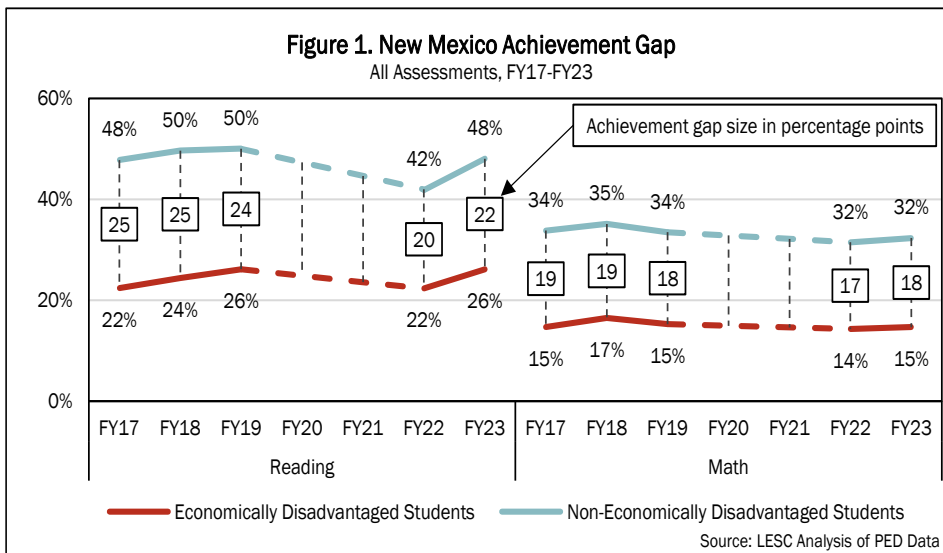


Review of the Family Income Index

Since 2021, the Legislature has appropriated \$55 million to the Family Income Index (FII) to support the program’s innovative approach in identifying concentrations of student poverty and directing supplemental funds to schools serving the most low-income students. In doing so, the Legislature recognized the adverse impact of poverty on student learning and their social, emotional, and behavioral development.

At the same time, the Legislature offered school leaders the opportunity to identify the unique needs of their students and leverage these discretionary funds to meet those needs.



Despite significant investments in the program, an LESC analysis of student growth using assessment data from FY22 and FY23 suggests funds from the FII may not have had the intended impact in improving student academic performance. This brief describes the FII’s approach in identifying poverty, how funding was spent in FY23, and the impact of the FII on student academic growth.

History of the Family Income Index

Currently, the State Equalization Guarantee’s (SEG’s) at-risk index is the state’s primary tool in identifying student poverty, but its underlying methodology relies on district-level data that inadequately describes differences in poverty between schools in the same community. The

Key Takeaways

The Family Income Index (FII) was designed to provide supplemental funding for schools with the highest concentrations of poverty in New Mexico.

Page 1

The FII provides insight into the concentration of poverty in each school and how that concentration differs within school districts.

Page 3 - 4

A majority of funding from the FII was expended on compensation, supplies, materials, and professional learning.

Page 5

Student growth in standardized assessment results did not significantly differ among FII schools and non-FII schools, raising questions about whether FII funds were leveraged effectively.

Page 7

Table 1: Original Categories of Allowable FII Expenditures
Before 2023 Amendment

Category	Distribution	Examples
Structured Literacy and Reading Interventions	At least one-third of award	Stipends for structured literacy training, literacy interventionists, and supplementary materials
Mathematics Interventions	At least one-third of award	College and career readiness, dual or concurrent enrollment, and career and technical education
Student Supports	No more than one-third of award	Case management, tutoring, after-school enrichment, whole school interventions, instructional materials, and culturally relevant professional and curriculum development

Source: LESC Files

creation of the FII in 2021 refined the Legislature’s approach to identifying poverty in light of research indicating high concentrations of poverty in individual schools are a negative factor in student learning. By assessing the concentration of poverty in individual schools, the FII is now a key tool in targeting funding to low-income students.

The Legislative Intent of the FII

The original iteration of the FII emphasized the need for improving student achievement in certain areas of instruction, with a requirement that certain portions of FII funds be used for structured literacy interventions, mathematics instruction and interventions, and at-risk

student interventions. Specifically, each school receiving more than \$40 thousand from the FII was required to invest at least one third on structured literacy interventions, at least one third on mathematics instruction and interventions, and no more than one third on at-risk student interventions, broadly. The statutory definition of at-risk student interventions reflected those of the at-risk index, including tutoring, whole school interventions, culturally relevant professional development and curriculum, school-based health centers, community schools, instructional materials, and family engagement.

While the Legislature originally appropriated \$30 million for a two-year FII pilot program, it later appropriated \$15 million in FY24 for a one-year extension of the program, and an additional \$10 million in FY25, to allow for a greater range and depth of data for a more thorough analysis of its methodology and impact on student achievement by legislative staff. In 2023, the Legislature also amended statute by removing the program’s spending requirements, which provided each school with considerable flexibility in determining the programs and services their FII allocations could be used to support.

The program’s spending requirements were removed due to concerns some local education agencies (LEAs) were experiencing challenges in expending their funds in the narrowly defined areas included in statute. For example, a school receiving \$90 thousand in FII funds may not have had sufficient funding to hire a behavioral support specialist if its spending was limited to \$30 thousand on that category. The removal of the program’s spending requirements now provides considerable flexibility to schools in how they spend funds and simultaneously reduces the administrative burden associated with the Public Education Department (PED) verifying each expenditure was aligned with statutory requirements.

As the Legislature considers whether to continue investing in the FII, it is important to note the outcomes of the program will revolve around two separate themes, including:

- Is the FII an adequate model in identifying concentrations of poverty at the school-site level; and
- Is there capacity at the school-site level to adequately support the intention of the FII in centering the characteristics of a school-site with the ultimate goal of improving student academic achievement?

Methodology of the Family Income Index

The FII uses a three-step process that matches each public school student with their families' reported household income data.

