0	2.0	0.0	2.0
543820	Maintenance IT	0.7	37.5	0.7	0.0	0.7	0.0	0.7
543830	IT HW/SW Agreements	1,425.1	763.1	1,405.1	0.0	1,405.1	0.0	1,405.1
544000	Supply Inventory IT	329.8	270.8	329.8	0.0	264.5	15.0	279.5
544100	Supplies-Office Supplies	298.8	142.5	301.3	0.0	304.4	15.0	319.4
544200	Supplies-Medical, Lab, Personal	0.0	0.1	0.0	0.0	95.8	0.0	95.8
544400	Supplies-Field Supplies	4.0	0.0	4.0	0.0	16.6	0.0	16.6
544800	Supplies-Education&Recreation	0.0	59.7	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	50.5	187.8	50.5	0.0	50.5	0.0	50.5
545600	Reporting & Recording	124.9	53.7	124.9	0.0	124.9	0.0	124.9
545700	ISD Services	244.2	264.2	229.2	0.0	284.1	0.0	284.1
545710	DOIT HCM Assessment Fees	122.3	116.2	135.0	0.0	124.3	0.0	124.3
545900	Printing & Photo Services	271.3	31.7	226.3	0.0	231.3	0.0	231.3
546100	Postage & Mail Services	65.0	0.0	65.0	0.0	65.0	0.0	65.0
546300	Utilities	0.0	0.0	56.0	0.0	45.0	0.0	45.0
546310	Utilities - Sewer/Garbage	0.0	0.0	0.0	0.0	11.0	0.0	11.0
546400	Rent Of Land & Buildings	361.6	333.8	361.6	0.0	686.8	0.0	686.8
546500	Rent Of Equipment	138.7	105.4	29.4	0.0	106.5	0.0	106.5
546600	Communications	0.7	7.1	0.7	0.0	0.7	0.0	0.7
546610	DOIT Telecommunications	321.8	335.5	303.7	0.0	350.0	0.0	350.0
546700	Subscriptions/Dues/License Fee	299.4	293.4	359.4	0.0	359.4	0.0	359.4
546800	Employee Training & Education	194.1	250.6	124.1	0.0	124.1	0.0	124.1
546810	Board Member Training	0.9	11.9	0.9	0.0	1.8	0.0	1.8
546900	Advertising	36.7	13.5	36.7	0.0	36.7	0.0	36.7
547000	Legal Settlements	28.1	20.0	28.1	0.0	28.1	0.0	28.1
547410	Grants To Public Schools&Univ	382.9	24.3	0.0	0.0	382.9	0.0	382.9
547450	Grants to Other Agencies	0.0	0.0	317.9	0.0	0.0	0.0	0.0

Public Education Department

BU PCode Department
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State of New Mexico

S-9 Account Code Expenditure Summary
 (Dollars in Thousands)

	2023-24 Opbud	2023-24 Actuals	2024-25 Opbud	2025-26 PCF Proj	----- FY 2026 Agency Request -----		
					Base	Expansion	Total
547900 Miscellaneous Expense	0.4	9.2	0.4	0.0	0.4	0.0	0.4
547999 Request to Pay Prior Year	112.8	92.1	112.8	0.0	112.8	0.0	112.8
548200 Furniture & Fixtures	0.0	66.7	10.0	0.0	0.0	0.0	0.0
548300 Information Tech Equipment	0.0	0.0	15.0	0.0	0.0	0.0	0.0
549600 Employee O/S Mileage & Fares	26.3	89.6	46.3	0.0	26.3	0.0	26.3
549700 Employee O/S Meals & Lodging	25.6	93.2	45.6	0.0	25.6	0.0	25.6
549800 Brd & Comm O/S Mileage & Fares	2.1	6.0	7.1	0.0	14.2	0.0	14.2
549900 Brd & Comm O/S Meals & Lodgin	1.3	6.8	6.3	0.0	12.6	0.0	12.6
400 Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0	6,655.5
TOTAL EXPENSE	62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0	68,812.7

Public Education Department

BU PCode Department
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State of New Mexico

S-9 Account Code Expenditure Summary
(Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
520100	Exempt Perm Positions P/T&F/T	2,293.6	1,752.9	1,293.6	2,057.2	1,293.6	0.0	1,293.6
520200	Term Positions	11,482.0	10,497.9	14,337.6	3,746.6	14,365.6	0.0	14,365.6
520300	Classified Perm Positions F/T	10,617.9	10,139.9	9,967.7	14,103.7	10,318.4	1,290.0	11,608.4
520500	Temporary Positions F/T & P/T	130.0	0.0	130.0	0.0	130.0	0.0	130.0
520600	Paid Unused Sick Leave	0.0	17.4	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	32.8	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	0.0	141.8	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	1,906.5	1,787.4	2,029.5	1,514.0	2,106.2	78.9	2,185.1
521200	Retirement Contributions	1,799.4	4,292.4	4,163.4	3,757.4	4,309.6	245.8	4,555.4
521300	F I C A	1,609.5	1,664.7	1,706.8	1,222.0	1,764.8	69.2	1,834.0
521400	Workers' Comp Assessment Fee	46.0	2.6	3.5	0.0	4.3	0.0	4.3
521410	GSD Work Comp Insur Premium	57.4	0.0	42.4	0.0	75.9	0.0	75.9
521500	Unemployment Comp Premium	35.2	92.5	19.1	0.0	10.7	0.0	10.7
521600	Employee Liability Ins Premium	300.8	299.9	255.3	0.0	529.2	0.0	529.2
521700	RHC Act Contributions	397.3	460.2	422.7	407.9	437.1	31.1	468.2
521900	Other Employee Benefits	0.0	0.6	0.0	0.0	0.0	0.0	0.0
523200	COVID Related Time Worked	0.0	57.2	0.0	0.0	0.0	0.0	0.0
200	Personal Services and Employe	30,675.6	31,240.2	34,371.6	26,808.9	35,345.4	1,715.0	37,060.4
535200	Professional Services	5,032.1	928.4	1,942.5	0.0	1,874.5	0.0	1,874.5
535209	Professional Svcs - Interagenc	1,510.0	147.9	0.0	0.0	0.0	0.0	0.0
535300	Other Services	13,066.7	32,864.9	19,394.7	0.0	18,508.5	250.0	18,758.5
535309	Other Services - Interagency	34.1	3,495.1	534.1	0.0	534.1	0.0	534.1
535400	Audit Services	233.0	256.8	250.0	0.0	301.0	0.0	301.0
535500	Attorney Services	417.2	447.5	607.2	0.0	607.2	0.0	607.2
535600	IT Services	5,256.9	2,986.7	3,021.5	0.0	3,021.5	0.0	3,021.5
300	Contractual services	25,550.0	41,127.3	25,750.0	0.0	24,846.8	250.0	25,096.8
542100	Employee I/S Mileage & Fares	494.0	63.9	494.0	0.0	494.0	2.5	496.5
542200	Employee I/S Meals & Lodging	106.7	112.8	106.7	0.0	106.7	2.5	109.2
542300	Brd & Comm Mbr Meals & Lodgin	137.0	46.5	137.0	0.0	274.0	0.0	274.0
542310	Brd & Comm Mbr Mileage & Fares	59.0	24.2	59.0	0.0	118.0	0.0	118.0
542500	Transp - Fuel & Oil	40.1	4.4	40.1	0.0	40.1	0.0	40.1
542600	Transp - Parts & Supplies	5.0	2.8	5.0	0.0	5.0	0.0	5.0
542700	Transp - Transp Insurance	0.5	0.5	0.4	0.0	0.5	0.0	0.5

Public Education Department

BU PCode Department
 92400 P527 000000

State of New Mexico

S-9 Account Code Expenditure Summary
 (Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
542800	State Transp Pool Charges	10.8	39.3	17.2	0.0	23.1	0.0	23.1
543200	Maint - Furn, Fixt, Equipment	213.1	9.2	213.1	0.0	213.1	0.0	213.1
543300	Maint - Buildings & Structures	0.0	3.2	20.0	0.0	20.0	0.0	20.0
543400	Maint - Property Insurance	0.1	0.0	0.1	0.0	0.1	0.0	0.1
543500	Maint - Supplies	15.9	0.0	15.9	0.0	31.8	0.0	31.8
543700	Maintenance Services	2.0	0.0	2.0	0.0	2.0	0.0	2.0
543820	Maintenance IT	0.7	37.5	0.7	0.0	0.7	0.0	0.7
543830	IT HW/SW Agreements	1,425.1	763.1	1,405.1	0.0	1,405.1	0.0	1,405.1
544000	Supply Inventory IT	329.8	270.8	329.8	0.0	264.5	15.0	279.5
544100	Supplies-Office Supplies	298.8	142.5	301.3	0.0	304.4	15.0	319.4
544200	Supplies-Medical,Lab,Personal	0.0	0.1	0.0	0.0	95.8	0.0	95.8
544400	Supplies-Field Supplies	4.0	0.0	4.0	0.0	16.6	0.0	16.6
544800	Supplies-Education&Recreation	0.0	59.7	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	50.5	187.8	50.5	0.0	50.5	0.0	50.5
545600	Reporting & Recording	124.9	53.7	124.9	0.0	124.9	0.0	124.9
545700	ISD Services	244.2	264.2	229.2	0.0	284.1	0.0	284.1
545710	DOIT HCM Assessment Fees	122.3	116.2	135.0	0.0	124.3	0.0	124.3
545900	Printing & Photo Services	271.3	31.7	226.3	0.0	231.3	0.0	231.3
546100	Postage & Mail Services	65.0	0.0	65.0	0.0	65.0	0.0	65.0
546300	Utilities	0.0	0.0	56.0	0.0	45.0	0.0	45.0
546310	Utilities - Sewer/Garbage	0.0	0.0	0.0	0.0	11.0	0.0	11.0
546400	Rent Of Land & Buildings	361.6	333.8	361.6	0.0	686.8	0.0	686.8
546500	Rent Of Equipment	138.7	105.4	29.4	0.0	106.5	0.0	106.5
546600	Communications	0.7	7.1	0.7	0.0	0.7	0.0	0.7
546610	DOIT Telecommunications	321.8	335.5	303.7	0.0	350.0	0.0	350.0
546700	Subscriptions/Dues/License Fee	299.4	293.4	359.4	0.0	359.4	0.0	359.4
546800	Employee Training & Education	194.1	250.6	124.1	0.0	124.1	0.0	124.1
546810	Board Member Training	0.9	11.9	0.9	0.0	1.8	0.0	1.8
546900	Advertising	36.7	13.5	36.7	0.0	36.7	0.0	36.7
547000	Legal Settlements	28.1	20.0	28.1	0.0	28.1	0.0	28.1
547410	Grants To Public Schools&Univ	382.9	24.3	0.0	0.0	382.9	0.0	382.9
547450	Grants to Other Agencies	0.0	0.0	317.9	0.0	0.0	0.0	0.0
547900	Miscellaneous Expense	0.4	9.2	0.4	0.0	0.4	0.0	0.4
547999	Request to Pay Prior Year	112.8	92.1	112.8	0.0	112.8	0.0	112.8

Public Education Department

BU PCode Department
 92400 P527 000000

State of New Mexico

S-9 Account Code Expenditure Summary
 (Dollars in Thousands)

		2023-24	2023-24	2024-25	2025-26	----- FY 2026 Agency Request -----		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
548200	Furniture & Fixtures	0.0	66.7	10.0	0.0	0.0	0.0	0.0
548300	Information Tech Equipment	0.0	0.0	15.0	0.0	0.0	0.0	0.0
549600	Employee O/S Mileage & Fares	26.3	89.6	46.3	0.0	26.3	0.0	26.3
549700	Employee O/S Meals & Lodging	25.6	93.2	45.6	0.0	25.6	0.0	25.6
549800	Brd & Comm O/S Mileage & Fares	2.1	6.0	7.1	0.0	14.2	0.0	14.2
549900	Brd & Comm O/S Meals & Lodgin	1.3	6.8	6.3	0.0	12.6	0.0	12.6
400	Other	5,954.2	3,993.2	5,844.3	0.0	6,620.5	35.0	6,655.5
TOTAL EXPENSE		62,179.8	76,360.7	65,965.9	26,808.86	66,812.7	2,000.0	68,812.7

Detail of Federal Funds Revenue (numbers in thousands)

Agency: NM Public Education Department

BU: 92400

Program: ASD

Program Code:

FUND	REVENUE ACCOUNT	GRANT NAME	MATCH RATIO	EXP. DATE	TOTAL GRANT AMOUNT	FY24 ACTUALS	FY25 OPBUD	FY26 REQUEST		
								BASE	EXPANSION	TOTAL
84400	451903	21st Century Admin	100% FF	9/30/2026	\$ 695.8	386.8	537.8	537.8		537.8
84400	451903	Career-Connected Learning New Mexico	100% FF	9/30/2026	\$ 3,919	2,374.9	3,028.6	3,028.6		3,028.6
84400	451903	Carl Perkins Admin	5% GF/ 95% FF	9/30/2026	\$ 1,578	1,432.0	1,219.4	1,219.4		1,219.4
84400	451903	CDC Grant	100% FF	9/30/2026	\$ 390	344.2	301.4	301.4		301.4
84400	451903	CLSD Grant Admin	100% FF	9/30/2026	\$ 400	416.2	309.2	309.2		309.2
84400	451903	ECLIPSE/RDA	100% FF	9/30/2026	\$ 3,140	907.1	2,427.2	2,427.2		2,427.2
84400	451903	Education for Homeless Children & Youth- ADMIN	100% FF	9/30/2026	\$ 254	556.2	196.3	196.3		196.3
84400	451903	Educator Apprenticeships New Mexico	100% FF	9/30/2026	\$ 1,031	0.0	796.8	796.8		796.8
84400	451903	IDEA B Pre-School	100% FF	9/30/2026	\$ 898	1,146.5	693.7	693.7		693.7
84400	451903	IDEA B Special Education	100% FF	9/30/2026	\$ 13,593	11,561.5	10,505.4	10,505.4		10,505.4
84400	451903	National Assessment of Educational Progress (NAEP)	100% FF	9/30/2026	\$ 167	230.1	129.2	129.2		129.2
84400	451903	NM Ready & Equitable (RECTE)	100% FF	9/30/2026	\$ 2,334	2,421.8	1,804.1	1,804.1		1,804.1
84400	451903	NM Teacher Residencies	100% FF	9/30/2026	\$ 1,554	2.4	1,201.4	1,201.4		1,201.4
84400	451903	Rural & Low Income	100% FF	9/30/2026	\$ 147	75.3	113.9	113.9		113.9
84400	451903	SLDS-State of The Art-Longitudal Data System	100% FF	9/30/2026	\$ 1,262	260.9	975.2	975.2		975.2
84400	451903	SSAE	100% FF	9/30/2026	\$ 516	537.5	398.4	398.4		398.4
84400	451903	State Assessment	100% FF	9/30/2026	\$ 4,347	3,659.9	3,359.7	3,359.7		3,359.7
84400	451903	StrongerConnections Grant 7705 & 7706	100% FF	9/30/2026	\$ 384	12.7	297.0	297.0		297.0
84400	451903	Title I - Basic	100% FF	9/30/2026	\$ 1,077	781.4	832.5	832.5		832.5
84400	451903	Title I - Neglected & Delinquent	100% FF	9/30/2026	\$ 1	628.2	0.9	0.9		0.9
84400	451903	Title I Part C - Unique MEP Program	100% FF	9/30/2026	\$ 502	66.5	388.1	388.1		388.1
84400	451903	Title I School Improvement	100% FF	9/30/2026	\$ 491	167.3	379.8	379.8		379.8
84400	451903	Title II Spt. Eff. Inst. Admin	100% FF	9/30/2026	\$ 1,361	655.1	1,051.6	1,051.6		1,051.6
84400	451903	Title III Part A - Language Acquisition	100% FF	9/30/2026	\$ 292	104.7	225.4	225.4		225.4
84400	451903	USDA - SAE	3% GF/98% FF	9/30/2026	\$ 1,998	0.0	1,544.5	1,544.5		1,544.5
84400	451903	USDA Fresh Fruit & Vegetable	100% FF	9/30/2026	\$ 100	1,945.9	77.3	77.3		77.3
84400	451903	ARP EANS	100% FF	1/30/2025	\$ -	6,016.2	0.0	0.0		0.0
84400	451903	Charter	100% FF	1/30/2024	\$ -	445.9	0.0	0.0		0.0
84400	451903	Project Aware	100% FF	1/30/2025	\$ -	1,226.1	0.0	0.0		0.0
84400	451903	School-Based Mental Health	100% FF	1/30/2026	\$ -	1,284.1	0.0	0.0		0.0
84400	451903	EANs	100% FF	1/30/2025	\$ -	3,648.0	0.0	0.0		0.0
84400	451903	ESSER III	100% FF	12/30/2024	\$ -	2,220.4	0.0	0.0		0.0
84400	451903	PEDA-IDC	100% FF		\$ 1,500	1,450.6	1,159.3	1,159.3		1,159.3
				TOTALS	\$ 43,931.71	\$46,966.30	33,954.00	33,954.00	0.00	33,954.00

Office of Special Education Expansion Request

Rank: 1

New Initiative	2025-26 GF Sources	2025-26 OSF Sources	2025-26 ISF/IAT Sources	2025-26 FF Sources	2025-26 Total Request	2025-26 Exec Recommendation
General Fund Transfers	2000.0	0.0	0.0	0.0	2000.0	0.0
REVENUE, TRANSFERS	2000.0	0.0	0.0	0.0	2000.0	0.0
Personal Services and Employee	1715.0	0.0	0.0	0.0	1715.0	0.0
Contractual services	250.0	0.0	0.0	0.0	250.0	0.0
Other	35.0	0.0	0.0	0.0	35.0	0.0
EXPENDITURES	2000.0	0.0	0.0	0.0	2000.0	0.0
Permanent	0	0	0	0	15	
FTEs	0	0	0	0	15	0

Brief Description:

This proposal seeks to address the critical need for additional staffing in the Office of Special Education by increasing Full-Time Equivalent (FTE) positions by 15 FY 24/25. This strategic increase will enhance our capacity to manage and support the expanding scope of special education services. The additional FTEs will be distributed across various positions crucial to improving policy analysis, support and accountability, data management, and program support.

We propose the addition of 15 FTEs to be classified as follows:

1. Policy Analyst (1 FTEs)

Responsibilities include developing and analyzing policies, ensuring compliance with regulations, and supporting strategic planning initiatives.

2. Fiscal Support and Accountability Monitor (5 FTEs)

Responsibilities include overseeing program implementation, ensuring adherence to standards, and providing support for continuous improvement and accountability measures.

3. Data Analyst (1 FTE)

Responsibilities include analyzing and interpreting data to inform decision-making, evaluating program effectiveness, and ensuring data accuracy and integrity.

4. EA/SSIP SPDG (2 FTEs)

Responsibilities include supporting the implementation of Special Education State Personnel Development Grant (SPDG) initiatives and Early Access (EA) programs, including coordination and evaluation.

5. EA Program Support Monitor (3 FTEs)

Responsibilities include IDEA monitoring and compliance, and supporting Early Access programs, ensuring program fidelity, and providing technical assistance.

6. EA Program and Support Specialist (3 FTEs)

Responsibilities include providing specialized support for special education programs, professional development, technical assistance, coordinating services, and delivering training and resources to stakeholders.

To further support our expansion efforts and enhance the quality of our services, we propose allocating \$200,000 for contracted consultancy services. These funds will be dedicated to securing expert consultants specializing in behavior management, project management, data validation, and Individualized Education Program (IEP) creation. The consultants will provide specialized training, develop tailored strategies, and offer expert guidance to improve behavioral interventions, data validations, one to one technical assistance and ensure the creation of high-quality, compliant IEPs. This investment in consultancy will complement the proposed FTE expansion, addressing immediate needs and enhancing our capacity to deliver effective, individualized support by increasing outcomes for students with disabilities.

The proposed increase in FTEs is essential for addressing the current challenges and meeting the growing demands of special education services. The strategic allocation of these positions will strengthen our capacity to support and increase outcomes for students, ensure compliance, provide critical professional development at all levels, prepare for DMS monitoring, and improve program outcomes. We respectfully request your approval to proceed with this proposal.

Thank you for considering this critical investment in our Office of Special Education.

