



**Report
to
The LEGISLATIVE FINANCE COMMITTEE**



Public Education Department
Oversight and Spending of Instructional Materials in Public Schools
January 20, 2014

Report #14-01

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January 20, 2014

Ms. Hanna Skandera, Secretary-Designate
Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Ms. Skandera:

On behalf of the Legislative Finance Committee, I am pleased to transmit the evaluation, *Oversight and Spending of Instructional Materials in Public Schools*. The evaluation team assessed the allocation and administration of the Instructional Materials Fund, analyzed spending of instructional materials allocations, and assessed the state's capacity and costs associated with a transition to digital instructional materials.

This report will be presented to the Legislative Finance Committee of January 20, 2014. An exit conference to discuss the contents of the report was conducted with the Public Education Department on January 10, 2014.

I believe this report addresses issues the Committee asked us to review and hope New Mexico's public education system will benefit from our efforts. We very much appreciate the cooperation and assistance we received from your staff.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Abbey".

David Abbey, Director

Cc: Representative Luciano "Lucky" Varela, Chairman, Legislative Finance Committee
Senator John Arthur Smith, Vice-Chairman, Legislative Finance Committee
Representative Henry "Kiki" Saavedra, Member, Legislative Finance Committee
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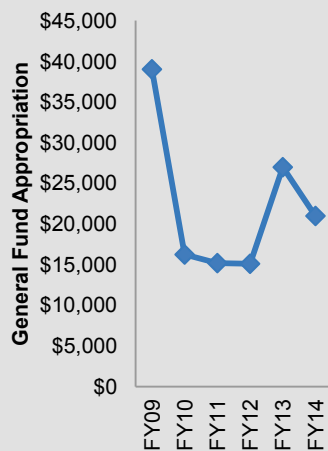
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Instructional materials may impact student learning as significantly as teacher quality and are fundamental to student achievement.

Instructional Material Fund Appropriation
(in thousands)



Source: GAA

Evaluation findings also suggest the current instructional materials process is not ensuring resources reach classrooms.

Many schools lack the infrastructure needed to support digital textbooks, and transitioning to digital instructional delivery will be expensive.

Instructional materials may impact student learning as significantly as teacher quality and are fundamental to student achievement (Agodini et al, 2010). In FY14, New Mexico allocated \$21 million for the purchase of instructional materials. At the same time, New Mexico invests heavily in teacher compensation. Improvements to the process can result in better outcomes for students as well as savings to the state. This report highlights opportunities to modify the way New Mexico funds instructional materials to better align support with changes in instructional practice and delivery and eliminate barriers that prevent resources from flowing to classrooms.

New Mexico provides support for instructional materials through an appropriation to the instructional material fund, which is allocated to schools on a per-pupil basis. At least 50 percent of this allocation is intended to support the purchase of materials from the adopted multiple list, a list of materials approved by Public Education Department (PED). The Instructional Materials Bureau of PED is responsible for the distribution and oversight of the fund.

This evaluation assessed the administration and oversight of the instructional material fund and process, how districts are spending instructional material funds, and the state's capacity to transition to digital instructional materials and the common core state standards.

For the past several years, lack of staff within the Instructional Materials Bureau has hindered the oversight and guidance functions mandated by statute. Correspondingly, several school districts and charter schools spent instructional materials money in ways inconsistent with state law.

Additionally, the instructional materials system is not currently operating as intended; several school districts report no longer purchasing materials according to the state's adoption schedule, and many districts do not adhere to statute which requires 50 percent their annual allocation to purchase instructional materials from the state's list of approved instructional materials, also called the multiple list. Evaluation findings also suggest the current instructional materials process is not ensuring resources reach classrooms. Both district leaders and teachers consistently report instructional material needs are not currently being met, yet private schools, school districts, and charter schools consistently maintain large carry-over balances in instructional material funds, resulting in a combined carry-over of roughly \$9 million in FY13, or 33 percent of the total FY13 instructional materials allocation.

Finally, New Mexico is not currently prepared to transition to a personalized digital learning environment. Many schools lack the infrastructure needed to support digital textbooks, and transitioning to digital instructional delivery will be expensive. If adopted, digital textbook use will be significantly more costly than traditional printed textbooks as a result of infrastructure and device costs in addition to digital content costs. Differing capacities for the transfer to technology exist throughout the state, and resources for educational technology vary by district.

**Total Instructional
Materials Carry-Over
Reported by Districts and
Charters**
(in thousands)

Fiscal Year	Carry-Over Reported
2013	\$8,826
2012 *	\$6,767
2011 *	\$4,908

*excludes the carry-over of entities for which annual reports are unavailable

Source: IM Budget Reports

The bureau has not been fully staffed since August of 2011, when two FTE positions existed in the bureau. A third position created in September of 2011 has never been filled.

**School Districts Spending
Instructional Materials
Funds Inconsistent with
Statute**

	Districts Expending Less than 50% on Core Adopted Materials	Districts Expending More than 25% of Supplemental Allocation on Other Classroom Materials
FY13	32	6
FY12	35	6
FY11	25	0

Source: PED Stat Books, Actual Expenditures

KEY FINDINGS

The instructional materials process suffers from a lack of oversight, and school districts and charter schools sometimes expend funds in ways inconsistent with state law.

The Instructional Materials Bureau is responsible for overseeing the distribution of the instructional materials fund, ensuring entities receive allocations, enforcing rules for inventory and accounting procedures, and developing and maintaining the state's multiple list of state-approved materials.

Ongoing vacancies have affected the duties of the bureau, and between April 2013 and December 2013 all positions in the Instructional Materials Bureau were vacant.

The bureau had one of three full time positions filled from November 2011 to March 2013. Two other vacant positions, including the bureau chief position, have remained unfilled since November 2011 in spite of recruitment efforts undertaken by the department to fill the positions. The bureau has not been fully staffed since August of 2011, when two FTE positions existed in the bureau. A third position created in September of 2011 has never been filled. In early 2013, PED hired a part-time contractor to oversee the instructional material program and began advertising to fill vacant positions. PED reports difficulty filling these positions and indicated that the department is considering temporarily assigning several instructional material oversight responsibilities to other agency bureaus. As a result of bureau vacancies, PED guidance and oversight regarding the instructional materials fund have dissipated in recent years. The department hired a bureau budget director in December 2013 and continues to use a contractor to conduct bureau responsibilities.

Required reporting by school districts, charter schools, and private schools is incomplete.

Statute specifies each school district, state institution, and private school acquiring instructional materials file a report with the department, including an itemized list of instructional materials purchased by vendor, the total costs of instructional material, average per-student costs, and year-end cash balances. The Instructional Materials Bureau annually collects a report from grantees that includes this information. In FY13, 14 districts and charters failed to turn in a report, and of those that did, 31 percent turned in reports with incomplete or inaccurate information.

Several school districts do not comply with statutory requirements on the spending of instructional materials funding.

PED does not track annual carry-over amounts by recipient and collects cash balance information via self-report. Additionally, PED lacks a mechanism to track statutorily mandated limits on non-adopted material expenditures when carry-over exists. Available data suggest many districts spend more than 50 percent of their funds on non-adopted material, not adhering to statutory limits on instructional material expenditures. By statute, school districts, private schools, and state-supported schools are required to spend a minimum of 50 percent of their annual allocation on instructional materials listed on the state's adopted multiple list, and these entities may spend no more than 25 percent of their remaining award on other classroom materials. Schools and districts may seek a waiver of these expenditure requirements from PED. A

In FY13, 14 districts and charters failed to turn in annual instructional materials reports, and of those that did, 31 percent turned in reports with incomplete or inaccurate information.

Of the 1,600 teachers who responded to an LFC, only 50 percent reported having enough textbooks for each student to use in class.

PED does not collect annual instructional material fund carry-over in its annual report of actual revenues.

LFC review of PED stat books and instructional material annual reports using the methodology employed by PED to calculate expenditure limits in the past suggests many school districts expend funds beyond statutory limits, though very few gain waivers. Between FY11 and FY13, 25 percent or more of all school districts may not have adhered to statutory funding restrictions annually, while only five school districts were granted waivers during this time.

The system for funding instructional materials does not meet current needs, resulting in reports of inadequate resources while allocated money goes unspent. The current instructional material process assumes districts will use their annual allocation to purchase materials reviewed and adopted during the previous summer, and the annual instructional material fund appropriation is intended to support the purchase of these materials. School districts are encouraged, but not required, to use annual allocations to purchase materials for the subject adopted in the previous year, according to the schedule developed by the Instructional Materials Bureau. However, the annual instructional material appropriation does not reflect the cost of purchasing adopted instructional materials for all students, and districts report not following the adoption schedule, complicating the state's ability to anticipate instructional material needs.

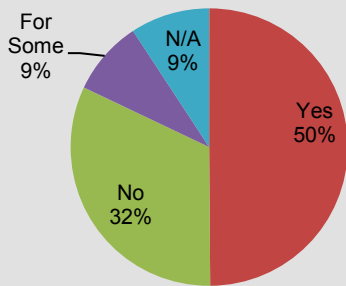
Though 92 percent of school districts report insufficient funding and teachers report needing more materials, school districts, charter schools, and private schools consistently carry over instructional material funds. School district leaders and classroom teachers report instructional material needs are not met through annual allocations, and both school districts and charter schools often report instructional material allocations are not meeting instructional needs, forcing districts to rely upon other funding sources to purchase instructional materials. Of the 1,600 teachers who responded to an LFC survey of instructional materials available in New Mexico classrooms, only 50 percent reported having enough textbooks for each student to use in class. Sixty-nine percent reported they do not have enough textbooks for each student to take a copy home.

Of the \$26.6 million allocated to instructional materials in FY13, \$8.8 million went unspent by school districts and charter schools. Most school districts, charter schools, and private schools show consistent carry-over of funds from instructional materials, including an \$8.8 million in reported carry-over from FY13. Over 95 percent of school districts have had carry-over of instructional materials funding in the last three years. Districts report carry-over results from the need to "save up" for high-cost adoption years.

Private school carry-over, maintained at PED, is consistently greater than \$1 million each year. Instructional materials money flows through PED to school districts and charters each year, but PED holds instructional material funds for private schools and issues purchase orders on their behalf. Between FY09 and FY13 fund balances ranged between \$1.2 million and \$3.9 million.

In general, do you have enough state or district-adopted core instructional materials (textbooks) in your classroom for each student to use?

(n= 1,268)



Source: LFC survey

Cost estimates associated with devices supporting digital textbook adoption range between \$250 and \$1,500 per device, depending on existing infrastructure, device add-ons, and associated training costs.

Costs associated with digital instructional content are not significantly less than printed materials if purchased from traditional publishers.

New Mexico is unprepared for a transition to a personalized digital learning environment.

Both national and local educational leaders have called for transitions to digital delivery of instruction and assessment. In 2012, the Federal Communication Commission (FCC) and U.S. Secretary of Education called for all U.S. schools to transition to digital textbooks by 2017. In 2011, the Legislature passed the Electronic Instructional Materials for Schools Act, which amends the Instructional Materials Law to require publishers of instructional material included on the adopted multiple list to provide materials in both electronic and written format by school year 2014. More immediately, New Mexico will transition from the paper-based standards based assessment (SBA) to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, which will be administered online. In the longer-term, state and district leaders have expressed interest in transitioning to digital learning environments.

In the near-term, PED survey data suggests that New Mexico's schools are generally prepared to meet minimum PARCC administration requirements.

PED survey results suggest that as of December 2013, 75 percent of schools have adequate numbers of devices meeting minimum specifications to provide for the recommended 5:1 student-device testing ratio, while 204 schools do not currently have adequate devices and will require 7,400 additional devices to meet PARCC minimal device-to-student ratios. Similarly, 85 percent of schools meet the minimal PARCC bandwidth recommendations as of November 2013, 5 kbps/test-taker if the school uses proctor caching and uploads student data after test administration. In FY14, the Legislature appropriated \$5.2 million to purchase devices needed to administer the PARCC. However, these funds were not entirely awarded as intended.

Only two percent (17 schools) currently meet the U.S. Department of Education bandwidth target for digital textbook use.

Data collected through the PED digital footprint survey have implications beyond the state's readiness for test administration and should be used to inform digital learning transitions. While survey data suggest many schools currently meet minimal PARCC bandwidth requirements, 222 schools, or 27 percent, have sufficient bandwidth to directly connect all students to the internet during test administration (50 kbps for each test-taker), and only 17 schools (2 percent) meet the 250 kbps bandwidth target recommended by the FCC and U.S. Department of Education for universal digital textbook use.

Transitioning to digital textbooks and content will be expensive, with cost estimates ranging between \$250 and \$1,500 per student.

Start-up and technology and maintenance costs also vary widely depending on the device purchased, the school district's existing infrastructure, and training provided. Costs associated with digital instructional content are not significantly less than printed materials if purchased from traditional publishers. States may experience reduced content costs if they rely on open education resources, which are non-copyrighted and distributed at a minimal cost. Several states, including Utah, California, and Tennessee have statutorily supported the use of open education resources to reduce the

costs associated with digital learning transitions in recent years. New Mexico teachers report planning to use open education resources to implement common core state standards, but New Mexico does not typically review open resources during the adoption process. Thus, low-cost, high-quality materials are not included on the multiple list from which school districts select materials.

KEY RECOMMENDATIONS

The Legislature should

- Amend the Instructional Materials Law to require instructional materials funds be used on state approved materials on the multiple list, which includes both core/basal and supplemental materials
- Consider making the instructional materials fund a reverting fund or consider taking credit for unspent instructional materials allocations if substantial fund balances continue at school districts, charter schools, state funded schools, and private schools.
- Modify statute mandating adequate instructional materials be available to all students at school and at home from the current statute, which requires one textbook be available to each student to take home.
- Modify statute to require all districts have a plan in place to ensure all students have adequate access to instructional materials as defined by the Legislature.
- Clarify statute to make it the responsibility of the Public Education Department to determine whether districts and charters are meeting the definition of instructional material adequacy.
- Direct the Public Education Department to develop quality and accountability standards for all digital content, e-reader devices, and electronic courses, and other technologies used for instruction.