1. PED submits each student's identifying information, such as student ID and address, to the Taxation and Revenue Department (TRD). Staff at TRD then match each student with income data reported on their household's state income tax returns and categorize each student into the income level categories defined in statute.
2. Students who are not identified in this initial process are then screened by the Health Care Authority (HCA) which uses public benefits data to match each student with an income category.
3. Any remaining students are categorized using United States Census data.

This process was successful in identifying student's household income in FY25, as only 9 students in the state were not categorized using the program's three-step identification process.

After each student is categorized in an income level category, the number of students in each income level category is summed at the school-site level. The combined percentage of students in the bottom two income level categories, meaning those with a household income up to 130 percent of the federal poverty level, is then assigned as the FII for that school. Each school in New Mexico is then ranked by their FII and each school above a certain threshold receives an allocation, depending on their proportional share of all eligible students.

Eligibility for funding depends on each school's index and its proportional share of all eligible students statewide. No more than 10 percent of a school district's schools may receive FII funding in any one year.

It is important to note the FII does not identify each student by their specific household income; it only categorizes the student in the income category where their household income falls. This creates a built-in privacy mechanism designed to prevent the disclosure of the household income information of any one student. Additionally, the extensive identification process of the FII has not been framed as an administrative burden by the three associated agencies, with the initial bill analysis submitted by each agency indicating a total three-year cost of \$22.1 thousand for implementing the provisions of the FII.

Table 2: FII Income Level Categories

Level	Income Category	Percentage of Federal Poverty Line
5	Above-average income (AAI)	Above 225%
4	Moderate income (MI)	186%-225%
3	Low income (LI)	131%-185%
2	Very low income (VLI)	76%-130%
1	Extremely low income (ELI)	0-75%

Source: LESC Files

Table 3: Students Categorized in Each Step of FII Identification Process

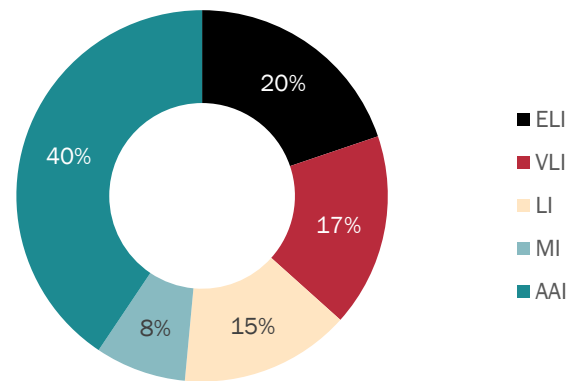
FY25

Stage	Income Category	Percent of Students Identified
1	Income Taxes	69%
2	Eligibility for Public Benefits	16%
3	U.S. Census	15%

Source: LESC Files

Figure 2: Percent of Students at FII Income Levels

FY25



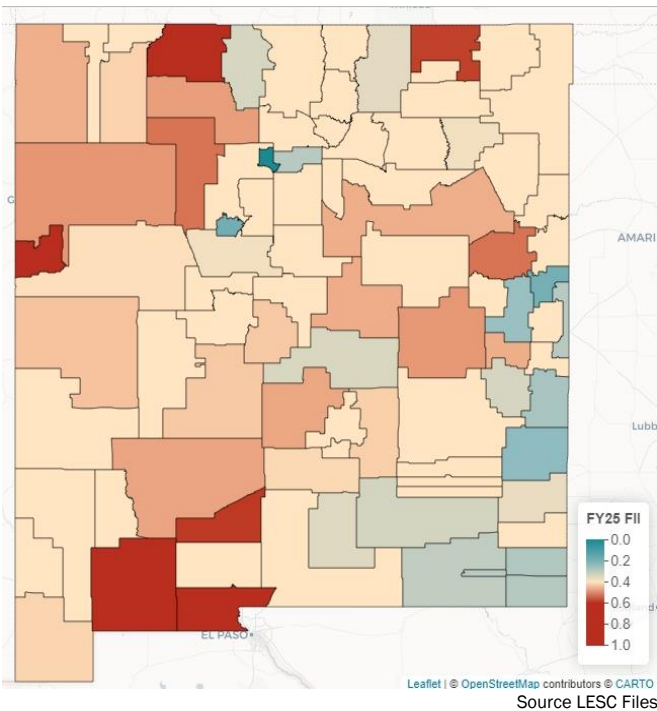
Note: ELI and VLI Levels are used to calculate aggregate FII.

Source: LESC Files

FII as an Indicator of Student Need

Common indicators of student need include assessment results, attendance, and disciplinary referrals. However, these indicators often measure the effects of systemic socioeconomic challenges that shape the conditions for learning in schools, rather than the socioeconomic challenges themselves.

Figure 3: Family Income Index by School District
FY25

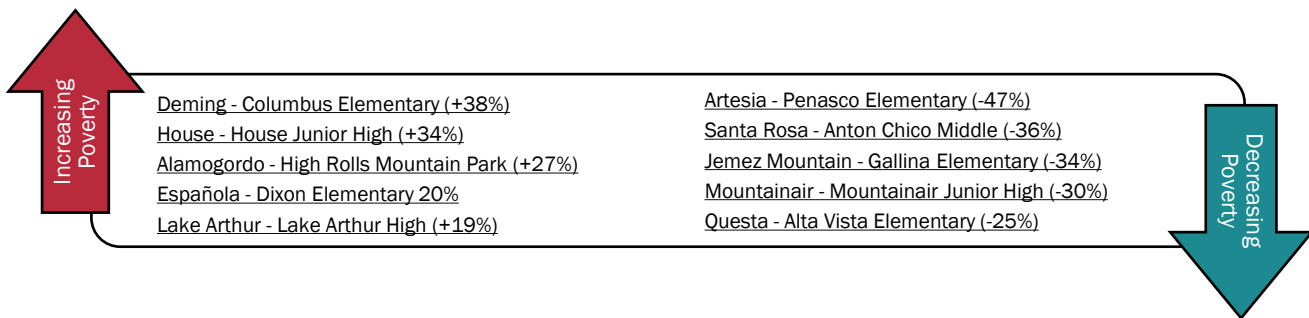


Chronic poverty is a root challenge influencing student achievement, as poverty creates and reinforces barriers that have a detrimental impact on student’s physical, psychological, and educational well-being. These adverse effects are amplified when there are concentrations of poverty in a school, specifically when there are many students experiencing food and housing insecurity, high rates of mobility, and traumatic experiences that disrupt their educational and emotional development and strain a school’s capacity to provide early intervention services and long-term supports.