Legislative Change: ___

Session Law Citation: ___

EB-2 Expansion Fiscal Summary
 (Dollars in Thousands)

Office of Special Education Expansion Request

Rank: 1

		2025-26 GF Sources	2025-26 OSF Sources	2025-26 ISF/ IAT Sources	2025-26 FF Sources	2025-26 Total Request	2025-26 Exec Recommendation
111	General Fund Transfers	2000.0	0.0	0.0	0.0	2000.0	0.0
REVENUE, TRANSFERS		2000.0	0.0	0.0	0.0	2000.0	0.0
200	Personal Services and Employee Benefits	1715.0	0.0	0.0	0.0	1715.0	0.0
300	Contractual services	250.0	0.0	0.0	0.0	250.0	0.0
400	Other	35.0	0.0	0.0	0.0	35.0	0.0
EXPENDITURES		2000.0	0.0	0.0	0.0	2000.0	0.0
810	Permanent	0	0	0	0	15	0.0
FTEs		0	0	0	0	15	0

EB-3 Expansion Line Item Detail
(Dollars in Thousands)

Office of Special Education Expansion Request

Rank: 1

		2025-26 GF Sources	2025-26 OSF Sources	2025-26 ISF/IAT Sources	2025-26 FF Sources	2025-26 Total Request	2025-26 Exec Recommendation
520300	Classified Perm Positions F/T	1290.0	0.0	0.0	0.0	1290.0	0.0
521100	Group Insurance Premium	78.9	0.0	0.0	0.0	78.9	0.0
521200	Retirement Contributions	245.8	0.0	0.0	0.0	245.8	0.0
521300	F I C A	69.2	0.0	0.0	0.0	69.2	0.0
521700	RHC Act Contributions	31.1	0.0	0.0	0.0	31.1	0.0
200	Personal Services and Employee Benefit	1715.0	0.0	0.0	0.0	1715.0	0.0
535300	Other Services	250.0	0.0	0.0	0.0	250.0	0.0
300	Contractual services	250.0	0.0	0.0	0.0	250.0	0.0
542100	Employee I/S Mileage & Fares	2.5	0.0	0.0	0.0	2.5	0.0
542200	Employee I/S Meals & Lodging	2.5	0.0	0.0	0.0	2.5	0.0
544000	Supply Inventory IT	15.0	0.0	0.0	0.0	15.0	0.0
544100	Supplies-Office Supplies	15.0	0.0	0.0	0.0	15.0	0.0
400	Other	35.0	0.0	0.0	0.0	35.0	0.0
Total for Office of Special Education Expansion Request		2000.0	0.0	0.0	0.0	2000.0	0.0

State of New Mexico
Specials Agency Report (3500)

Run Date: 9/3/24
Run Time: 4:57:12 PM

Report Name

Business Unit	Rank	Form ID	Language Requested for GAA	Request Type Name	GF Request	Total Request	FTE Request	Agency Contact	Phone
92400	1	61323	For legal fees related to defending the state in Martinez v. state of New Mexico No. D-101-CV-2014-00793 and Yazzie v. state of New Mexico No. D-101-CV-2014-02224.	Special (FY 26)	500.0	500.0	0.00	Antonio Ortiz	505-677-6693
92400	1	61375	To support data quality and governance for educational operations.	Special (FY 26)	3,000.0	3,000.0	7.00	Mary Montoya	505-396-0292

DFA Performance Based Budgeting Data System

Annual Performance Report

Agency: 92400 Public Education Department

Program: P527 Public Education Department

The purpose of the public education department program is to provide a public education to all students. The secretary of public education is responsible to the governor for the operation of the department. It is the secretary's duty to manage all operations of the department and to administer and enforce the laws with which the secretary of the department is charged. To do this, the department is focusing on leadership and support, productivity, building capacity, accountability, communication and fiscal responsibility.

Performance Measures:		2023-24 Target	2023-24 Result	Met Target	Year End Result Narrative
Explanatory	Number of eligible children served in K-5 plus	N/A	Discont	N/A	K-5 Plus program did not exist in FY24
Explanatory	Number of eligible children served in state-funded prekindergarten	N/A	12,777	N/A	Moved to ECECD
Explanatory	Percent of eligible children served in kindergarten-five-plus	N/A	Discont	N/A	K-5 Plus program did not exist in FY24
Explanatory	Percent of eligible children served in state-funded prekindergarten	N/A	59.22%	N/A	Moved to ECECD
Explanatory	Percent of students in K-5 plus meeting benchmark on early reading skills	N/A	Discont	N/A	K-5 Plus program did not exist in FY24
Explanatory	Percent of teachers passing all strands of professional dossiers on the first submittal	N/A	67.87%	N/A	This is the last year of dossiers for teacher advancement between levels. Replaced in FY25 entirely by microcredentials.
Outcome	Average number of days to process federal reimbursements to grantees after receipt of complete and verified invoices	22.00	35.00	No	
Outcome	Average processing time for school district budget adjustment requests processed, in days	7.00	7.80	No	
Outcome	Number of local education agencies and charter schools audited for funding formula components and program compliance annually	30	30	Yes	
Outcome	Number of local education agencies and charter schools with annual funding formula and program compliance audit findings	0	0	Yes	
Outcome	Number of students with access to a digital device	310,205	278,054	No	
Outcome	Number of students with a high-speed internet connection	310,205	247,242	No	
Outcome	Percent of elementary teachers who have completed the science of reading training	0	91.4%	Yes	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act that revert annually	1.00%	2.43%	No	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act to the public education department for the current fiscal year awarded by September 30 annually	90.00%	53.71%	No	
Outcome	Percent of students with access to a digital device	100.0%	89.7%	No	
Outcome	Percent of students with a high-speed internet connection	100.0%	79.8%	No	

DFA Performance Based Budgeting Data System
Annual Performance Report

Performance Measures Summary

P527 Public Education Department

Purpose: The purpose of the public education department program is to provide a public education to all students. The secretary of public education is responsible to the governor for the operation of the department. It is the secretary's duty to manage all operations of the department and to administer and enforce the laws with which the secretary of the department is charged. To do this, the department is focusing on leadership and support, productivity, building capacity, accountability, communication and fiscal responsibility.

Performance Measures:		2022-23 Actual	2023-24 Actual	2024-25 Budget	2025-26 Request	2025-26 Recomm
Outcome	Average processing time for school district budget adjustment requests processed, in days	7.20	7.80	6.00	6.00	
Outcome	Average number of days to process federal reimbursements to grantees after receipt of complete and verified invoices	38.00	35.00	22.00	22.00	
Outcome	Number of local education agencies and charter schools audited for funding formula components and program compliance annually	12	30	30	30	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act that revert annually	16.0%	2.4%	1.0%	1.0%	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act to the public education department for the current fiscal year awarded by September 30 annually	95.6%	53.7%	95.0%	95.0%	
Outcome	Percent of students with access to a digital device	84.0%	89.7%	100.0%	100.0%	
Outcome	Percent of students with a high-speed internet connection	60.0%	79.8%	100.0%	100.0%	
Outcome	Number of students with access to a digital device	264,461	278,054	300,000	309,000	
Outcome	Number of students with a high-speed internet connection	185,834	247,242	300,000	309,000	
Outcome	Percent of elementary teachers who have completed the science of reading training	New	91.4%	New	New	
Outcome	Number of local education agencies and charter schools with annual funding formula and program compliance audit findings	Discont	0	Discont	Discont	
Explanatory	Percent of teachers passing all strands of professional dossiers on the first submittal	68.0%	67.9%	N/A	N/A	
Explanatory	Percent of eligible children served in state-funded prekindergarten	88.0%	59.2%	N/A	N/A	
Explanatory	Number of eligible children served in state-funded prekindergarten	6,622	12,777	N/A	N/A	
Explanatory	Percent of eligible children served in kindergarten-five-plus	2.1%	Discont	N/A	N/A	
Explanatory	Number of eligible children served in K-5 plus	4,345	Discont	N/A	N/A	
Explanatory	Percent of students in K-5 plus meeting benchmark on early reading skills	31%	Discont	N/A	N/A	

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Antonio Ortiz
Phone: 505-677-6693

Request Type: Special (FY 26)

Rank: 1

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	500.0	Contractual Services	500.0
Total Sources	500.0	Other	0.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	0.0
Type		Total Uses	500.0
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For legal fees related to defending the state in Martinez v. state of New Mexico No. D-101-CV-2014-00793 and Yazzie v. state of New Mexico No. D-101-CV-2014-02224.

Justification Quantitative Data (Description)

Fiscal Year Appropriation Amount		
FY25	ZI6036	\$250,000.00
FY24	ZH5197	\$500,000.00
FY23	ZG5117	\$500,000.00
FY22	ZF5101	\$1,250,000.00
FY21	ZE5130	\$750,000.00

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

This special appropriation request from the General Fund is to support the payment of legal fees and costs associated with defending legal challenges filed against the NMPED.

Request: How the dollars will be spent.

The money will be spent for litigation fees for counsel of record. The money will also be spent for a special master in the event one is appointed by the court. These efforts will be in response to plaintiff's counsels' submission of pleadings and requests to the court.

Request: Explain why request is nonrecurring need.

The request is of a non-recurring need because it is based not on specific programs, but rather, based on a litigation, that the State has made efforts to conclude. Plaintiffs have been successful in maintaining in the Court system. However, the intention for any litigation is to eventually be removed from the court system.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The consequences of not funding this special appropriation are, as referenced above, the reallocation of funds from critical educational programs, to be instead utilized in court for payment of attorney's fees. Such litigation expenses are expected increase based off of Plaintiffs desire to continue contesting that the State is not meeting its constitutional obligations.

Performance: How will agency performance be affected.

Without this funding there is no guarantee that the State of New Mexico will be able to continue with its current legal counsel who has been on the matter since 2019, and who has spent several hours and has been paid accordingly to become familiar with the pleadings, issues and litigation originating from 2014. Funding from programs would need to be reallocated for litigation instead of for the educational service that is the subject of the litigation.

Performance: How will agency performance will be improved.

The agency performance will be improved by ensuring that expenditures for the litigation and its defense are based on funding that is not dedicated to programs. Such funding for programs is critical for the agency's ability to ensure that educational outcomes are improved, and to serve the State's students.

Brief description of problem agency is addressing.

The problem that the agency is addressing is a decade long litigation involving the students' right to a free and uniform public education. The Court in 2018 issued findings of facts hundreds of pages, as well as a final order requiring the State of New Mexico to provide this character of education to students in New Mexico. Plaintiffs have the ability to continue submitting motions with the court alleging that the State is not providing this service as the case remains pending in court.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Mary Montoya
Phone: 505-396-0292

Request Type: Special (FY 26)

Rank: 1

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	3,000.0	Contractual Services	1,375.0
Total Sources	3,000.0	Other	725.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	900.0
		Total Uses	3,000.0
Type	Amount of FTE	Request is related to a capital request	
Permanent	7.00	Request is related to proposed legislation	
Total FTE	7.00	No	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To support data quality and governance for educational operations.

Justification Quantitative Data (Description)

Our Nova Ticket system handles a high volume of support tickets due to the large scope of the data collection process. The scope includes 189 public school districts and charter schools plus 25 PED program areas. This past year we did not have sufficient staff to fully resolve all Nova tickets. The volume of tickets is high. We anticipate it will always be high since over 800 users use the system during a collection period. We need funding to be able to resolve all tickets. We averaged almost 1600 support tickets and resolved an average of 1300. We need better supports, though governance, procedures, trainings, staff and software and hardware purchases to more adequately address the need.

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

Data governance is needed to establish policy and data ownership to improve data quality for data collection, more timely reporting and ensure appropriate privacy controls for data sharing agreements. Data governance practices will clarify and standardize roles, responsibilities and policies for data collection and quality assurance which increases speed of data submittal, decreased time to certify and facilitates accurate and complete reporting.

Request: How the dollars will be spent.

- How it will be spent:
- Software Renewals \$600,000
 - Hardware Renewals \$75,000
 - Travel and Training \$50,000
 - 7 new FTE for Nova \$876,000; 1 DBA, 2 BAs, Customer Support Lead, App Dev Lead
 - Contract Support for data governance, PED website, Looker dashboards, Federal Reporting, IPRAs \$1,310,000

Request: Explain why request is nonrecurring need.

This request is being entered as Special Request for FY26, and will be reevaluated for FY27 if necessary.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Delays in data collection, delays in reporting including federal reporting, poor data quality due to lack of data governance policies, risk of inadequate and/or insecure servers and databases, poor customer service to LEAs and PED program staff.

Performance: How will agency performance be affected.

Our Nova Ticket system handles a high volume of support tickets due to the large scope of the data collection process. The scope includes 189 public school districts and charter schools plus 25 PED program areas. This past year we did not have sufficient staff to fully resolve all Nova tickets. The volume of tickets is high. We anticipate it will always be high since over 800 users use the system during a collection period. We need funding to be able to resolve all tickets.

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Performance: How will agency performance will be improved.

This will allow PED to hire contracted support for routine work while PED staff focuses on the Nova support (PED website, IPRA's, dashboard support, and federal reporting) as well as implement data governance, improve data quality, reduce lag time in data reporting, increase speed of data submittal and decrease time to certify data.

Brief description of problem agency is addressing.

PED has deployed a new data collection system based on an Education Data standard. The new system is a new way for New Mexico's 189 public districts and charter schools to deliver school, teacher and student data to PED. The system was primarily funded out of one-time funding from ESSER and C2 project funds. We require funding for support staff and costs for hardware and software licenses. Without this funding we will not be able to provide secure and robust data collection system including policies procedures and the necessary support staff to assist LEAs and PED program with the data collection process.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

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Program:
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Phone: 505-677-6693

Request Type: Special (FY 26)

Rank: 1

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Full Time Equivalents (FTE)

Account	Amount
Sources	
General Fund Transfers	500.0
Total Sources	500.0
Uses	
Contractual Services	500.0
Other	0.0
Personal Services & Employee Benefits	0.0
Total Uses	500.0

Type	Amount of FTE
	0.00
Total FTE	0.00
Request is related to a recurring expense	Yes
Request is related to a capital request	No
Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

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State of New Mexico
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Phone: 505-396-0292

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Type	Amount of FTE
Permanent	7.00
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Request is related to a recurring expense	
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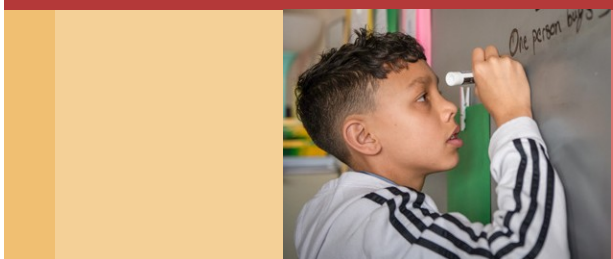
PED has deployed a new data collection system based on an Education Data standard. The new system is a new way for New Mexico's 189 public districts and charter schools to deliver school, teacher and student data to PED. The system was primarily funded out of one-time funding from ESSER and C2 project funds. We require funding for support staff and costs for hardware and software licenses. Without this funding we will not be able to provide secure and robust data collection system including policies procedures and the necessary support staff to assist LEAs and PED program with the data collection process.




NEW MEXICO
Public Education Department

Comprehensive Strategic Plan

2022



The New Mexico Public Education Department (NMPED) believes in all students regardless of race, ethnicity, disability status, or socioeconomic status. It believes in the strength of New Mexico’s diverse communities and in the inherent value of our multilingualism, resilience, creativity, culture, and compassion for one another.

In order for New Mexico and its students to realize their full potential, the department’s leaders and staff also believe it is incumbent on us to provide school districts and charter schools the supports and resources they need to ensure educational equity, excellence, and relevance for all students.

Further, the department recognizes the past failures of New Mexico’s education system to provide an equitable education for its most underrepresented students. As found in the Martinez/Yazzie lawsuit, Native American students, English Learners, students with disabilities, and economically disadvantaged students have not received adequate treatment in a system that stigmatized low academic achievement and treated as impediments those qualities that should be seen as unique and crucial assets.

Consequently, we created this strategic plan with the student groups identified in the Martinez/Yazzie lawsuit at the forefront of our thinking. It is past time all students see themselves, their families, and their communities valued in school—in the books they read, the lessons they learn, and, most importantly, in the vision of a successful education system and a successful New Mexico.

Under the direction of Governor Michelle Lujan Grisham and Secretary of Education Dr. Kurt Steinhaus, and in partnership with legislators, school leaders, parents, and educational stakeholders from across New Mexico, the Public Education Department has strived to examine its practices and focus its efforts on initiatives that will transform education for all students, regardless of race, ethnicity, income, or background.

The Learning Policy Institute (2020) noted in its report that in New Mexico, rather than some students facing traditional barriers to academic success, most students face those barriers. It explains:

[T]he state must design a system that centers these students and builds the state and local capacity to meet their diverse needs. By capacity, we mean dollars, professional knowledge and expertise, administrative and oversight and structures, and accountability processes that support improvement.

This strategic plan begins the long road of transforming education to meet the needs of New Mexico’s most underserved students. Since the education system is reliant on its educators, this includes significant professional development on culturally and linguistically responsive pedagogy, anti-bias work, meeting the unique needs of students with disabilities, and supporting the behavioral needs of all students.

This plan builds off the work of the Public Education Department’s Strategic Planning Task Force. Beginning with the department’s established strategic pillars, the group identified initiatives to strengthen the recruitment, training, and retention of educators; to remove barriers to and increase the equity of educational opportunities; to align the educational system to provide robust and relevant college and career pathways; and to recognize students as whole persons whose social-emotional and enrichment needs must be met alongside their academic progress.

The group also determined measures by which to gauge the progress and efficacy of its chosen strategies and initiatives, and work is now underway to develop timelines and cost estimates for all proposed strategies and actions to ensure that the department achieves the goals and objectives identified in the plan.

In its work, the task force also identified the need for key partnerships with the New Mexico legislature, higher education institutions and teacher preparation programs, community organizations, educational stakeholders, tribal leaders and communities, school district and charter leaders, and, crucially, with families and students.

This plan aligns with the Martinez/Yazzie findings and is intended to guide the work of the Public Education Department and will inform its budgetary and programmatic decision-making. It will continue to evolve as the department continues to monitor and evaluate its progress, and as it continues its engagement with stakeholders across the state.

All students in New Mexico deserve a culturally and linguistically responsive educational system that meets their social, emotional, and academic needs. We are committed to making that vision a reality.

Mission

EQUITY, EXCELLENCE & RELEVANCE

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.



Vision

ROOTED IN OUR STRENGTHS

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

Core Values

STUDENT-CENTERED: We center our decision-making process and policy platform on providing relevant educational pathways for every student's chosen future.

RESPONSIVE: We recognize students in New Mexico have varying social and cultural backgrounds and individual communities in New Mexico have different assets and unique needs.

COLLABORATIVE: We value partnerships with the Legislature, other state agencies, non-profits, local businesses, labor organizations, educators, parents, students, families, and communities.

TRANSFORMATIVE: We aim to engage in a process of racial healing that is built upon truth, equity, intentional learning, and sharing of lived experiences within the context of race, identity, belonging, and justice.

INNOVATIVE: We value creating spaces for educators to design, develop, and create new ways of thinking about education. We aim to provide support and resources for new policies that promote innovative learning models rooted in the strengths of New Mexico that meet the needs of all students.

REFLECTIVE: We believe learning is a continuous improvement process involving intentional self-awareness and reflective practice to encourage thoughtfulness, personal growth, profound learning, and meaningful change.



Investing for tomorrow,
delivering today.

Addressing the Martinez/Yazzie Consolidated Lawsuit



NMPED is committed to meeting the needs of all students. The department also acknowledges the past systemic failure to address the historic inequities that exist in serving “at-risk” students, namely Native American students, students with disabilities, economically disadvantaged students, and English Learners.



In 2018, the First Judicial District Court found in the Martinez/ Yazzie consolidated lawsuit that the State of New Mexico had failed to meet its duty to provide a sufficient education for these “at-risk” students.

As demonstrated in this plan, we are focused on creating an education system that uses evidence-based, community-oriented, innovative programs that reflect our culturally and linguistically diverse communities. Fully implementing the Indian Education Act, Hispanic Education Act, Individuals with Disabilities Education Act, the Bilingual Multicultural Education Act, and the Black Education Act will enable us to support the Martinez/Yazzie student groups. And it is critically important that programs are aligned with best practices to serve the groups named by the court.

It is also important to recognize that meeting the needs of the historically underserved also results in improved outcomes for all students. A focus on culturally and linguistically relevant instruction and materials is not an exclusion or prioritization of any one culture or language. Instead, this focus highlights the value and importance of all cultures, languages, and learning differences. Work that expands access to and strengthens social-emotional supports does not only improve the health of those suffering from childhood trauma and mental distress; it removes barriers to learning and provides a safety net of support for all students. Establishing a broader definition of success by creating more career pathways does not benefit only those students who have struggled with traditional forms of education; doing so opens more opportunity for all students.

The Strategic Planning Process



Beginning in May 2020, the department convened nearly 50 individuals from across the educational spectrum to form a strategic planning task force and discuss the issues facing schools and students in New Mexico. The group was broken into four subcommittees focused on the Public Education Department's four strategic pillars and our work to address the concerns raised in the Martinez/Yazzie lawsuit:

The Pillars

Educator Ecosystem

Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

Whole Child and Culturally Responsive Education

Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning and that is culturally and linguistically responsive.

Profiles and Pathways

Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and contribute as productive members of their communities.

Asset-Based Supports and Opportunities

Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.

The work of the Strategic Planning Task Force centered on a set of guiding questions:

- » How will New Mexico schools look different because of the work of the Public Education Department and its partners?
- » How do we ensure equity, excellence, and relevance for all students in everything from the quality of educators in the classroom to the types of instructional materials students use?
- » What are the key initiatives within each strategic pillar?
- » What action steps are needed?
- » How will we measure our progress?

Over the course of three months, the task force met, both as a whole group and in subcommittees, to evaluate the current work of the department and make recommendations.

We want to thank all those individuals who contributed their time and energy to this process. Their insights and ideas were critical in informing what a high-quality education should look like for New Mexico's students.