The Public Education Department should

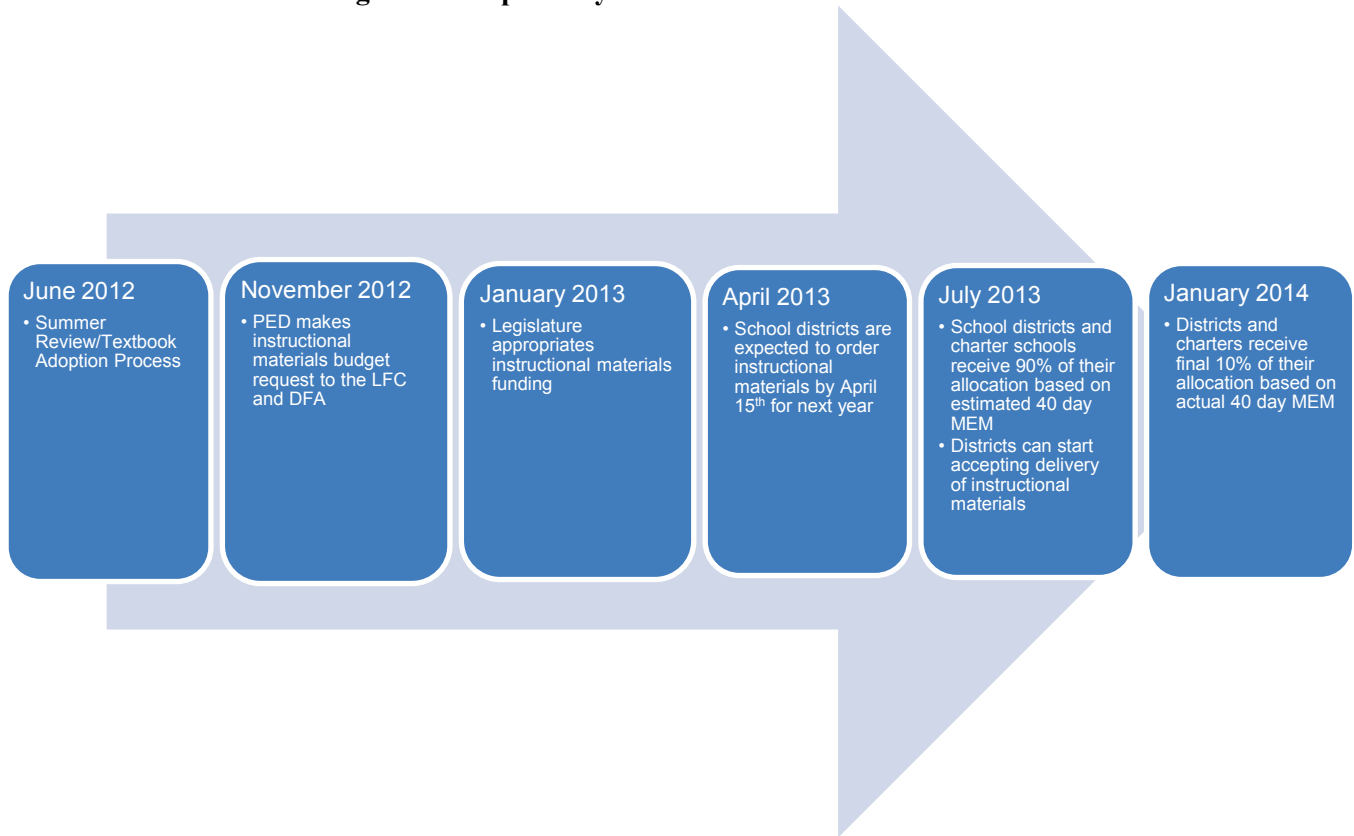
- Enforce penalties for districts, state charter schools, and private schools, including withholding instructional materials funding in cases of non-compliance with statute and regulation.
- Update guidance for instructional material expenditures and inventory to ensure provided information accurately reflects statutory requirements, eliminating references to “core/basal” and “supplemental” expenditure limits not included in statute.
- Develop a system for tracking allocation expenditures and fund balances across years, including actual carry-over.
- Continue collecting education technology plans and report this information to the Legislature and public annually.

Instructional Material Law. The Instructional Material Law (Section 22-15-1 through 22-15-14 NMSA 1978) requires each local school board and local governing body of charter schools to provide textbooks (instructional materials) to each student for each class and allow students to take these textbooks home. The law also enables schools and other stakeholders to participate in the selection of adopted curricular materials which are aligned to the state's educational standards. The Instructional Materials Bureau of the Public Education Department (PED) administers the provisions of the Instructional Materials Law and maintains a list of adopted instructional materials from which each school district, state-supported institution, and private school may select materials for student use. Regulation requires that the department issue guidance as a supplement to 6.75.2 NMAC, and this guidance is incorporated by reference as if fully set out within regulation (6.75.2.8 NMAC). This guidance is commonly referenced as "Supplement Nine" and was last issued in 2011.

Textbook Adoption Process. In accordance with Section 22-15-8 NMSA 1978, the instructional material summer institute reviews core/basal material to be listed on the state's adopted multiple list with supplemental material, subject to the approval of the Secretary of Education. Each core subject area is reviewed every six years, and the review of instructional material should be conducted by level 2 and 3--A teachers, college students completing teacher preparation programs, parents, and community leaders. Core/basal material that is to be included on the state's multiple list must align to state standards, be culturally responsive, free of factual errors, and reflect research-based effectiveness studies. Publishers wishing to have their materials considered for review must pay a fee. Supplemental materials approved by the Secretary of Education may also be included on the multiple list, a list of state-approved materials. Publishers who wish to have their material listed on the approved list must guarantee that New Mexico schools will be charged the "best price" nationally for a period of six years, meaning that publishers may not charge a price greater than a price charged anywhere else in the country. If publishers charge a lower price for material during the contract period, they must offer this price to New Mexico schools. The Instructional Materials Bureau of the PED is responsible for managing the adoption process, maintaining the multiple list, and ensuring New Mexico receives the "best price" for materials on the multiple list.

School districts, charter schools, and state-supported schools may choose to purchase materials directly from publishers or through Archway, the state's book depository. The book depository serves as a convenience for schools and school districts and is not funded by the state. Archway submits orders to publishers on behalf of school districts, warehouses books, and makes deliveries to school districts. Additionally, Archway maintains iStar, the state's instructional materials inventory system.

Figure 1. Adoption Cycle and Annual Allocation Process



Instructional Materials Fund. The appropriation to the instructional materials fund is made from federal Mineral Leasing Act receipts, which are part of general fund revenue. Disbursements of the instructional materials fund may be made to eligible school districts, charter schools, private schools, state supported schools, and adult basic education centers. Disbursements are contingent on the entity's compliance with statute, regulation, current legislative requirements, and timely submission of annual budget and inventory reports. Entities receiving disbursements from the instructional materials fund are required to keep accurate records of all instructional material, including cost records, and submit annual inventory reports to PED. The department's duties include verification of inventory, cost records, and random on-site instructional materials audits.

The instructional materials process is coupled with a textbook adoption process that identifies core materials to be used for instruction. Instructional Material Fund appropriations are developed under that annual allocations should be used to purchase materials adopted for the current year.

Entities receive an annual allocation to purchase instructional materials on a per-pupil basis, calculated using the estimated 40th day MEM. Statute requires PED award 90 percent of its estimated appropriation amount for the next school year on or before April 1 of each year, and the department shall recompute each entitlement using the 40th membership count for that year and allocate the balance of the annual appropriation adjusting for any over-or-under-estimation made in the first allocation (Section 22-15-9 NMSA 1978).

In previous years, school districts, state-supported schools, and private schools were required to spend 70 percent of their allocation on core/basal materials from the state's adopted multiple list. In 2005, statute was amended to allow school districts and private schools to spend a minimum of 50 percent of their allocation on materials from the multiple list, the list of state-approved materials. Subsequently in 2007, statute was amended to allow entities to spend up to 25 percent of the discretionary allocation permitted for non-adopted materials on "other classroom materials," which include classroom supplies other than those which provide the core of instruction, such as paper, pencils, reward stickers, wall posters, materials for classroom projects, enrichment activities, and science supplies.

Public Education Department, Report #14-01

Oversight and Spending of Instructional Materials in Public Schools

January 20, 2014

Private schools may expend up to 50 percent for items not on the multiple list provided the funds are not used for religious, sectarian, or non-secular materials, but private schools must make all instructional material purchases through the state's textbook depository. Charter schools are allowed complete discretion over their instructional material allocation and are not required to adhere to the 50 percent rule (Section 22-8B-5 NMSA 1978).

Table 1. Materials Approved for Purchase With Instructional Materials Funds

Approved Items	Items Not Approved
Textbooks Lab manuals, lab supplies, and workbooks Reference and resource tools Novels and supplemental print materials Supplemental video tapes Manipulatives and models Curriculum software Physical education and music equipment	Personnel services Raw and blank materials (audio and visual) Assessments and testing programs Furniture Audiovisual equipment Computers and supporting equipment, including tablets, hard drives, printers, and peripheral equipment Televisions, DVD players, and related equipment Project materials or equipment, such as lumber, machine tools

Source: PED IMB Supplement 9

School districts, charter schools, state-supported schools, and private schools may carry over instructional material fund cash balances, but funds carried over must be utilized for the respective budget object, and funds carried over must be reported in annual instructional material fund budget reports submitted to PED.

Appropriations to the instructional materials fund are made from the general fund using federal mineral leasing receipts. Statute requires, except for an annual appropriation made to the instructional material fund and the Bureau of Geology and Mineral Resources of the New Mexico Institute of Mining and Technology, all other money received pursuant to the provisions of the federal Mineral Lands Leasing Act shall be distributed to the public school fund. In FY14, the appropriation to the Bureau of Geology and Mineral Resources was \$3.7 million.

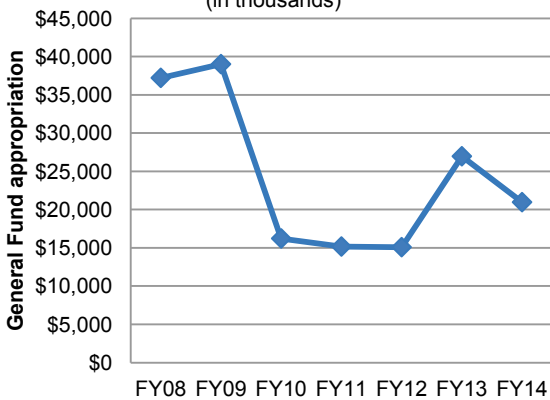
**Table 2. Federal
Mineral Leasing
Revenue, FY09-FY13**
(in thousands)

FY	FML Revenue
FY09	\$507,229
FY10	\$355,302
FY11	\$411,819
FY12	\$502,574
FY13	\$459,631

Source: LFC Files

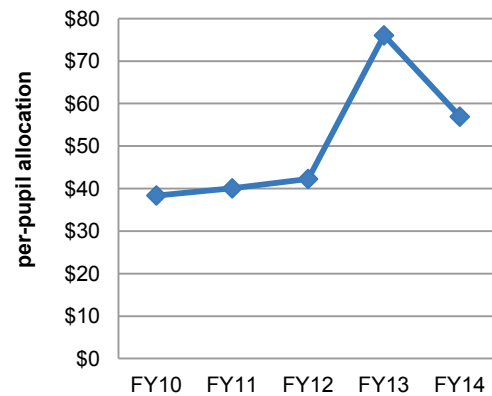
Appropriations to the instructional materials fund declined during the recession as the state prioritized school operations funding through the state equalization guarantee. In FY13, the instructional materials fund appropriation was \$27 million, translating to an allocation of \$76 per-student. In FY14, the Legislature appropriated \$21 million to the instructional materials fund, translating to an appropriation of approximately \$57 per-student. According to the National Center for Education Statistics, states spent an average of \$62 per student in FY09, the most recent year for which data is available. States reported spending between \$4 per student (Texas) and \$126 per student (Pennsylvania).

**Chart 1. Instructional Materials Fund
Appropriation History**
(in thousands)



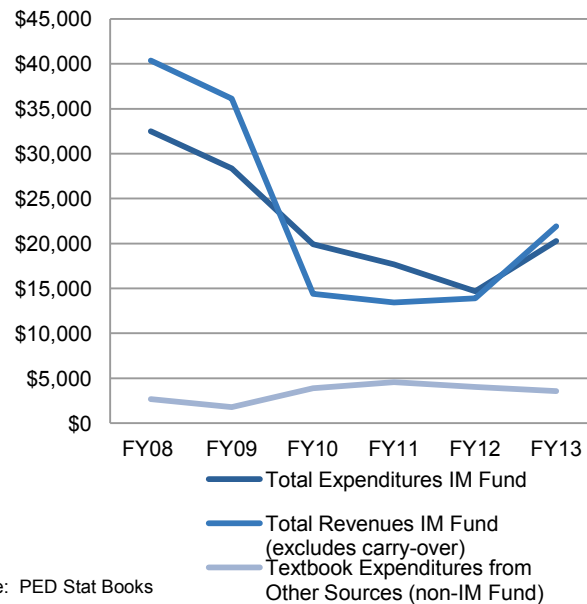
Source: LFC Files

**Chart 2. Per-Pupil Instructional
Materials Fund Allocation**



Source: PED IMB

**Chart 3. FY08-13 Statewide Instructional
Materials Fund Actual District Revenues and
Expenditures**
(in thousands)



Source: PED Stat Books

**Table 3. Instructional Materials Fund Final
Allocation FY13**
(in thousands)

	Adopted	Non-Adopted	Total
School Districts	\$11,750	\$11,750	\$23,501
Charter Schools	\$757	\$757	\$1,514
Private Schools	\$781	\$781	\$1,562
State Supported Schools	\$58	\$29	\$29
Total	\$13,318	\$13,318	\$26,635

Source: PED

Transition to common core state standards. New Mexico, along with 45 other states, adopted the common core state standards (CCSS), which will be fully implemented by the 2014-2015 school year. The Partnership for Assessment of Readiness for College and Careers (PARCC) is developing new assessments aligned to the CCSS, and New Mexico will begin administering the new assessment during SY15. PARCC summative assessments will be computer based.

A 2012 report released by the Thomas B. Fordham Institute provides cost estimates associated with the implementation of the CCSS, including the purchase of instructional materials, professional development, and assessments. Estimates include costs associated with three different approaches to implementation: “business as usual,” “bare bones,” and “balanced implementation.” The business as usual estimate assumes states will pursue traditional approaches to standards implementation, including buying hard-copy textbooks, administering annual paper assessments, and delivering in-person professional development. The bare-bones approach assumes states will pursue the lowest cost-alternatives possible, utilizing open-source materials, computer-administered assessments, and online professional development. The balanced-implementation approach assumes states will utilize a blend of instructional materials, such as teacher-published texts or district published materials, interim and summative assessments, and a hybrid of professional development (Murphy et al. 2012). The Fordham Institute analysis excluded costs associated with developing education technology infrastructure needed to support implementation.

**Table 4. Fordham Institute Common Core Implementation for Instructional Materials
Cost Estimates**

Estimate Option	Description	Per-Student Cost Estimate
Business as Usual (hard-copy textbooks)	Funds would be used to purchase new math and English language arts hard-copy textbooks for each student.	\$135
Bare Bones (all online or device-supported materials, including free, open educational resources)	States, districts, or schools adopt open instructional materials that have been developed by the state, districts, non-profits, or low-cost vendors made available at low or no cost.	\$20
Balanced Implementation (blended materials)	Instructional materials are produced by the state, districts, non-profits, or low-cost vendors. Students access materials either in electronic or hard-copy formats.	\$35 to \$45

Source: Fordham Institute

Authors of the Fordham report note instructional material use is changing as districts replace traditional textbooks with electronic devices, and the adoption of the CCSS has the potential to change the market for textbooks as vendors no longer cater to a few large states.