Historically, New Mexico has leveraged the at-risk index to alleviate the adverse role of poverty in a student’s ability to reach their full academic potential. Currently, the index draws on income, mobility, and English learner status to allocate \$379.9 million in supplemental funding to school districts and charter schools.

A 2023 review of the SEG led by LESC staff identified the At-Risk Index as one component that could be modified to modernize, simplify, and streamline the SEG. Among the considerations of the review were the potential replacement of the at-risk index’s existing poverty indicator with the methodology of the FII.

Figure 4: Largest Changes in Family Income Index
FY22 to FY25
(in percentage points)



Source: LESC Files

Embedding the methodology of the FII in the at-risk index would be responsive to the *Martinez-Yazzie* education sufficiency lawsuit by enhancing the accuracy of the formula in identifying low-income students, expanding the poverty threshold to 130 percent of the federal poverty line, and allowing charter schools to generate their own unique poverty indicator.

Local Uses of FII Awards

Based on data from PED’s Operating Budget Management System (OBMS), schools have generally used their FII funds to support compensation, professional development, curriculum, instructional materials and supplies, stipends, field trips, equipment, tutoring, student activities, and extended learning programs. While these expenses were initially narrowly tailored to meet the statutory spending requirements of the pilot program, the removal of those requirements provided school leaders with considerable flexibility in broadening the range of programs and services they initiated to meet their student’s unique needs.

Schools commonly used FII funds to purchase instructional materials, with one recipient school allocating \$2 thousand to each teacher for updating classroom libraries with culturally relevant literature. Several schools hired reading and math interventionists and provided after-school tutoring and summer enrichment programs. Others leveraged their FII allocations to support professional development in structured literacy for adolescents, stipends for LETRS training, compensation for literacy coaches, social emotional supplemental materials, and supplies and materials for career technical education programs. Some schools also used their FII allocations to fund supports for students with disabilities, such as autism training, math manipulatives, and reading and math supplemental materials for special education personnel.

Local expenditures generally align with the original intent of the Legislature to support literacy, math, and interventions for at-risk students. However, the expenditures also indicate there may be specific programmatic areas requiring additional recurring funding support. For example, the large compensation expenditures in FY23, detailed in Table 5, support existing research that schools with high concentrations of poverty require additional personnel to meet their student’s unique and diverse

Table 4: Breakdown of Family Income Index Expenditures
FY23
(in thousands)

Expenditure Category	Expenditures	Percent of Appropriation
Supplies and Materials	\$3,901.2	26%
Compensation	\$3,535.6	24%
Professional Development	\$1,734.5	12%
Benefits	\$1,077.5	7%
Contracts (specialists)	\$363.5	2%
TOTAL EXPENDITURES	\$10,831.3	72%
Appropriation Unexpended	\$4,168.7	28%

Source: OBMS

Table 5: Breakdown of Select Compensation Expenditures
FY23
(in thousands)

Expenditure Category	Expenditures	Percent of Compensation Expenditures
Teachers	\$2,395.3	68%
Instructional Assistants	\$428.0	12%
Summer and After School	\$193.5	5%
Counselors	\$169.0	5%
School and Student Support	\$119.8	3%
TOTAL COMPENSATION	\$3,535.6	100%

Source: OBMS

Table 6: Breakdown of Professional Development Expenditures
FY23
(in thousands)

Expenditure Category	Expenditures	Percent of Compensation Expenditures
General Education (PreK-12)	\$1,117.5	64%
Alternative and At-Risk Programs	\$465.6	27%
Special Programs	\$19.7	1%
Bilingual Education Programs	\$18.2	1%
Elementary Fine Arts Programs	\$1.4	0.1%
TOTAL PROF. DEVELOPMENT	\$1,734.5	100%

Source: OBMS

needs. These expenditures could also suggest a potential inadequacy in the Legislature’s appropriation to the SEG, where LEAs may be relying on below-the-line appropriations to supplement their distributions from the SEG. Alternatively, these expenditures may also suggest a lack of responsiveness in the SEG’s indicator for poverty and the formula’s subsequent distributions from the at-risk index, or that LEAs are not prioritizing at-risk funding for its intended purposes.

Impact of the FII on Student Growth in Achievement

The primary goal of the FII is to strengthen the state’s ability to identify poverty, allowing the Legislature to allocate supplemental funding directly to schools with the highest concentrations of poverty. This approach acknowledges that poverty is a key variable in contributing to variances in student achievement, and further, that well-spent supplemental funding could potentially alleviate those variances in student achievement, closing the achievement gap between economically disadvantaged students and their more affluent peers.

Data

To determine whether FII allocations impacted student growth and helped close the achievement gap, LESC staff used changes in assessment results in English Language Arts (ELA) and mathematics from the 2021-2022 and 2022-2023 school years. In alignment with the LESC’s framework for measuring student growth, LESC staff assessed whether the allocation of an FII award increased the percentage of students reaching their growth targets when compared with similar non-FII schools.

LESC Framework for Measuring Student Growth

To help the Legislature and members of the LESC better understand whether its investments are helping close the achievement gap and bring students closer to a level of academic proficiency, LESC staff are working to establish a clear, consistent measure of student growth for use across multiple analyses and evaluations. Student growth differs from academic proficiency and helps the Legislature meet three key goals:

- **Measure Academic Progress.** A student growth metric provides a clear and quantifiable measure of individual student progress over time, helping staff assess how students are learning regardless of each student’s respective starting point.
- **Evaluate Educational Programs.** By tracking student growth, LESC staff can evaluate the effectiveness of educational programs and initiatives over time, identifying which strategies are most successful in accelerating student growth.
- **Highlight Equity Issues.** Tracking student growth by demographic subgroup is an important element of addressing the *Martinez-Yazzie* education sufficiency lawsuit. For the students identified in the lawsuit to “catch up” to their peers, they need to experience higher-than-average rates of growth.