The Strategic Planning Team



Educator Ecosystem

- » PED Deputy Secretary Gwen Perea Warniment
- » ECECD Secretary Elizabeth Groginsky
- » Sen. Mimi Stewart
- » Rep. Andres Romero
- » David Chavez (CES)
- » Ellen Bernstein (ATF)
- » Jessica Sanders (2017 NM Teacher of the Year)
- » Travis Dempsey (Superintendent, Gadsden)
- » Alexis Esslinger (San Juan College)
- » Heather Christensen (Teacher, Portales)
- » Will Hawkins (President, NM CEL)
- » Hope Morales (Executive Director, TeachPlus)
- » Joe Guillen (NMSBA)

Profiles and Pathways

- » Former PED Secretary Ryan Stewart
- » Former DWS Secretary Bill McCamley
- » Sen. Michael Padilla
- » Sen. Gay Kernan
- » Former Rep. Sheryl Williams Stapleton
- » Renata Witte (NMPTA)
- » Mary Beth Weeks (NMPTA)
- » Stan Rounds (NM CEL)
- » Amy Loyd (Jobs for the Future)
- » Yvonne Kee Billison (Navajo Nation)
- » Tracey Bryan (The Bridge of Southern NM)
- » Yolanda Benally-Littletree (Parent, Central Consolidated)

Asset-Based Supports and Opportunities

- » PED Deputy Secretary Katarina Sandoval
- » Mary Parr Sanchez (NEA-NM)
- » Charles Sallee (LFC)
- » Joseph Simon (LESC)
- » May Sagbakken (NM Out-of-School Time Network)
- » Danette Townsend (ABC Community School Partnership)
- » Deanna Creighton Cook (ABC Community School Partnership)
- » Nancy Rodriguez (NM Alliance for School Based Health Centers)
- » Olivia Calabaza (NM School Boards Association)
- » Julia Bergen (Communities in Schools of NM)
- » Jenny Parks (LANL Foundation)
- » Maria Jaramillo (Central Region Educational Cooperative)

Whole Child and Culturally Responsive Education

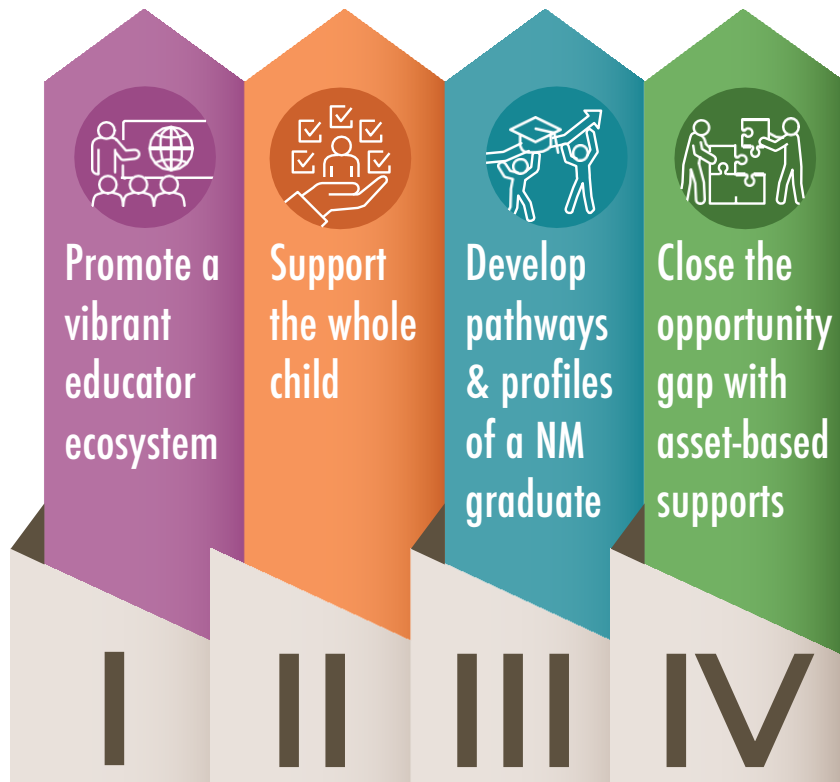
- » Lieutenant Governor Howie Morales
- » Former PED Deputy Secretary Tim Hand
- » Former PED Deputy Secretary Kara Bobroff
- » Mandi Torrez (2020 NM Teacher of the Year)
- » David Rogers (Dual Language Education of NM)
- » Sally Marquez (NM Activities Association)
- » Patricia Jimenez Latham (Transform Education NM)
- » Stan Rounds (NM CEL)
- » Pandora Mike (Chair, Indian Education Advisory Council)
- » Matt Pahl (Public Charter Schools of NM)
- » Karla Crane (NM CASE)

Pillars, Strategies, and Actions

NMPED’s four strategic pillars are explained below, along with the overarching goal we seek to achieve in each pillar, the strategies and actions we will take to achieve this goal, and the evidence base supporting each strategy. Additionally, each pillar includes objectives and key performance metrics we will use to measure our progress. The plan also includes a detailed breakdown of how these strategies will benefit each of the student groups identified in the Martinez/Yazzie decision.

The NMPED will consult and collaborate meaningfully and in good faith with Tribal governments to obtain informed consent in the development, implementation, and monitoring of the education of Native students as required by state and federal laws.

Note that the pillars are numbered I–IV; however, this does not indicate a different level of importance between each pillar. We view each pillar as equally foundational to our work of creating a high-quality education system that allows every student to thrive. Additionally, it is important to emphasize that family and community engagement is a strategy relevant to multiple pillars despite it only being identified in one—Asset-Based Support and Opportunities. We understand that we can only be successful in achieving the goals of this strategic plan by deeply, consistently, and respectfully engaging the families and students whom the education system serves.



Strategic Pillars of New Mexico Education

Educator Ecosystem

GOALS AND STRATEGIES



OVERARCHING GOAL: Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

A strong educator workforce is foundational to the success of New Mexico's public education system. Knowledgeable and skillful educators are the most important in-school influence on student learning and the most important element in closing the achievement gap. A significant body of national research demonstrates that teacher experience, preparation, and qualifications influence student achievement, especially with respect to the achievement of students of color and those from low-income families.¹ For example, the combined effects on student learning gains of having a teacher who is well-prepared, experienced, and National Board certified is greater than the combined effects of race and parent education.² Principals are also a crucial school-level factor associated with student achievement—second only to teachers' classroom instruction.³

The court's decision in the Martinez/Yazzie consolidated lawsuit identified numerous ways in which New Mexico's educator workforce fell short of what is needed for a sufficient education for at-risk students. For example, the court found the state's low teacher pay to be an impediment to recruiting and retaining teachers in schools with high at-risk populations (and especially teachers who are bilingual or certified to teach English learners) and that the state's high rate of teacher turnover had a negative effect on student outcomes. The court also pointed to a lack of adequate training in colleges of education, insufficient funds to support teachers' professional development and collaborative learning opportunities, and the minimal participation of schools in those professional development programs that do exist, such as RISE, Launch, and AE Rising.⁴

Educator Ecosystem Key Strategies and Evidence Base

STRATEGY I-A. RECRUITMENT

Recruit a racially, ethnically, and linguistically diverse educator workforce to broaden representation in the profession and ensure students have access to high-quality learning opportunities in every subject.

Evidence Base: New Mexico teacher preparation programs are not producing the number of teachers needed to fill all available teacher positions with highly prepared teachers. During the 2018- 2019 academic year, there were 798 completers from those programs, a 15 percent decrease from the 936 completers in 2015–2016.⁵ This follows national trends not only in declining enrollment but in declining interest in becoming teachers among high school students.⁶ There is also a need to recruit racially, ethnically, and linguistically diverse educators that better reflect our state's students. Though 62 percent of students identify as Hispanic, only 34 percent of teachers identify as such. For Native Americans, the gap is even starker: 10% of students compared to 3% of teachers.⁷

We know interest in teaching is dampened by low salaries compared to similarly educated professionals,⁸ and the burden of student loan debt, which may be particularly off-putting for students of color.⁹ Further, the high cost of teacher preparation poses another obstacle into the profession—average student loan debt ranges from \$20,000 to \$50,000 for individuals entering the education field.¹⁰

Diversifying our educator workforce will require multifaceted, evidence-based strategies (detailed in the coming sections) to address the range of obstacles. We will pursue short-term strategies, such as scholarships to recruit bilingual, mathematics, and special education teachers, and implementation of teacher residencies, as well as long-term ones, like establishing competitive compensation and opportunities for high school students who aspire to be teachers to learn about the profession and get on a pathway that leads directly to a career in education.

STRATEGY I-B. HIGH QUALITY TEACHER PREPARATION

Prepare highly skilled teachers who are equipped to develop the academic, cultural, linguistic, social, and emotional skills of New Mexico’s diverse students, particularly those furthest from opportunity.

Evidence Base: Research demonstrates that better-prepared teachers are both more effective and more likely to stay longer.¹¹ Graduates of quality teacher preparation programs are often rated higher by their supervisors and contribute more to student learning.¹² Research points to key features of high-quality preparation, including opportunities to observe experienced teachers; receive regular feedback; participate in intensive clinical practice in a classroom; and take courses in topics such as teaching methods, learning theory, child development, the science of reading, and student assessment.¹³ Equally important are culturally responsive pathways to teaching.¹⁴

However, due to the high cost of teacher preparation and concerns about student loan debt too many teachers are entering classrooms without the preparation, experience, and credentials to teach the subjects and students they are being hired to teach. This is especially true for candidates of color. In 2014–15, more than 1 in 5 candidates of color enrolled in an alternative certification program, compared with about 1 in 10 White candidates.¹⁵ Studies of the relationship between teacher preparation and teacher turnover suggest teachers with little to no pedagogical preparation— as occurs in some alternative pathways—are two to three times more likely to leave the profession than those with the most comprehensive preparation, which includes student teaching, formal feedback on their teaching, and multiple courses in student learning and teaching.¹⁶ Overall, underprepared and unqualified teachers are both less effective, on average, and more likely to leave the profession than fully prepared teachers.¹⁷

STRATEGY I-C. INDUCTION FOR EARLY CAREER TEACHERS

Mentor and retain teachers through the challenging early years of teaching to build strong school cultures rooted in trusting relationships between students and adults.

Evidence Base: New teacher induction has been shown to support the development of teacher effectiveness. Evidence suggests that strong induction for early-career teachers can be an effective approach to ensure well-prepared teachers remain in the teaching profession.¹⁸ Research points to several key elements of high-quality induction programs that are most strongly associated with reduced levels of turnover. These include having a mentor from the same field, having common planning time with other teachers in the same subject, having regularly scheduled collaboration with other teachers, and being part of an external network of teachers.¹⁹ A study of induction programs based on national data found that beginning teachers who receive a comprehensive set of induction supports—including the elements above—stay in teaching at rates more than twice those of teachers who lack these supports.²⁰ However, only a small proportion of teachers receive this comprehensive set of supports.²¹

STRATEGY I-D. GROWTH-ORIENTED PROFESSIONAL LEARNING

Cultivate teachers’ desire for continual learning and professional growth to advance students’ deeper learning and establish racially just classrooms.

Evidence Base: As demands for deeper and more complex student learning have intensified, practitioners, researchers, and policymakers have begun to think more systematically about how to support teachers’ learning. Sophisticated forms of teaching are needed to develop 21st century student competencies, such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, opportunities are needed for teachers to learn and refine the pedagogies required to teach these skills. A growing number of rigorous studies establish that well-designed professional development can, when effectively implemented, lead to desirable changes in teacher practice and student outcomes.

For example, an analysis of 35 studies identified seven shared features of effective professional development: (1) focus on content; (2) incorporate active learning utilizing adult learning theory; (3) support collaboration, typically in job-embedded contexts; (4) use models and modeling of effective practice; (5) provide coaching and expert support; (6) offer opportunities for feedback and reflection; and (7) be of sustained duration.²²

STRATEGY I-E. LEADERSHIP DEVELOPMENT FOR PRINCIPALS, DISTRICT LEADERS, AND SCHOOL BOARDS

Develop school, district, and school board leaders who foster collaborative, trusting learning environments where students and teachers thrive.

Evidence Base: Leaders at all levels have a responsibility for creating supportive learning environments. At the school level, principals play a critical role in advancing student learning—the second most important school-level factor associated with student achievement, right after teachers.²³ A growing research base documents the relationship between increased principal quality and gains in high school graduation rates and student achievement.²⁴ Research also points to the negative relationship between principal and teacher turnover and student achievement, which disproportionately impacts high-poverty, low-achieving schools.²⁵ Principals affect student learning through their support of staff and their influence on culture and climate. They are also a key driver in attracting and retaining qualified teachers.²⁶ District leaders influence student learning indirectly through the cultures they build in the districts, and the professional development opportunities they provide for teachers and ensuring alignment among goals, programs, and policies.²⁷ School boards in districts where students achieve at levels higher than expected focus their time and energy on actions related to learning and instruction, including setting goals for improvement, aligning resources, and using data to support continuous improvement. Notably, effective boards also engage in learning the knowledge and skills required by governing for improvement.²⁸

NMPED's Measurement Approach

To assess the impact of the strategies in each pillar, the NMPED is using a Results-Based Accountability™ (RBA) framework to distinguish between “population accountability” and “performance accountability.” At the population level, the NMPED will assess progress toward each pillar goal using the indicators identified below. These indicators are aligned with the state’s existing education accountability system (New Mexico Vistas) and are meant to inform policymakers and the public about the efficacy of the NMPED in producing positive outcomes for our state’s students, families, educators, and other stakeholders.

At the performance level, the NMPED has defined a set of objectives and key performance outcomes that are designed to assess the efficacy of each strategy in this strategic plan. Under the RBA framework, performance measures answer three questions: (1) How much did we do? (2) How well did we do it? (3) Is anybody better off (or did we make a difference)? The first two RBA questions are measures of effort. They tell the story of the numbers of people served by programs and initiatives outlined in this strategic plan, as well as the quality of those efforts. The NMPED has developed an initial list of effort-related performance measures—not reported in this document—that will be used to ensure that the department is able to report on both the quantity and quality of programs and initiatives that it undertakes.

The third RBA question, on the other hand, is a measure of effect. It tells the story of the impact that programs and initiatives are having on students, families, educators, and other stakeholders. The NMPED has developed a comprehensive list of impact-focused performance measures to answer the third RBA question, some of which will require new data sources to be developed. The most critical of these performance measures are reported in the table below as “key performance outcomes.” Additionally, the table lists one or more objectives for each strategy to signal the desired future level of achievement that the department would like to achieve for each performance outcome. Each objective is stated in general terms in this document, and the NMPED will create measurable targets and deadlines for each objective after this strategic plan is finalized and baseline data are gathered.

For all indicators and performance measures, the NMPED will disaggregate the data, to the extent possible, to ensure that the department is able to assess the impact of these strategies on the groups identified in the Martinez/Yazzie ruling, the student groups reported under the federal Every Student Succeeds Act (ESSA), and other key groups of students, families, educators, and other stakeholders. Additionally, the NMPED will ensure that any new measurement instrument created under this strategic plan includes questions or data fields to gather demographic information that allows for deeper analysis of potential inequities or disparities.

Educator Ecosystem Expected Outcomes

The table below tells the story of the Educator Ecosystem pillar’s expected outcomes. In short, the NMPED will work to recruit more licensed teachers into our state’s education system, ensuring that they are well-prepared to teach New Mexico’s culturally, linguistically, and socioeconomically diverse student populations, with deep support every step of the way to ensure that they stay in the profession and have ample opportunity for professional growth and career advancement. Additionally, the NMPED will work to increase the stability and retention of district leaders and school board members, ensuring that they are well prepared to lead their districts and serve New Mexico’s students and families.

Pillar Goal

Ensure every child has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.

Population Indicators

- » Teacher diversity relative to student diversity
- » Teacher and principal turnover rate
- » Teachers well prepared to serve New Mexico’s diverse students and families



STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
I-A. Recruitment	<ul style="list-style-type: none"> • Increase the number of licensed teachers in New Mexico • Increase the number of teachers who represent the culturally and linguistically diverse communities they serve 	<ul style="list-style-type: none"> • Number of newly licensed teachers who enter the profession • Vacancy rate in hard-to-fill teacher roles
I-B. High Quality Teacher Preparation	<ul style="list-style-type: none"> • Deepen collaboration with teacher preparation programs in New Mexico • Increase the number of teachers who participate in a high-quality residency program • Increase the number of teachers who are equipped to serve New Mexico’s diverse student populations and their families 	<ul style="list-style-type: none"> • NM teacher preparation programs grounded in current research and providing a balance of pedagogical theory and critical practice • Teachers’ preparation to serve New Mexico’s diverse students upon entering the profession, demonstrated by culturally & linguistically relevant competencies
I-C. Induction for Early Career Teachers	<ul style="list-style-type: none"> • Increase the retention rate among newly recruited and licensed teachers • Increase the retention rate among teachers who participated in a strong mentoring program 	<ul style="list-style-type: none"> • Teacher retention rate (early career)
I-D. Growth-Oriented Professional Learning	<ul style="list-style-type: none"> • Increase the retention rate among all teachers • Increase opportunities for teacher professional learning, growth, and career advancement, through micro-credentialing, communities of practice, National Board certification, and other support systems 	<ul style="list-style-type: none"> • Teacher retention rate (all teachers) • Teachers’ opportunities for professional learning, growth, and career advancement
I-E. Leadership Development for Principals, District Leaders, and School Boards	<ul style="list-style-type: none"> • Increase stability and retention among school and district leaders • Increase the number of school and district leaders who have the knowledge, skills, and attitudes they need to thrive in the job 	<ul style="list-style-type: none"> • Principal retention rate • Superintendent retention rate • School and district leaders receive professional development and training in culturally and linguistically responsive pedagogy, teacher development and retention, systems leadership, and the teacher evaluation system

Proposed Initiatives and Actions

This table lists the initial actions the NMPED will carry out within each strategy of the Educator Ecosystem pillar. With this strategic plan, the NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/ or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, families, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	KEY PERFORMANCE OUTCOMES
I-A. Recruitment	I-A-1. Establish a communications strategy that highlights teaching as an extremely important and celebrated professional career.
	I-A-2. Identify and support teacher candidates—particularly educational assistants and candidates of color—early through programs such as Educators Rising.
	I-A-3. Recruit bilingual NM high school students who have received the NM Biliteracy Seal upon graduation.
	I-A-4. Promote Grow Your Own Teacher scholarships to identify and support current instructional candidates for full licensure so they can teach in their home communities.
	I-A-5. Provide scholarships for students who seek to be bilingual educators in tribal or other languages.
	I-A-6. Develop pathways and grants for Indigenous language teachers on a 520 certificate to achieve bachelor’s degrees and teaching licenses so they are able to earn the same salaries as other NM teachers.
	I-A-7. Develop specific recruitment programs, policies, and incentives to attract more mathematics, bilingual, special education, and career and technical education teachers.
	I-A-8. Develop a compensation and benefits system that makes being an educator an attractive and sustainable career that is financially on par with similarly educated professions.
I-B. High Quality Teacher Preparation	I-B-1. Collaborate with the deans and directors of teacher preparation programs to ensure that all programs are grounded in current research and provide a healthy balance of pedagogical theory and clinical practice.
	I-B-2. Create and sustain collaborative relationships between educator preparation programs, tribal education departments, and school districts and charter schools.
	I-B-3. Increase the number of new teachers who acquire a TESOL or other EL certification to ensure they are prepared to teach students who speak a language other than English at home.
	I-B-4. Ensure all new teachers receive coursework and training to ensure they are prepared to support students with disabilities in the general education setting.
I-C. Induction for Early Career Teachers	I-C-1. Ensure all early career educators participate in a strong mentorship program for a minimum of two years.
	I-C-2. Strengthen local mentorship programs and ensure alignment to statutory requirements.
	I-C-3. Support school districts and charter schools in effectively using funding intended to bolster mentorship.
I-D. Growth-Oriented Professional Learning	I-D-1. Launch the use of microcredentials to support NMPED’s educational initiatives, such as social-emotional learning; culturally and linguistically responsive pedagogy; universal design for learning; special education; literacy across the curriculum; structured literacy; content-specific professional development; anti-racist pedagogy; TESOL; bilingual education/biliteracy; Indigenous language education; and positive behavioral supports.

STRATEGIES	KEY PERFORMANCE OUTCOMES
I-D. Growth-Oriented Professional Learning, Cont'd	<p>I-D-2. Facilitate educator communities of practice in the following areas in order to (a) connect educators with one another to learn about and embed research-based practices into local systems, (b) elevate successes and identify challenges in order to build capacity for effective implementation of successful practices; and (c) communicate about new developments, practices, and professional development:</p> <ul style="list-style-type: none"> • I-D-2a. Culturally and Linguistically Responsive Framework Implementation, • I-D-2b. Equity Councils, • I-D-2c. Social Emotional Learning, • I-D-2d. At-Risk Funding and Program Services, • I-D-2e. Serving Students with Disabilities, and • I-D-2f. Content-specific pedagogy.
	<p>I-D-3. Implement an educator evaluation system that promotes actionable, timely feedback for educator professional growth.</p>
	<p>I-D-4. Increase the availability of regional technical assistance, oversight, and educator support, with a focus on:</p> <ul style="list-style-type: none"> • I-D-4a. Mentoring to novice teachers, including coordination with educator preparation programs, • I-D-4b. Ongoing professional learning opportunities for new and more experienced teachers, • I-D-4c. Support for teachers pursuing national board certification, and • I-D-4d. Ongoing professional learning opportunities for special education teachers and teachers of English learners.
I-E. Leadership Development for Principals, District Leaders, and School Boards	<p>I-E-1. Increase professional development opportunities and support structures for school and district leaders focused on culturally and linguistically responsive pedagogy, teacher development and retention, and systems leadership.</p>
	<p>I-E-2. Ensure all school administrators receive ongoing professional development opportunities and training on the new teacher evaluation system.</p>
	<p>I-E-3. Develop programming to train and support the placement of aspiring superintendents and aspiring school business officials in a quantity sufficient to meet the state's average annual need.</p>
	<p>I-E-4. Provide support and oversight to school boards to ensure they are effectively carrying out their role in policy governance, to develop their skills in addressing issues of equity, and to ensure that they are adhering to their role as outlined in statute, rule, and standards of conduct.</p>

Meeting the Needs of Martinez/Yazzie Student Groups

The Martinez/ Yazzie student groups are especially impacted by the presence (or absence) of a robust educator ecosystem. All too often, when teacher vacancies increase, they increase most rapidly in schools that serve high proportions of students whose families earn low incomes or students of racially and ethnically marginalized groups.²⁹ Nationally, teacher turnover rates, or the combined rate at which teachers move to a new school or leave the profession, are higher in Title I schools and schools serving the largest concentration of students of color.³⁰ Finding and retaining special education teachers, in particular, is becoming increasingly difficult both in New Mexico and nationally. Teacher turnover can result in students

from low-income families and students of color being taught by less- experienced teachers.³¹ In New Mexico, inexperienced teachers accounted for 23% of the state's teacher workforce—more than double the national average of 9%.³² However, these teachers are not evenly distributed. On average, 36% of teachers in schools where at least 75% of students come from low- income families are first- or second-year teachers. This is far higher than the 19% average at schools with the lowest poverty rates (schools with poverty rates of 25% or less).³³

Not only does this turnover create a less experienced workforce, instability, and disrupted relationships between students and adults, but it also diverts financial resources toward hiring and onboarding. Studies estimate districts spend between \$9,000 and \$20,000 to replace a single teacher.³⁴ To ensure that all Martinez/Yazzie subgroups receive a high-

quality education, it is imperative that the state and each of its districts and charter schools make a concerted effort to recruit, train, continuously develop, and retain excellent educators.