FINDINGS AND RECOMMENDATIONS

THE INSTRUCTIONAL MATERIALS PROCESS SUFFERS FROM A LACK OF OVERSIGHT, AND SCHOOL DISTRICTS AND CHARTER SCHOOLS SOMETIMES EXPEND FUNDS IN WAYS INCONSISTENT WITH STATE LAW

The duties of the Instructional Materials Bureau include enforcing rules of handling, safekeeping, and distribution of instructional material and instructional material funds. Statutory provisions require allocation recipients to report itemized lists of purchased materials, costs of materials, average per student costs, and year-end cash balances to PED annually. PED is also responsible for ensuring school boards develop and implement a process that involves parents and community members in the review of instructional material. The bureau is charged with withdrawing or withholding use of instructional material funds in case of violation or noncompliance with the Instructional Material Law or related regulations. Through rule, PED established oversight mechanisms including periodic audits of the instructional material accounts and textbook inventories of any entities receiving instructional materials funds.

The instructional materials fund is a non-reverting fund for the purpose of purchasing instructional material. Allocations from the fund are made to school districts, charter schools, state-supported schools, and private schools based on qualified enrollment of the 40th day, or MEM count, with a per-student amount determined by PED. Statute establishes limits on the ways in which allocations may be spent. According to Section 22-15-9 NMSA 1978, unexpended instructional material balances are available to school districts, charter schools, state-supported schools, and private schools in subsequent years and shall be expended in ways consistent with statutory limitations and expenditure restrictions.

Ongoing vacancies have affected the duties of the bureau; between April 2013 and December 2013 all positions in the Instructional Materials Bureau were vacant. Prior to April 2013, the bureau had one of three FTE positions filled from November 2011 to March 2013. The two vacant positions, including the bureau chief position, have remained unfilled since November 2011. The bureau has not been fully staffed since August 2011, when two FTE existed in the bureau. A third position, created in September of 2011, has never been filled. According to district surveys, calls and questions to the instructional materials bureau have gone unanswered, though the bureau has become more responsive through the work of the instructional materials bureau contractor. Similarly, school districts and charter schools report PED guidance and communication regarding instructional materials has dissipated in recent years. In early 2013, PED hired a part-time contractor to staff the bureau, and PED began advertising to fill vacant positions. During the evaluation, PED reported difficulty filling these positions and suggested the department was considering assigning some oversight responsibility to the department's audit bureau. In December 2013, the department hired a budget director for the bureau.

Without staffing, the bureau has not been able to identify school districts violating statutory spending requirements or conduct audits since 2011. PED rule specifies that the Instructional Materials Bureau shall, at the discretion of the bureau chief, conduct audits of instructional material accounts and textbook inventories of any entities receiving funds pursuant to law (Section 6.75.2.9 NMAC). PED did not provide records of any audits ever conducted. In 2011, the department identified 15 school districts which had not adhered to statutory requirements limiting instructional material spending for supplemental or non-adopted materials. The only documentation suggesting action regarding these violations indicates one district was contacted and encouraged to provide a statement committing to adhere to statute in the future. PED does not appear to have monitored follow-through of these violations, though statute allows the bureau to withdraw or withhold instructional materials in case of violation or noncompliance with the provisions of the Instructional Material Law (Section 22-15-4 NMSA 1978).

"To fulfill the requirements in statute, the Instructional Materials Bureau is required to conduct periodic audits of district instructional materials inventories and spending."

PED guidance, Supplement Nine, 2011

Instructional materials fund distributions are potentially problematic. A forthcoming Legislative Education Study Committee report indicates PED may not be including additional funding for new pupils in allocation adjustments as required by statute. LFC review of instructional materials allocations confirms that new pupils, defined as additional students compared with the previous year's 40 day MEM count, are not being counted as six pupils as required by statute. Correcting this calculation would result in a redistribution of funding, increasing funds for some districts with large growth and likely decreasing funds for others, depending on MEM growth or lack thereof.

Required reporting by school districts, charter schools, and private schools is incomplete. Statute specifies each school district, charter school, state-supported school, and private school acquiring instructional materials funding shall file a report with the department, including an itemized list of instructional materials purchased by vendor, the total cost of instructional material, the average per-student cost, and the year-end cash balance. In FY13, 14 school districts and charter schools failed to turn in reports, and of those that did turn in reports, 31 percent turned in reports with incomplete or inaccurate information. Although not required, PED does not track carry-over amounts held by allocation recipients and only collects cash balance information via self-report. Finally, PED lacks a mechanism to track statutorily mandated limits on non-adopted material expenditures when carry-over exists.

Internal controls surrounding inventory of purchased instructional materials are lacking. PED requires itemized lists of instructional materials purchased to be entered into a database kept by Archway, the state's book depository, regardless of whether the materials were purchased from Archway or not. Itemized lists submitted to Archway are not reviewed by PED and the intended use of this information is unclear. An LFC review of Archway inventory records suggests reports are incomplete, and an LFC review of one of the largest school district's audits finds internal control surrounding supply and inventory of instructional materials to be a significant deficiency:

"During our inventory observation ...it was noted the [district] does not have written policies concerning inventory counting procedures. In addition, during our test counts we identified 2 out of 20 inventory items with count discrepancies with variances of 1 and 8."

Without sufficient staffing, PED is also unable to actively verify that New Mexico is receiving the best price for instructional materials. By statute, publishers listing materials on the state's multiple list must guarantee that New Mexico is receiving the best price on materials, nationwide, for six years. If at any point publishers offer lower prices for materials, they must offer New Mexico schools the same price. PED does not actively verify the best prices for materials are being charged to New Mexico schools throughout the six year contract cycle, as confirming the best price for the 27 thousand items include on the state's approved multiple list would require significant amounts of time.

Several school districts do not comply with statutory guidance on the spending of instructional materials funding with no consequence. By statute, school districts, private schools, and state-supported schools are required to spend a minimum of 50 percent of their annual allocation on instructional materials listed on the state's adopted multiple list, the list of core/basal and supplemental instructional materials approved annually by the secretary of education. Entities may spend no more than 25 percent of their remaining award on other classroom materials. Charter schools have complete discretion over the expenditure of their instructional materials allocations (Section 22-8B-5 NMSA 1978).

Table 5. Examples from the New Mexico Science Adopted Multiple List

Publisher Name	Title	Core/ Supplemental	Material Type	Price
Scott Foresman & Company	NM Interact Science Interact Sci Journ G	Core	Workbook	\$3.47
Scott Foresman & Company	OL 30776 NM Int Sci SE Gr 3 (for 6 yrs)	Core	Student Edition	\$67.47
Scott Foresman & Company	OL 30790 NM Inter Sci SE G5 (for 6 yrs)	Core	Student Edition	\$68.97
Scott Foresman & Company	OL 30769 Inter Sci SE Gr 2 (for 6 yrs)	Core	Student Edition	\$63.47
Scott Foresman & Company	OL 30783 NM Inter Sci SE G4 (for 6 yrs)	Core	Student Edition	\$67.47
Scott Foresman & Company	Interact Sci Gr K, Clssrm Kit	Supp	Kit	\$510.47
Scott Foresman & Company	Interact Sci Gr 1 Content Lvl Rdr Clssr	Supp	Library Pkg	\$322.47
Scott Foresman & Company	Interact Sci Gr 3, Content Lvl Rdr Clss	Supp	Library Pkg	\$358.47
Scott Foresman & Company	Interact Sci Gr 1 Songs AU CD	Supp	Compact Disc	\$13.97
Scott Foresman & Company	STEM Act Bk Gr 3 (Sci, Tech, Engineering)	Supp	Workbook	\$40.47
Scott Foresman & Company	STEM Act Bk Gr 4 (Sci, Tech, Engineering)	Supp	Workbook	\$40.47
Scott Foresman & Company	Interact Sci Gr 1 Rdr Theater	Supp	Library Pkg	\$40.47
Scott Foresman & Company	Interact Sci Gr K-2 ELL HandBk	Supp	Workbook	\$24.97
Scott Foresman & Company	Interact Sci Gr 1-5 Labware Kit	Supp	Kit	\$324.97
Scott Foresman & Company	Interact Sci Gr 4 Examview CD-ROM Gr 4	Supp	CD ROM	\$110.47
Scott Foresman & Company	Interact Sci Gr 3-5 Untamed Sci DVD	Supp	DVD	\$199.97
Scott Foresman & Company	STEM Act Bk Gr 2	Supp	Workbook	\$40.47
Scott Foresman & Company	Interact Sci Gr 5 Digital Path 6-Year OL	Supp	Electronic Goods	\$58.97

Source: PED

A review of school district surveys and interviews with state depository representatives suggests confusion about the meaning of statutory restrictions on expenditure limitations, as the department inconsistently uses the phrases “adopted materials,” “core/basal materials,” and “supplemental materials” in published guidance. For example Supplement Nine states:

“Instructional Material Bureau allocations for 50/50 funding for public districts/schools. That means they must expend at least 50 percent of the allocation for adopted core/basal instructional materials which are on the PED Multiple List. So this means they may use the remaining 50 percent of their allocation for additional instructional materials on or off the adoption list.”

Later, the document states:

“Districts and schools must follow the budget formula: no less than 50 percent spent on core basal materials.”

As seen above, the state’s adopted multiple list includes both core/basal and supplemental materials, making guidance confusing. If interpreted to mean districts must spend 50 percent of their allocation on core/basal materials on the multiple list, the guidance is seemingly inconsistent with statute.

In recent years, between 30 and 40 percent of districts have spent more than 50 percent of their funds on material not on the multiple list, not adhering to statutory limits on instructional materials expenditures.

Public Education Department, Report #14-01

Oversight and Spending of Instructional Materials in Public Schools

January 20, 2014

However, these calculations are collected from the stat books, which reflect PED guidance limiting district expenditures on core and supplemental materials, not materials from the multiple list of approved material. The reported calculations include the expenditure of carry-over funds, which cannot be tracked across years, but are consistent with the methodology PED has used to identify expenditure violations in the past. Schools and school districts may seek to waive these expenditure requirements from PED, but analysis suggests many school districts appear to spend funds inconsistently with statutory requirements without gaining waivers. No school district allocation has been withheld as a result of this sort of non-compliance in recent years.

Table 6. Instructional Material Expenditure Compliance

	Districts Spending Less than 50% on Core Adopted Materials	Districts Spending More than 25% of Supplemental Allocation on Other Classroom Materials	Records of District Waivers Awarded
FY13	32 (36%)	6	0
FY12	35 (39%)	6	3
FY11	25 (28%)	0	2

Source: PED Stat Books, Actual Expenditures and IM Annual Budget Reports

Districts report insufficient dual credit instructional material funds and appear to be using instructional material allocations to purchase dual credit materials. Through a survey administered to all school districts and charter schools, several school leaders reported dual credit instructional materials allocations do not adequately support the costs of textbooks for students enrolled in dual credit courses. PED receives funding through the dual credit instructional material allocation to pay for textbooks and related course materials by reimbursing school districts and charter schools expense per-student for the course. Allocations for dual credit instructional materials are based on STARS dual credit student course enrollment data from the previous year and are not dispensed through the Instructional Materials Bureau.

Because dual credit textbooks are selected by colleges, they tend not to be reviewed during New Mexico's adoption process or included on the state's multiple list of approved materials. A review of a sample of school district and charter school general ledgers shows several school districts use instructional material allocations to supplement the purchase of dual credit materials. For example, in FY12 one small district spent \$9,500 to purchase textbooks from a university bookstore and coded these items as core/basal expenditures from the adopted list. In FY12, a medium-sized district coded nearly \$15 thousand in dual-credit textbook purchases as supplemental materials, and during the same year a large district made \$33 thousand in payments to a college bookstore and individual students using instructional material funds.

**Table 7. Dual Credit Instructional Material Appropriations
FY10-FY14
(in thousands)**

Fiscal Year	Dual Credit Instructional Material Appropriation
2014	\$857
2013	\$857
2012	\$812
2011	\$1,000
2010	\$1,500

Source: GAA

Several states have removed instructional material restrictions to allow school districts more flexibility in addressing school district needs and changes in technology. In recent years, several states have modified state statutes to prepare for a transition to digital instructional materials, hoping to reduce costs and provide instructional content that can be easily transported, engage students, and modified more quickly than traditional textbooks. States have taken action in three primary ways: redefining statutory definitions of instructional materials, adopting digital textbook initiatives, and eliminating line-items exclusively for textbook purchases. For example, in 2011 Texas created an instructional materials allotment for the purchase of instructional materials, technology equipment, and technology-related services, merging the state's former textbook and technology funds. In FY14, Texas' per-pupil allotment was \$79. In 2013, the North Carolina legislature passed a bill articulating the state's intent to transition from funding textbooks to funding digital learning, allowing local education agencies to use textbook funds to purchase digital instructional material. The cost and learning outcomes associated with these initiatives are still being evaluated.

States have also eliminated line-item instructional material appropriations and increasingly expect school districts to fund instructional material purchases with general operating funds. The National Conference of State Legislatures reports while many textbook adoption states previously maintained a separate line-item for instructional materials, most states now direct funding for instructional materials through primary funding formulas. For example, Colorado, Utah, Arizona, and Nevada fund textbook purchases through general operating or capital funds. In 2013, the Education Commission of the States reported that 42 states and Washington D.C. have provisions for providing free textbooks to students, and 21 states provide some form of state aid for textbook purchases.

Table 8. Instructional Material Statutes in Other States

State Action	Participating States
States redefining instructional materials(textbooks) to allow for the funding of digital textbooks and/or technology to support digital materials	Utah, California, Texas, Arkansas, Iowa, Indiana, Georgia
States adopting digital textbook initiatives	Florida, Alabama, California, Texas, Idaho, Utah, Maine, Arkansas, Iowa, Georgia, Maryland, Virginia, Tennessee
States eliminating line-item appropriations for instructional materials in recent years	Illinois, Kentucky
States that maintain line-item appropriations for instructional materials	Alabama, Arkansas, California, Florida, Georgia, Idaho, Louisiana, New York, North Carolina, Oklahoma, South Carolina, Texas

Source: State Educational Technology Directors Association, NCSL

Recommendations

The Legislature should

- Amend the Instructional Materials Law to require that instructional materials funds be used on state approved materials on the multiple list, which includes both core/basal and supplemental materials.

The Public Education Department should

- Adequately staff the Instructional Materials Bureau to fulfill statutory obligations.
- Start enforcing penalties, including withholding instructional materials fund allocations, when school districts, charter schools, and private schools do not comply with statute and regulations.
- Update guidance about instructional material expenditures and inventory to ensure provided information accurately reflects statutory requirements, eliminating references to “core/basal” and “supplemental” expenditure limits which conflict with statute.
- Assign oversight requirements of instructional materials funds relating to use of funds and compliance issues to the PED audit bureau.
- Eliminate 1 FTE from the Instructional Materials Bureau as it has been vacant since creation in 2011 and reprioritize to meet other PED needs.
- Review inventory reports annually.
- Require districts to report dual-credit instructional materials expenditures separately as part of the annual budget report.

THE SYSTEM FOR FUNDING INSTRUCTIONAL MATERIALS DOES NOT MEET CURRENT NEEDS, RESULTING IN REPORTS OF INADEQUATE RESOURCES WHILE ALLOCATED MONEY GOES UNSPENT

The textbook adoption and instructional materials process assumes school districts will use their allocations to purchase materials in conjunction with the adoption cycle. New Mexico's instructional materials process is designed to ensure districts are purchasing up-to-date instructional materials aligned to state standards. Districts are encouraged, but not required, to use annual allocations to purchase materials adopted for the current year, according to the schedule developed by the Instructional Materials Bureau. Guidance issued by the department directs schools to make "on-cycle" purchases "as a first priority" (Supplement Nine, 2011).