To measure student growth, LESC staff are pursuing a “growth-to-standard” model based on an overall expectation that **all students should reach proficiency in three years**. Based on each student’s individual starting point, measured by their prior year assessment score, students are given a growth target that they would need to reach to meet proficiency in the next three years. At the end of the school year, students’ actual growth is compared with their growth target; students can either “meet” or “not meet” their growth target each year. When the measure is aggregated to the school level, schools can be described based on the percentage of students who reached their growth target each year. The present analysis describes the percentage of students who met their growth target in FII schools compared with non-FII schools with similar income levels and demographics.

Staff matched schools that received FII allocations to a set of schools with similar enrollment, poverty levels, and geographic locale that did not receive an FII allocation. Included in the analysis were economically disadvantaged students, English learners, and those with disabilities. In general, growth targets are higher and more difficult to reach for economically disadvantaged students. However, the LESC’s approach to matching FII schools to similar schools that did not receive an FII allocation offers an apples-to-apples comparison of schools, attempting to isolate the effect of the FII allocation itself.

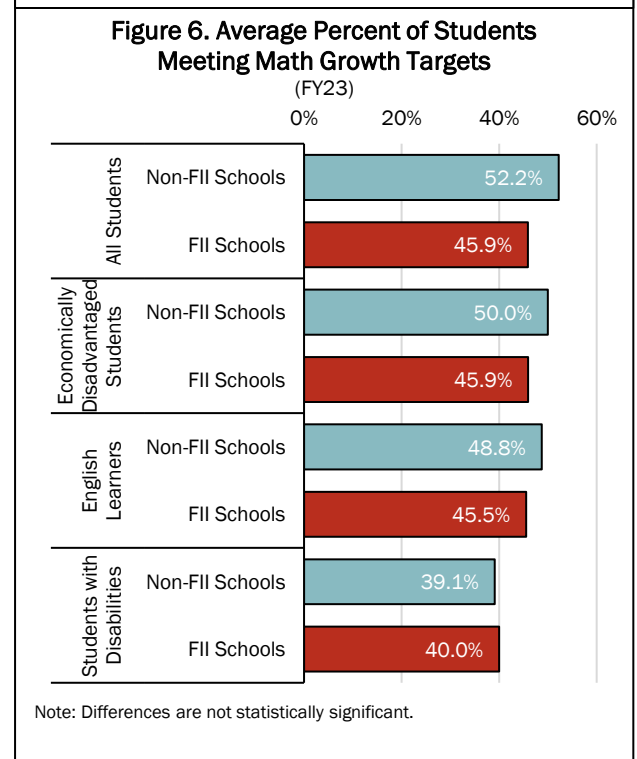
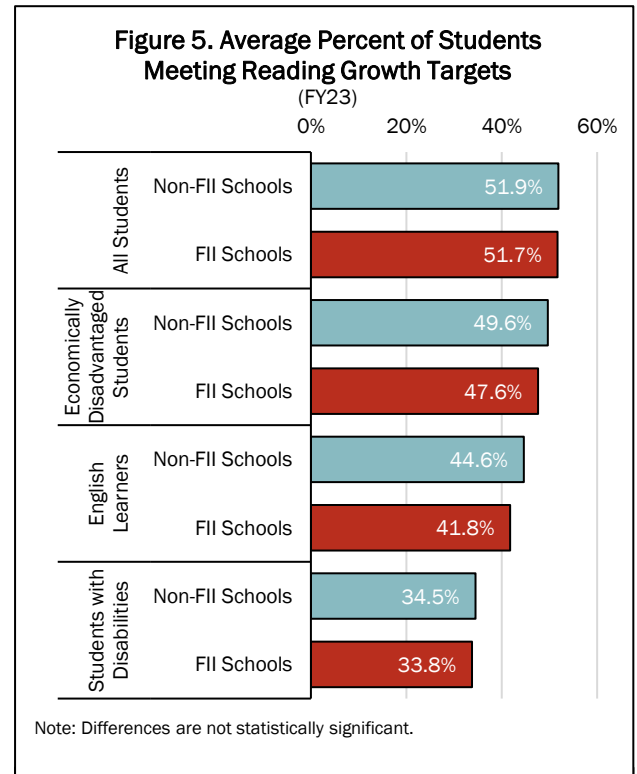
Results

Based on this analysis, LESC staff found the presence of an FII award in FY23 did not significantly improve student growth in FII schools. As shown in Figures 5 and 6, schools that received an FII award, shown in red on the figures, did not help a significantly larger proportion of students meet their growth targets when compared with schools in the matched peer group, shown in blue. In other words, students were equally likely to meet their growth target in an FII school or in a similar non-FII school; the FII itself did not improve student growth.

These results appear to indicate that the FII program, while well intentioned, may have suffered from a number of issues in implementation. The initial level of funding allocated to FII schools, as well as the accompanying statutory spending requirements, may have resulted in ineffective program implementation. Moreover, the capacity of schools to effectively utilize new funds varies across New Mexico; the highest poverty schools in the state may lack the administrative or instructional capacity to effectively implement new programs or interventions. As a result, schools may not have effectively allocated FII funds to areas that directly impact student growth. While additional funding is always needed in high-poverty schools, one year of additional funding may do little to alleviate the long-standing, systemic barriers high-poverty schools face.

Conditions for A Successful FII

While the FII may not have initially been effective in increasing the number of students reaching their growth targets, the program is responding to chronic, pervasive, and compounding socioeconomic challenges that are rooted in decades of chronic underinvestment in public schools. Without the conditions needed for successful implementation, including local capacity to appropriately expend resulting funding, adequacy in SEG funding, and an efficient reimbursement process, the FII may not yield the positive outcomes on student achievement that it may be capable of.