Each of the strategies in the Educator Ecosystem pillar is designed to provide specific benefits for the groups identified as at-risk in the Martinez/Yazzie lawsuit, with a clear understanding that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs.

Students identified as Native American, English Language Learners, and/or from families who earn lower incomes will benefit directly from the state's building a diverse and robust educator pipeline. To more effectively address the needs of students with disabilities, NMPED will facilitate an educator community of practice on serving students with disabilities that will (a) connect educators with one another to learn about and embed research-based practices into local systems, (b) elevate successes and identify challenges in order to build capacity for effective implementation of successful practices, and (c) communicate about new developments, practices, and professional development. However, this targeting will be done with the clear understanding that many (sometimes most) students with disabilities are also at risk as members of marginalized racial, ethnic, linguistic, and socioeconomic groups.

Keeping this student intersectionality in mind, the state will also focus specifically on attracting and supporting prospective bilingual teachers of color, including high school graduates who have earned the bilingual seal on their diplomas, and those from rural and tribal communities. With early identification and recruitment into teaching, fellowships for those who seek to be bilingual educators in tribal or other languages, and high retention "grow your own" teacher preparation approaches will support these students throughout the pathway into teaching. The state will also develop pathways and financial support for Indigenous language teachers on a 520 certificate to achieve bachelor's degrees and teaching licenses; this will enable them to earn the same salaries as other New Mexico teachers.

The result will be an increase in Native American students' and English Learners' being taught by teachers who reflect their communities and understand their culture and languages.

Again, creating and sustaining collaborative relationships between tribal education departments, educator preparation programs, and school districts and charter schools, will benefit all students, but also have strong impact on Native students by ensuring tribal leadership's participation in the preparation of teachers of Native students. Teacher preparation will benefit students who speak a language other than English at home by increasing the number of new teachers who acquire a TESOL or other EL certification to ensure they are prepared to teach. Students with disabilities will benefit specifically as all new teachers will receive coursework and training that will enable them to provide effective support in the general education setting.

Having all early career educators participate in a strong, funded, two-year induction and mentorship program will help stop the churn of under-prepared and inexperienced teachers out of schools serving large proportions of the Martinez/Yazzie student groups. An upgrading of experienced teachers' professional learning opportunities will include all teachers being trained in community-based, culturally and linguistically responsive instruction—a clear benefit to Martinez/Yazzie students whose cultures and languages have been marginalized. Specifically, this will include the use of microcredentials to support NMPED's educational initiatives such as TESOL, bilingual education/ biliteracy, and Indigenous language education (among others).

Finally, effective leadership training for administrators and school boards will amplify all these benefits by creating a culture of knowledgeable support and high expectations for students in the identified Martinez/Yazzie student groups.

The table on the following page identifies specific benefits to the student groups identified in the Martinez/Yazzie lawsuit. The considerable overlap does not reflect a view that students in these groups need identical accommodations through system changes and interventions. However, it does reflect that most of the individual students in these groups carry more than one of these identities and must be educated with a whole child approach that recognizes and addresses his or her specific combination of assets and needs.

STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
I-A. Recruitment	Increased number of fully prepared teachers and ancillary staff for students with disabilities with specific recruitment programs, policies, and incentives to attract more special education teachers.	Increased numbers of Native students taught by teachers who reflect their communities and understand their culture and languages by identifying and supporting prospective teachers—particularly EAs and young people of color, including high school graduates who have earned the bilingual seal on their diplomas, and those from rural and tribal communities. New pathways and grants for indigenous language teachers on a 520 certificate to achieve bachelor's degrees and/or teaching licenses so they can earn the same salaries as other NM teachers.	Increased numbers of English language learner students taught by teachers who reflect their communities and understand their culture and languages by identifying and supporting prospective teachers—particularly EAs and young people of color, including high school graduates who have earned the bilingual seal on their diplomas, and those from rural and tribal communities.	Increased numbers of economically disadvantaged students taught by teachers who reflect their communities and understand their culture and languages by identifying and supporting prospective teachers—particularly EAs and young people of color, including high school graduates who have earned the bilingual seals on their diploma, and those from rural and tribal communities.
I-B. High Quality Teacher Preparation	All new teachers receive coursework and training to ensure they are prepared to support students with disabilities in the general education setting.	Increased participation and leadership of tribal communities in the preparation of teachers of Native American students through collaborative relationships between educator preparation programs, tribal education departments, and school districts and charter schools. All new teachers receive coursework and training to ensure they are prepared to support Native students.	All new teachers receive coursework and training to ensure they are prepared to support students who speak languages other than English at home.	All new teachers receive coursework and training to ensure they are prepared to support students facing barriers to learning from living in communities of concentrated poverty.
I-C. Induction for Early Career Teachers	More stability (and less churn) in the workforce of teachers who teach students with disabilities as teacher induction increases teacher satisfaction and retention.	More stability (and less churn) in the workforce of teachers who teach Native American students as teacher induction increases teacher satisfaction and retention.	More stability (and less churn) in the workforce of teachers who teach at schools with concentrations of students who speak languages other than English at home as teacher induction increases teacher satisfaction and retention.	More stability (and less churn) in the workforce of teachers who teach at schools with concentrations of low-income students as teacher induction increases teacher satisfaction and retention.
I-D. Growth-Oriented Educator Professional Learning	Increased teacher expertise and greater retention of teachers of students with disabilities who participate in state-facilitated educator communities of practice on Serving Students with Disabilities. Increased access to experienced teachers from greater retention of participating teachers.	Increased teacher expertise on culturally and linguistically responsive pedagogy of teachers of Native students who participate in state-facilitated educator communities of practice on Serving Native Students. Increased access to experienced teachers from greater retention of participating teachers.	Increased teacher expertise on culturally and linguistically responsive pedagogy of teachers of students who are English learners who participate in state-facilitated educator communities of practice on Serving Students who are Learning English. Increased access to experienced teachers from greater retention of participating teachers.	Increased teacher expertise on culturally and linguistically responsive pedagogy and mitigating the barriers poverty erects to learning for teachers in high-poverty schools who participate in state-facilitated educator communities of practice on Serving Students in Concentrated Poverty. Increased access to experienced teachers from greater retention of participating teachers.
I-E. Leadership Development for Principals, District Leaders, and School Boards	Increased expertise and more effective decision making by leaders who participate in professional development opportunities and support structures for school and district leaders focused on culturally and linguistically responsive pedagogy, teacher development and retention, and systems leadership. Students experience district and school cultures of knowledgeable support and high expectations for students.			

Whole Child and Culturally Responsive Education

GOALS AND STRATEGIES



OVERARCHING GOAL: Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning and that is culturally and linguistically responsive.

The children we serve live in families and communities that have many strengths. It is critical that schools recognize those strengths and seek to educate the whole child. While schools have traditionally focused exclusively on academic skills, recent research shows that students' emotional, cultural, and mental lives are vital components to a well-rounded and effective educational experience. Schools should build on the linguistic and sociocultural assets of families and communities to ensure academic success, as well as social-emotional development. The student groups identified in Martinez/Yazzie have for too long experienced a school system in which their languages, cultures, and abilities have been either dismissed or rejected as unworthy of consideration in the academic setting. The consequences of this longstanding diminution—both academic and social—have been profoundly damaging and disadvantageous to these students.

Both national evidence and local knowledge suggest that the state should adopt the following strategies to improve student learning and development. These strategies include improving students' opportunities to develop the high-level cognitive skills that are required for success in 21st century life; implementing culturally and linguistically responsive curriculum and instruction effectively; and building capacity for creating positive school climates and supporting students' social and emotional development.

Whole Child and Culturally Responsive Education Key Strategies and Evidence Base

STRATEGY II-A. DEEPER LEARNING

Improve academic achievement with curriculum, pedagogy, and assessment that support deeper learning in the core academic disciplines by focusing content learning on inquiry and complex problem-solving—an approach that is increasingly known as “deeper learning.”

Evidence Base: Research examining the implications of the science of learning and development for improving students' opportunities to develop the high-level cognitive skills that are required for success in 21st century life requires curriculum, instruction, and assessment that (1) engage students in critical and creative thinking as they investigate scientific, social/historical, literary, artistic, and mathematical questions and develop grounded arguments, solutions, and products; and (2) help students develop their verbal, written, and graphic communication skills through written assignments and presentations. Key to this approach is the demonstration of students' knowledge through performance assessments that allow students to exhibit what they know and can do in authentic ways.³⁵

Research has demonstrated that this kind of deeper learning generates improved student achievement, particularly for students furthest from opportunity. For example, in a recent set of studies, the American Institutes for Research (AIR) found that access to deeper learning pedagogies in a set of schools organized around project-based learning, work-based learning, and performance assessments improved academic performance, graduation rates, and postsecondary outcomes. Researchers found that students in deeper learning environments outperformed their counterparts on state-mandated tests in math and English language arts. Moreover, the academic effects of attending schools organized around such learning are positive for both high and low achievers, suggesting that deeper learning can benefit students across the developmental and learning spectrum.³⁶

STRATEGY II-B. COMMUNITY-BASED CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION

Support effective implementation of culturally and linguistically responsive curriculum, pedagogy, and assessment, with input from families and community members.

Evidence Base: Culturally and linguistically responsive approaches reshape traditional teaching by drawing from students' languages, identities, and cultures to connect new learning to students' prior knowledge and affirm students' rich and varied cultural and linguistic histories. Several sources of evidence document the effectiveness of this approach. For example, emerging findings from the learning sciences reveal that students' cultural contexts are fundamental to their learning.³⁷ Schools that neglect students' cultural identities and experiences add to students' cognitive load, forcing them to expend mental and emotional energy navigating environments that can feel hostile and take away from their ability to learn.³⁸ Over time, these adverse school experiences add up and can lead to student withdrawal and loss of motivation and, ultimately, increased gaps in school performance and achievement.³⁹ On the other hand, schools that take a culturally responsive approach scaffold learning by connecting instruction to students'

cultural resources and individual experiences, which reduces cognitive load and identity threat and creates greater capacity for increased learning.⁴⁰

Bringing those contexts into schools and classrooms provides powerful sources of knowledge and supports an approach to education that recognizes the interconnections among social, emotional, and academic learning.⁴¹ These findings are not new. They are built upon a rich history of research highlighting how central culturally responsive pedagogy is to provide all students with a high-quality education. Evidence from descriptive studies, often portraits of teachers who are experts in such pedagogies, suggests that students who spend time in high-quality culturally and linguistically responsive classrooms benefit in several ways, including being more engaged and active learners.⁴² Culturally responsive education has also been found to strengthen school connectedness, and when used effectively, to help students build intellectual capacity and competence.⁴³ Some studies document the effectiveness of programs through high-quality program evaluation.⁴⁴

STRATEGY II-C. SOCIAL-EMOTIONAL LEARNING

Build educators' capacity to support culturally responsive social-emotional learning.

Evidence Base: A whole child and culturally responsive education includes the development and integration of social and emotional learning (SEL) into academic learning. Social-emotional skills (e.g., self-regulation, collaboration, problem-solving, conflict resolution, perseverance, resilience) are also essential in 21st century life and increasingly demanded by employers for supporting students' social and emotional development. Learning these skills, through explicit lessons and integration into core curriculum, dramatically improves student well-being, achievement, and graduation rates, as well as school climate and safety.⁴⁵ A 2018 meta-analysis found that the positive academic impacts of SEL programming are long-lasting, providing a 13% boost to academic performance 3.5 years after students' last SEL intervention.⁴⁶ Additionally, a 2015 cost-benefit review of six evidence-based social-emotional curriculum

interventions found an 11-to-1 return on investment, meaning for every \$1 spent on these SEL programs, there is an \$11 return.⁴⁷ As with academic learning, however, effective SEL requires curriculum and instruction that are culturally and linguistically responsive.⁴⁸ Culturally responsive SEL also provides a means for building skills for critical examination of existing biases and inequities and promotes more equitable outcomes.⁴⁹

STRATEGY II-D. POSITIVE SCHOOL CLIMATES AND PROACTIVE SUPPORT

Provide support to school districts and charter schools to create positive school climates, implement restorative practices, and individualize learning support and interventions for all students.

Evidence Base: A growing body of research in the learning sciences demonstrates that all children learn when they feel safe and supported. Each child, regardless of background, needs both supportive environments and well-developed abilities to manage stress and conflict. Such environments and learning opportunities are particularly important for children whose learning is impaired when they are fearful, traumatized, or overcome with emotion. As summarized in a recent report, a review of 78 studies published since 2000 found that a positive school climate is related to improved academic achievement and can reduce the negative effects of poverty on academic achievement.⁵⁰ Another review of 327 school climate studies found that support for student psychological needs and academic accomplishment is reflected in higher grades, higher test scores, and increased motivation to learn and is associated with strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers.⁵¹

Restorative discipline practices, which recognize students' behavior as a demonstration of a developmental need and teach students problem-solving skills, also help promote a sense of safety and building of social-emotional learning skills. Restorative practices replace punitive, coercive, and exclusionary disciplinary approaches with proactive skill development in self-regulation and conflict resolution and help students develop

empathy and understanding of their behaviors in a supportive manner. Exclusionary discipline policies contribute to the experience of shame, student disengagement, grade retention, dropouts, and arrests.⁵² Students who receive even one suspension have an increased risk of repeating grades,

dropping out, and being incarcerated and have a reduced likelihood of postsecondary success.⁵³ Not only do exclusionary discipline policies negatively affect the student receiving the suspension, a 2014 study found that these discipline policies also negatively impact the learning, engagement, and sense of safety of students who are not suspended.⁵⁴ Syntheses of research suggest that restorative practices result in fewer and less racially disparate suspensions and expulsions, fewer disciplinary referrals, improved school climate, higher-quality pupil-teacher relationships, and improved academic achievement across elementary and secondary classrooms.⁵⁵

STRATEGY II-E. ENRICHMENT, EXTRACURRICULAR, AND OUT-OF-SCHOOL-TIME PROGRAMS

Provide high-quality enrichment, extracurricular, and out-of-school-time programs that support students' holistic development and well-being through intentional connection to each student's school, family, and community.

Evidence Base: Decades of research has noted the positive association, particularly for students furthest from opportunity, between students' participation in out-of-school-time activities including extracurricular and enrichment programs and their academic, social, and developmental outcomes.⁵⁶ As one example, evidence from the federal 21st Century Learning Centers programs evaluation studies demonstrate that Community Learning Centers positively impact factors that are integral to student engagement and graduation: attendance, behavior, and coursework. Studies also show that Community Learning Centers are helping young people gain the workforce skills that will benefit them throughout their life.⁵⁷ For example, recent research has also suggested that participation in such programs may be a crucial part of schools' efforts to establish a post-pandemic normalcy, as they can foster social connectedness, as well as support academic achievement.⁵⁸

Whole Child and Culturally Responsive Education Expected Outcomes

The table on page 20 tells the story of the Whole Child and Culturally Responsive Education pillar's expected outcomes. (See description of NMPED measurement approach on page 10.) Through a focus on culturally and linguistically responsive instruction in “deeper learning” strategies (in school and out of school) and strong support for students' social-emotional development, the NMPED will support the ability of schools to increase student achievement and reduce disparities in core subject areas; deepen students sense of belonging in their schools; foster the development of strong and trusting relationships among students, teachers, and families; improve school climates; reduce exclusionary disciplinary practices; and increase opportunities for students to have voice in the design of in-school and out-of-school experiences that are aligned with their interests and goals.



Pillar Goal

Increase student learning and development by supporting schools and classrooms to engage in deeper, enriched academic learning that is integrated with social-emotional learning and that is culturally and linguistically responsive.

Population Indicators

- » Academic achievement and growth on multiple measures
- » English learner progress
- » Student satisfaction

STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
II-A. Deeper Learning	<ul style="list-style-type: none"> • Increase the number of teachers using deeper learning strategies • Increase student performance and reduce disparities in reading, math, and science 	<ul style="list-style-type: none"> • Teachers use deeper learning strategies in the classroom • Student academic achievement and growth
II-B. Community-based Culturally and Linguistically Responsive Instruction	<ul style="list-style-type: none"> • Ensure that all districts and charters are implementing the Culturally and Linguistically Responsive framework • Increase the percentage of students who report a sense of belonging and inclusion in school • Increase the percentage of families who report seeing their own lived experiences reflected in curriculum 	<ul style="list-style-type: none"> • Effective practices implemented as a result of the Culturally and Linguistically Responsive frameworks • Student sense of belonging and inclusion in school • Families see their own lived experiences reflected in the curriculum
II-C. Social-Emotional Learning	<ul style="list-style-type: none"> • Ensure that all districts and charters adopt the social and emotional learning framework • Ensure that every school provides consistent opportunities for students to cultivate, practice, and reflect social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) 	<ul style="list-style-type: none"> • Effective practices implemented as a result of the social and emotional learning framework • Students gain increased social and emotional learning competencies, including self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making
II-D. Positive School Climates and Proactive Support	<ul style="list-style-type: none"> • Improve school climate in all New Mexico schools • Reduce exclusionary disciplinary practices 	<ul style="list-style-type: none"> • Completion of school 3-year sustainability plans • Self-reported measures of school climate by students, staff, families, and community members, including engagement, safety, disciplinary practices, and environment • School discipline rates, by type of infraction
II-E. Enrichment, Extracurricular, and Out-of-School-Time Programs	<ul style="list-style-type: none"> • Increase participation in enrichment, extracurricular, and out-of-school time (OST) activities • Increase meaningful student participation in the development and implementation of enrichment, extracurricular, and OST opportunities 	<ul style="list-style-type: none"> • Students participate in an enrichment, extracurricular, or OST program • Students have voice in the enrichment, extracurricular, and OST opportunities that are available to them

Proposed Initiatives and Actions

The following table lists the initial actions that will be carried out by NMPED within each strategy of the Whole Child and Culturally Responsive Education pillar. Following completion of this strategic plan, NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, parents, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	INITIATIVES AND ACTIONS
II-A. Deeper Learning	II-A-1. Provide content-specific professional development designed to improve student performance in the core areas of English language arts, mathematics, and science.
	II-A-2. Assess participation in advanced STEAM courses in schools across the state and secure funding to ensure equitable and increased access to advanced STEAM courses.
	II-A-3. Train and fund a cadre of literacy specialists able to support all elementary schools in the state. These specialists would focus on improving the reading skills of all students, including those with dyslexia and students with disabilities.
	II-A-4. Develop and support districts and charters to implement a coherent instructional scope for English language arts and mathematics instruction.
	II-A-5. Provide training to all educators to support students with disabilities by differentiating and individualizing instructional delivery and with strategies to appropriately address behavioral needs of students with disabilities in the classroom.
II-B. Community-based Culturally and Linguistically Responsive Instruction	II-B-1. Implement school-designed (local, community-developed) culturally and linguistically responsive frameworks.
	II-B-2. Develop, disseminate, and support the implementation of a framework for district and/or school action plans that prioritize learning environments that are safe, equitable, inclusive, culturally and linguistically responsive, and fully aligned with the Indian Education Act, Hispanic Education Act, the Bilingual Multicultural Education Act, and the Black Education Act.
	II-B-3. Develop and/or support the development of Indigenous language curricula.
	II-B-4. Develop and implement a biliteracy framework.
	II-B-5. Expand bilingual programs at every grade level (PreK–12).
	II-B-6. Monitor program implementation and ensure timely placement for ELs, including identification for special education and related services utilizing bilingual evaluators as needed.
	II-B-7. Revise the Social Studies standards to ensure they are representative of the lived experiences of New Mexico’s students and families, and are inclusive of diverse and underrepresented perspectives.
	II-B-8. Increase access to and participation in high quality heritage language, bilingual, and multicultural programs.
	II-B-9. Ensure full staffing and necessary funding for NMPED in Indian Education, Special Education, and Language and Culture.
	II-B-10. Provide regionally-based technical assistance and oversight to support: <ul style="list-style-type: none"> • II-B-10a. Burgeoning and current bilingual programs, • II-B-10b. Instruction for English language learners, and • II-B-10c. Educators and administrators to deliver appropriate instruction and behavioral supports for students with disabilities.

STRATEGY	ACTION
II-C. Social-Emotional Learning	II-C-1. Establish and support district and charter implementation of a culturally responsive social-emotional learning framework to ensure that New Mexican students' individual emotional needs are met.
	II-C-2. Provide funding and develop capacity to expand trauma-informed practices and use Indigenous justice models.
II-D. Positive School Climates and Proactive Support	II-D-1. Increase the number of districts using restorative practices as opposed to disciplinary measures.
	II-D-2. Ensure identification of students with disabilities and the need to improve the timeliness and quality of initial evaluations for special education and related services.
	II-D-3. Provide supports that increase the graduation rate of expecting and parenting students.
II-E. Enrichment, Extra-curricular, and Out-of-School-Time Programs	II-E-1. Increase the percentage of students participating in out-of-school time programs.
	II-E-2. Secure funding to fully fund a robust arts education program in all schools and districts.
	II-E-3. Secure funding to fully fund a robust athletics program in all schools and districts.
	II-E-4. Secure funding and develop partnerships to ensure that all students have access to educational and cultural field trips to museums, performances, competitions, and cultural institutions.
	II-E-5. Secure funding for community-based enrichment programs.
II-F. Assessment	II-F-1. Develop a robust assessment system that provides students and educators rich and meaningful feedback on learning and that aligns with culturally relevant graduate profiles.
	II-F-2. Transition to a community-based, authentic formative assessment system.
	II-F-3. Provide assessment in languages other than English when appropriate and possible.
	II-F-4. Implement state of the art data warehousing and reporting tools available to all educators.