The annual instructional materials fund appropriation is intended to support the purchase of these materials, and this assumption is conveyed to school districts through guidance issued by PED in 2011.

"Can I order 'off the adoption cycle?' There is no rule against ordering "off the adoption cycle" as long as there is a reasonable explanation, such as when students are added to a school and there is no need for additional books...For example, if a school is going to change their entire math program and do it off the cycle, there needs to be some justification as to why and how the community will provide input to be solicited in the review of those materials before the selection is determined by the district."

2011 PED guidance, Supplement Nine, "Frequently Asked Questions"

Table 9. New Mexico's Textbook Adoption Schedule

Subject Area(s)	Summer Review Adoption Institute	Legislature Makes Appropriation Based on Adoption	Schools Learn of Initial Allocation	Schools Receive Funds	Schools Purchase Materials
K-8 ELA/Reading, CORE Reading intervention, Modern Classical and Native Languages	2009	2010	April 2010	FY11	SY11
K-12 Social Studies, Library/Reference, NM Native American Art and Culture	2010	2011	April 2011	FY12	SY12
K-12 Science, Health, Physical Education	2011	2012	April 2012	FY13	SY13
K-12 Math, K-12 Arts	2012	2013	April 2013	FY14	SY14
Career and Technical Education, Driver's Education	2013	2014	April 2014	FY15	SY15
K-8 ELA/Reading, CORE Reading intervention, Modern Classical and Native Languages	2014	2015	April 2015	FY16	SY16

Source: PED

A disconnect between what school districts are expected to purchase and annual appropriations to the instructional materials fund exists. The instructional materials appropriation is not based on need or cost of textbooks. During the recession, instructional material allocations declined significantly, and recent appropriations do not reflect the per-pupil cost of adoption. For example, in FY14, when the department recommended districts purchase math and fine arts materials, PED estimated a per-pupil cost of \$85 per student for math and \$48 for fine arts. Providing \$133 per student would have cost the state approximately \$49 million. The department request totaled \$27 million. The Legislature then appropriated \$21 million for the instructional materials fund, approximately \$57 per student.

PED requested \$30 million for instructional materials adoption this year when the actual cost of these materials in this year's adoption will be significantly less. PED recommends districts purchase career and technical education (CTE) and driver's education materials with their FY15 allocations and assumes a cost of \$118 per-student, close to the average cost of materials on the CTE approved list. According to PED, the total number of CTE and drivers education students for FY13 was 73 thousand, costing approximately \$8.6 million according to LFC analysis. However, PED requested an instructional material appropriation of \$30 million in FY15, an increase of 46 percent over the FY14 appropriation for math adoption, although CTE and driver's education adoptions affect roughly 70 thousand CTE students compared with 340 thousand math students.

These examples suggest a disconnect between what districts are expected to purchase with instructional materials allocations and annual appropriations requests to the instructional materials fund. A disconnect encourages districts to purchase materials off-cycle, complicating the state's ability to determine annual instructional material needs based on the annual adoption cycle. Documentation PED submitted with the FY15 instructional material fund request suggests the allocation will also be used to purchase CCSS materials, but the specific costs associated with purchasing these materials are not known.

Numerous examples of disconnects between the adoption cycle and actual purchases exist at school districts. PED guidance and legislative appropriations assume school districts will purchase materials according to the adoption cycle; however, an LFC survey of school district leaders suggests this is not always the case. Additionally, statute only requires districts spend 50 percent of their annual allocation on materials from the approved multiple list. Examples of reported items include:

- Abandoning the adoption cycle and purchasing instructional materials based on subject need.
- Not purchasing math materials in the math material cycle because the materials core/ basal approved list did not align with CCSS; these districts are instead waiting to purchase math materials.
- Purchasing CTE materials a year ahead of schedule.
- Planning to use FY15 allocations intended for career and technical education and drivers education, to purchase materials for other subjects.
- Making instructional materials decisions at the district level and purchasing only the adopted materials, whereas other districts equally divide annual allocations among schools and allow schools to select and order instructional materials based on school priorities, regardless of the adoption cycle.

While none of these activities are prohibited by rule or statute, they suggest the system implied through PED guidance is not uniformly applied.

Though 92 percent of school districts report insufficient funding and teachers report needing more materials, school districts, charter schools, and private schools consistently carry over instructional material funds. The LFC surveyed all school districts and charters schools receiving instructional materials allocations. Among survey respondents, both school districts and charter schools consistently reported instructional material allocations are not meeting instructional materials needs, forcing districts to rely on other funding sources, including general operating funds, to purchase instructional materials. Additionally, many districts report "saving up" for high-cost adoption years, though PED guidance suggests all funds, including carry-over balances, should be expended annually.

*"Instructional Material funds may only be spent on instructional material items, **and** all funds allocated annually plus any carryover balances should be expended."*

PED, Supplement Nine, 2011

Table 10. Responses to LFC Instructional Material Survey of District and Charter Leaders

	District Respondents (n=38)	Charter School Respondents (n=12)
Reported that the IM allocation timeline presents challenges	8 (21%)	1 (10%)
Reported that their IM allocation does not adequately meet need	35 (92%)	7 (58%)
Reported using other funds to supplement IM purchases	31 (82%)	10 (83%)
Recommended that the Legislature appropriate more to the IM fund	29 (76%)	6 (50%)
Recommended more flexibility in the expenditure of IM funds	10 (26%)	1 (10%)

Source: LFC Survey

Financial data published in the PED's stat books suggest districts tend to use other revenue sources, most commonly general operating funds and federal Title I funds, to purchase instructional materials.

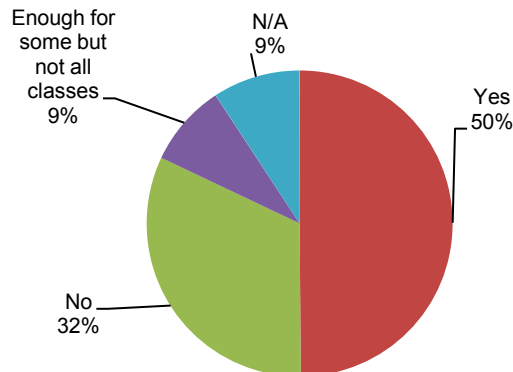
Table 11. Charter School and School District Textbook Expenditures from Sources Other than the Instructional Materials Fund, FY08-13
(in thousands)

2008	\$2,682
2009	\$1,790
2010	\$3,872
2011	\$4,560
2012	\$4,025
2013	\$3,567

Source: PED Stat Books, Actual Expenditures

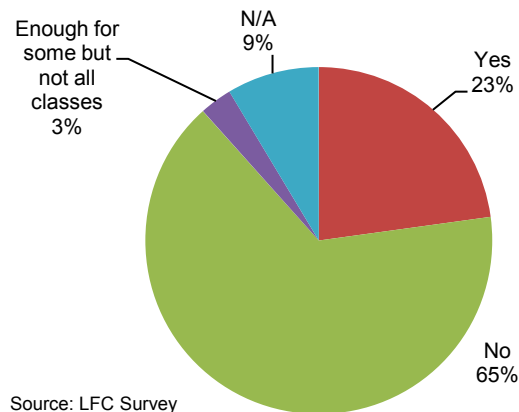
According to teachers, classroom instructional material needs are not currently met. Of the 1,600 teachers who responded to an LFC survey, only 50 percent reported having enough textbooks for each student to use in class. Sixty-nine percent reported not having enough textbooks for each student to take a copy home. Statute requires prior to the final distribution of funds to any school district or charter, PED must verify the local school board or governing body of a charter school has adopted a policy requiring every student have a textbook for each class and allowing students to take those textbooks home.

Chart 4. In general, do you have enough state or district-adopted core instructional materials (textbooks) in your classroom for each student to use? (n= 1,293)



Source: LFC Survey

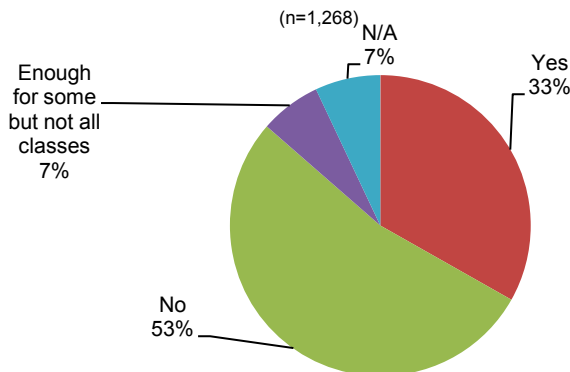
Chart 5. Do you have enough state or district-adopted core instructional materials (textbooks) to allow each of your students to take a copy home? (n=1,293)



Source: LFC Survey

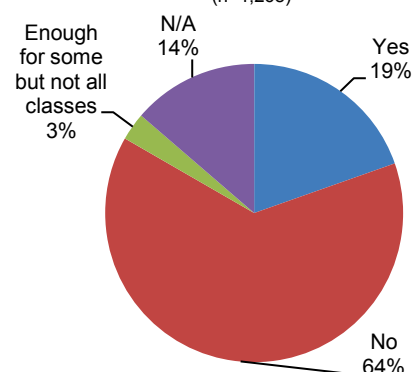
Surveyed teachers were even less likely to report having enough supplemental instructional materials, such as software, reference materials, or other texts, for student use.

Chart 6. In general, do you have enough non-consumable supplemental materials (software, reference materials, other texts, etc.) in your classroom for each student to use in class? (n=1,268)



Source: LFC Survey

Chart 7. In general, do you have enough consumable supplemental materials, such as workbooks, for each student to use in class? (n=1,268)



Source: LFC Survey

The instructional material shortages reported in New Mexico classrooms are consistent with trends reported in other states. In 2004, a class action lawsuit in California, *Eliezer Williams, et al., vs. State of California, et al.*, alleged severe textbook shortages prevented students from being able to take textbooks home, causing teachers to not assign homework and negatively impacting student achievement. California settled the case and now requires districts demonstrate “sufficient” instructional materials by 2012. To address textbook deficiencies, the state provided two sources of funding to ensure each student had access to instructional materials in the classroom and at home. California both increased per pupil textbook funding to \$54 and allocated \$138 million to low-performing schools for textbook purchases. New Mexico’s recent per-pupil instructional materials allocations, \$76 per student in FY13 and approximately \$59 per-pupil in FY14, exceed California’s standard.

Despite reports of insufficient resources, \$9 million of the \$27 million allocated to instructional materials in FY13 went unspent by school districts and charter schools. Most school districts, charter schools, and private schools show consistent carry-over of funds from instructional materials allocations every year. PED collects two data points on instructional materials carry-over revenue from districts. The first amount is reported to the Instructional Materials Bureau and should reflect actual carry-over. The second amount is collected through district operating budget estimated revenues. According to self-reports, school districts, charter schools, and private schools carried over nearly \$9 million in FY13 and at least \$4.9 million in each of the last two years.

Table 12. Total Instructional Materials Carry-Over Reported by Districts and Charters
(in thousands)

Fiscal Year (FY)	Districts	Charters	Private Schools	State-Supported	Total Reported Carry-Over
2013	\$7,783	\$1,043	unavailable	unavailable	\$8,826
2012 *	\$5,828	\$639	\$300	\$0.75	\$6,767
2011 *	\$4,606	\$156	\$146	\$0	\$4,908

*excludes the carry-over of entities for which annual reports are unavailable

Source: IM Budget Reports

PED is not tracking or verifying actual carry-over, resulting in variable carry-over estimates. PED collects information about instructional material carry-over as described above and through district operating budget estimated revenues. Although estimates are collected prior to the end of the fiscal year, they provide an idea of how much districts will be carrying-over from previous years. However, these estimates often vary from those reported in annual instructional material self-reports submitted by districts at the end of the fiscal year. PED does not collect instructional material fund carry-over in its annual report of actual revenues, though the department has the ability to access this data through the state's operating budget management system (OBMS). Guidance issued in the PED Supplement Nine suggests the department should be collecting actual carry-over through budget adjustment and cash entity reconciliation reports submitted to PED every June. The department reports not collecting the budget adjustment reports described in Supplement Nine.

Table 13. Total Instructional Materials Carry-Over From Operating Budget Estimated Revenues
(in millions)

Fiscal Year	Total Reported Projected Carry-Over
2014	\$4.8
2013	\$4.1
2012	\$3.8
2011	\$5.6
2010	\$10.1
2009	\$5.0
2008	\$4.0
2007	\$1.9
2006	\$3.0

Source: PED Stat Books, Estimated Revenues

The carry-over from estimated revenue reports, cash balance reports obtained by the school budget system, and from instructional materials annual reports have large discrepancies. For example, the FY13 carry-over reported to the Instructional Materials Bureau by districts was \$4.7 million more than estimated revenues reported via PED stat books. Cash balance reports from the operating budget management system suggest that carry-over for school districts and charter schools was \$6.8 million in FY12 and \$8.4 million in FY13. Private school carry-over was \$1.5 million in FY13. The reason for these discrepancies is unclear. Also, a large school district should have had a \$581 thousand carry-over balance according to their audit documents and revenue and expenditures reported by PED but instead reported \$310 thousand in carry-over to PED. Regardless, all three sources suggest significant instructional material fund allocation carry-over has existed over the last several years.

According to estimated revenue reports, over 95 percent of school districts carried over instructional materials funds in each of the last three fiscal years. The average carry-over amount reported by districts in FY13 was \$92 thousand and the median carry-over reported was \$13 thousand. Several districts reported that the unused resources are needed to “save-up” for high-cost adoption cycles, such as language arts. Other districts reported delaying materials purchases until the district has sufficient resources to make a complete adoption.

Table 14. Percent of School Districts With Carry-Over

Fiscal Year	Districts
2013	97%
2012	95%
2011	96%

Source: IM Budget Reports

Private school carry-over, maintained at PED, is consistently greater than \$1 million each year. Instructional materials money flows through PED to school districts and charters each year. Balances at the PED are consistently over \$1 million and range between \$1.2 million and \$3.9 million during the last five years.

Table 15. Private School Fund Balances Held at PED
(in millions)

	2009	2010	2011	2012	2013*
Instructional Materials Flow-through	\$1.2	\$3.9	\$1.2	\$1.7	\$1.5

Sources: PED Audits
*OBMS

Recommendations

The Legislature should

- Consider making the instructional materials fund a reverting fund or consider taking credit for unspent instructional materials allocations if substantial fund balances continue at school districts, charter schools, state funded schools, and private schools.
- Modify statute mandating that adequate instructional materials be available to all students at school and at home from the current statute of one textbook being available to each student to take home.
- Modify statute to require all districts have a plan in place to ensure all students have adequate access to instructional materials as defined by the Legislature.