Local Capacity

A key assumption embedded in the FII is that school leaders have the training and capacity needed to adequately identify the unique needs of their students and then subsequently leverage their FII allocations to meet those needs. This assumption somewhat deviates from the training most administrators are required to obtain prior to earning a Level 3B license, with the course requirements at New Mexico State University and the University of New Mexico only requiring one course related to public school finance or resource allocation. Without comprehensive training in finance and strategic leadership, school leaders may have to delegate responsibility for expending their FII funds to an external administrator who may not have the same community context as school leadership.

A key component in the success of FII is transparent, ongoing, and inclusive collaboration between educators, school leaders, and district leaders.

Legislative Investments in Teacher and School Leadership

For FY25, the Legislature appropriated \$9 million for professional development, which will support several school leadership programs.

The Legislature is also enacting multi-year appropriations through the Government Results and Opportunity (GRO) Trust Fund, where \$60 million will be invested over three years in teacher residencies, paid student teaching, and principal residencies.

PED will use \$12.5 million of its FY25 appropriation for teacher residencies, \$5.5 million for paid student teaching, and \$2 million for principal residencies. This will support 280 teacher residents, 446 student teachers, and 20 principal residents.

This dynamic emerged during LESC staff's conversations with school leaders, when some reported being unaware of their school's FII allocations or being notified by central office staff late in the fiscal year. By design, a core component of the FII is extensive collaboration between school leaders and staff, but rigorous engagement and transparency between central office staff and school leaders is also critical to the success of FII. If the program continues in its current form, there must be effective strategies for ensuring PED is promptly distributing allocations, notifying school leaders directly of their allocations, and supporting school leaders in identifying effective strategies for investing their FII funds.

Of critical importance for school leaders is a comprehensive understanding that schools are complex institutions where various components interact to reinforce existing disparities in student outcomes. By recognizing how these different components interact in their specific schools, school leaders can promote greater collaboration between staff, teachers, and themselves in identifying challenges and adopting goals that intentionally lead to expected student outcomes, aligned with their FII allocations in ways that are responsive to the unique needs of their students.

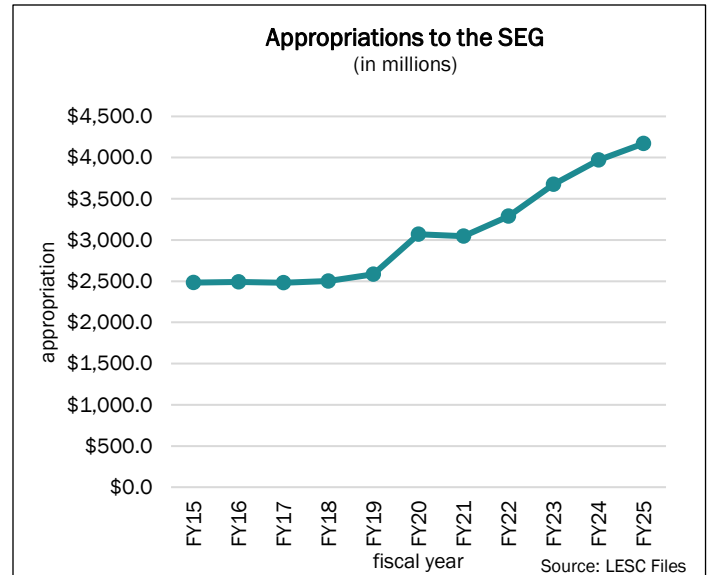
Some work is underway at PED's At-Risk Intervention Response Team, which held workshops with school leaders that focused on identifying challenges and formulating solutions that align with their mission and goals. The department is also assisting LEAs in assessing the effectiveness of proposed expenditures on addressing local student needs. Continuing this work will be critical if the Legislature considers further investments in the FII.

Innovative staffing models, as presented by LESC staff on [June 27, 2024](#), may also be an effective strategy for improving local capacity, as these models encourage greater teacher collaboration.



Adequacy in SEG Funding

Since FY19, the Legislature has increased its appropriation to the SEG by approximately 62 percent, or \$1.6 billion. These increases paid for adjustments to teacher minimum salaries, broader increases in compensation for all public school personnel, revisions to instructional hour requirements, and increases in the cost differential of the at-risk index. Each of these appropriations were intended to address the findings of the *Martinez-Yazzie* education sufficiency lawsuit, which found deficiencies in the quality of programs and services provided to Native American students, students with disabilities, low-income students, and English learners.



Despite these significant recurring investments in the SEG, the courts have not found the state to have complied with the findings of the *Martinez-Yazzie* lawsuit.

A key assumption of the FII is that the SEG already adequately funds the basic programming needed in each school, and as shown on page 5, however, LEAs used a large proportion of their funding on compensation and benefits, professional development, and supplies and materials.

For the FII to be a successful supplemental program, it must be implemented in an environment of funding adequacy, so that the program's funding is supplementing programming, rather than being used to support programs and services that should already be supported through the SEG.

During the 2024 interim, LESC staff will draft a proposal for revising the methodology of the poverty indicator of the at-risk index to improve the formula's ability to identify concentrations of poverty.

PED's Reimbursement Process and the Benefits of Multi-Year Funding

Like other below-the-line programs, the FII funds are distributed using a reimbursement process, where each LEA receives an award letter, then expends their authorized funding, and subsequently requests reimbursement from PED. This process relies on prompt notification of awards from PED to LEAs, an efficient and timely process for reimbursing LEA's expenditures, and adequate LEA fund balances to draw from as they await reimbursement from the department. However, according to Legislative Finance Committee (LFC) report cards for PED, the department had an average processing period for reimbursements of 37 days in FY22, 38 in FY23, and 44 days during the first quarter of FY24.

The department is currently implementing a plan for reducing the average number of days in the reimbursement process and had a target of 22 days during FY24.