Meeting the Needs of Martinez/Yazzie Student Groups

The student groups identified in the Martinez/ Yazzie lawsuit have for too long experienced a school system in which their languages, cultures, and abilities have been either dismissed or rejected as unworthy of consideration in the conduct of academic teaching and learning. The consequences of this longstanding diminution—both academic and social—have been profoundly damaging and disadvantageous to these students.

The Martinez/Yazzie students deserve an academic program in which their histories, contributions, cultures, languages, and special needs are recognized and included as foundational to academic learning, as do current practices that build on the prior knowledge and experiences of their white, affluent, native English-speaking peers. They also deserve equitable access to enrichment programs, including community-based enrichment,

out-of-school-time, and extracurricular activities. To accommodate important differences among local student populations, school districts and charter schools—advised by their Equity Council—should examine disaggregated data to assess the effectiveness of their programs for each of the Martinez/Yazzie student groups and to identify areas for improvement.

Each of the strategies in the Whole Child and Culturally Responsive Education pillar is designed to provide specific benefits for the groups identified in the Martinez/Yazzie lawsuit, with a clear understanding, as is the case with the other pillars, that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs.

Specifically, student groups named in the Martinez/ Yazzie lawsuit will benefit directly from access to deeper learning opportunities and aligned multiple

methods of assessing learning. By design, strategies such as project- and problem-based learning, guided inquiry, the application of subject matter knowledge in familiar, real-world contexts, and students' demonstration of their learning on performance assessments assume a diversity of students' approaches to learning and prior knowledge. This is in stark contrast to the more standardized expectations that underlie traditional instructional approaches, which presume students come from white, middle-class cultures and have native-English speaking proficiency.

To more effectively address the needs of young students with disabilities, NMPED will train and fund a cadre of literacy specialists to focus on improving the reading skills of all students, but with particular attention to those with dyslexia and students with other disabilities. NMPED will also facilitate educator communities of practice specifically on serving students with disabilities at all schooling levels that will (a) connect educators with one another to learn about and embed research-based practices into local systems, (b) elevate successes and identify challenges in order to build capacity for effective implementation of successful practices, and (c) communicate about new developments, practices, and professional development. However, this targeting will be done with the clear understanding that many (sometimes most) students with disabilities are also at risk as members of marginalized racial, ethnic, linguistic, and socioeconomic groups and benefit from targeted interventions in those areas.

The students identified as at-risk by the Martinez/Yazzie court ruling will also benefit specifically from the development and implementation of cultural and linguistically responsive frameworks that are both locally developed with Equity Councils, as well as being aligned fully with the Indian Education Act, Hispanic Education Act, Bilingual Multicultural Education Act, and the Black Education Act. This strategy recognizes both that culturally and linguistically responsive practices are required for learning to build on students' prior knowledge, and that students' prior knowledge will vary from community to community as well as among individuals within a community. This strategy may be especially beneficial for incorporating Native students' distinctive cultures and indigenous languages, but it is also helpful for children whose families speak Spanish or other languages at home or that may not share middle-class cultural practices, particularly in rural areas. Expanding dual language programs and incorporating social studies content

that reflect the history and experience of all of New Mexico's diverse cultures will have the greatest benefit for students identified by the Martinez/Yazzie lawsuit because their racial, ethnic, and socioeconomic backgrounds have been marginalized or excluded from traditional schooling.

Devoting explicit attention to students' social and emotional learning and positive school climates, particularly with the development of restorative approaches to student behavior, not only acknowledges the growing body of evidence from brain research that cognitive, social, and emotional learning are linked and interdependent for all children, but, as with the deeper learning strategies described above, presume that development in these areas is profoundly and positively related to students' prior experiences, culture, and languages. Educator training in Multilayered Systems of Support (MLSS) will lead to a proactive system for early intervention that prevents learning and behavioral issues from escalating. It also acknowledges the grim, current social reality that Native students and those whose families are low-income are far more likely to suffer adverse childhood experiences, to be disproportionately administered exclusionary discipline practices, and, as a result, benefit the most from the explicit incorporation of trauma-informed and restorative practices in classrooms and schools.

Finally, the students identified in Martinez/Yazzie as at-risk will also benefit disproportionately from stronger and deeper NMPED capacity (including staffing and funding for Indian Education, Special Education, and Language and Culture) and specific training on the Indian Education Act and Tribal Sovereignty. They will also benefit most from regionally-based technical assistance, professional development, and oversight to support burgeoning and current bilingual programs, instruction for English language learners, and the ability of educators and administrators to deliver appropriate instruction and behavioral supports for students with disabilities

The following table identifies specific benefits to the student groups identified in the Martinez/Yazzie lawsuit. The considerable overlap does not reflect a view that students in these groups need identical accommodations through system changes and interventions. However, as noted earlier, it does reflect that most of the individual students in these groups carry more than one of these identities and must be educated with a whole child approach that recognizes and addresses his or her specific combination of needs.

STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
II-A. Deeper Learning	Professional development for teachers on supporting students with disabilities will increase access to placement in general education classrooms and provide access to advanced content and coursework, including advanced STEAM courses	Positive recognition and increased valuing of Native students' ways of learning and developing will decrease over-identification of Native students as disabled, and increase access to advanced content and coursework, including advanced STEAM courses	Increased educator professional development in ELL instruction and support will increase access to advanced content and coursework, including advanced STEAM courses	Positive recognition and increased valuing of diverse prior knowledge and experience will decrease over-identification of students from low-income families as disabled, and increase access to advanced content and coursework, including advanced STEAM courses.
II-B. Community-based Culturally and Linguistically Responsive Instruction	Subject matter standards and instruction that fully reflect the experiences and contributions of individuals with disabilities	Subject matter standards and instruction that fully reflect the experiences and contributions of Native Americans Increased access to indigenous language programs/ instruction as well as increased opportunities for bilingual and dual language approaches	Subject matter standards and instruction that reflect the experiences and contributions of immigrants and communities where English is not the primary language Increased access to indigenous language programs/instruction as well as increased opportunities for bilingual and dual language approaches	
II-C. Social-Emotional Learning	Reduced disproportionality in exclusionary discipline for students with disabilities	Interventions with proactive support to Native American students, who are more likely to have barriers from marginalization and trauma Reduced disproportionality in exclusionary discipline for Native students	Reduced disproportionality in exclusionary discipline for students who are English learners	Interventions with proactive support to students from low-income families, who are more likely to have barriers from marginalization and trauma Reduced disproportionality in exclusionary discipline for students from low-income families



STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
<p>II-D. Positive School Climates and Proactive Support</p>	<p>Reduced disproportionality in exclusionary discipline for students with disabilities Increased percentage of students with disabilities who report a sense of belonging and inclusion in school</p>	<p>Reduced disproportionality in exclusionary discipline for Native students Increased percentage of Native America students who report a sense of belonging and inclusion in school Increased percentage of Native American families who report seeing their own lived experiences reflected in curriculum</p>	<p>Reduced disproportionality in exclusionary discipline for EL students Increased percentage of English Learners who report a sense of belonging and inclusion in school Increased percentage of English Learner families who report seeing their own lived experiences reflected in curriculum</p>	<p>Reduces disproportionality in exclusionary discipline for students from low-income families Increased percentage of economically disadvantaged students who report a sense of belonging and inclusion in school Increased percentage of economically disadvantaged families who report seeing their own lived experiences reflected in curriculum</p>
<p>II-E. Enrichment, Extracurricular, and Out-of-School-Time Programs</p> <p>(See Also Strategy IV-F)</p>	<p>Increased accessibility to enrichment activities and provide transportation for these programs for students with disabilities</p>	<p>Increased funding available and accessible in tribal communities for enrichment activities that more advantaged families and communities routinely provide, and provide transportation for these programs Expanded culturally and linguistically responsive afterschool programs, including community and tribal based programs</p>	<p>Increased accessibility to enrichment activities for English learners and provide transportation for these programs Expanded culturally and linguistically responsive afterschool programs, including community and tribal based programs</p>	<p>Increased funding available in tribal communities for enrichment activities that more advantaged families and communities routinely provide, and provide transportation for these programs</p>



Profiles and Pathways

GOALS AND STRATEGIES



OVERARCHING GOAL: Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career- ready and contribute as productive members of their community.

A New Mexico graduate today faces a radically changed post-secondary and career landscape compared to someone who graduated 20, 10, or even 5 years ago. The demands of colleges, universities, and businesses have evolved. The profile of a New Mexico graduate—essentially what a high school graduate should know, experience, and be able to do—must evolve as well. A graduate profile can define the educational, social, and civic skills every New Mexico high school graduate should possess and guide the state as it develops robust and relevant college and career pathways that position every one of our young people to enter the world after high school ready for success. Our current graduation rate significantly trails that of most other states. Creating an educational system that enables all youth to successfully chart a path to and through graduation will require intentional alignment of the PreK–12 system with higher education institutions and with the workforce. It will require ensuring that a robust suite of high-interest and high-impact opportunities for applied learning are available to all students in the state. There is no single path to success. NMPED is focused on helping school districts and charter schools provide students with research-based and relevant career and college pathways.

Profiles and Pathways Key Strategies and Evidence Base

STRATEGY III-A. GRADUATE PROFILES

Develop community-driven local and statewide graduate profiles that inform course offerings and graduation pathways.

Evidence Base: A graduate profile is a document that specifies the cognitive, personal, and interpersonal competencies that students should have when they graduate. Several states have developed profiles that include, in addition to academic content knowledge, civic readiness and engagement, employability/workforce skills, digital

literacy, and social-emotional skills and competencies.⁵⁹ Co-created with input from key stakeholders, the profile provides a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts.⁶⁰ Conversations at the local level should drive development of graduate profiles. When a redefined definition of student success is established, system leaders need to continue working with communities to build system coherence.⁶¹ Some groups in the state have already worked to establish broader sets of goals by developing “Profile of a Graduate” statements. Mission: Graduate, in partnership with Albuquerque Public Schools, and the Santa Fe Public Schools, for example, have produced “profiles” that include academic competencies as important, but also emphasize the importance of non-academic outcomes.⁶² The New Mexico School Superintendents’ Association’s (NMSSA) Policy Platform also specifies similarly broad goals.⁶³

STRATEGY III-B. REIMAGINED SYSTEM OF COLLEGE AND CAREER PREPARATION

Reimagine college and career preparation by redesigning the career and technical education system and realigning K–12, higher education, and workforce systems.

Evidence Base: Experimental evaluation of “career academies,” conducted by the research organization MDRC in the 1990s found that students in such programs had better attendance, increased academic course-taking, and increased likelihood of earning enough credits to graduate on time than comparable students not in these programs. The study concluded that four critical features of career academies contributed to their impact: small learning communities with support for academic and career-related course combinations; career-themed curricula; 3) career awareness and partnerships with employers providing work-based learning opportunities for students; and 4) increased interpersonal student supports.⁶⁴

A quasi-experimental longitudinal evaluation of the California Linked Learning District Initiative, a multiyear demonstration effort to design and implement districtwide systems of comprehensive “Linked Learning” college and career pathways showed that students in high-quality college and career pathways were better prepared to succeed in college, career, and life compared to peers in traditional high school and experienced more rigorous, integrated, and relevant instruction. They were less likely to drop out and were more likely to graduate on time. Students who had low achievement scores in earlier grades made significantly better academic progress when they participated in pathways in high school. Pathway students also performed better on assessments of proficiency in English language arts. Lastly, the four-year college-going rate for African Americans in these pathways was 12 percentage points higher than peers not participating in pathways programs.⁶⁵

STRATEGY III-C. EXPERIENTIAL LEARNING OPPORTUNITIES

Provide and strengthen experiential learning opportunities, such as career and technical education, by supporting schools’ ability to create meaningful partnerships with employers and integrating those experiences with core academics.

Evidence Base: Experiential learning opportunities enable every student to participate in a personalized and coordinated continuum of work-, community-, and project-based learning experiences—along with dual-credit and study abroad opportunities—designed to help them master and demonstrate academic and professional skills needed to be prepared for college and careers. Work-based learning (WBL) is defined by the National Research Center for Career and Technical Education as “learning technical, academic, and employability skills by working in a real work environment.”⁶⁶ Work-based learning offers multiple benefits to students, including the ability to link academic content and related workforce information they learn in school to the skills and knowledge needed for real-world careers.⁶⁷ It also provides exposure to occupations and career opportunities that might be otherwise unknown to them and assistance in defining career goals.⁶⁸ Notably, and related to the deeper learning we describe earlier, work and community-based learning opportunities provide social and cultural context for learning that gives students an opportunity to develop 21st century skills, such as problem-solving and conflict management, that are needed within the workplace.⁶⁹

STRATEGY III-D. CULTURE OF COLLEGE AND CAREER READINESS

Support schools in developing a culture of college and career readiness to ensure that students and families have access to support to help students plan for their future and understand the pathways to achieving their college and career goals.

Evidence Base: Teachers and counselors play a pivotal role in informing and preparing secondary students for college. Yet, all students also require supports and assistance that take place outside the classroom or school. To navigate the pathway to college and career successfully, students need support networks of adults and peers who help access material resources, counseling services, summer academic programs, SAT prep, coaching about college admissions and financial aid, and a myriad of other timely assistance. Successful schools engage parents in seminars, workshops, and other outreach efforts to help parents gain knowledge about a wide range of education issues. The emphasis is not just to transmit necessary facts and procedures, but to give parents the tools for them to become effective advocates for their children. This emphasis, already adopted by affluent families, is necessary to help families earning low incomes understand and negotiate pathways to the post-secondary education system. Ongoing, respectful, and substantive communication between schools and families is as important to school success in low-income neighborhoods as it is in affluent ones.⁷⁰

STRATEGY III-E. SCHOOL REDESIGN

Support schools’ capacity to implement a whole-school approach to experiential learning.

Evidence base: Most high schools remain structured for an industrial era when few graduates attended college or had professional careers. However, specialized skills and knowledge are now required for at least 70% of jobs. Students from low-income backgrounds and students of color are particularly underprepared as they are more than likely to attend schools with a narrow and impoverished curriculum.⁷¹ However, some schools have managed to create a context within which rich, engaging curriculum is offered to all students in a manner that personalizes education and supports students’ individual needs. A recent study, for example, found schools that employed whole-school, student-centered approaches designed to help students engage in the learning process and develop analytical, collaboration, and communication skills through experience-based learning are more likely to develop students who have transferable academic skills; feel a sense of purpose and connection to school; as well as graduate, attend, and persist in college at rates that exceed their district and state averages.⁷²

Profiles And Pathways Expected Outcomes

The table on page 29 tells the story of the expected outcomes for the Profiles and Pathways pillar. (See description of NMPED measurement approach on page 10.) The NMPED will partner with local communities to engage a broad and diverse group of stakeholders in the development of local graduate profiles, as well as a single statewide graduate profile. Graduate profiles are important because they articulate the knowledge, skills, and dispositions that students need to possess upon graduation from high school to succeed in college, career, and life. These graduate profiles will then inform the development of a new statewide system of college and career preparation, designed with students' future goals in mind, to ensure that all students graduate from high school ready for college and career with a plan in hand to enroll in a postsecondary institution of choice or to enter the workforce in one of many available career pathways.

In reimagining the system, the NMPED will work with employers, educators, families, and other stakeholders to create more experiential learning opportunities for students, to help students earn industry-recognized credentials and college credit before graduation, to support the ability of students and families to complete the FAFSA and enroll in college. These efforts will support the redesign of the state's high schools to embed these new practices across the state to ensure that students have a consistent and high-quality experience, regardless of where they live.

Pillar Goal

Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and contribute as productive members of their communities.

Population Indicators

- » High school graduation rate
- » College and career participation
- » College and career success



STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
III-A. Graduate Profiles	<ul style="list-style-type: none"> Maximize engagement among community members in the development of local and statewide graduate profiles 	<ul style="list-style-type: none"> Creation of local community graduate profiles and a statewide graduate profile Broad and diverse participation in the development of local and statewide graduate profiles
III-B. Reimagined System of College and Career Preparation	<ul style="list-style-type: none"> Ensure that graduation requirements are aligned to state and local graduate profiles Increase the number of students graduating from high school ready for college and career Facilitate an effective transition for students from high school to either college or a career pathway 	<ul style="list-style-type: none"> Students graduate college and career ready Students enroll in postsecondary education after graduation Students enter the workforce in their chosen career pathway after graduating
III-C. Experiential Learning Opportunities	<ul style="list-style-type: none"> Increase the number of students who participate in and successfully complete experiential learning opportunities, such as career-technical education (CTE), dual credit & early college opportunities, work-based learning, study abroad, and community service-based opportunities Increase the number of employers partnering with schools to provide experiential learning opportunities 	<ul style="list-style-type: none"> Students participate in experiential learning opportunities Students earn industry-recognized credentials Employers receive state funding to provide internships for students
III-D. Culture of College and Career Readiness	<ul style="list-style-type: none"> Increase the percentage of students who complete the FAFSA and enroll in postsecondary education after graduation Increase the support that students receive from school staff, including counselors, teachers, and other staff, to plan for their post-high school future Increase the number and percentage of families who report feeling better able to support their students' planning for the future 	<ul style="list-style-type: none"> FAFSA completion rate Students supported by school staff to plan for their post-high school future Families involved in supporting their children's transitions
III-E. School Redesign	<ul style="list-style-type: none"> High schools consistently implement effective college & career preparatory practices and experiential learning practices aligned to local and statewide graduate profiles 	<ul style="list-style-type: none"> Students have a consistent and high-quality experience, regardless of where they attend high school, that helps them plan for their future and achieve their college, career, and life goals



Proposed Initiatives and Actions

The following table lists the initial actions that will be carried out by NMPED within each strategy of the Profiles and Pathways pillar. Following completion of this strategic plan, NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, parents, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	INITIATIVES AND ACTIONS
III-A. Graduate Profiles	III-A-1. Work with local communities to develop culturally relevant graduate profiles that inform course offerings and graduation pathways.
III-B. Reimagined System of College and Career Preparation	<p>III-B-1. Establish quality standards that can guide the launch of demonstration pilots and the eventual design of an improved system of college and career preparation.</p> <p>III-B-2. Establish a Pathways Trust, a public-private partnership among state government, the business sector, the non-profit sector, local governments, and philanthropic organizations, to fund and implement a system of high-quality college and career pathways that integrate CTE, work-based learning, and core academic curriculum, and align secondary and postsecondary programs.</p> <p>III-B-3. Align credit accumulation, course development, and graduation requirements with work-based, experiential learning opportunities, and paid internship opportunities.</p> <p>III-B-4. Eliminate barriers to level 2 and level 3 licenses for CTE educators by providing experience reciprocity.</p>
III-C. Experiential Learning Opportunities	<p>III-C-1. Increase Career and Technical Education (CTE) opportunities across the state for all students, including:</p> <ul style="list-style-type: none"> • III-C-1a. Work-based learning opportunities, • III-C-1b. Dual credit and early college opportunities, • III-C-1c. Community service-based opportunities, and • III-C-1d. Study abroad opportunities. <p>III-C-2. Create a matching fund for approved employers to provide paid internships.</p> <p>III-C-3. Increase the diversity of students, including students with disabilities, participating in and earning industry-recognized certificates in CTE, including by taking such actions as</p> <ul style="list-style-type: none"> • III-C-3a. Replicating and refining the successful College Readiness Program model established by College Horizons and implement the model statewide in districts serving significant percentages of Native American and African American students; and • III-C-3b. Replicating and implementing the successful Internship Program model developed by the Leadership Institute for high schools in districts serving significant percentages of Native American and African American students to explore career and workforce pathways. <p>III-C-4. Provide sustainable funding for a robust dual credit system.</p> <p>III-C-5. Increase workplace learning opportunities and enhanced, meaningful transition services for students with disabilities</p>

STRATEGIES	KEY PERFORMANCE OUTCOMES
III-D. Culture of College and Career Readiness	III-D-1. Increase outreach to culturally and linguistically diverse families and families of students with disabilities to ensure they are aware of different opportunities and pathways.
	III-D-2. Support all families to complete the FAFSA.
	III-D-3. Ensure all students have access to a counselor able to meet their transition support needs, some of which may include interest inventories, paid work experiences, self-advocacy training, and guidance and counseling services.
	III-D-4. Train counselors in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities as well as students with disabilities and their families/communities.
	III-D-5. Encourage and support the inclusion of transition-related goals in students' next step plans and individualized education plans for each student's unique transition support needs.
III-E. School Redesign	III-E-1. Build upon learning and successes from the preceding strategies to scale new practices to more high schools.

Meeting the Needs of Martinez/Yazzie Student Groups

Earning a high school diploma remains a seminal milestone in American life. Students without a diploma face significantly reduced chances of leading the kind of productive and fulfilling life that they envision for themselves and their families. Unfortunately, in New Mexico, the student groups identified in the Martinez/Yazzie lawsuit currently experience graduation rates well below their peers who are white, affluent, native English speaking, and/or who have not been diagnosed with special needs. Although New Mexico has made some progress in increasing graduation rates, in 2019, statewide only 74% of New Mexico high school students were graduating on time, and the percentages were even lower for African American (69%) and Native American students (66%), as well as those who are economically disadvantaged (69%).⁷³ Additionally, students facing risk factors who do graduate are far less likely to be prepared for college and career options after high school.