The PED should

- Require instructional materials fund recipients to submit annual budget reports electronically, aggregate report data, and report this information to the Legislature annually.
- Require that public instructional material fund recipients demonstrate sufficient instructional materials are available to students as part of the annual instructional materials report.
- Track and audit annual instruction material allocations and carry-over funds.
- Provide updated and accurate guidance about the expenditure of instructional material funds.

NEW MEXICO IS UNPREPARED FOR A TRANSITION TO A PERSONALIZED DIGITAL LEARNING ENVIRONMENT

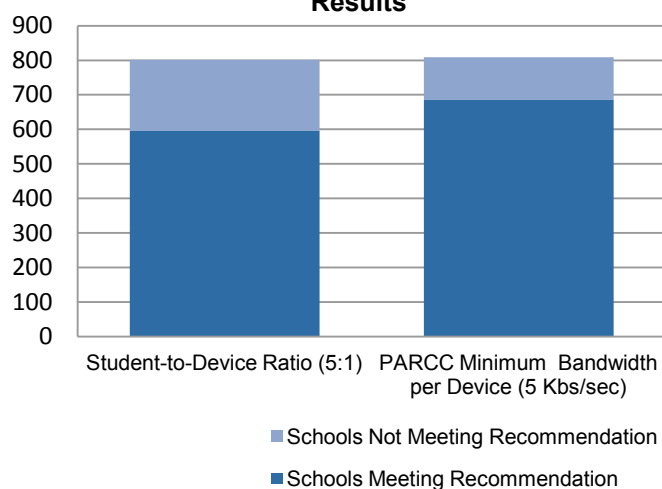
Both national and local educational leaders have called for transitions to digital delivery of instruction and assessment. In 2012, the Federal Communication Commission (FCC) Chairman and U.S. Secretary of Education called for all U.S. schools to transition to digital textbooks by 2017. Digital textbooks may be accessed through computers, laptops, or tablet devices and combine digital text with interactive, personalized content and learning activities. Often, digital textbooks are accessed via the internet, allowing frequent content updates.

In 2011, the Legislature passed the Electronic Instructional Materials for Schools Act, which amended the Instructional Materials Law to require publishers of instructional material on the multiple list to provide materials in both electronic and written format by SY14. Districts are not required to purchase digital instructional materials. The LFC fiscal impact report associated with the bill suggested an unknown fiscal impact on school districts and encouraged the consideration of additional costs associated with electronic materials. Currently, districts are prohibited from using instructional materials fund allocations to purchase education technology, such as e-readers, tablets, and computers, to support the use of both digital and printed instructional materials by PED guidance.

More immediately, New Mexico will transition from a paper-based standards-based assessment (SBA) to the PARCC, which will be administered online. In the longer-term, state and school district leaders have expressed interest in transitioning to digital learning environments.

Education technology surveys administered by PED suggest New Mexico lacks the infrastructure needed to transition to purely digital learning. PED's education technology footprint, designed to assess Partnership for Assessment of Readiness for College and Careers (PARCC) readiness, is a positive step toward providing statewide information about existing education technology capacity. Between May 2013 and November 2013, PED collected data to benchmark existing school district and charter school technology against technology recommendations for the implementation of the PARCC. While the tech footprint survey was designed to provide information specifically about district capacity to meet PARCC requirements and does not provide information about all technology available in schools, survey information provides a baseline of school and district technology capacities.

Chart 8. PED Tech Footprint Survey Results



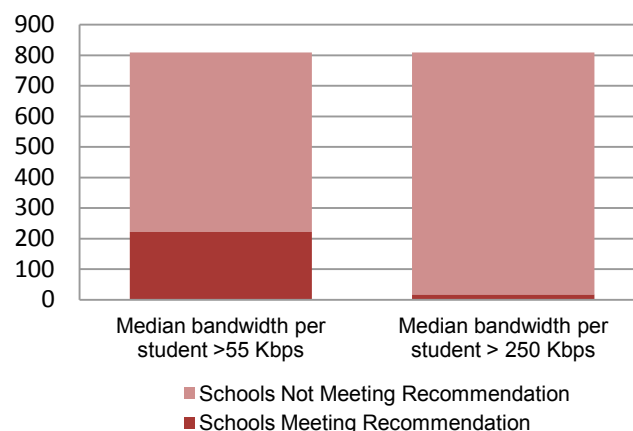
Source: PED Tech Footprint

In the near-term, PED survey data suggests that New Mexico’s schools are generally prepared to meet minimum PARCC administration requirements. Survey results suggest as of December 2013, 75 percent of schools have adequate numbers of devices meeting minimum specifications to provide for the recommended 5:1 student-device testing ratio, while 204 schools do not currently have adequate devices. Similarly, 85 percent of schools meet the minimal PARCC bandwidth recommendations as of November 2013, 5 kilobit per second/test-taker if the school uses proctor caching and uploads student data after test administration.

The Legislature appropriated \$5.2 million in FY14 for PARCC implementation was not entirely allocated according to statute. According to the PED tech footprint, schools needed to purchase 7,400 computers at a cost of \$ 4.1 million to meet PARCC device requirements. In 2013, the Legislature appropriated \$5.2 million “to purchase computers for administration of the next generation assessment developed by the partnership for assessment of readiness for college and careers to students in grades three through eleven” (General Appropriation Act, 2013). PED records suggest these funds have not been allocated according requirements set out in the General Appropriation Act; \$2 million has been awarded to schools that already met minimum PARCC device standards, while \$500 thousand has been awarded as bonuses to schools that will administer a computer-based version of the SBA in 2014.

Only two percent (17 schools) currently meet the U.S. Department of Education bandwidth target for digital textbook use. Data collected through the PED digital footprint survey have implications beyond the state’s readiness for test administration and should be used to inform digital learning transitions. In the long-term, New Mexico may use education technology data to guide and support the development of the state’s capacity to transition to digitally-delivered instruction. For example, the PED tech footprint suggests nearly all schools currently meet minimal PARCC bandwidth requirements, but only 222 (27 percent) have sufficient bandwidth (50 kilobits per second for each test-taker) to directly connect all students to the internet during test administration and only 17 schools (2 percent) statewide meet the 250 kilobits per second bandwidth target recommended by the FCC and U.S. Department of Education for universal digital textbook use.

Chart 9. Schools Meeting Bandwidth Recommendations



Source: PED Tech Footprint

Most New Mexico districts are not yet delivering instructional content digitally, though a few have moved in this direction. An LFC survey of school district leaders suggests varying levels of access to classroom technology. While several school districts report piloting initiatives to transition to digital materials, most report digital devices are cost prohibitive. Sixteen percent of surveyed districts reported currently using or piloting the use of digital textbooks, while 45 percent reported planning to transition to digital textbooks in the future.

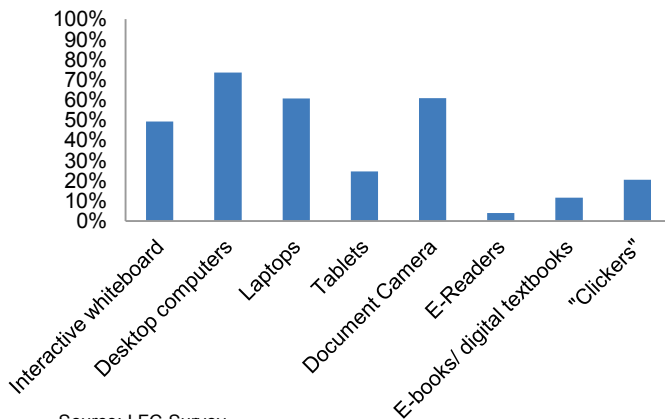
Table 16. School District Leader Instructional Material Survey Responses
(n=38)

Districts reporting currently using or piloting digital textbooks and instructional materials	6 (16%)
Districts reporting planning to transition to or pilot digital instructional materials in the future	17(45%)
Districts reporting not planning to transition to digital instructional materials at this time	9 (24%)
Districts reporting that digital instructional materials are cost-prohibitive	15 (39%)

Source: LFC Survey

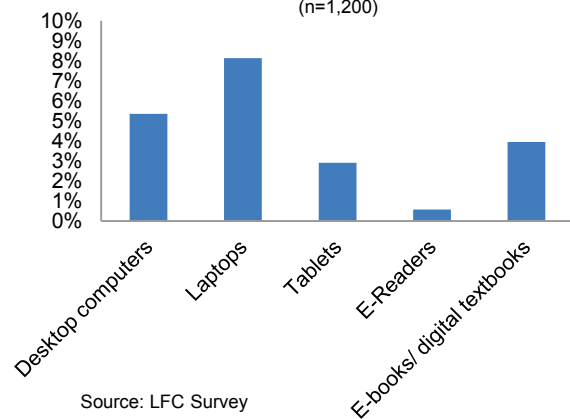
The majority of New Mexico teachers have at least one computer, laptop, and document camera in their classrooms. However, few teachers have enough devices for every student to use in class, and few teachers currently use digital textbooks. Additionally, surveyed teachers consistently report the need for training to support the use of classroom technology.

Chart 10. Surveyed Teachers Who Report Currently Having at Least One Device in their Classroom
(n=1,200)



Source: LFC Survey

Chart 11. Surveyed Teachers Who Report Currently Having Enough Devices for Every Student in Class to Use at One Time?
(n=1,200)



Source: LFC Survey

Transitioning to digital textbooks and content will be expensive, with cost estimates ranging between \$250 and \$1,500 per student. To support the digital textbook initiative, the Federal Communication Commission and U.S. Department of Education have widely cited a report published by Project Red, an education technology research and advocacy group, which estimates initiatives to provide each student with a personal digital device cost schools between \$250 and \$1,000 per student per year, assuming four-year refresh cycles. The report also claims schools may experience annual per-student cost-savings of \$250 as a result of greater student engagement, lower printing costs, and increased teacher attendance. However, verifying these cost-savings is difficult as estimates were developed using outcome data gathered through surveys. Start-up and technology and maintenance costs also vary widely depending on the device purchased, the district's existing infrastructure, and training provided.

Table 17. Estimated Technology Costs Associated with Devices to Support Digital Textbook Adoption

	Device(s)	Cost per Unit	Additional Hardware and Software Cost per Unit	Warranty/ Insurance Cost per Unit	Infrastructure Cost per Unit	Training Cost per Unit	Total Cost per Unit
Virginia Digital Textbook Initiative	iPad	\$479	\$135	unknown	unknown	unknown	\$614+
FCC and U.S. DOE (Project Red)	tablets and computers	\$200-\$1000	\$25-\$100	unknown	\$170+		\$426+
McAllen Independent School District, Texas	iPad 2	\$448			\$31		\$740
Vail School District, Arizona	computers and iPads	\$200-\$800	\$44	\$45	\$4	unknown	\$250+
Lee Wilson, K12 consultant estimate	iPad 2	\$538	\$0	\$143	\$29	\$9	\$719
Los Angeles Unified School District, California	iPad	\$767			\$564	unknown	\$1,500

Source: LFC Analysis

Costs associated with digital instructional content are not significantly less than printed materials if purchased from traditional publishers. Digital materials listed on New Mexico’s multiple list are not significantly less costly than printed versions, as the state of Virginia also recently reported. Representatives from New Mexico’s book depository report schools and districts tend not to replace print textbooks with digital versions but instead purchase traditional printed textbooks with digital supplements.

Table 18. Digital vs. Print Textbook Cost Estimate Comparison

	Print	Digital
McGraw Hill Algebra 1 Student Edition, New Mexico Multiple List	\$73	\$62
Holt McDougal Algebra I (pdf e-textbook), New Mexico Multiple List		\$45
McGraw Hill Biology, New Mexico Multiple List	\$84	\$70
McGraw Hill Science Grade 1, New Mexico Multiple List	\$69	\$63
Virginia Approved Social Studies Textbooks	\$68- \$84	\$51-\$87

Source: LFC Analysis

States may experience reduced costs associated with the purchase of instructional content if they rely on open education resources. Open resources, such as Khan Academy and the CK-12 Foundation may be distributed for free or at a minimal cost. Several states, including Utah, California, and Tennessee have statutorily supported the use of open education resources to reduce the costs associated with digital learning transitions in recent years. In 2012, the Utah Office of Education announced it would support the development of open textbooks, written by experts and available online for free access or downloading. The state estimated the cost to provide each high school student with a science textbook would be \$5, as opposed to the cost of providing each student with a typical science textbook, \$80.

New Mexico teachers report planning to use open education resources to implement Common Core State Standards (CCSS), but New Mexico does not typically review open education resources during the adoption process. In an LFC survey of New Mexico teachers, 76 percent reported being “likely” or “extremely likely” to use open resources to introduce CCSS, as compared to 68 percent of teachers “likely” or “extremely likely” to use district or school-adopted instructional materials (textbooks). Approximately 50 percent of survey respondents reported currently using open education resources “often” or “daily” to provide classroom instruction. Regulation allows PED to review material developed by educators with state standards, but such reviews rarely occur because the summer review institute is funded by publishers, and other individuals or groups infrequently request the review of other materials.

Chart 12. How frequently do you use open resources to provide classroom instruction?

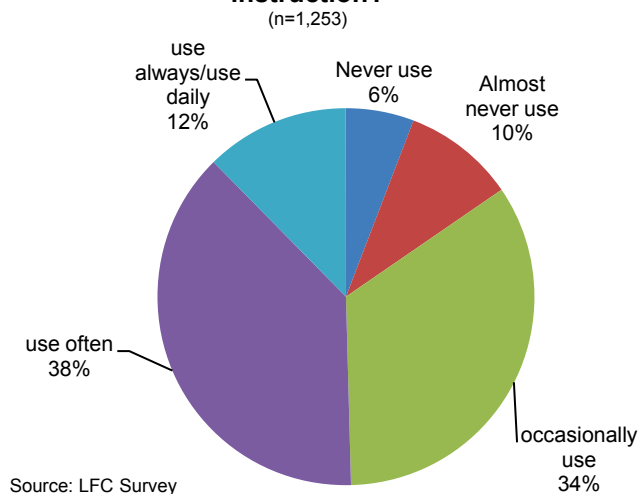
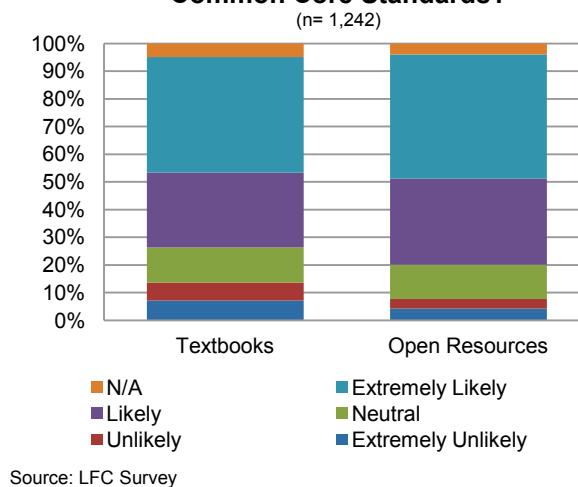


Chart 13. How Likely Are You to Use the Following Materials to Implement the Common Core Standards?