As it currently exists, the success of the FII will depend on PED streamlining its reimbursement process and sustaining that progress. However, the Legislature has also played a role in increasing the administrative burden on the department by increasing the number of grant programs it appropriates funding to. Moving forward, the Legislature could consider minimizing or consolidating its below-the-line appropriations and focus instead on increasing its appropriation to the SEG to provide additional discretionary spending for LEAs that is not reliant on a reimbursement process. The Legislature could also consider appropriating multi-year funding to future below-the-line programs so PED can adequately adjust its long-term staffing levels and LEAs have consistent funding to sustain relevant programming.

Policy and Budget Considerations

While this review did not find the FII had a statistically significant impact on student achievement between FY22 and FY23, these results should not be interpreted as an indicator that supplemental funding is not an effective component of a comprehensive strategy for supporting low-income students. As discussed on page 8 of this brief, directing supplemental funding to school sites may be most effective when paired with strong school leadership that prioritizes transparent, ongoing, and inclusive collaboration between educators, themselves, and district leaders. Building this local capacity is already a priority of the Legislature, where multi-year appropriations are now in place to support principal residency programs.

The pervasive effects of poverty on student achievement will likely not be rectified through several years of relatively modest nonrecurring appropriations. Instead, the Legislature must comprehensively invest in the broader education ecosystem, with the goal of providing accurate, adequate, and consistent funding through the SEG, rigorous supports for educators, and targeted recurring below-the-line supports. Importantly, this comprehensive approach to supporting students should always rely on a theory of change that expresses the program's intended outcomes and impact and that consistently centers the needs of students.

To adequately meet the comprehensive needs of low-income students in ways that are meaningful, responsive, and community driven, the Legislature may consider continuing to leverage the FII as one tool in a broader comprehensive and systematic approach aligned with the [LESC roadmap](#). To accomplish these goals, the Legislature should consider:

1. Assessing whether the at-risk index is an adequate measure of poverty;
2. Evaluating whether the appropriation to the SEG is adequate in meeting the comprehensive needs of low-income students;
3. Continuing to leverage multi-year budgeting in supporting local capacity; and
4. Carefully considering all below-the-line initiatives that place an administrative burden on PED and LEAs.

Several of these considerations align with the findings of the LESC's [review of the SEG](#), where the integration of the FII methodology as the formula's indicator for poverty was a core consideration.

Allocations from the Family Income Index

FY22 - FY25

	District or Charter School Name	School Name	FY25	FY24	FY23	FY22	
1	Alamogordo	North Elementary	\$75,025	\$110,487	\$122,966	\$198,996	1
2	Albuquerque	Alamosa Elementary		\$258,802	\$227,827	\$278,976	2
3	Albuquerque	Armijo Elementary		\$164,239	\$143,938	\$185,666	3
4	Albuquerque	Atrisco Elementary		\$132,386	\$122,966	\$170,432	4
5	Albuquerque	Emerson Elementary	\$175,651	\$270,747	\$267,865	\$283,736	5
6	Albuquerque	Hawthorne Elementary		\$209,032	\$190,649	\$214,230	6
7	Albuquerque	Hodgin Elementary		\$245,862	\$225,921	\$305,635	7
8	Albuquerque	La Mesa Elementary	\$207,428	\$267,761	\$288,837	\$323,726	8
9	Albuquerque	Lavaland Elementary		\$239,889	\$259,285	\$309,444	9
10	Albuquerque	Lowell Elementary	\$135,931	\$149,308	\$161,097	\$176,145	10
11	Albuquerque	Mountain View Elementary				\$173,289	11
12	Albuquerque	Reginald Chavez Elementary	\$120,042	\$129,400	\$127,733	\$142,820	12
13	Albuquerque	Tomasita Elementary	\$128,869	\$172,202	\$161,097	\$184,714	13
14	Albuquerque	Wherry Elementary	\$152,702	\$199,078	\$220,201	\$253,268	14
15	Albuquerque	Whittier Elementary	\$170,355	\$175,188	\$170,630	\$194,236	15
16	Albuquerque	Harrison Middle		\$242,876	\$255,472		16
17	Albuquerque	Hayes Middle	\$177,417	\$222,968	\$244,986	\$262,789	17
18	Albuquerque	Ernie Pyle Middle		\$311,558			18
19	Albuquerque	Van Buren Middle		\$241,880	\$344,127	\$309,444	19
20	Albuquerque	Wilson Middle			\$253,566	\$271,358	20
21	Animas	Animas Elementary	\$26,478				21
22	Animas	Animas Middle		\$20,000	\$20,000	\$20,000	22
23	Artesia	Roselawn Elementary	\$67,964				23
24	Artesia	Penasco Elementary		\$20,000	\$20,000	\$20,000	24
25	Belen	La Promesa Elementary	\$97,975	\$109,491	\$95,321	\$119,017	25
26	Bernalillo	Algodones Elementary	\$89,148	\$93,565	\$76,255	\$106,639	26
27	Bloomfield	Central Primary	\$207,428	\$226,949			27
28	Bloomfield	Naaba Ani Elementary			\$202,088	\$222,800	28
29	Capitan	Capitan Elementary	\$73,260				29
30	Carlsbad	Carlsbad Enrichment Center			\$81,975		30
31	Carrizozo	Carrizozo Middle				\$20,000	31
32	Carrizozo	Carrizozo Elementary	\$31,774	\$30,855	\$23,825		32
33	Central Consolidated	Dream Dine			\$20,012		33
34	Central Consolidated	Naschitti Elementary				\$53,320	34
35	Central Consolidated	Newcomb Elementary	\$94,444	\$120,441			35
36	Central Consolidated	Nizhoni Elementary	\$141,227	\$205,050	\$210,668	\$229,465	36