In order to adequately and equitably prepare all New Mexico students for the postsecondary option of their choice, we must increase access to the programs and high school pathways that challenge and prepare students academically, that capture

their interest, and that keep them in school through graduation. Students with disabilities, Native American students, students learning English, and students from families earning low incomes are disproportionately assigned to lower-level academic classes not on a college-going pathway. Data also reveal significant patterns of over- and underrepresentation of demographic groups in career and technical education programs in major industry sectors. For example, Native American students were significantly underrepresented in enrollments in science, technology, engineering, and mathematics (STEM) (3.8%, versus 10% of the total population).⁷⁴

Each of the strategies in the Profiles and Pathways pillar is designed to provide for the groups identified as at-risk in Martinez/Yazzie, with a clear understanding that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs. They target the needs, reduce disparities, and provide specific benefits for the student groups identified in the Martinez/Yazzie lawsuit, as outlined in the table on page 32.

STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
III-A. Graduate Profiles	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for students with disabilities	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for Native students	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for English learners and dual-language students	Defines a successful graduate as one who develops competencies including and beyond traditional academic achievement, which provides greater access to high school success for students in families without middle-class culture and advantages
III-B. Reimagined System of College and Career Preparation	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs	Increased high school graduation rates Partnerships for job placement between NMPED and DWS Increased completion of certificate granting CTE pathways and dual credit programs
III-C. Experiential Learning Opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities	Increased access to work-based learning opportunities, dual credit and early college opportunities, community service-based opportunities, and study abroad opportunities



STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
<p>III-D. Culture of College and Career Readiness</p>	<p>Increased access to the “hidden curriculum” of access to college and career options following high school Improved pre-employment transition services</p>	<p>Increased access to the “hidden curriculum” of access to college and career options following high school Counselors trained in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities Increased culturally and linguistically appropriate outreach regarding available graduation pathways in tribal communities</p>	<p>Increased access to the “hidden curriculum” of access to college and career options following high school Counselors trained in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities Program materials and pathways planning support in multiple languages</p>	<p>Increased access to the “hidden curriculum” of access to college and career options following high school Counselors trained in community engagement, particularly around school transition points and working with culturally and linguistically diverse families/communities</p>
<p>III-E. School Redesign</p>	<p>Increased access to college and career preparation that provides high school graduates with disabilities multiple options beyond high school</p>	<p>Reduced over-placement of Native students in low-level academic and vocational classes Increased access to college and career preparation that provides Native high school graduates multiple options beyond high school</p>	<p>Reduced over-placement of students learning English in low-level academic and vocational classes Increased access to college and career preparation that provides graduates from families where languages other than English are spoken with multiple options beyond high school</p>	<p>Reduced over-placement of students from low-income families in low-level academic and vocational classes Increased access to college and career preparation that provides high school graduates from low-income families with multiple options beyond high school</p>



Asset-Based Supports and Opportunities

GOALS AND STRATEGIES



OVERARCHING GOAL: Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or ability status.

In New Mexico, widespread poverty and a history of cultural and linguistic marginalization have created conditions that negatively impact a majority of children's school success and well-being. Students from families earning low incomes are heavily concentrated in about 40% of New Mexico public schools. These schools are those where 80% or more of students qualify for federally subsidized meals. These schools, on average, struggle to provide students with a high-quality education. For example, on average, 40% fewer students were learning at grade level in mathematics in schools where 80% or more students are from low-income backgrounds compared to their peers in schools serving lower concentrations of such students.⁷⁵

It is crucial all students have access to enriching, meaningful, 21st century programming and initiatives that contribute to improved academic achievement and personal success, regardless of demographics. Providing equitable access is fundamentally about mitigating the external barriers to learning and providing asset-based supports and opportunities that enhance student well-being and learning. Ensuring equitable access to opportunity means organizing New Mexico's schools as hubs for community connection and student and family support. Although schools alone cannot "fix" poverty, evidence-based school interventions can provide asset-based resources, supports, and opportunities to mitigate these barriers to learning. Whether through extended learning opportunities, including out-of-school time programming and additional instructional days, or through holistic strategies, such as community schools, the department is committed to providing all students with that access.

Access to Opportunity Key Strategies and Evidence Base

IV-A. STRATEGIC RESOURCE ALLOCATION

Develop a system of regional technical assistance to support districts and charters in the strategic allocation and fair distribution of resources to provide opportunities for all children to thrive.

Evidence-Base: The Martinez/Yazzie court ruling concluded that the overall education appropriation at the time of the case was insufficient to fund the programs necessary to provide an opportunity for all at-risk students to have an adequate education.⁷⁶ The court pointed specifically to shortfalls in funding for English learners, research-based reading programs, class size reductions, and expanded learning time, among others. The research base documenting the positive effects of greater and more equitable funding is increasingly strong. Recent studies demonstrate that where more money is spent strategically to provide sufficient funding to support the needs of children whose learning needs are greater because of poverty, language, and disability, achievement and graduation rates improve. Moreover, life outcomes also improve, such as employment, wages, and reduced poverty rates. Investments in instruction, especially in high-quality teachers, appear to leverage the largest marginal gains in performance.⁷⁷

IV-B. CLOSING THE DIGITAL DIVIDE

Provide increased funding and technical assistance to expand student access to digital devices and high-speed internet services across New Mexico.

Evidence Base: The digital divide in education is the gap between those with sufficient knowledge of and access to technology and those without. New Mexico is one of the least-connected states in the country (49th). Access to a high-speed wired broadband connection remains inconsistent in many areas throughout the state.⁷⁸ Especially lacking is broadband access in rural areas of the state, and Native communities in particular. The Martinez/Yazzie court ruling found that New Mexico children who are lacking access to internet and technology for remote learning are not getting an education that is sufficient to make them college and career ready.⁷⁹

IV-C. COMMUNITY SCHOOLS

Foster community schools in communities and neighborhoods of concentrated poverty by providing technical assistance and financial resources to enable rigorous implementation of the community school framework.

Evidence Base: Community Schools is an evidence-based, school-wide approach built with four pillars that meet community needs and take advantage of community assets: integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership. Research finds that when these schools are well designed and fully implemented, they increase student success and reduce gaps in both opportunity and achievement.⁸⁰ Community schools are particularly effective in communities of concentrated poverty in which few families and neighborhoods can supplement what traditional schools provide. Notably, however, the approach can be used to establish and sustain best practices in any school. In fact, many schools in more advantaged communities already provide many of the features of community schools.⁸¹ Community schools would address the findings of the Martinez/ Yazzie case about the need for and shortage of expanded learning time, including after-school programs and tutoring, and the lack of social and health services available to all at-risk students.

IV-D. HEALTH SERVICES & HIGH-QUALITY NUTRITION

Enable schools to provide high-quality health services and nutrition to all students so they are ready to engage with learning.

Evidence Base: No student should have their potential for greatness diminished by socioeconomic or health factors outside of their control. Children whose families are struggling with poverty—and the housing, health, safety, and other concerns that often go with it—cannot focus on learning unless their nonacademic needs are met.⁸² Integrated student supports provided by schools are associated with positive student outcomes. Young people receiving such supports, including counseling, medical care, dental services, and transportation assistance, often show significant improvements in attendance, behavior, social functioning, and academic achievement.⁸³

IV-E. STUDENT ATTENDANCE

Support schools and districts and charters to promptly identify chronically absent students and train school staff and partners in the use of non-punitive supports and interventions that address the root causes of absenteeism.

Evidence Base: Missing school hurts academic performance: On the 2015 NAEP mathematics test, eighth-graders who missed school three or more days in the month before being tested scored between 0.3 and 0.6 standard deviations lower (depending on the number of days missed) than those who did not miss any school days. Key groups of students are particularly vulnerable to chronic absenteeism. Nationally, Hispanic-ELL students and Asian-ELL students are the most likely to miss more than 10 school days per month. Students from low-income backgrounds and/or students receiving special education services are more than twice as likely as their peers to be absent from school for more than 10 days.⁸⁴ Children who face housing insecurity are likely to change schools more frequently and during the school year, which is associated with lower school engagement and attendance, poorer grades, and a higher risk of dropping out.⁸⁵ Children experiencing homelessness are especially likely to suffer from depression, behavioral problems, or severe academic delay.⁸⁶ Living in substandard housing increases health risks, which in-turn lead to higher levels of school absenteeism.

IV-F. EXTENDED LEARNING AND OUT- OF- SCHOOL-TIME OPPORTUNITIES

Equip districts and charters to increase student participation in extended learning and out-of- school-time programs, including K-5 Plus, the Extended Learning Time Program (ELTP), and other opportunities that take place before and after the typical school day and during summer.

Evidence Base: Additional classroom time is a powerful tool to accelerate learning, and the state’s two existing programs, K-5 Plus and ELTP, are a core component of the state’s strategy to improve educational outcomes for every student in alignment with the Martinez/Yazzie consolidated lawsuit. Some programs provide additional academic instruction and mentoring; others offer informal, out-of-school-time learning experiences, emphasizing student-centered, hands- on, engaging learning experiences, in such areas as music, art, and athletics.

Research has examined the impact of time added to the school day or year, and of voluntary learning opportunities beyond the regular school schedule. A careful evaluation of New Mexico’s K–3 Plus program demonstrated that when implemented with fidelity participating students were far more likely to be proficient compared to peers not in the program.⁸⁷ Thoughtfully designed expanded learning time and opportunities provided by community schools—such as longer school days and academically rich and engaging after- school, weekend, and summer programs—are also associated with positive academic and non- academic outcomes, including improvements

in student attendance, behavior, and academic achievement.⁸⁸ Students who participate for longer hours or a more extended period receive the most benefit, as do those attending programs that offer activities that are engaging, are well aligned with the instructional day (i.e., not just homework help, but content to enrich classroom learning), and that address whole-child interests and needs (i.e., not just academics).⁸⁹

IV-G. FAMILY AND COMMUNITY ENGAGEMENT

Provide professional development and technical assistance to support schools and districts and charters to implement robust and culturally relevant family and community engagement practices.

Evidence Base: Family and community engagement encompasses a broad array of interactions among parents, students, educators, and community members that range from supporting children academically and volunteering in the school to having meaningful roles and power in shaping change at the school and district levels. Meaningful family and community engagement is associated with positive student outcomes, such as reduced absenteeism, improved academic outcomes, and student reports of more positive school climates. Additionally, this can increase trust among students, parents, and staff, which in turn has positive effects on student outcomes. However, because family and community engagement tends to have its most direct effects on creating conditions for learning, such as increased trust, the impact on student outcomes is often indirect.⁹⁰



Asset-Based Supports and Opportunities Expected Outcomes

The table on page 38 tells the story of the expected outcomes for the Asset-Based Supports and Opportunities pillar. (See description of NMPED measurement approach on page 10.) In short, the NMPED will support increased funding and the strategic allocation of federal, state and local resources to ensure that students furthest from opportunity are able to access and utilize the resources and supports that will enable them to thrive. The result of these efforts will be to ensure that every student has access to internet connectivity and digital devices; a significant

percentage of the state's student population receives comprehensive academic, social-emotional, and wraparound supports through their community schools; to increase access to and utilization of school-based health services; to improve nutrition in school; to deepen engagement in school; and to reduce chronic absenteeism; to increase the number of students benefiting from additional learning time through innovative school schedules and innovative programming, in school and out of school; and to strengthen relationships, increase resources, and provide new opportunities to support deep family and community engagement in all schools.

Pillar Goal

Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.

Population Indicators

- » Chronic absence rate
- » Parent and family satisfaction
- » Students accessing school-based health services
- » Students with access to a digital device and high-speed internet connection



STRATEGIES	OBJECTIVES	KEY PERFORMANCE OUTCOMES
IV-A. Strategic Resource Allocation	<ul style="list-style-type: none"> • Improve the ability of LEA administrators to allocate resources strategically to support students furthest from opportunity 	<ul style="list-style-type: none"> • LEA administrators receive support and technical assistance on blending and braiding funding and strategic resource allocation
IV-B. Closing the Digital Divide	<ul style="list-style-type: none"> • Every student will have access to internet connectivity and devices necessary for remote learning • Improve the ability of schools to integrate technology into day-to-day routines that support students and families 	<ul style="list-style-type: none"> • Students have access to a digital device • Students have a connection to high-speed internet • Schools meaningfully integrate technology
IV-C. Community Schools	<ul style="list-style-type: none"> • Increase the number of community schools serving communities throughout New Mexico • Improve the quality of implementation of the community school framework in all community schools • Ensure that all community schools are able to sustain the framework beyond the life of the state implementation grant 	<ul style="list-style-type: none"> • Community schools receive planning and implementation grants • Community schools implement the “four pillars” with fidelity to the community school framework • Community schools have a plan to sustain the framework beyond the implementation grant
IV-D. Health Services & High-Quality Nutrition	<ul style="list-style-type: none"> • Ensure that every student has access to a school nurse, school-based health clinic, or other community health option • Ensure that every student has access to affordable, nutritious breakfasts and lunches 	<ul style="list-style-type: none"> • Students access and utilize school-based health clinic services • Students benefit from higher-quality meals in school
IV-E. Student Attendance	<ul style="list-style-type: none"> • Support the ability of schools to address the root causes of chronic absenteeism • Reduce chronic absenteeism in all New Mexico schools 	<ul style="list-style-type: none"> • Student chronic absence rate
IV-F. Extended Learning and Out-of-School-Time Opportunities	<ul style="list-style-type: none"> • Increase the number of schools that are implementing innovative schedules and programming to engage students outside of “traditional” school hours • Increase the number and percentage of students who participate in an extended learning or out-of-school-time (OST) program • Improve students’ holistic health and well-being and deepen their engagement in school 	<ul style="list-style-type: none"> • Additional time students are engaged in their education • Schools create innovative schedules • Students engaged in innovative programming, in school and out of school • Students’ overall health and well-being
IV-G. Family and Community Engagement	<ul style="list-style-type: none"> • Foster authentic school-home relationships, rooted in community healing, mutual trust, and reciprocal accountability • Cultivate goal-setting opportunities that balance the power between families and educators, are centered around student growth, and equip families and teachers to monitor socio-emotional and intellectual growth and development in both the school and at home • Provide culturally relevant and linguistically accessible information and resources that communicate high expectations, support a shared culture of learning, and advocate for individual children’s needs • Increase the number of home visits throughout New Mexico 	<ul style="list-style-type: none"> • Families and students report that they feel a sense of belonging in the school community and that they have a trusting relationship with their child’s teacher (or other critical school staff member) • Teachers incorporate routines and/or implement systems for two-way, student-centered ongoing communication with families. In turn, families report that they have accurate information about their child’s socio-emotional and intellectual growth and development, and how to monitor their child’s progress over time • Families and teachers report that they have a shared language for communicating high expectations, regularly co-create learning goals and strategies for how to achieve them, and positively contribute to a school- and community-wide culture of learning and success • Families benefit from increased support and communication through home visits by teachers and school staff

Proposed Initiatives and Actions

The following table lists the initial actions that will be carried out by NMPED within each strategy of the Asset-Based Supports and Opportunities pillar. Following completion of this strategic plan, NMPED will work with staff to develop more detailed action plans for each proposed action. Action plans will specify the specific tasks associated with each action, deadlines for task completion, task leads, roles and responsibilities among other staff and/or partners who need to be involved in carrying out the work, required resources, and related performance measures. As these detailed action plans are developed, NMPED will continue to engage students, parents, educators, and other stakeholders to ensure their voices are reflected in the work. Additionally, new actions may be added, as needed, to ensure that performance objectives for each strategy are achieved.

STRATEGIES	INITIATIVES AND ACTIONS
IV-A. Strategic Resource Allocation	IV-A-1. Provide districts and charters with regionally based supports and technical assistance on blending and braiding funding and on strategic resource allocation to better address the needs of at-risk students.
IV-B. Closing the Digital Divide	IV-B-1. Secure a recurring appropriation and establish funding mechanisms that ensure all students have access to a digital device and a connection to high-speed internet.
	IV-B-2. Establish and maintain a state-wide online learning management hub that provides access to professional development and learning resources for high-quality and culturally and linguistically responsive curriculum, instruction, and assessment as well as specialized training for delivering high-quality, online-based education to students with unique learning needs on a virtual platform.
IV-C. Community Schools	IV-C-1. Increase the number of schools receiving planning and implementation grants.
	IV-C-2. Provide additional technical assistance to ensure sustainability and continuous improvement of community school model.
IV-D. Health Services & High-Quality Nutrition	IV-D-1. Increase the number of school-based health clinics and expand hours of operation across the state in collaboration with the Department of Health.
	IV-D-2. Increase access to community resources and supports through collaborative partnerships.
	IV-D-3. Expand eligibility for Medicaid-supported health services to include students that do not have IEPs.
	IV-D-4. Provide funding and staffing of counselors, nurses, and social workers to provide resources for overcoming socio-emotional and behavioral health barriers faced by students.
	IV-D-5. Ensure students have access to food pantries when needed.
	IV-D-6. Increase the number of schools serving dinner in addition to lunch and breakfast.
	IV-D-7. Improve the quality of food provided at school.

STRATEGY	ACTION
IV-E. Student Attendance	IV-E-1. Provide support to schools and train school staff to rapidly identify chronically absent students and work with families and service providers to proactively utilize non-punitive supports and interventions students need to so they can attend school consistently.
IV-F. Extended Learning Opportunities (See Also Strategy II-E)	IV-F-1. Increase the number of students participating in the extended learning time program across the state.
	IV-F-2. Increase the number of students participating in K-5 Plus across the state.
	IV-F-3. Expand culturally and linguistically responsive afterschool programs, including community and tribal based programs.
	IV-F-4. Expand community-based after school/summer school programs and/or tutoring programs based on local needs, and provide transportation for these programs.
IV-G. Family and Community Engagement	IV-G-1. Develop guidance and rubrics for schools to use when developing or assessing the effectiveness of family and community engagement programs and strategies.
	IV-G-2. Provide regionally-based professional development, technical assistance, and oversight to support schools and districts to implement robust and culturally relevant family and community engagement practices.
	IV-G-3. Develop and implement microcredentials for teachers and administrators with regard to parent engagement.
	IV-G-4. Deepen collaboration with tribes, nations, and pueblos by: <ul style="list-style-type: none"> • IV-G-4a. Holding monthly meetings with Tribal Education Directors, • IV-G-4b. Holding semi-annual Government-to-Government meetings with Tribal leaders, • IV-G-4c. Providing grants to tribes to foster locally developed innovations in tribal education, and • IV-G-4d. Developing a handbook for and providing training and oversight on Tribal Consultation to ensure that tribes and pueblos across the state are being heard by their local school districts.
	IV-G-5. Support locally based equity councils to conduct local readiness assessments to provide equitable educational programming and to review LEA data and programs related to the education of student groups identified in the Martinez/Yazzie lawsuit and serve in an official advisory capacity to local boards and governing councils.
	IV-G-6. Improve student and family advocacy and advisement for students with disabilities through evidence based best practices.

Meeting the Needs of Martinez/ Yazzie Student Groups

Many New Mexico students who fall into the categories of students identified as at-risk by the Martinez/Yazzie court are likely to face significant barriers that have the potential to adversely impact their learning if not addressed. Students of color today face the harms of poverty disproportionately, as well as barriers stemming from systemic racism that have deep historical roots. Poverty and marginalization trigger a constellation of conditions that negatively impact children's school success and well-being—food insecurity, substandard housing or homelessness, unsafe neighborhoods, and more. These conditions tend not to exist in isolation; they compound exponentially, as do the barriers they create.⁹¹ Children in the Martinez/ Yazzie groups have less access to enriched or supplemental learning opportunities that wealthier parents can provide to their children; these include books, tutors, computers, summer camps, and more.⁹² Together, these economic and education disparities contribute to the lower educational outcomes of children in marginalized and low-income families and communities.

Ensuring that students identified in the Martinez/ Yazzie lawsuit receive access to a high-quality

education requires the state to address these tough challenges head on—to rise to the occasion to create the conditions our kids need and deserve to engage fully in high-quality learning. Effective strategies to address the needs of students growing up in poverty and with marginalized cultures and languages include, in addition to the whole-child approaches to K-12 schooling described earlier, wraparound services, school support personnel available at ratios that meet national standards, and additional learning time and opportunities beyond the regular school day. These supports help counter the harms of the cumulative disadvantages associated with demographic marginalization and poverty. Community schools, in particular, aim at making schools hubs of support for students and families experiencing adverse out-of-school conditions.

As outlined in the table on page 42, each of the strategies in the Asset-based Supports and Opportunities pillar is designed to target the needs and provide specific benefits for the student groups identified in the Martinez/Yazzie lawsuit, with a clear understanding that individual students have multiple identities and often fall into more than one identified group, necessitating a whole child approach that recognizes and addresses his or her specific combination of assets and needs.



STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
IV-A. Strategic Resource Allocation	Increased oversight of and support for use of special education funding	Increased funding to support Native students by blending and braiding funds across programs Increased oversight of and support for use of at-risk funds in service of Native American students	Increased funding to support students by blending and braiding funds across programs Increased oversight of and support for use of at-risk funds in service of students learning English	Increased funding to students by blending and braiding funds across programs Increased oversight of and support for use of at-risk funds in service of students from low-income families
IV-B. Closing the Digital Divide	Increased access to broadband and devices necessary for students to fully participate in education	Increased access to broadband on tribal lands and devices necessary for students to fully participate in education	Increased access to broadband and devices necessary for students to fully participate in education	Increased access to broadband and devices necessary for students to fully participate in education
IV-C. Community Schools	Increased number of students with disabilities and their families gaining access to services and resources that support their identified needs.	Increased number of schools serving Native students (including those on tribal lands) receiving community school planning and implementation grants Increased tribal participation in community schools	Increased number of schools serving students from families where English is not the primary language (including those on tribal lands) receiving community school planning and implementation grants Increased connections between ELLs and their families and local services and supports	Increased number of schools serving students from low-income families receiving community school planning and implementation grants Increased connections between students and families with local services and supports
IV-D. Health Services & High-Quality Nutrition	Increased access to physical and behavioral health services	Increased access to physical and behavioral health services Increased access to high-quality nutrition and decreased food insecurity	Increased access to physical and behavioral health services	Increased access to physical and behavioral health services Increased access to high-quality nutrition and decreased food insecurity

STRATEGIES	STUDENTS WITH DISABILITIES	NATIVE AMERICAN STUDENTS	ENGLISH LANGUAGE LEARNERS	ECONOMICALLY DISADVANTAGED STUDENTS
IV-E. Student Attendance	Increased supports and resources to eliminate barriers to school attendance	Increased supports and resources to eliminate barriers to school attendance	Increased supports and resources to eliminate barriers to school attendance	Increased supports and resources to eliminate barriers to school attendance
IV-F. Extended Learning Opportunities	Increased learning time for students with disabilities	Increased learning time for Native American students; Priority for K-5 Plus and ELTP funding for districts and charters serving large percentages of Native American students	Increased learning time for English language learners; Priority for K-5 Plus and ELTP funding for districts and charters serving large percentages of English language learners	Increased learning time for low-income students; Priority for K-5 Plus and ELTP funding for districts and charters serving large percentages of low-income students
IV-G. Family and Community Engagement	Improved advocacy and advisement for students with disabilities	Improved tribal consultation Advocacy from equity councils on programming for Native American students	Advocacy from equity councils on programming for ELLs	Advocacy from equity councils on use of at-risk funding and overall budgets



Overarching Initiatives and Support Structures

RECIPROCAL ACCOUNTABILITY

The New Mexico Public Education Department believes that every student has the ability to succeed in their future college, career, and civic endeavors and that every New Mexico school has the potential to prepare them to do so. In compliance with the Every Student Succeeds Act for allocating federal grant money to schools in need, the department has shifted the philosophy from identifying schools as “failing” to providing support for schools in need—and celebrating success—via the New Mexico Vistas online information portal (<http://newmexicoschools.com>). This is more than a change in policy. These changes build the foundation for improved relationships with schools and educators across New Mexico. These changes build a system of reciprocal accountability. Accountability, at its worst, is a list of things you can expect someone else to do. All too frequently accountability stops with students, parents, teachers, and principals. Yet, policymakers in the state capitol and officials at the state education agency can either support the success of educators and families, or they can undermine that success. Reciprocal accountability means holding each level of the system accountable for the contributions it must make to produce the desired results. Reciprocal accountability requires strong relationships, a shared vision for high standards, and a clear path with the appropriate resources to meet these expectations.

CULTURE OF CONTINUOUS IMPROVEMENT AND DATA INFRASTRUCTURE

The NMPED intends to significantly expand its data systems infrastructure to support implementation and measurement of objectives and measures in this strategic plan. We will also ensure reporting tools are manageable. Most importantly, this data infrastructure will enable districts to continually refine their processes as they advance student learning (i.e., get better at getting better). By supplying districts with more timely, accessible, reliable, and higher-quality data and training on how to leverage these data to achieve continuous improvement, the NMPED aims to empower districts to better achieve the goals articulated in this plan and, ultimately, improve learning opportunities for students.

Developing a virtuous cycle between data collection, analysis, and action by both local educators and NMPED staff will require a major shift from viewing data as a compliance exercise toward viewing it as an integral way to drive improvement. Establishing performance measures for each strategy that ask, “Is anyone better off?” reflects our commitment to collect and use data to answer the kinds of questions that matter most to students, families, educators, and communities. It is an early example of our commitment to making this shift. However, more work is needed. School districts across New Mexico are already using data to drive continuous improvement through the submission of Education Plans via NMDASH, and we aim to learn from these efforts to understand areas of need and to inform how the NMPED can better support this work. Further, we will work with the Legislature to secure investments necessary to establish a state-of-the-art data warehousing and reporting tools.

REGIONAL SUPPORT STRUCTURES

The NMPED intends to build out Regional Support Structures with staff that has extensive expertise in serving at-risk students. Each region will host multiple support positions, including programmatic specialists in English language development and special education, financial specialists with expertise in strategic resource allocation, and experts in systems leadership. The programmatic specialists will provide expertise in programmatic design and delivery, including in federal programs, culturally and linguistically relevant curriculum, and state-level initiatives (e.g., K–5 Plus/Extended Learning Time Programs). The financial specialists will serve as supports to districts’ financial operations to ensure effective budgeting and allocation, accountability, and audit functions. Finally, the leadership specialists will serve as operational experts to advise and collaborate with district and charter leadership regarding NMPED initiatives in response to Martinez/Yazzie, as well as other statewide initiatives.

Through this mechanism, the NMPED will provide funding, technical assistance, and monitoring of strategic initiatives. This includes supporting and monitoring bilingual programs to ensure they are grounded in best practices in multicultural and language pedagogy, and helping districts with large Native

American populations to align community goals with academic purpose and programs, at-risk program services and improvement of serving students with disabilities. The regional support teams will work with the district to assess data and with practitioners in schools on strategic goals identified by the Equity Councils.

FINANCIAL ACCOUNTABILITY:

The NMPED is responsible for monitoring district financial accountability by evaluating and approving budgets annually. The NMPED will enhance the capacity of the department to provide guidance and feedback to districts about how to more efficiently and effectively provide a robust education and use allocated budgets.

Under the current administration, NMPED has significantly increased the accountability for budgeting by leveraging the provisions of HB5 to ensure that districts and charters are budgeting their funds in accordance with statutory guidelines regarding at-risk funding and funding for other programs.

PED also is implementing the new requirements of SB96 from the 2020 Regular Legislative Session which will enable and require districts and charters to publicly report on their spending through a user- friendly and accessible website.

PED also conducts compliance audits of districts through its Audit and Accounting Bureau, which was created in 2013. Annual financial audits of school districts are required by statute.

ADDRESSING MARTINEZ/YAZZIE

Ongoing key strategies that will provide adequate NMPED oversight of district and school efforts to address the Martinez/Yazzie findings and support remedies include:

1. Disseminating administrative memos with guidance that ensure districts and schools understand and are addressing areas of need identified in the court order; providing guidance documents on each area of remediation; and providing technical assistance via the REC support structure.
2. Participating in tribal consultations and equity council meetings.
3. Requiring that all school boards and charter governance councils sign off on assurances annually that responsive policies are in place.
4. Issuing progressive action and corrective action plans when NMPED finds that districts or charters are out of compliance with statutory requirements.
5. Assessing and prioritizing rulemaking to ensure that Indian Education Act, Hispanic Education Act, Multicultural Bilingual Education Act, Black Education Act, at-risk funding requirements, and special education requirements are up to date and revisited on a regular basis.
6. Administering a robust annual school climate survey that provides feedback from students on the use of culturally and linguistically relevant education models. NMPED will review survey results with school and district leadership to build on strengths and identify areas for improvement.
7. Conducting a full audit and review of programs that serve students with disabilities to assess gaps and areas of need.
8. Tracking the progress of at-risk students who have access to public Pre-K, advanced placement, dual credit, apprenticeships, and college and career advisement.
9. Assessing school districts' and charter schools' ELL-identification process and ensuring districts are identifying those students who are ELLs in the state Student Teacher Accountability System (STARS). NMPED is also requiring a report three times during the school year regarding the English Language Learner programs districts and charter schools are providing to each student.
10. Working to ensure districts and charter schools are properly and accurately tracking and recording ELLs' progress toward proficiency by requiring them to administer an annual assessment to each ELL. Further, districts and charters must monitor academic progress of ELLs for two years after they achieve English language proficiency.

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Fiscal Year 2026
PUBLIC EDUCATION DEPARTMENT
IT STRATEGIC PLAN
September 3, 2024

Mary Montoya
Chief Information Officer

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EXECUTIVE SUMMARY

Vision

The New Mexico Public Education Department (PED) is committed to ensuring that all students in New Mexico are engaged in a culturally and linguistically responsive education system that meets their social, emotional, and academic needs. The department also acknowledges the past systemic failure to address the historic inequities that exist in serving at-risk students namely Native American students, students with disabilities, economically disadvantaged students, and English learners. PED is committed to addressing the Martinez/Yazzie (M/Y) Consolidated Lawsuit as a core component of the four strategic goals outlined below. To achieve these goals, PED relies on heavy data collection from the state public school districts and charter schools. It is by collecting and reviewing data that we gain insight into the health, success, and challenges of programs and policies.

- Improved Academic Outcomes
- Improved Graduation
- Improved Attendance
- Improved Reciprocal Accountability
- Improved Operations

Proposed projects

In alignment with PED's goals, our key strategies continue to focus on digital equity, transparency and data collection. For FY26, we are seeking C2 funding for three new projects.

The *Individualized Education Program (IEP) Portal* will create a unified data portal for the standardization and sharing of Special Education documents and data. Currently these documents are maintained at the local level which causes discordance between LEAs and difficulty for PED's Office of Special Education to monitor. Creation of a centralized IEP Portal benefits Special Education students and their families by minimizing gaps in service and supporting students as they transition from one school environment to another.

The *LEA Dashboards / Reporting Portal* project will provide LEAs with the ability to view crucial student and school level reports so they may identify and help students and schools in need. Although LEAs are the ones who send data to PED, many do not have resources available to build data reports of their own and must rely on PED to provide reports to them. Creating standard reports and dashboards for LEAs will facilitate collaboration and innovation within the LEA community with the assurance that the data logic is the same as that used for other LEAs. Standard reports will also help LEAs with generating required federal reports.

The *Student Assessment Data Collection* will automate an extremely labor-intensive manual process. We will streamline the process by leveraging the Ed-Fi API to collect and load the data into our Nova system. With a centralized data collection and storage mechanism, we will create a highly efficient data collection and reporting mechanism. We anticipate a 50% time savings to mobilize and consume assessment data.

FY24 Success

Not only did we fulfill our FY24 strategic goals to improve Digital Equity, Transparency, and Data Collection efforts, but we also made great strides in enhancing processes within PED in support of internal staff and LEAs. This was achieved by opening satellite offices in Albuquerque and Las Cruces which increased the agency's ability to become more fully staffed. Within IT, our vacancy rate decreased from 17.4% to only 4.3%. We also enhanced our customer service and data collection/reporting processes by implementing a new Nova Helpdesk to support LEAs, a weekly Nova news bulletin, a data validation

dashboard to identify and correct data discrepancy issues in the Nova collection process, and a transition to a new tool (Generate) that streamlines federal reporting.

Opportunities for Improvement

Although we are nearly fully staffed (22/23 positions), staffing continues to be a great challenge. IT does not have sufficient staff positions to support the agency and to provide tech support to nearly 200 LEAs, fulfill data sharing requests, create ad hoc data reports, and over 300 Inspection of Private Records Act (IPRA) requests. As a result, IT must rely on 13 contracted FTE to fulfill our operational support duties. A second great challenge is being able to secure funding to pay for recurring infrastructure costs despite funding requests to increase our operational budget. We are again seeking funding increase to support 7 new staff positions and to provide support for software and hardware renewals. We are also working on securing ongoing Digital Equity funding to ensure all students continue to have a digital device and internet access. Most devices are approaching end of life and funding is required to ensure continued compliance to the M/Y Tech Order (MYTO).

I. AGENCY OVERVIEW

In order for New Mexico and its students to realize their full potential, the department’s leaders and staff believe it is incumbent on us to provide school districts and charter schools the support and resources they need to ensure educational equity, excellence, and relevance for all students. Our mission and goals inform our organizational structure to optimize this support for our schools, students and program staff. PED IT, through high performing teams, supports data collection, access and analytical tools for PED program staff to monitor, assess and measure improved education outcomes for NM students.

A. AGENCY MISSION

Our Mission: The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career and life.

The IT plan supports the agency mission by enhancing and securing our data collection processes; using business intelligence tools to monitor and measure progress; and uses technology to identify trends and promote areas of improvement.

B. AGENCY GOALS

PED is committed to meeting the needs of all students. The department also acknowledge the past systemic failure to address the historic inequities that exist in serving at-risk students namely Native American students, students with disabilities, economically disadvantaged students, and English learners. PED is committed to addressing the Martinez/Yazzie (M/Y) Consolidated Lawsuit as a core component of our agency goals. The agency is focused on improving outcomes for all students. It is through data stewardship, analysis, technology, and innovation that PED IT works to support each of these outcomes and helps the agency bureaus achieve our collective goals.

Outcomes
Improved Academic Outcomes Outcomes for math, reading/language arts, and other academic subjects will improve for all student groups.
Improved Graduation Rates Four-year cohort, high school graduation rates will improve for all student groups.
Improved Attendance Chronic absenteeism rates will decrease for all student groups.
Improved Reciprocal Accountability The Public Education Department and schools will hold each other accountability for improved outcomes.
Improved Operations Operations within the Public Education Department will be more efficient and effective.

C. VISION AND PRIORITIES

Our Vision: Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

Our Core Values guide our principals and priorities. These values are outlined below. The IT Strategic Plan is built by keeping these values at heart and the vision in focus. It is through bolstering our collection and security processes that we enable the agency to plan and succeed in fulfilling the vision.

Core Value	Narrative
Student-Centered	We center our decision-making process and policy platform on providing relevant educational pathways for every student's chosen future
Responsive	We recognize students in New Mexico have varying social and cultural backgrounds and individual communities in New Mexico have different assets and unique needs.
Collaborative	We value partnerships with the Legislature, other state agencies, non-profits, local business, labor organizations, educators, parents, students, families, and communities.
Transformative	We aim to engage in a process of racial healing that is built upon truth, equity, intentional learning, and sharing of lived experiences within the context of race, identity, belonging, and justice.
Innovative	We value creating spaces for educators to design, develop, and create new ways of thinking about education. We aim to provide support and resources for new policies that promote innovative learning models rooted in the strengths of New Mexico that meet the needs of all students.
Reflective	We believe learning is a continuous improvement process involving intentional self-awareness and reflective practice to encourage thoughtfulness, personal growth, profound learning, and meaningful change.

D. AGENCY DESCRIPTION AND ORGANIZATION STRUCTURE

The PED organization chart outlines our Bureaus/program, includes the number of staff in each team, and is included in Appendix A-I. Likewise, Appendix A-II displays how our IT Division is divided into four key teams to support the department and its goals.

II. IT ENVIRONMENT

1. Major Applications

IT provides project management, application development, and maintenance for many of PED's systems, but the primary business processes we support is the collection and centralization of data for Federal and State reporting. This includes Student, Instructor, and Class data collected from all Local Education Agencies (LEAs). PED has three major applications, outlined below.

- **Nova**
Custom Off The Shelf application that allows LEAs to provide data to PED.
- **Licensure**
Custom Developed application that allows the Educator Quality bureau to assess teacher qualifications.
- **Operating Budget Management System (OBMS)**
Custom Developed application that allows for financial tracking.

2. Infrastructure

IT is heavily involved in Microsoft and Google platforms. PED maintains:

- Multiple database types, including but not limited to, MS Access, SQL Server, Google Big Query, and SharePoint Tables
- Multiple development architectures including but not limited to, SharePoint, .NET, SSIS, SSRS, ASPX, MS Access, WordPress.

Details on our hardware and cloud infrastructure have been provided within the DoIT portal for Agency application and infrastructure inventory.

3. Security

PED IT continues network and asset monitoring for unauthorized access and threat protection. Tanium was deployed for asset vulnerability scanning and remediation. PED participates in monthly vulnerability scanning and penetration testing from the state’s Department of Information Technology (DoIT). PED is routinely scanned for Payment Card Industry (PCI) compliance and continues to pass scans and audits every month.

A Cyber Friday cybersecurity awareness program has been implemented at PED for all staff. This program keeps cybersecurity awareness at the forefront for PED staff. Special cybersecurity alerts are sent to PED staff as needed to alert them of phishing attempts being sent. PED staff are required to complete cybersecurity training yearly through DOIT.

PED’s annual IT security audit was last completed in September of 2023 and the next audit is scheduled for September 2024.

4. Agency IT Certified Projects

All certified projects support the agency’s purpose by providing improved collection, analysis, reporting, and sharing of data.

Educator Preparation Program (EPP) Data Collaboration Project	
Project Description	Eliminate the manual data movement process of 13 post-secondary schools participating in the EPP. It will improve accreditation and programs via a data feedback loop, offer greater transparency for program support and accountability. The goal of the project is to improve educator quality by measuring teacher performance of public

	school educators who graduated from NM higher education institutions. Success criteria would be year over year improved students outcomes of students taught by teachers who graduated from NM higher education institutions.
Estimated Project Costs	254,253
Current Funding	254,253
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	Improved Academic Outcomes
Business Intelligence, Integration, and Reporting (BIIR)	
Project Description	Build business intelligence and reporting tools for PED staff to create their own data sets and reports using a data management tool to access STARS and other data sets. Application Programming Interfaces (APIs) will extract information from currently existing data tables and warehouse into data marts containing sets of related information. PED staff will use the Generate tool to access their data, manipulate data sets, and create their own reports. The goal of this project is to provide PED program staff greater flexibility to analyze data to monitor program outcomes. Success criteria would be year over year increased program adoption of data analytic tools to measure student outcome progress.
Estimated Project Costs	1,215,400
Current Funding	1,215,400
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	Improved Reciprocal Accountability
Statewide Real-Time Data Management Solution (Nova)	
Project Description	Implementation of Data Management System tools to be used for real-time collection and validation of data from Student Information Systems at New Mexico School Districts and Charter Schools.
Estimated Project Costs	1,144,600
Current Funding	1,144,600
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	Improved Reciprocal Accountability

Grants Management for Education	
Project Description	Implement a more consistent approach to grants management (GM); build a consolidated GM portal for Local Education Agency (LEA) access; and create an Application Program Interface (API) to include data from PED's Operating Budget Management System (OBMS), Student Teacher Accountability Reporting System (STARS) providing one cohesive view of programs' plans, budgets, and costs in order to evaluate student outcomes.
Estimated Project Costs	1,558,400
Current Funding	1,558,400
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	Improved Operations
Open Books	
Project Description	Per Senate Bill 96, the requirements for this project are to implement and maintain a statewide financial, student management and human resource centralized data and reporting system. The PED and locally chartered charter schools, state-chartered charter schools, school districts and regional education cooperatives can use the system to report and obtain necessary financial information. The project will include establishment of a standard chart of accounts from school-to-PED, improvements on data collection, and standard reporting and dashboards.
Estimated Project Costs	3,000,000
Current Funding	3,000,000
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	Improved Academic Outcomes
PED Security Enhancements	
Project Description	To reduce the risk of a data/security breach. We did not receive full funding, so the scope of this project is being reduced to either reduce our reliance on SSNs or convert to a new Active Directory.
Estimated Project Costs	750,000 Allocated; 1,246,300 Estimated
Current Funding	0.00
Certified Project Phase	Initiation
Estimated Completion	30 June 2025
Strategic Priority	Improved Operations

Supplemental Collection Portal: Attendance Improvement Plan	
Project Description	To replace our Attendance Improvement Plan application with a version using the SharePoint Online platform. The replacement will enable Local Education Agencies (LEAs) to review absentee rates for their schools and implement remediation plans for chronic absenteeism rates. The product would also allow PED to review the LEA plans and monitor their efficacy. It will furthermore promote transparency as parents will be able to monitor absentee rates via a public facing dashboard.
Estimated Project Costs	1,405,000
Current Funding	665,000
Certified Project Phase	Initiation/Planning
Estimated Completion	30 June 2025
Strategic Priority	Improved Attendance
Nova Space Telescope	
Project Description	Utilize Google Cloud Platform tools to integrate data systems into a single portal/dashboard that allows users to see longitudinal metrics and trends across space and time. The project builds on work completed from previous projects and includes data/work from: Nova (STARS replacement); Open Books (financial transparency); BIIR (Looker Reporting); Vistas, Assessment Data; High Quality Instructional Materials.
Estimated Project Costs	3,041,240
Current Funding	1,200,000
Certified Project Phase	Initiation/Planning
Estimated Completion	30 June 2026
Strategic Priority	Improved Reciprocal Accountability

TABLE II.1: Current Certified IT Projects

5. Workforce

A. Full Time Employees

PED IT contains a total of 23 positions, 22 of which are filled and 1 is vacant. Our division is comprised of four strategic teams: the Project Management Office; IT Operations; Data Warehouse and System Integration (Application Development); and the Information Security Office. An outline of positions within these teams can be found in Appendix A-II.

All IT staff are required to work on-site unless they have an approved accommodation. Below is the percentage of those who are currently teleworking.

Category	Ratio	Percent
Onsite	20/22	91 %
Telework	02/22	9 %
Hybrid	00/22	0 %

B. IT Professional Services Contractors

PED IT contracts professional services to backfill and augment staffing needs for operational maintenance and enhancement of systems. An overview of these services are outlined below.

Agency Code	Agency Acronym	Contractor Name	IT Professional Services Category	Number of Personnel
924	PED	BVM	Application Support and Development Services	5
924	PED	BVM	Database Management Services and Business Intelligence	2
924	PED	RESPEC	Database Management Services and Business Intelligence	1
924	PED	Real Time Solutions	Application Support and Development Services	2
924	PED	TEK Systems	End User Support Services	1
Total				11

We also rely on 2 General Services contractors to provide administrative support. Combined, our reliance on staff augmentation for operations equates to 13 FTE.

PED IT may also contract temporary professional services to support the planning and implementation of certified projects acquired through the C2 process.

6. Challenges

Staffing had traditionally been PED's greatest challenge regarding information technology. During FY24, PED IT highly focused on filling vacancies and is pleased to report we are now 95.7% fully staffed. Fulfilling staff positions is often a challenge because the pool of qualified applicants in New Mexico is very small. The return to office has also been a challenge because it is difficult to recruit qualified applicants when they can work remotely or on a hybrid schedule in the private sector for jobs both in-and-out of state.