New Mexico lacks a uniform mechanism for funding educational technology and standards for determining educational technology needs. The 1994 Technology for Education Act provides for the Education Technology Bureau within PED. The bureau’s statutory duties include assessing and determining the educational technology needs of school districts and assisting school districts in the development and implementation of a strategic, long-term plan for utilizing educational technology in the school system. The Act also established the Educational Technology Fund, which serves as a mechanism to distribute funds to districts on a per-pupil basis. Statute allows allocations from the Educational Technology Fund to be used for capital outlay, professional development, personnel, telecommunication charges, hardware and software, maintenance, and distance learning.

Table 19. Education Technology Fund Appropriations
(in thousands)

FY08	FY09	FY10
\$6,000	\$6,000	\$2,400

Source: PED Audits

No funds have been appropriated to the education technology fund since FY10, and the Education Technology Bureau within PED no longer exists. Since FY10, the education technology fund has maintained a \$660 thousand balance.

Table 20. PED Education Technology Fund Balances
(in thousands)

FY09	FY10	FY11	FY12	FY13
\$672	\$672	\$664	\$664	N/A

Source: PED Audits

Districts are currently funding technology for education in a variety of ways, including capital outlay funds, education technology notes, and operational funds. Commonly referred to as SB-9 or the “two-mill levy,” the Public School Capital Improvements Act allows districts to ask local voters to approve a property levy of up to two mills for a maximum of six years. Generated funds may be used to build, renovate, or equip school buildings, purchase school vehicles, and purchase computer software and hardware for student use. The Public School Capital Improvements Act guarantees a minimum level of funding, to be supplemented by a state match if necessary. The Education Technology Equipment Act allows school districts to enter into lease-purchase agreements, commonly called education technology notes, to acquire educational technology equipment without voter approval. Thirty-two percent of districts reported primarily using education technology notes to purchase technology, while 20 percent reported primarily using operational funds. Districts have varying capacities to raise these funds, based on local property tax values.

Table 21. District-Reported Primary Education Technology Funding Sources*
(n=37)

SB9 Funds (Public School Capital Improvements Act)	14 (38%)
Education Technology Notes	12 (32%)
Operational Funds	11(20%)
"Local Bonds"	8 (22%)
"Mill Levy"	7 (19%)
"Federal Funds"	7(19%)
Title I	6 (16%)
Outside Grants or Awards	5 (14%)
E-Rate Funds	4 (11%)
Rural Education Achievement Program (REAP) Funds	4 (11%)
HB33 Funds (Public School Building Act Funds)	2 (5%)
Special Education Funds	2 (5%)

*Districts permitted to report more than one source

Source: LFC Survey

Recommendations

The Legislature should

- Direct the PED to develop quality and accountability standards for all digital content, e-reader devices, and electronic courses, and other technologies used for instruction.
- Consider sweeping and re-appropriating the education technology fund balance.

The PED should

- Maintain the summer review institute for purposes of alignment.
- Seek out the review of open education resources digital content during the summer review institute and list approved items on the state's multiple list.
- Allocate the remaining education technology fund balance according to statutory guidance regarding the administration of the fund for the FY15 budget cycle.



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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

January 20, 2014

MEMORANDUM

TO: Mr. David Abbey, Director, Legislative Finance Committee
FROM: Hanna Skandera, Secretary, Public Education Department *HS*
RE: Instructional Materials in Public Schools Evaluation

Thank you for the opportunity to respond to the draft evaluation report on Oversight and Spending of Instructional Materials in Public Schools. Please accept my compliments to your staff for their professionalism and collaborative approach throughout the evaluation process. As always, the Public Education Department (PED) is committed to continuous quality improvement, best practices, and positively impacting outcomes for all of our students in New Mexico. Ensuring that all New Mexico students have access to high quality instructional materials, aligned to the New Mexico Standards of Excellence and to the Common Core State Standards, as the schools' transition to full implementation is a primary focus of the PED. Providing high quality textbooks and supplementary instructional materials that reflect the New Mexico's academic standards are essential elements in the construction of an effective educational program that supports opportunities for students to learn and for teachers to have the resources necessary to teach the content. We look forward to continuing this effort in providing these essential tools to improve student learning and effective teaching.

The exit conference between LFC and PED was held Friday, January 10, 2014, and the draft report was discussed. Following is the PED response to the evaluation report.

The PED is concerned with many of the findings and recommendations contained in the report that amend existing statute to force certain changes with regard to fund management, expenditure of funds, and the implementation of an undefined level of adequacy. As policy makers, we should be careful not to rely on a limited, short-term evaluation to drive legislative change without examining the long-term implications. Although we are unable to provide a response to each recommendation, there are ten that are of primary importance to the PED.

The instructional materials process suffers from a lack of oversight, and school districts and charter schools sometimes expend funds in ways inconsistent with state law.

The evaluation notes that “all positions in the Instructional Materials Bureau have been vacant since April 2013, and ongoing vacancies have affected the duties of the bureau”. The Instructional Material Bureau (IMB) has in fact suffered from a high vacancy rate for a number of years. The PED has actively recruited staff for these positions, but the quality of the applicant pool has been very weak with no candidates strong enough to provide effective support for the bureau. In order to ensure our schools are served effectively, the PED does have a contractor in place to oversee the operations of the bureau under the oversight of the Director of Educator Quality. The PED has hired fiscal support for the bureau and has interviewed for the IMB bureau chief position. Because of work to improve bureau conditions over the last months, the PED anticipates that the bureau will be fully staffed by the end of the third quarter of FY14.

Additionally, the PED recently reorganized its audit bureau, reclassifying vacant positions from other bureaus to add five additional auditors. This new team will be responsible to conduct oversight and compliance audits for the program bureaus within the PED, including the IMB. The Executive budget recommendation requests an expansion position for FY15 that adds an additional auditor to the group, The LFC budget recommendation did not include this position.

School districts do not comply with statutory requirements on the spending of instructional materials funding. Available data suggest that many districts spend more than 50 percent of their funds on non-adopted material, violating statutory limits on instructional material expenditures.

The PED has concerns regarding these findings. The LFC staff clearly stated in discussions during the writing of the report that they used data from the PED stat books as the basis for this finding. The stat books track expenditures made for the purchase of instructional materials in a given year, but these expenditures include carryover funding that may skew the noted percentages.

The evaluation also states that the PED does not have a mechanism to track the percentage of expenditures of carryover funding year-over-year. This is true. However, Section 22-15-9(F) NMSA 1978 provides that “A school district or state institution that has funds remaining for the purchase of instructional material at the end of the fiscal year shall retain those funds for expenditure in subsequent years. Any balance remaining in an instructional material account of a private school at the end of the fiscal year shall remain available for reimbursement by the department for instructional material purchases in subsequent years”. It is not clear from the above language that the expenditure of these carry over funds should be conducted in the same manner as the annual appropriation or as carry over. These funds could be used to meet additional district needs for instructional materials. In discussions with superintendents, they have made the case that the reason funds are retained year-over-year is to pay for the cost of expensive (e.g., math, science) materials, rather than to skirt the expenditure guidelines.

Without staffing, the bureau has not been able to identify school districts violating statutory spending requirements or conduct audits since 2011.

The response above addresses concerns that the IMB is understaffed, and audits have not been conducted. Appendix E of the evaluation report lists the FY14 initial allocation for private schools. Of the more than 200 schools listed, 29, or about 14% are noted to be ineligible for funding. This finding is a result of significant review and audits by PED of these schools, their applications, their spending plans, and the provision of technical assistance to ensure compliance with data reporting. These PED initiatives were not included in the report.

School district carry-over amounts are sometimes lower than they should be, and in at least one instance this is due to a school district transferring instructional materials money to their operational fund.

With over 200 entities receiving instructional materials funding, the PED relies on district and school audits to identify problems of this nature. The appropriate expenditure of funds is one of the test items conducted during an entity's annual audit. In cases where specific items of concern are brought to the attention of the PED, we instruct the auditors for the districts and charter schools to include specific testing. The appropriate expenditure of funds will again be included as a specific test item for the FY14 audits.

Though 92 percent of school districts report that funding for instructional materials is insufficient, school districts, charter schools, private schools, and the Public Education Department consistently carry-over instructional material funds.

As has been noted repeatedly, the cost of purchasing instructional materials differs depending on the adoption cycle and needs of a district. Many times, these two conditions are not aligned and the expectation that all instructional material funds be expended annually is not reasonable. Just as each of us puts money away to replace expensive items in our homes (e.g., appliances, cars), districts need to put some money away to replace expensive textbooks when the need arises. Districts, charter schools, and non-public schools best understand their cycle of need for instructional materials and plan accordingly.

\$5.2 million appropriated by the legislature in FY13 for PARCC was not entirely allocated according to statute.

PED disagrees with this statement. Laws 2013, Chapter 227 appropriated funding "to purchase computers for administration of the next generation assessment developed by the partnership for assessment of readiness for college and careers to students in grades three through eleven". The means by which funds were to be allocated was not included in the appropriation language, and the PED developed a methodology to distribute these funds. All funding will be used in accordance with the appropriation.

Instructional materials fund distributions are potentially problematic.

The evaluation report states that "A forthcoming Legislative Education Study Committee report indicates that PED may not be including additional funding for new pupils in allocation adjustments as required by statute and are potentially miscalculating prior year adjustments". Not having read the LESC report, it is difficult to know how to address this issue. But at face value, PED disagrees with this finding. Many stakeholders seem to be under the impression that new pupils need to be funded at six times the per pupil rate. This is **not** what the instructional materials statute lays out as the procedure. Section 22-15-9(A) NMSA 1978 is very clear that, when developing the 90% estimated allocation, additional pupils be counted as six pupils. Since this initial allocation is based on the estimated forty-day membership for the next school year, it is important that allowances are included in the event these estimates fall short, thus the six pupil requirement. Section 22-15-9(B) however is very clear that when re-computing the final entitlement, the department shall use the forty-day membership for that year and readjust the initial allocation accordingly. The current process aligns with statute.

Without sufficient staffing, PED is also unable to actively verify that New Mexico is receiving the best price for instructional materials.

The evaluation report states that, with adequate staff, the department can "actively verify" that the state is receiving the best price for instructional materials. New Mexico has approximately 30,000 items on the multiple list and has virtually no way to ascertain what prices are being offered in other jurisdictions, even with significant staff increases.

Agreements, that have been entered into with publishers, provide that, if an item on the multiple list is offered at a lower price elsewhere, that price will be made available to New Mexico. One of the reasons New Mexico's adoption cycle was crafted in its current form was to ensure that it aligned with the adoption cycles of Texas, California, and New York to take advantage of large-scale pricing. To ensure that the state is receiving equitable pricing, the PED looks to the state's book depository to review pricing as publications change to ensure the best price available.

PED requested \$30 million for instructional materials adoption this year when the actual cost of these materials in this year's adoption will be approximately \$8.6 million.

There are multiple considerations when determining how to fund a statewide instructional materials program. To take into account only the actual attendance from the prior year, while disregarding other components, will cause difficulty for our districts and schools by significantly underfunding the statewide needs for instructional materials. The arithmetic is correct but the outcome is wrong. The Executive budget recommendation for instructional materials includes the cost of materials for all 9th through 12th grade students; the adult basic education set-aside; costs associated with new pupils, teacher materials, classroom resource materials; and the cost of off-cycle consumables. The complexity of funding a statewide program entails looking beyond the isolated elements of a previous year's enrollment.

New Mexico is unprepared for a transition to a personalized digital learning environment.

The transition to a personalized, digital learning environment is a significant issue with numerous components: hardware needs, infrastructure, bandwidth, and instructional materials. The PED is working closely with the Department of Information Technology (DoIT), Public School Facilities Authority (PSFA), school districts, state agencies, institutions of higher education, and private companies to address this issue. Their focus is to address statewide education technology issues relating to networking, broadband, and educational support. While these issues will have an effect on the instructional material process, this digital transition is broader in focus and requires considerably more analysis and planning to develop a long-term strategy. The PED will continue to work with the LFC and this broad-based group to collaborate on quality and accountability standards for all digital content, e-reader devices, electronic courses, and other technologies used for instruction.

Evaluation Recommendations.

The LFC evaluation report contains a number of final recommendations that may have unintended consequences if not considered in the context of the entire instructional materials program. In particular, those calling for statutory changes affecting the adoption process should be well thought out, with attention given to the impact on school districts and schools, as these changes will ultimately impact students.

Calls to make the Instructional Materials Fund a reverting fund based on a short-term evaluation are premature. Disallowing carry-over expenditures becomes punitive for those districts and schools that are making prudent decisions to maximize the effect of their purchases. Removing the ability for districts and schools to carry over balances will result in a "spend it all on anything before we lose it" approach that is counterintuitive to responsible, need-based planning. Further, the evaluation recommends tying carryover to sufficiency or the lack thereof. The extent and amount of carryover is not necessarily a function of "enough" or "not -enough" but rather, what instructional materials do districts and schools need at a given time and how do they put funding together to be available when they need them.

The LFC recommends that PED "seek out the review of open education resources and digital content during the summer review institute and list approved items on the state's multiple list". However, open

education resources, by definition, would not be submitted for review by a publisher or vendor. The amount of material that may be available could be unlimited, and determining what material would be of interest to teachers and districts would be difficult to determine. A second concern is that covering the cost of what could be a large adoption without the funding to pay reviewer expenses and all of the other costs involved in reviewing materials, may be difficult to accomplish.

Many of the recommendations, particularly statutory changes — those that eliminate the possibility of carrying funds over year-to-year and removing flexibility to purchase materials outside of the multiple list, do not take into account the fact that many of the issues the LFC evaluation report proposes to be fixed are legal and will actually interfere with the local school boards' and the superintendents' ability to make decisions that work best for their schools. The evaluation report states that the IMB is understaffed and so does not meet its obligations. Incompatibly, it is recommended that the vacant full time employee (FTE) position in the IMB is deleted. Other recommendations conflict with the PED's ability to operate effectively such as, removing FTE from IMB and developing costly new IT systems to track multi-year expenditures when much of this work should be conducted by the district's or charter school's independent auditor.

The PED finds value in some of the issues raised in the evaluation report, such as an increased number of audits and working with districts and charter schools to report sufficient instructional materials are available to students, and will work through the IMB and the office of the Director of Educator Quality to address those issues. PED is willing to work with our legislative partners and our stakeholders to develop strategies to improve the services of the IMB and ensure New Mexico's citizens will realize the best return on their investment.

Again, thank you for the opportunity to address your concerns.

HS/PA

cc: Governor Susana Martinez
Representative Luciano "Lucky" Varela, Chairman, Legislative Finance Committee
Senator John Arthur Smith, Vice Chairman, Legislative Finance Committee
Paul Aguilar, Deputy Secretary, Public Education Department
Leighann Lenti, Deputy Secretary, Public Education Department
Mr. Matt Montañño, Director, Educator Quality Division

APPENDIX A: Evaluation Scope, Objectives, and Methodology

Evaluation Objectives.

- **Objective 1: Distribution of the Instructional Materials Fund.** Assess the allocation and administration of the Instructional Materials Fund.
- **Objective 2: Purchase and use of instructional materials and supportive education technology.** Assess how districts are spending their Instructional Materials Funds and how educational technology is being purchased and used to deliver electronic instructional materials.
- **Objective 3: Infrastructure and Implementation for delivery digital instructional material.** Identify and assess capacity, infrastructure, and costs associated digital instructional material.