Allocations from the Family Income Index

FY22 - FY25

	District or Charter School Name	School Name	FY25	FY24	FY23	FY22	
37	Cimarron	Cimarron Elementary	\$21,181				37
38	Chama	Chama Elementary				\$48,559	38
39	Chama	Chama Middle		\$20,000	\$20,000		39
40	Clayton	Clayton Junior High	\$21,181	\$27,868	\$35,264	\$34,277	40
41	Cloudcroft	Cloudcroft Elementary			\$61,956	\$73,314	41
42	Clovis	Arts Academy At Bella Vista	\$206,545	\$228,940	\$230,687	\$255,172	42
43	Clovis	James Bickley Elementary		\$188,128	\$196,369	\$238,986	43
44	Clovis	Lockwood Elementary	\$165,059				44
45	Cobre Consolidated	Bayard Elementary	\$68,846	\$87,593	\$66,723	\$100,926	45
46	Cuba	Cuba Elementary	\$150,936	\$166,229	\$155,378	\$135,203	46
47	Deming	Ruben S. Torres Elementary	\$218,020	\$295,632	\$220,201	\$296,114	47
48	Deming	Mimbres Valley High School	\$52,075				48
49	Dulce	Dulce Elementary	\$145,640	\$185,142			49
50	Dulce	Dulce Middle			\$86,742	\$61,889	50
51	Espanola	Tony Quintana Elementary	\$90,031	\$105,510	\$103,901	\$138,060	51
52	Estancia	Estancia Middle	\$40,601	\$41,804	\$34,311	\$46,655	52
53	Farmington	Animas Elementary		\$205,050	\$203,042	\$237,082	53
54	Farmington	Mccormick Elementary	\$225,082	\$260,793	\$246,893	\$224,704	54
55	Floyd	Floyd Middle	\$35,304	\$38,818		\$25,708	55
56	Floyd	Floyd Elementary			\$49,564		56
57	Ft Sumner	Fort Sumner Middle	\$39,718				57
58	Ft Sumner	Fort Sumner Elementary		\$71,666	\$66,723	\$75,219	58
59	Gadsden	Yucca Heights Elementary		\$490,731			59
60	Gadsden	Chapparral Middle				\$433,221	60
61	Gadsden	Sunrise Elementary	\$278,043		\$294,557		61
62	Gadsden	Desert View Elementary	\$232,143	\$302,600	\$313,622	\$324,678	62
63	Gadsden	Desert Pride Academy	\$128,869				63
64	Gallup	Navajo Elementary	\$195,071	\$249,843	\$206,855	\$220,895	64
65	Gallup	Navajo Middle School	\$112,981	\$120,441	\$103,901	\$78,075	65
66	Gallup	Thoreau Elementary		\$292,646	\$220,201	\$206,613	66
67	Gallup	Navajo Pine High	\$127,104				67
68	Grants	Laguna-Acoma Middle		\$20,900	\$34,311	\$29,516	68
69	Grants	San Rafael Elementary	\$26,478				69
70	Hatch	Rio Grande Elementary	\$112,098	\$137,363	\$132,499	\$153,294	70
71	Hobbs	Edison Elementary		\$103,519	\$125,826	\$124,730	71
72	Hobbs	Murray Elementary	\$205,663	\$229,935	\$260,239		72

Allocations from the Family Income Index

FY22 - FY25

	District or Charter School Name	School Name	FY25	FY24	FY23	FY22	
73	Hondo	Hondo Elementary			\$32,405		73
74	Hondo	Hondo High	\$26,478	\$34,836		\$35,229	74
75	House Municipal Schools	House High				\$20,000	75
76	Jemez Mountain	Lybrook Elementary	\$48,545	\$44,790	\$53,377	\$52,367	76
77	Jemez Valley	San Diego Riverside	\$26,478	\$31,850	\$43,844	\$45,702	77
78	Las Cruces	Conlee Elementary		\$299,614	\$256,425	\$298,018	78
79	Las Cruces	Valley View Elementary	\$215,372	\$234,912	\$244,033	\$264,693	79
80	Las Cruces	Hermosa Heights Elementary				\$250,411	80
81	Las Cruces	Loma Heights Elementary	\$275,395	\$340,425	\$292,650		81
82	Las Cruces	Lynn Middle			\$397,511		82
83	Las Cruces	Booker T. Washington	\$229,495	\$214,009		\$210,422	83
84	Las Vegas City	Lvcs Early Childhood			\$49,564	\$57,128	84
85	Las Vegas City	Los Ninos Elementary	\$150,054	\$152,294			85
86	Logan	Ute Lake Online Learning Center	\$39,718	\$26,873	\$37,171	\$39,038	86
87	Lordsburg	Lordsburg High			\$56,237		87
88	Lordsburg	R.V.Traylor Elementary	\$67,964	\$63,703			88
89	Lordsburg	Dugan-Tarango Middle				\$30,468	89
90	Los Lunas	Desert View Elementary		\$207,041	\$206,855	\$219,943	90
91	Los Lunas	Ann Parish Elementary	\$160,646	\$235,908	\$242,126	\$284,688	91
92	Magdalena	Magdalena Middle	\$27,360	\$36,827	\$30,498	\$39,038	92
93	Maxwell	Maxwell Elementary	\$20,000	\$21,896			93
94	Maxwell	Maxwell Middle			\$20,000	\$20,000	94
95	Mesa Vista	Ojo Caliente Elementary		\$22,891	\$20,000	\$20,000	95
96	Mesa Vista	El Rito Elementary	\$23,830				96
97	Mora	Holman Elementary	\$21,181	\$25,878		\$20,000	97
98	Mora	Mora Elementary			\$64,816		98
99	Moriarty-Edgewood	Moriarty Elementary	\$183,596	\$179,170	\$164,911	\$188,523	99
100	Mosquero	Mosquero Elementary			\$25,732	\$20,000	100
101	Mosquero	Mosquero High	\$20,000	\$23,887			101
102	Mountainair	Mountainair Jr High		\$26,873	\$27,638	\$34,277	102
103	Mountainair	Mountainair High	\$28,243				103
104	Pecos	Pecos Middle	\$44,131	\$45,786			104
105	Pecos	Pecos Elementary			\$81,022	\$113,304	105
106	Penasco	Penasco High				\$49,511	106
107	Penasco	Penasco Middle	\$25,595	\$26,873	\$28,591		107
108	Portales	James Elementary				\$201,853	108