However, although we are almost fully staffed we still do not have sufficient staff positions to support the agency and must continue to augment staff with contracting talent. PED IT must rely on our small team to provide technical support to not only the Department but to also provide technical support to nearly 200 public school districts and charter schools.

We are also challenged by our need to fulfill over 300 Inspection of Private Records Act (IPRA) via custom-made table queries without a dedicated IT staff member. This along with the dozens of data sharing agreements, ad hoc data requests, and federal reporting requirements prove to be tasking for IT staff.

Additionally, some of the staff positions we require do not have equivalencies in the New Mexico Personnel Office's Classification Descriptors list. For example, there is not a Business Intelligence Analyst (BIA) category, and we were required to fit that skillset into a BA II classification role. Greater skillsets are needed to utilize cutting-edge tools and PED IT needs to know enough about those tools to assist the agency and our LEA customers. Staff has also been given self-guided training opportunities (Pluralsight) to provide the knowledge and skillsets required to support new software products.

The agency continues to undergo organizational restructurings to optimize reporting and service to the public. Likewise, IT also continuously reviews our own structure so that we may best organize ourselves to serve the agency and our shared goals. To help mitigate issues we are also requesting an FY26 Operational Budget increase for IT to add 5 new positions in the IT Division.

Other challenges include:

Transition from project implementation costs to operations.

This challenge is twofold. With limited hours and competing priorities, it's been a challenge for existing IT staff to actively participate in new projects that are often staffed by contractors. This results in difficult transition to operations once the project is implemented.

It has also been a challenge securing funding to pay for recurring software and hardware licensing after project funding is expended. Despite increase funding requests for our operational budget, it has proven difficult to be approved for the budget increases to support the software and hardware required to maintain the developed solutions.

The agency is also submitting an FY26 public school support request (PSSR) for maintenance contracts, software renewals, and hardware renewals, all to support IT projects implemented in FY24 and FY25.

Training of staff for cloud-based tools. With the deployment of new software and applications, we need to ensure the end-users know how to utilize their new tools. We have begun including trainer services in projects and product design. We previously filled a specialized Business Analyst position with the working title of Cloud Adoption Analyst to provide training and support to new and existing staff; we also filled a Business Analyst II position with the working title of Business Intelligence Analyst (BIA) to provide training and support regarding the use of Google Looker reports and dashboards. In FY24 we also reclassified an information security position to a Business Analyst I position with a BIA working title to augment the work conducted by the senior BIA.

Cybersecurity, Digital Equity, and being able to respond to heightened demands. As students and schools continuously move to virtual classrooms, we are invested in helping LEAs instill best practices. We achieved great success in reworking the Technology in Education Act and updating it as the Digital Equity in Education Act. Expanding digital access to students at home also provided significant challenges. The need to secure and maintain devices and provide IT support to students and families increased exponentially as devices and the need to use internet resources at home increased.

Data Collection and urgent need for information. This has especially been a challenge since the Covid pandemic. There have been urgent requests for new data and/or reports to monitor and assess performance and needs. Our implementation of Nova, BIIR, and Open Books help to alleviate these needs.

Data Integration. We need to have a more data-driven integration with our applications. In FY24 we onboarded a BIA to help tie data together so we can see the trends and how changes impact multiple programs. We also received C2 funding for the Nova Space Telescope project which serves to integrate four key data sources together. Data Integration is vital as it allows us to see the bigger picture, identify efforts needed, and predict the impact of those efforts. We are also

moving forward with our partnership with four state agencies (Early Childhood Education and Department (ECECD); Higher Education Department (HED); Department of Workforce Solutions (DWS); and the Division of Vocational Rehabilitation (DVR)) to create an early childhood through workforce Statewide Longitudinal Data System.

Data Governance. We are continuously working to identify which pieces of data are regulatory required and assigning a data owner for that data element. We are also continuing to identify the appropriate use of data as well as adhering to security and privacy compliance requirements. In late FY24, we partnered with SAS to gain insight and best practices for establishing Data Governance. PED has a strong data-centered culture and people understand and value data, so much of the work ahead is formalizing processes and Data Governance committees. IT is working on establishing a data ownership document, data dictionary, governance charter, responsibility matrix, and swim lane diagrams to assist with the Data Governance implementation.

Collaborative efforts with other agencies and research-based institutions are often unfunded. This is tied to the staffing challenge as the efforts place demands on staff who are unable to fully dedicate the needed time to the efforts. Securing funding for the new staff positions, filling those vacancies, and seeking funding for special efforts will alleviate this issue.

III. FY24 KEY ACCOMPLISHMENTS

PED IT recently implemented a new data collection system called Nova. Nova uses an API to get student, teacher and school data from the LEAs Student Information System (SIS). LEA data must be kept current in their SIS. School administrators have access to actionable data when seeking funding to meet the most urgent needs of their students and teachers. This capability has helped identify families in need of computing devices and internet access for students at home.

PED IT had a busy year and have made considerable advancements on each of our certified projects and the goals we set forth for FY24:

- Improve **Digital Equity** for our schools and students
- Improve **Transparency** by spreading knowledge to NM families and sister agencies.
- Improve **Data Collection** through automation, business intelligence, data sharing and consolidation.

A. FY24 STRATEGIC IT ACCOMPLISHMENTS

STRATEGIC PRIORITY 1 – Digital Equity	
Goal Statement: To create ongoing digital equity for our schools and students.	
FY24 Strategy 1	Bolster cyber security for PED and across LEAs
Accomplishments	The Office of Cyber Security (OCS) at DoIT took over cyber security for LEAs, however we have bolstered security at PED by augmenting OCS scanning with our implementation of Tanium to scan and remediate vulnerabilities.
Outcomes/Metrics	Higher level of cyber security for PED and LEAs
FY24 Strategy 2	Higher level digital access for PED and LEAs
Accomplishments	Approximately 90% of students have a computing device: <ul style="list-style-type: none"> • 10% of students use their own computing device • 80% have a school issued device. Approximately 60% of students have internet connectivity at home. PED has partnered with SETDA on the Universal Connectivity Imperative to address the need to connect all students at home.
Outcomes/Metrics	Percentage of students who have a school-provided device Percentage of students who have school-provided connectivity
FY24 Strategy 3	Digital Citizenship
Accomplishments	Utilized feedback from the Ed Tech Council, student body, polls, and sessions to conduct in-person and virtual training sessions. We also deployed online course work onto the Canvas system for ongoing training and support.
Outcomes/Metrics	Use feedback from the Ed Tech Council reporting. The council is being expanded to include a student body so we can hear about students from the students. Use Polls and Listen Sessions to identify opportunities for improvement.

STRATEGIC PRIORITY 2 – Transparency	
Goal Statement: To spread knowledge to NM families and sister agencies by sharing and expanding data to them.	
FY24 Strategy 1	Expand Open Books to include school-level financial data
Accomplishments	Open Books is now displaying school financial information.
Outcomes/Metrics	Open Books provides financial data at the individual school level.
FY24 Strategy 2	Expand Open Books to include other bureau data
Accomplishments	Open Books has been expanded to include Tribal Consultation information. We have also successfully achieved C2 funding to initiate and begin planning for data integrations (that includes Open Books).
Outcomes/Metrics	Open Books provides additional data (e.g. integration from Indian Education Division; High Quality Instructional Materials; and Vistas)
FY24 Strategy 3	Advance Data Sharing Efforts
Accomplishments	We've implemented SFTP process for data sharing and implemented an EPP dashboard for higher education institutions. We've also continued our work with sister agencies for the implementation of NMLDS PED's involvement in the data sharing initiatives with the Health Care Authority (HCA) has been pushed to a future phase and we are preparing ourselves to for that project phase.
Outcomes/Metrics	Data and insight are achieved from sharing data between: <ul style="list-style-type: none"> • Higher Education EPP providers and PED • ECECD, HED, and DWS for the NMLDS • HCA for the Health and Human Services 2020 initiative (HHS 2020)

STRATEGIC PRIORITY 3 – Data Collection	
Goal Statement: To improve our data collection processes through automation, business intelligence, and efforts in data standardization and consolidation.	
FY24 Strategy 1	Automated Data Collection
Accomplishments	The Nova System is fully implemented and collecting data from LEAs
Outcomes/Metrics	Streamlined data collection with the implementation of Nova
FY24 Strategy 2	Use Business Intelligence tools to enhance data analysis
Accomplishments	Interest and use of Looker dashboards have increased and we've helped programs to develop/enhance dashboards for internal and public use.
Outcomes/Metrics	Increase the number of dashboards and/or increasing data available to existing dashboards.
FY24 Strategy 3	Implementation of an EdFi API
Accomplishments	The EdFi API was implemented with Nova and LEAs are using it to submit data. We're sowing the seeds for expanded use with student assessment information and with institutions of higher education for their educator preparation programs.
Outcomes/Metrics	Faster and cleaner data collection

TABLE III.1: FY24 Strategic IT Accomplishments

B. OTHER KEY IT ACCOMPLISHMENTS – FY24

In addition to our strategic goals, PED IT continues to make strides in improving processes for staff, students, and LEAs. Below is a brief overview of key accomplishments we made.

APPLICATION	
Accomplishment	During FY24, PED IT deployed a Nova Helpdesk application
Value or Impact	Centralized the handling and tracking of issues. Enables IT to more quickly identify systematic issues with Student Information System (SIS) vendors.
DATA	
Accomplishment	During FY24, PED IT transitioned to Generate, a new United States Department of Education federal reporting tool
Value or Impact	Streamlines processes for federal data reporting
PROCESS IMPROVEMENT	
Accomplishment	During FY24, PED IT deployed a data validation dashboard (DVD) to enhance the data collection process.
Value or Impact	LEAs may use the new tool to identify and correct data discrepancy issues prior to submitting data for certification.
WORKFORCE	
Accomplishments	During FY24, PED IT highly focused on filling vacancies and is pleased to report we are now 95.7% fully staffed
Value or Impact	Increased focus and time to serve internal and external customers
CUSTOMER SERVICE	
Accomplishments	During FY24, PED IT initiated a weekly news bulletin to LEAs
Value or Impact	Increased LEA ability to resolve data submission problems and keep LEAs in the know of current and upcoming deadlines.
TELEWORK	
Accomplishments	During FY24, PED opened satellite offices in Albuquerque and Las Cruces and equipped them with computers and tech support
Value or Impact	Provided remote work access to over 100 staff members. Remote offices provided greater opportunities to fill vacancies since staff can telework from the remote office and not have to physically report to the home office in Santa Fe.
SECURITY	
Accomplishments	Started weekly cyber awareness campaigns focusing on staff and cyber training to recognize phishing emails
Value or Impact	Provides real-world guidance and practice to prevent threats from occurring.

TABLE III.2: Other Key IT Accomplishments – FY24

IV. FY26 IT STRATEGIC GOALS AND STRATEGIES

PED IT's FY25 goals align with and support the agency's goals. It is by providing digital equity, transparency, and data collection that we can Promote a Vibrant Educator Ecosystem; Support the Whole Child; Develop Pathways and Profiles of a New Mexico Graduate; and Close the Opportunity Gap with Asset-Based Supports

STRATEGIC PRIORITY 1 – Digital Equity	
Goal Statement: To create ongoing digital equity for our schools and students.	
FY26 Strategy 1	Bolster cyber security for PED and across LEAs
Outcomes/Metrics	5-7% improvement in the cyber security risk score for PED and LEAs
FY26 Strategy 2	Digital Access
Outcomes/Metrics	Percentage of students who have a digital device Increase by 10% percent the number of students who have internet connectivity at home Increase by 10% the number of school buses with wifi
FY26 Strategy 3	Digital Citizenship
Outcomes/Metrics	Increase by 20% the participation in citizenship trainings and ethical use of technologies.

STRATEGIC PRIORITY 2 – Transparency	
Goal Statement: To increase access to information by sharing and expanding data to NM families and sister agencies.	
FY26 Strategy 1	Integrate collected data
Outcomes/Metrics	Integrate two of the four listed data systems together (e.g. Nova, Open Books, Vistas, High Quality Instructional Materials, etc.)
FY26 Strategy 2	Increase the amount of data available to the public
Outcomes/Metrics	Use the integrated data to publish 2 new dashboard(s) on a public-facing website

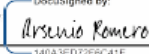
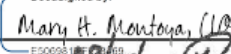
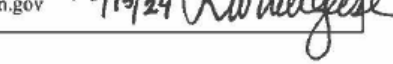
STRATEGIC PRIORITY 3 – Data Collection	
Goal Statement: To improve our data collection processes through automation, business intelligence, and efforts in data standardization and consolidation	
FY26 Strategy 1	Automated Data Collection
Outcomes/Metrics	Reduce time for program data review to 9 days. Reduce the time to load certified data into the Nova Common Education Data Standards (CEDS) data warehouse to 14 days.
FY26 Strategy 2	Use Business Intelligence tools to enhance data analysis
Outcomes/Metrics	Increase the number of dashboards and/or increasing data available to existing dashboards by 10
FY26 Strategy 3	Increase the use of the Ed-Fi API
Outcomes/Metrics	Reduce file uploads by 20%

TABLE IV.1. FY26 IT Strategic Goals and Strategies

V. IT FISCAL AND BUDGET MANAGEMENT (C1)

Information Technology (IT) Operating Budget (C1)

(To update this table, please double click on the embedded spreadsheet and add the required information. Before exiting the spreadsheet, please make sure to scroll up. Otherwise, the entries of this table will not be fully previewed)

Agency Name		Agency Code			
Public Education Department		92400			
Base Request Operational Support of IT. Check one of the options below:		Flat Budget	Expansion from previous year		
Yes		No	No		
Revenue IT Base Budget (dollars in thousands)					
Appropriation Funding Type	FY23 Actual	FY24 Actual	FY25 OpBud	FY26 Request	FY27 Estimate
General Fund	2,183.4	3,142.0	3,879.5	4,133.9	4,133.9
Other State Funds	0.0	0.0	0.0	0.0	0.0
Federal Funds	550.0	496.2	2,416.2	1,562.3	5.0
Internal Svc Funds/Interagency Transfer	0.0	0.0	0.0	0.0	0.0
Total	2,733.4	3,638.2	6,295.7	5,696.2	4,138.9
Expenditure Categories (dollars in thousands)					
Category or Account Description	FY23 Actual	FY24 Actual	FY25 OpBud	FY26 Request	FY27 Estimate
Personal Services & Employee Benefits	2,229.8	2,319.0	2,958.5	2,958.5	2,958.5
Contractual & Professional Services	257.2	939.4	2,883.7	2,286.4	729.5
IT Other Services	246.4	379.8	453.5	451.3	450.9
Other Financing Uses	0.0	0.0	0.0	0.0	
Total	2,733.4	3,638.2	6,295.7	5,696.2	4,138.9
	Print Name	Phone	Email Address	Dated Signature	
Agency Cabinet Secretary/ Director (Mandatory)	Arsenio Romero	505-827-6452	Arsenio.romero@ped.nm.gov	<small>DocuSigned by:</small>  8/21/2024	
Chief information Officer or IT Lead(Mandatory)	Mary Montoya	505-396-0292	Maryh.montoya@ped.nm.gov	<small>DocuSigned by:</small>  8/18/2024	
Chief Finance Officer (Mandatory)	Rosemary Whitegeese	505-469-2246	Rosemary.whitegeese@ped.nm.gov	<small>DocuSigned by:</small>  8/15/24	

VI. SPECIAL FUNDING, SUPPLEMENTAL, COMPUTER SYSTEM ENHANCEMENT (C2) FUNDING AND REAUTHORIZATION OF C2 APPROPRIATIONS

- A. PED is requesting C2 funding to support three strategic initiatives for FY25.

The *Individualized Education Program (IEP) Portal* will create a unified data portal for the standardization and sharing of Special Education documents and data. Currently these documents are maintained at the local level which causes discordance between LEAs and difficulty for PED’s Office of Special Education to monitor. The developed solution will create efficiencies in satisfying mandates from the M/Y Lawsuit and Executive Order 2023-062.

The *LEA Dashboards / Reporting Portal* project will provide LEAs with the ability to view crucial student and school level reports so they may identify and help students and schools in need. Although LEAs are the ones who send data to PED, many do not have resources available to build data reports of their own and must rely on us to provide reports to them. By creating the reports ourselves, LEAs also maintain the assurance that the data logic they have is the same as what is being used at other LEAs.

The *Student Assessment Data Collection* project will automate an extremely labor-intensive manual process. We will streamline the process by leveraging the Ed-Fi API to collect and load the data into our Nova system. With a centralized data collection and storage mechanism, we will create a highly efficient approach for data collection and reporting that will create a 50% time savings to mobilize assessment data and consume it for use. This will create a more efficient mechanism which will satisfy Statute 22-21-11.

- B. Below is our list of C2 funding requests. Please see Appendix A-III for the *C2 Information Technology Data Processing – Computer Enhancement Fund (CSEF)* form for each request.

Priority	Project Name
1	Individual Education Program (IEP) Portal
2	Local Education Agency (LEA) Dashboards
3	Student Assessment Data Collection

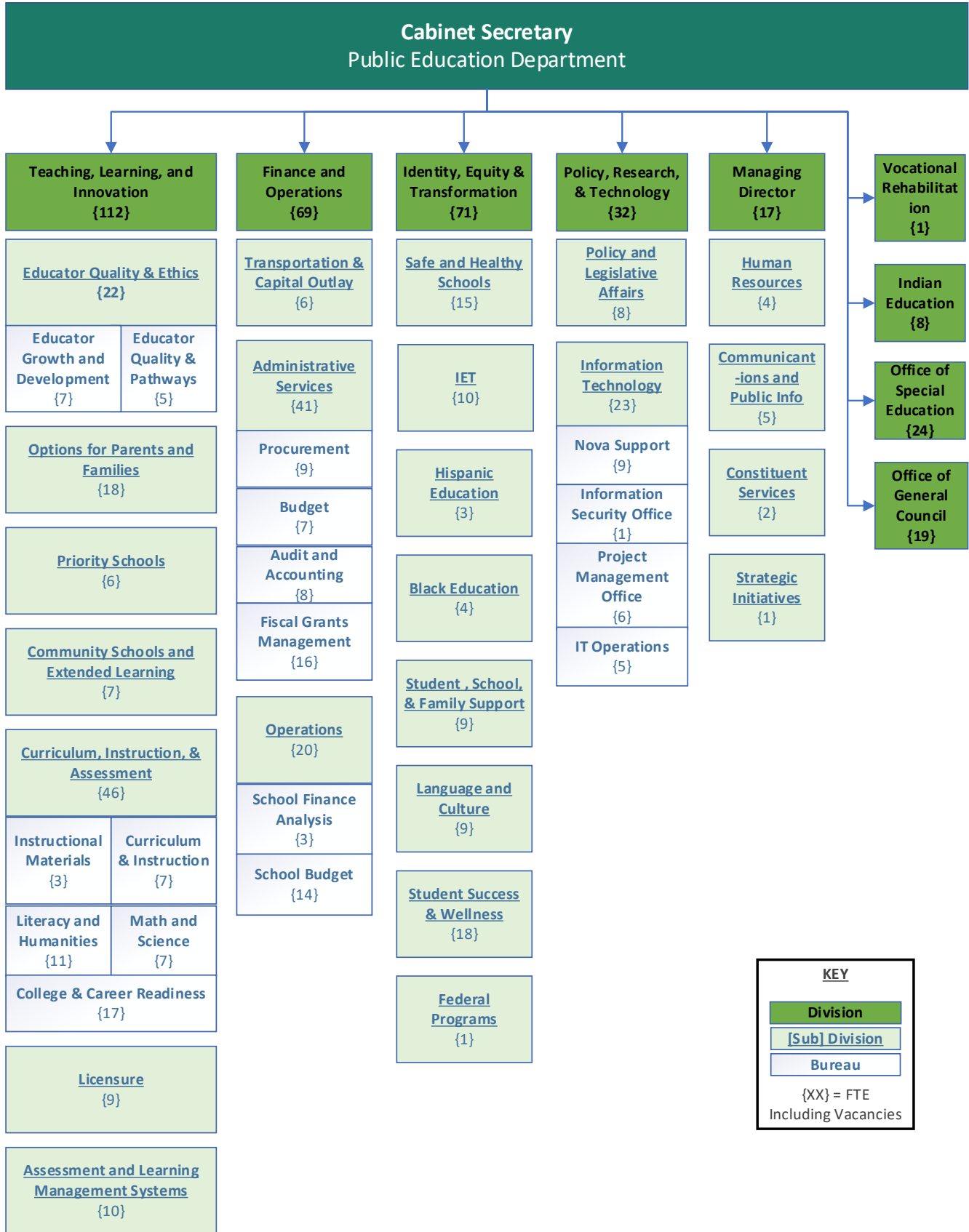
- C. PED is seeking reauthorization for one project. See request below.

REQUEST FOR REAUTHORIZATION OF C2 APPROPRIATIONS

Information Technology Request for Reauthorization of C2 Appropriations			
Agency Name	Public Education Department	Agency Code	924
Lead Agency Name Listed on Appropriation	Public Education Department	Project Name	PED Security Enhancements
Source of Authorization (e.g. Laws 2022, Chapter 54, Section 7 (12) or Grant/Federal Fund #)		Appropriation Amount (in thousands)	Remaining Balance (in thousands)
Laws 2023, Chapter 210, Section 7 (50)		750.0	750.0
Total amount appropriated for project life (in thousands)	750.0	Will the project be completed within the next fiscal year?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Reason for Requesting Reauthorization	Ensure adequate time for project planning and implementation.		

TABLE VI.1: Request for Reauthorization of C2 Appropriations

APPENDIX A-I: AGENCY ORGANIZATION CHART



APPENDIX A-II: IT ORGANIZATION CHART