Scope and Methodology.

- Met with Legislative Education Study Committee director and staff to receive input
- Coordinated evaluation activities with Legislative Education Study Committee staff
- Reviewed:
 - Applicable laws and regulations
 - LFC file documents, including all available project documents
 - Available performance reviews and policies from other states relative to these types of projects
- Interviewed Instructional Materials Bureau staff and book depository representatives
- Reviewed instructional materials fund reports, including budgets, inventory reports, PED stat books and audits, PARCC recommended requirements, and NM PED Tech Foot Print Data
- Reviewed school district general ledger data
- Surveyed all districts and charter leaders about the purchase and use of instructional materials and education technology and completed follow-up interviews
- Surveyed all New Mexico teachers regarding instructional materials and education technology available in classrooms
- Conducted entrance and exit conferences with PED and LESC

Evaluation Team.

Rachel Mercer-Smith, Lead Program Evaluator

Dr. Jon R. Courtney, Program Evaluator

Authority for Evaluation. LFC is authorized under the provisions of Section 2-5-3 NMSA 1978 to examine laws governing the finances and operations of departments, agencies, and institutions of New Mexico and all of its political subdivisions; the effects of laws on the proper functioning of these governmental units; and the policies and costs. LFC is also authorized to make recommendations for change to the Legislature. In furtherance of its statutory responsibility, LFC may conduct inquiries into specific transactions affecting the operating policies and cost of governmental units and their compliance with state laws.

Exit Conferences. The contents of this report were discussed with the Public Education Department on January 10, 2014.

Report Distribution. This report is intended for the information of the Office of the Governor; [insert agencies]; Office of the State Auditor; and the Legislative Finance Committee. This restriction is not intended to limit distribution of this report, which is a matter of public record.



Charles Sallee

Deputy Director for Program Evaluation

Public Education Department, Report #14-01

Oversight and Spending of Instructional Materials in Public Schools

January 20, 2014

APPENDIX B: Total Instructional Materials Carry-Over

Total Instructional Materials Carry-Over From Operating Budget School District and Charter School Estimated Revenues (in thousands)

	Instructional Materials Unrestricted Balance	Total Instructional Materials Sub- Fund	Instructional Materials Balance as Percent of Total
2002	\$637	\$26,061	2%
2003	\$298	\$26,050	1%
2004	unknown	\$26,259	unknown
2005	\$1,558	\$54,322	3%
2006	\$2,975	\$28,264	11%
2007	\$1,920	\$31,132	6%
2008	\$3,962	\$34,057	12%
2009	\$4,994	\$34,315	15%
2010	\$9,171	\$22,607	41%
2011	\$5,270	\$17,439	30%
2012	\$3,502	\$16,022	22%
2013	\$3,828	\$25,936	15%
2014	\$4,545	\$21,401	21%

Source: PED Stat Books

APPENDIX C: FY14 Instructional Materials Initial Allocation to Districts

INSTRUCTIONAL MATERIAL INITIAL ALLOCATION 2013-2014

	INITIAL ALLOCATION	ADOPTED	NON-ADOPTED
SCHOOL NAME		(50%)	(50%)
PUBLIC SCHOOLS:			
Alamogordo Public Schools	320,495.29	\$160,248	\$160,247
Albuquerque Public Schools	4,614,887.63	\$2,307,444	\$2,307,444
Animas Public Schools	9,503.22	\$4,752	\$4,751
Artesia Public Schools	191,206.87	\$95,603	\$95,604
Aztec Municipal Schools	168,428.37	\$84,214	\$84,214
Belen Consolidated Schools	229,200.55	\$114,600	\$114,601
Bernalillo Public Schools	158,815.55	\$79,408	\$79,408
Bloomfield Public Schools	157,692.52	\$78,846	\$78,847
Capitan Public Schools	25,527.88	\$12,764	\$12,764
Carlsbad Municipal Schools	316,953.42	\$158,477	\$158,476
Carriazo Municipal Schools	7,318.21	\$3,659	\$3,659
Central Consolidated Schools	317,200.96	\$158,600	\$158,601
Chama Valley Schools	20,150.96	\$10,075	\$10,076
Cimarron Public Schools	18,276.07	\$9,138	\$9,138
Clayton Municipal Schools	26,477.19	\$13,239	\$13,238
Cloudcroft Municipal Schools	19,911.49	\$9,956	\$9,956
Clovis Municipal Schools	448,837.24	\$224,419	\$224,418
Cobre Consolidated Schools	65,487.79	\$32,744	\$32,744
Corona Public Schools	4,017.90	\$2,009	\$2,009
Cuba Independent Schools	29,289.92	\$14,645	\$14,645
Deming Public Schools	276,012.97	\$138,006	\$138,007
Des Moines Public Schools	4,544.55	\$2,272	\$2,273
Dexter Public Schools	51,322.56	\$25,661	\$25,662
Dora Public Schools	11,770.76	\$5,885	\$5,886
Dulce Public Schools	37,493.18	\$18,747	\$18,746
Elida Municipal Schools	6,833.56	\$3,417	\$3,417
Espanola Public Schools	201,096.84	\$100,548	\$100,549
Espanola Public Schools	42,993.97	\$21,497	\$21,497
Eunice Public Schools	32,895.70	\$16,448	\$16,448
Farmington Public Schools	565,149.77	\$282,575	\$282,575
Floyd Municipal Schools	12,212.09	\$6,106	\$6,106
Fort Sumner Public Schools	15,371.47	\$7,686	\$7,686
Gadsden Independent Schools	725,964.98	\$362,982	\$362,983
Gallup-McKinley County Schools	600,209.88	\$300,105	\$300,105
Grady Public Schools	4,622.95	\$2,311	\$2,312
Grants-Cibola County Schools	187,232.30	\$93,616	\$93,616
Hagerman Public School	23,093.01	\$11,547	\$11,546
Hatch Valley Schools	68,038.66	\$34,019	\$34,020
Hobbs Public Schools	479,015.34	\$239,508	\$239,507
Hondo Valley Public Schools	7,735.93	\$3,868	\$3,868
House Public Schools	3,262.31	\$1,631	\$1,631
Jal Public Schools	21,626.52	\$10,813	\$10,814
Jemez Mountain Schools	13,915.38	\$6,958	\$6,957
Jemez Valley Public Schools	18,468.32	\$9,234	\$9,234
Lake Arthur Public Schools	7,382.21	\$3,691	\$3,691
Las Cruces Public Schools	1,283,246.66	\$641,623	\$641,624
Las Vegas City Schools	96,231.42	\$48,116	\$48,115
Las Vegas West Public School	79,319.17	\$39,660	\$39,659
Logan Public Schools	14,086.84	\$7,043	\$7,044
Lordsburg Public Schools	26,488.65	\$13,244	\$13,245
Los Alamos Public Schools	186,178.74	\$93,089	\$93,090
Los Lunas Public Schools	439,054.02	\$219,527	\$219,527
Loving Public Schools	31,819.86	\$15,910	\$15,910
Lovington Public Schools	181,690.46	\$90,845	\$90,845
Magdalena Public Schools	18,164.07	\$9,082	\$9,082
Maxwell Public Schools	5,667.32	\$2,834	\$2,833
Metrose Public Schools	10,109.87	\$5,055	\$5,055
Mesa Vista Cons. Schools	20,502.68	\$10,251	\$10,252

INSTRUCTIONAL MATERIAL INITIAL ALLOCATION 2013-2014

SCHOOL NAME	INITIAL ALLOCATION	ADOPTED	NON-ADOPTED
		(50%)	(50%)
Mora Public Schools	25,797.21	\$12,899	\$12,898
Moriarty Public Schools	152,732.34	\$76,366	\$76,366
Mosquero Public Schools	2,112.61	\$1,056	\$1,057
Mountainair Public Schools	14,739.89	\$7,370	\$7,370
Pecos Independent Schools	31,394.53	\$15,697	\$15,698
Penasco Independent Schools	21,984.10	\$10,992	\$10,992
Pojoaque Valley Schools	100,687.83	\$50,344	\$50,344
Portales Public Schools	153,381.16	\$76,691	\$76,690
Quemado Public Schools	8,410.05	\$4,205	\$4,205
Questa Independent Schools	20,078.28	\$10,039	\$10,039
Raton Public Schools	57,629.19	\$28,815	\$28,814
Reserve Public Schools	8,197.66	\$4,099	\$4,099
Rio Rancho	892,837.18	\$446,419	\$446,418
Roswell Independent Schools	526,680.87	\$263,340	\$263,341
Roy Public Schools	2,023.68	\$1,012	\$1,012
Ruidoso Public Schools	110,883.31	\$55,442	\$55,441
San Jon Public Schools	6,433.30	\$3,217	\$3,216
Santa Fe City Schools	672,637.91	\$336,319	\$336,319
Santa Rosa Consolidated Schools	33,701.14	\$16,851	\$16,850
Silver City Consolidated Schools	160,220.99	\$80,110	\$80,111
Socorro Public Schools	89,213.72	\$44,607	\$44,607
Springer Municipal Schools	9,966.01	\$4,983	\$4,983
Taos Municipal Schools	131,942.76	\$65,971	\$65,972
Tatum Public Schools	16,922.50	\$8,461	\$8,462
Texico Public Schools	29,251.52	\$14,626	\$14,626
Truth or Consequences Public Schools	68,632.78	\$34,316	\$34,317
Tucumcari Public Schools	53,431.70	\$26,716	\$26,716
Tularosa Public Schools	46,285.89	\$23,143	\$23,143
Vaughn Public Schools	5,601.86	\$2,801	\$2,801
Wagon Mound Public Schools	3,506.71	\$1,753	\$1,754
Zuni Public Schools	67,067.36	\$33,534	\$33,533
TOTAL PUBLIC SCHOOLS	16,484,890.10	8,242,444.00	8,242,446.10

APPENDIX D: FY14 Initial Instructional Materials Allocation to Charter Schools

INSTRUCTIONAL MATERIAL INITIAL ALLOCATION 2013-2014

SCHOOL NAME	INITIAL ALLOCATION	ADOPTED (50%)	NON-ADOPTED (50%)
CHARTER SCHOOLS:			
Academia de Lengua y Cultura	4,598.02	\$2,299	\$2,299
Academy for Tech & Classics	19,768.70	\$9,884	\$9,885
Academy of Trades & Tech. (Youth Build)	4,470.95	\$2,235	\$2,236
Alb. Inst. For Math (High Tech High)	16,681.18	\$8,341	\$8,340
Albuquerque School of Excellence	16,895.04	\$8,448	\$8,447
Alb. Talent Dev. Secondary	7,207.82	\$3,604	\$3,604
Aldo Leopold	4,395.09	\$2,198	\$2,197
Alma D' Arte	10,130.94	\$5,065	\$5,066
Amy Blehl Charter High School	15,635.87	\$7,818	\$7,818
Anansi Charter School	6,164.51	\$3,082	\$3,083
Anthony Charter School	2,973.52	\$1,487	\$1,487
Bataan Military Academy	6,962.49	\$3,481	\$3,481
Career Academic Tech. Academy (CLOSED 7/1/12)	0.00	\$0	\$0
Carlitos de los Ninos	11,724.90	\$5,862	\$5,863
Cesar Chavez (Albq.)	10,799.99	\$5,400	\$5,400
Cesar Chavez (Deming)	7,817.93	\$3,909	\$3,909
Christine Duncan	6,136.51	\$3,068	\$3,069
Cien Aguas International School	13,740.58	\$6,870	\$6,871
Coral Community Center (ABQ)	1,910.94	\$955	\$956
Corrales International School	11,762.37	\$5,881	\$5,881
Cottonwood Charter School	9,089.10	\$4,545	\$4,544
Cottonwood Classical Prep	28,978.20	\$14,489	\$14,489
Creative Education Preparatory #1	9,233.50	\$4,617	\$4,616
Gil H. Sena High School (Creative Prep #2)	9,522.82	\$4,761	\$4,762
Digital Arts & Tech. (Alb. Charter Voc.)	15,746.27	\$7,873	\$7,873
East Mountain Charter High School	19,582.30	\$9,791	\$9,791
El Camino Real (Horizon Academy South)	18,962.44	\$9,481	\$9,481
Estancia Valley Classical Academy (Estancia/Moriarty)	15,689.34	\$7,845	\$7,844
Gordon Bernal Charter	36,623.74	\$18,312	\$18,312
Health and Leadership High School (APS)	5,881.18	\$2,941	\$2,940
Horizon Academy West	23,418.34	\$11,709	\$11,709
International School Mesa Del Sol	13,954.45	\$6,977	\$6,977
Jefferson Montessori	10,906.92	\$5,453	\$5,454
J Paul Taylor Academy (Las Cruces-K-6)	9,356.43	\$4,678	\$4,678
La Academia de Esperanza	18,766.32	\$9,383	\$9,383
La Academia Dolores	7,110.89	\$3,555	\$3,556
La Jicarita Community School (Penasco)	2,673.27	\$1,337	\$1,336
La Luz del Monte (Southwest Intermediate Learning)	6,045.58	\$3,023	\$3,023
La Promesa	16,199.99	\$8,100	\$8,100
La Resolana Leadership	4,116.83	\$2,058	\$2,059
La Tierra Montessori School of Arts & Sciences (Española)	3,968.43	\$1,984	\$1,984
Las Montañas Charter	11,785.16	\$5,893	\$5,892
Lindrith Area Heritage	1,283.17	\$642	\$641
Los Puentes	10,537.20	\$5,269	\$5,268
McCurdy School (Española)	26,893.05	\$13,447	\$13,446
Media Arts Collaborative	10,639.60	\$5,320	\$5,320
Middle College	3,370.31	\$1,685	\$1,685
Mission Achievement (ABQ)	5,465.79	\$2,733	\$2,733
Monte del Sol	20,515.75	\$10,258	\$10,258
Montessori Elementary	20,423.75	\$10,212	\$10,212
Montessori of the Rio Grande	10,655.60	\$5,328	\$5,328
Moreno Valley	4,944.81	\$2,472	\$2,473
Mosaic Academy	9,623.76	\$4,812	\$4,812
Mountain Mahogany	10,960.39	\$5,480	\$5,480
Native American Community	20,298.28	\$10,149	\$10,149
New Mexico International School	7,110.89	\$3,555	\$3,556
New Mexico School for Architecture, Const. & Engineering (ACE Leadership High School)	15,237.61	\$7,619	\$7,619