Allocations from the Family Income Index

FY22 - FY25

	District or Charter School Name	School Name	FY25	FY24	FY23	FY22	
109	Portales	Valencia Elementary	\$146,523	\$179,170	\$156,331		109
110	Quemado	Datil Elementary				\$20,000	110
111	Quemado	Quemado High		\$34,836	\$38,124		111
112	Quemado	Quemado Elementary	\$37,070				112
113	Questa	Alta Vista Elementary		\$44,790	\$46,704	\$53,320	113
114	Questa	Questa Jr High	\$22,064				114
115	Raton	Raton Intermediate		\$126,413	\$122,013	\$137,107	115
116	Raton	Raton High	\$191,540				116
117	Reserve	Reserve High				\$24,756	117
118	Reserve	Reserve Elementary		\$35,832	\$26,685		118
119	Roswell	Missouri Ave Elementary		\$186,138	\$186,836	\$205,661	119
120	Roswell	Sunset Elementary	\$119,160	\$169,216	\$165,864	\$179,953	120
121	Roswell	Nancy Lopez Elementary	\$108,567				121
122	Roy	Roy Elementary			\$20,000	\$20,947	122
123	Ruidoso	Sierra Vista Primary	\$213,607	\$234,912	\$215,434	\$224,704	123
124	San Jon	San Jon Elementary	\$31,774	\$37,822	\$28,591	\$38,085	124
125	Santa Fe	Salazar Elementary	\$88,266	\$116,459	\$127,733		125
126	Santa Fe	Cesar Chavez Elementary		\$192,110		\$214,230	126
127	Santa Fe	El Camino Real Academy Community			\$402,277	\$434,174	127
128	Santa Fe	Edward Ortiz Middle		\$244,866	\$285,977	\$289,449	128
129	Santa Rosa	Anton Chico Middle		\$22,891	\$22,872	\$22,851	129
130	Santa Rosa	Rita A. Marquez Elementary	\$31,774				130
131	Silver City	Sixth Street Elementary	\$60,020			\$76,171	131
132	Silver City	Harrison Schmitt Elementary		\$158,266	\$183,976		132
133	Socorro	Parkview Elementary	\$187,126	\$207,041	\$228,780	\$275,167	133
134	Springer	Forrester Elementary			\$20,000	\$20,000	134
135	Springer	Wilferth Elementary	\$20,000	\$20,000			135
136	Taos	Chrysalis Alternative			\$20,000	\$20,000	136
137	Taos	Taos Cyber Magnet		\$20,000			137
138	Taos	Arroyo Del Norte Elementary	\$52,075				138
139	Truth Or Consequences	Sierra Elementary	\$71,495	\$85,602			139
140	Truth Or Consequences	T Or C Elementary			\$187,789	\$200,900	140
141	Tucumcari	Tucumcari Elementary			\$247,846	\$283,736	141
142	Tucumcari	Tucumcari Middle	\$100,623	\$133,381			142
143	Tularosa	Tularosa Elementary		\$108,496	\$91,508	\$128,538	143
144	Tularosa	Tularosa Middle	\$52,075				144

Allocations from the Family Income Index

FY22 - FY25

	District or Charter School Name	School Name	FY25	FY24	FY23	FY22	
145	Vaughn	Vaughn Elementary	\$20,000	\$20,900	\$25,732	\$21,899	145
146	Wagon Mound	Wagon Mound Elementary		\$20,000	\$21,918	\$29,516	146
147	Wagon Mound	Wagon Mound High	\$20,000				147
148	West Las Vegas	Wlv Family Partnership				\$20,000	148
149	West Las Vegas	Rio Gallinas School	\$47,662	\$44,790	\$40,984		149
150	Zuni	Twin Buttes Cyber Academy	\$25,595	\$38,818	\$47,657	\$46,655	150
151	Cesar Chavez Community School	Cesar Chavez Community School	\$72,377	\$112,478	\$115,340	\$111,400	151
152	South Valley Prep	South Valley Prep			\$69,582	\$77,123	152
153	Albuquerque Bilingual Academy	Albuquerque Bilingual Academy	\$156,232	\$211,023	\$199,229	\$206,613	153
154	Red River Valley Charter School	Red River Valley Charter School	\$28,243	\$33,841	\$42,891	\$43,798	154
155	Mission Achievement And Success 1.0	Mission Achievement And Success 1.0	\$383,965	\$493,717	\$489,979		155
156	Mission Achievement And Success 2.0	Mission Achievement And Success 2.0	\$312,468	\$357,347	\$265,958	\$119,969	156
157	La Tierra Montessori School	La Tierra Montessori School Of The Arts And Sciences		\$42,799			157
158	New America School - Las Cruces	New America School - Las Cruces	\$66,198	\$91,574	\$108,667		158
159	Taos International School	Taos International School	\$62,668	\$92,570	\$103,901	\$81,884	159
160	La Academia Dolores Huerta	La Academia Dolores Huerta	\$36,187	\$46,781	\$42,891	\$50,463	160
161	DEAP	DEAP	\$29,126	\$37,822	\$33,358	\$30,468	161
162	Las Montanas Charter	Las Montanas Charter	\$83,852	\$100,533	\$87,695	\$102,831	162
163	Vista Grande High School	Vista Grande High School	\$28,243				163
164	The Great Academy	The Great Academy	\$46,779				164
165	Six Directions Indigenous School	Six Directions Indigenous School	\$29,126	\$43,795	\$40,031	\$36,181	165
166	Roots & Wings Community	Roots & Wings Community	\$20,299		\$20,965	\$23,803	166
167	Alma D'Arte Charter	Alma D'Arte Charter	\$52,958				167
168	Albuquerque Collegiate Charter School	Albuquerque Collegiate Charter School	\$64,433	\$74,652			168
169	Rio Grande Academy Of Fine Arts	Rio Grande Academy Of Fine Arts	\$28,243				169
170	Solare Collegiate Charter School	Solare Collegiate Charter School	\$98,858				170
171	Raices Del Saber Xinachtli Community	Raices Del Saber Xinachtli Community	\$46,779	\$40,809	\$33,358	\$20,000	171
172	Total		\$9,999,918	\$14,999,991	\$14,999,954	\$15,000,000	172

Source: LESC Files