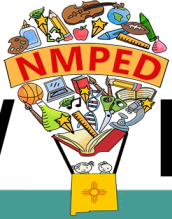


*Prepared for the Public School Capital Outlay Oversight Task Force
September 25, 2023 Meeting*



NEW MEXICO

Public Education Department

Funding Request for Student Devices, Connectivity and IT Support

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Potential Resource Needs

- Funding to refresh devices
 - ✓ Individual monetary allowance per device for district procurement
- Funding support to districts, students and teachers
 - ✓ Regional Education Cooperatives provides a helpdesk, scholarships for teachers, digital learning coaches, and other services students, teachers, and families
- Funding to connect to the internet
 - ✓ StarLink for student homes outside ISP coverage areas



Presentation Topics

- **Digital Equity in Education Act** passed during 2023 Legislative Session
- Addresses the Martinez Yazzie court order for digital equity
- Why the urgent need for devices and connectivity?
 - Our schools successfully used federal funds to pay for devices and connectivity
 - Federal funding is going away
 - Need to sustain the gains we have made

Digital Equity in Education Act



House Bill 401 – Digital Equity in Education Act passed 2023

Defines Educational Technology as all applications in the learning process including internet connectivity, digital information, and digital devices to enhance teaching and learning

Defines Digital Equity as every learner having the information, support, and skills to facilitate self-sufficient and collaborative learning

Long term sustainability and equity for all students

Martinez Yazzie Tech Order

The tech order is in addition to the existing Martinez Yazzie lawsuit against the state of New Mexico

This requires the state to provide devices, connectivity, and support for families

History of PED working together with PSFA, DoIT, and OBAE to address deficiencies

The state and local districts leveraged various federal funding sources to connect students and ensure students have access to computing devices

The federal funding for connectivity and devices is ending and schools need to start refreshing devices and keep students connected

Success to Celebrate

- Money appropriated in 2022 allowed the Regional Education Cooperatives to:
 - Create student run repair depots
 - Repaired 537 devices
 - Career development for 20 students supervised by 8 instructors
 - Benefit to 153 students, teachers, and families
 - Digital Learning Coaches for small districts – 98 sessions and 151 teachers and administrators
 - Scholarships for 294 teachers for graduate level courses to improve tech use in classrooms
 - <https://tinyurl.com/wwyc4t3b>

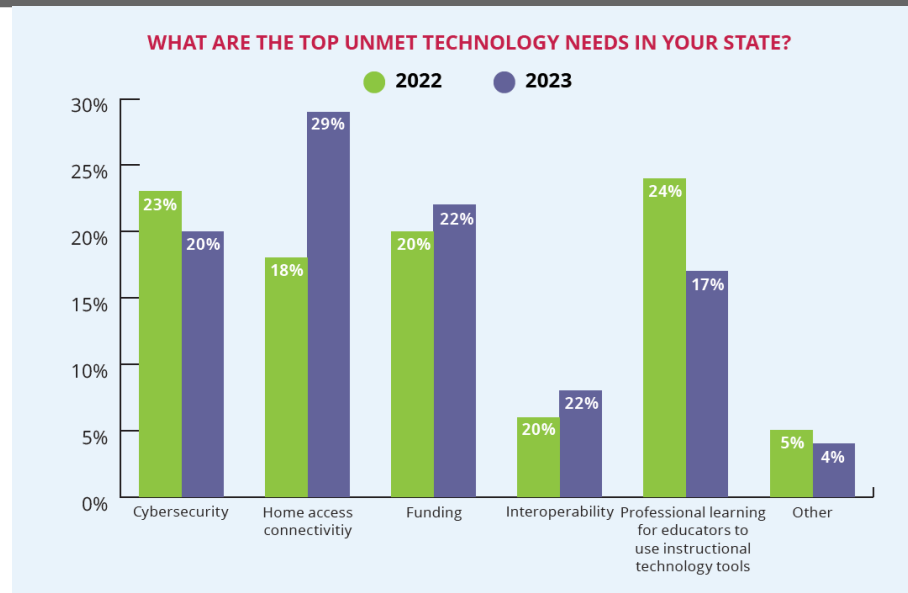


How did we get here?



- More than 144,000 devices purchased at the start of the pandemic start going end of life during the 2024-25 school year
- Some of the devices on hand at the start of the pandemic are rapidly approaching end of life, creating a fiscal cliff for schools
- According to the 120 day reporting period in STARS, more than 16,000 (5%) students lack a school issued device
 - 86% of students lacking a school issued device are at-risk
- It is important to sustain the gains made during the pandemic
 - Students need to continue to have broadband and at home devices
- Rural students are more likely to fall behind than their urban counterparts
 - economic factors
 - lack of internet service

Top Priorities from a National Perspective



- Devices purchased at the start of the pandemic start going end of life during the 2024-25 school year
- Some of the devices on hand at the start of the pandemic are rapidly approaching end of life, creating a fiscal cliff for schools
- Funding, home connectivity for students, and devices are top unmet needs nationwide.
<https://www.setda.org/priorities/state-trends/>
- According to the 120 day reporting period in STARS, more than 16,000 students lack a school issued device
 - 86% of students lacking a school issued device are at-risk
- This is a national issue, not just an issue for New Mexico

Cost of Not Acting



• Hampton, K. N., Fernandez, L., Robertson, C. T., & Bauer, J. M. (2020) Broadband and Student Performance Gaps. James H. and Mary B. Quello Center, Michigan State University.

<https://doi.org/10.25335/BZGY-3V91>

- *We find that students who do not have access to the Internet from home or are dependent on a cell phone alone for access perform lower on a range of metrics, including digital skills, homework completion, and grade point average. They are also less likely to intend on completing a college or university degree. A deficit in digital skills compounds many of the inequalities in access and contributes to students performing lower on standardized test scores, such as the SAT, and being less interested in careers related to science, technology, engineering, and math.*

Estimated Upcoming Costs

- The Emergency Connectivity Fund helped our districts. The price to refresh and ensure sustainability will be significant
- Big bill coming due for the state and schools starting in the 2024-25 school year
- Assuming \$500 per device $144,958 \times 500 = \$72,479,000$
- This does not include certain devices

State	Connection Count (Waves 1-30)	Connected Device Count (Waves 1-30)
NM	56,328	144,958

In Summary

- The long-term goal is to provide sustainability and predictability for schools to provide devices and connectivity and support for students, teachers, and families
- Without sufficient financial support, rural students will fall behind their urban counterparts
- PED, with guidance from the Digital Equity Advisory Council, working to include device refresh in the SEG
- Money in the Ed Tech fund would provide support for initiatives with statewide impact such as digital literacy for students, tech planning, analytics, and home connectivity
- Statute 22-15A-2. Definitions includes:
 - “Digital equity” means a condition in which every learner has the information, support and skills to equitably access affordable, reliable and high-speed internet; adequate internet-enabled devices; digital literacy training; quality technical support; and evidence-based applications and content designed to facilitate both self-sufficient and collaborative learning

Questions?

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