INSTRUCTIONAL MATERIAL INITIAL ALLOCATION 2013-2014

SCHOOL NAME	INITIAL ALLOCATION	ADOPTED	NON-ADOPTED
		(50%)	(50%)
New Mexico Connections Academy (Santa Fe)	26,732.65	\$13,366	\$13,367
New Mexico School for the Arts	10,211.87	\$5,106	\$5,106
New Mexico Virtual Academy (Farmington)	26,144.54	\$13,072	\$13,073
Alice King Community (North Alb. Comm. Co-op)	17,429.69	\$8,715	\$8,715
North Valley Academy	24,127.25	\$12,064	\$12,063
Nuestros Valores	5,769.72	\$2,885	\$2,885
Pub. Acad. For Performing Arts	19,662.30	\$9,831	\$9,831
Ralph Bunch	5,560.39	\$2,780	\$2,780
Red River Valley	3,493.25	\$1,747	\$1,746
Rio Gallinas Charter School	5,033.20	\$2,517	\$2,516
Robert F. Kennedy	10,014.80	\$5,007	\$5,008
Roots and Wings	2,673.27	\$1,337	\$1,336
S.I.A. Tech	15,927.20	\$7,964	\$7,963
Sage Montessori Charter School (ABQ)	7,363.33	\$3,682	\$3,681
San Diego Riverside	4,878.81	\$2,439	\$2,440
School of Dreams Academy	17,429.69	\$8,715	\$8,715
Sidney Gutierrez	3,487.25	\$1,744	\$1,743
South Valley Academy	13,596.72	\$6,798	\$6,799
South Valley Preparatory School	7,859.40	\$3,930	\$3,929
SW Aeronautics, Mathematics & Science (ABQ)	14,756.43	\$7,378	\$7,378
Southwest Primary	5,556.39	\$2,778	\$2,778
Southwest Secondary	14,978.29	\$7,489	\$7,489
Taos Academy	8,661.38	\$4,331	\$4,330
Taos Integrated School of the Arts	7,485.14	\$3,743	\$3,742
Taos Municipal Charter	11,412.11	\$5,706	\$5,706
The Albuquerque Sign Language Academy	3,796.04	\$1,898	\$1,898
The ASK Academy	9,089.10	\$4,545	\$4,544
The Great Academy	12,136.62	\$6,068	\$6,069
The Learning Community Charter School	8,604.31	\$4,302	\$4,302
The Masters Program	8,340.59	\$4,170	\$4,171
The New America School (ABQ)	22,722.76	\$11,361	\$11,362
The New America School (Las Cruces)	12,564.35	\$6,282	\$6,282
Tierra Adentro	10,960.39	\$5,480	\$5,480
Tierra Encatada (Charter School 37)	11,762.37	\$5,881	\$5,881
Turquoise Trail	24,754.44	\$12,377	\$12,377
Twenty First Cent.	12,375.95	\$6,188	\$6,188
Uplift Community (Gallup)	5,455.93	\$2,728	\$2,728
Village Academy (CLOSING 7/1/13)	0.00	\$0	\$0
Vista Grande	4,183.22	\$2,092	\$2,091
Walatowa	3,140.45	\$1,570	\$1,570
William W. & Joseph Dom Community School (ABQ)	294.65	\$147	\$148
TOTAL CHARTER SCHOOLS	1,095,775.01	547,886.00	547,889.01

APPENDIX E: FY14 Initial Instructional Materials Allocation to Private Schools

INSTRUCTIONAL MATERIAL INITIAL ALLOCATION 2013-2014

SCHOOL NAME	INITIAL ALLOCATION	ADOPTED	NON-ADOPTED
		(50%)	(50%)
PRIVATE SCHOOLS			
Abundant Life Christian School	No App/ No AC	\$0	\$0
Acts Christian Academy	No App/ No AC	\$0	\$0
Agape Community Christian School	Ineligible	\$0	\$0
Alamo Navajo Elem. & H.S.	Ineligible	\$0	\$0
Albuquerque Academy	60,261.94	\$30,131	\$30,131
Albuquerque Christian School	10,018.41	\$5,009	\$5,009
All Saints Catholic School	3,007.52	\$1,504	\$1,504
Annunciation Elementary	22,859.69	\$11,430	\$11,430
Atsa Blyazh Community	12,903.14	\$6,452	\$6,451
Baca Community School	Ineligible	\$0	\$0
Beclabito Day School	3,183.38	\$1,592	\$1,591
Bosque Preparatory School	28,817.80	\$14,409	\$14,409
Bread Springs Day School	Ineligible	\$0	\$0
Calvary Chapel Christian (Belen)	7,592.07	\$3,796	\$3,796
Calvary Christian Academy (Albq)	7,054.42	\$3,527	\$3,527
Calvary West Christian (La Union)	No App/ No AC	\$0	\$0
Chamisa Mesa HS	Ineligible	\$0	\$0
Chi Chi Tah/Jones Ranch Community School	Ineligible	\$0	\$0
Christ Lutheran School	5,932.11	\$2,966	\$2,966
Christ the King Lutheran	Ineligible	\$0	\$0
Chuska (Ch'ooohgal Comm.) School	Ineligible	\$0	\$0
Clovis Christian Schools	11,768.90	\$5,884	\$5,885
College Heights Kindergarten	No App/ No AC	\$0	\$0
Congregation Albert Early Childhood	No App/ No AC	\$0	\$0
Cottonwood Montessori School	6,415.84	\$3,208	\$3,208
Cross of Hope Schools	Ineligible	\$0	\$0
Crownpoint Community School	Ineligible	\$0	\$0
Crystal Boarding School	Ineligible	\$0	\$0
Desert Academy	9,532.82	\$4,766	\$4,767
Desert Hills RTC	657.05	\$329	\$328
Desert Montessori	No App/ No AC	\$0	\$0
Desert Springs Christian Academy	No App/ No AC	\$0	\$0
Dibe Yazhi Habtlin Oita', Inc.	6,564.23	\$3,282	\$3,282
DZILTH-NA-O-DITH-HLE School	10,655.60	\$5,328	\$5,328
Eastern Hills Baptist	13,848.98	\$6,924	\$6,925
Emmanuel Baptist Academy	No App/ No AC	\$0	\$0
Evangel Christian Academy	10,579.06	\$5,290	\$5,289
Faith Christian School	No App/ No AC	\$0	\$0
Fr. James Hay Elementary School	1,487.96	\$744	\$744
Galup Catholic School	5,846.11	\$2,923	\$2,923
Galup Christian School	No App/ No AC	\$0	\$0
Gateway Christian School	13,259.40	\$6,630	\$6,629
Gospel Light Baptist Academy	No App/ No AC	\$0	\$0
Grace Baptist Academy	No App/ No AC	\$0	\$0
Inventory)	4,223.76	\$2,112	\$2,112
Guadalupe Montessori School	Ineligible	\$0	\$0
Higher Ground Academy	No App/ No AC	\$0	\$0
Holy Child Catholic School	Ineligible	\$0	\$0
Holy Cross School (SANTA CRUZ)	5,032.67	\$2,516	\$2,517
Holy Ghost School	10,768.53	\$5,384	\$5,385
Hope Christian Schools	75,841.95	\$37,921	\$37,921
Hope Connection School	2,745.66	\$1,373	\$1,373
Immanuel Lutheran	8,688.85	\$4,344	\$4,345
Isleta Elementary School	10,231.87	\$5,116	\$5,116
Jemez Day School	7,733.00	\$3,867	\$3,866
Junction Christian Academy	No App/ No AC	\$0	\$0
Laguna Elementary School	Ineligible	\$0	\$0
Laguna Middle School	4,917.20	\$2,459	\$2,458
Las Cruces Academy	No App/ No AC	\$0	\$0

INSTRUCTIONAL MATERIAL INITIAL ALLOCATION 2013-2014

SCHOOL NAME	INITIAL ALLOCATION	ADOPTED	NON-ADOPTED
		(50%)	(50%)
Las Cruces Catholic Schools	11,257.18	\$5,629	\$5,628
Legacy Academy (Albq)	9,196.03	\$4,598	\$4,598
Community Christian School (Ctr)	6,629.70	\$3,315	\$3,315
Manzano Day School	2,887.13	\$1,444	\$1,443
Martano Lake Community	23,012.08	\$11,506	\$11,506
Menaul School	10,960.39	\$5,480	\$5,480
Mescalero Apache	9,849.62	\$4,925	\$4,925
Mesilla Valley Christian Schools	Ineligible	\$0	\$0
Monte Vista Christian School	17,714.20	\$8,857	\$8,857
Mountain View West	No App/ No AC	\$0	\$0
Nativity of the Blessed Virgin Mary (New)	2,459.40	\$1,230	\$1,229
Navajo Preparatory School	Ineligible	\$0	\$0
Nenahnezad Community School (Bla) (B)	Ineligible	\$0	\$0
New Mexico Military Institute	8,692.85	\$4,346	\$4,347
New Sunrise Regional Treatment Center	22,487.43	\$11,244	\$11,243
Ohkay O'Wingeh (San Juan Day School)	Ineligible	\$0	\$0
Ojo Encino Day School	Ineligible	\$0	\$0
Our Lady of Assumption	9,183.50	\$4,592	\$4,591
Our Lady of Fatima	8,637.38	\$4,319	\$4,318
Pathways Academy	7,697.00	\$3,849	\$3,848
Pinehill (Ramah Navajo)	Ineligible	\$0	\$0
Prince of Peace Lutheran	14,060.84	\$7,030	\$7,031
Pueblo Pintado Community School	No App/ No AC	\$0	\$0
Queen of Heaven School	Ineligible	\$0	\$0
Rehoboth Christian School	6,017.98	\$3,009	\$3,009
Rio Grande School	23,607.13	\$11,804	\$11,803
Rock Christian Academy	7,176.35	\$3,588	\$3,588
Sacred Heart Elem. (Farmington)	No App/ No AC	\$0	\$0
Salam Academy	Ineligible	\$0	\$0
San Felipe Catholic School(Alb)	3,742.57	\$1,871	\$1,872
San Felipe Pueblo Elementary School	10,835.46	\$5,418	\$5,417
San Ildefonso	21,445.05	\$10,723	\$10,722
Sandia Preparatory School	No Enrollment	\$0	\$0
Sandia View Elementary	33,297.82	\$16,649	\$16,649
Sanostee Day School	No App/ No AC	\$0	\$0
Santa Clara Day School	3,528.71	\$1,764	\$1,765
Santa Fe Indian School	Ineligible	\$0	\$0
Santa Fe Preparatory School	33,625.14	\$16,813	\$16,812
Santa Fe School for the Arts and Sciences	16,201.45	\$8,101	\$8,100
Santa Fe Waldorf School	Ineligible	\$0	\$0
Santo Nino	9,981.94	\$4,991	\$4,991
Shilprock Northwest High School	13,842.45	\$6,921	\$6,921
Sky City Community School	11,913.30	\$5,957	\$5,956
Soloman Schechter Day School	10,894.39	\$5,447	\$5,447
St. Anthony Indian School	2,227.01	\$1,114	\$1,113
St. Bonaventure (Blessed Kateri)	6,095.05	\$3,048	\$3,047
St. Charles Borromeo School	8,173.66	\$4,087	\$4,087
St. Edward School	Ineligible	\$0	\$0
St. Francis Elem. School (LUMBERTON)	3,239.38	\$1,620	\$1,619
St. Francis of Assisi (GALLUP)	5,132.67	\$2,566	\$2,567
St. Helena Elem. School	3,823.50	\$1,912	\$1,912
St. Joseph School	2,074.61	\$1,037	\$1,038
St. Luke Lutheran Preschool and K	2,568.33	\$1,284	\$1,284
St. Mary's Elem & High School(Alb)	962.38	\$481	\$481
St. Mary's Elementary School (BELEN)	25,785.21	\$12,893	\$12,892
St. Michael's/All Angels Episcopal (Albq)	5,706.25	\$2,853	\$2,853
St. Michael's High School	No App/ No AC	\$0	\$0
St. Pius X High School	34,928.17	\$17,464	\$17,464
St. Theresa of Avila School	39,095.93	\$19,548	\$19,548
St. Therese School (Alb)	2,996.99	\$1,498	\$1,499
	6,504.77	\$3,252	\$3,253

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INSTRUCTIONAL MATERIAL INITIAL ALLOCATION 2013-2014

SCHOOL NAME	INITIAL ALLOCATION	ADOPTED	NON-ADOPTED
		(50%)	(50%)
St. Thomas Aquinas	21,407.59	\$10,704	\$10,704
Sunset Mesa Schools, Inc.	15,356.01	\$7,678	\$7,678
T'siya Elementary And Middle School	No Enrollment	\$0	\$0
Taos Day School	8,615.91	\$4,308	\$4,308
Te Tsu Geh Oweenge (Tesuque School)	Ineligible	\$0	\$0
Temple Baptist Academy	CLOSED	\$0	\$0
Temple Beth Shalom (Preschool)	No App/ No AC	\$0	\$0
The Tutorial School	No App/ No AC	\$0	\$0
Tohaali' Community School	No Enrollment	\$0	\$0
To'Hajille Community School	Ineligible	\$0	\$0
Toreon Christian School	Ineligible	\$0	\$0
Tse'I'ahli' Community School	No Enrollment	\$0	\$0
Valley Christian Academy	CLOSED	\$0	\$0
Victory Christian School	Ineligible	\$0	\$0
Wingate Elementary	Ineligible	\$0	\$0
Wingate High School	25,269.88	\$12,635	\$12,635
Zuni Christian Reform School	3,461.25	\$1,731	\$1,730
TOTAL PRIVATE SCHOOLS	976,688.96	488,349.00	488,339.96

APPENDIX F: FY12 and FY13 Instructional Material Annual Budget Report Data Submitted by School Districts and Charter Schools*

School District Name	Reported FY 12 Carry-Over	FY13Allocation Total	FY 13 Expenditures Adopted Materials	FY13 Supplemental Expenditures	FY13 Total Cash Balance
Alamogordo Public Schools	\$ 256,407.06	\$ 411,108.32	\$ 50,698.45	\$ 104,097.61	\$ 526,181.00
Albuquerque Public Schools	\$ 575,353.00	\$ 5,732,533.00	\$ 1,287,829.00	\$ 4,248,795.00	\$ 774,527.00
Animas Public Schools	\$ 5,725.00	\$ 14,755.00	\$ 12,378.00	\$ 7,979.60	\$ 122.40
Artesia Public Schools	\$ -	\$ 272,051.00	\$ 223,581.88	\$ 45,439.26	\$ 4,785.62
Aztec Municipal Schools	\$ 64,962.00	\$ 211,598.00	\$ 217,752.09	\$ 22,946.29	\$ 38,554.57
Belen Consolidated Schools	\$ -	\$ 295,613.00	\$ 6,866.62	\$ 49,795.27	\$ 238,951.11
Bernalillo Public Schools	\$ 57,594.00	\$ 207,570.00	\$ 208,335.00	\$ -	\$ 56,829.00
Bloomfield Public Schools	\$ 127,325.00	\$ 252,226.00	\$ 160,024.00	\$ 32,349.00	\$ 188,183.00
Capitan Public Schools	\$ 4,799.35	\$ 31,728.80	\$ 17,125.35	\$ 17,306.51	\$ 2,096.29
Carlsbad Municipal Schools	\$ 197,259.00	\$ 384,790.89	\$ 398,049.26	\$ 30,422.35	\$ 153,578.28
Carrizozo Municipal Schools	\$ 1,008.00	\$ 9,339.00	\$ 5,744.00	\$ 418.00	\$ 4,185.00
Central Consolidated Schools	\$ 44,964.00	\$ 474,992.00	\$ 520,554.52	\$ -	\$ 45,562.52
Chama Valley Schools	\$ 6,060.00	\$ 20,499.00	\$ 20,499.00		
Cimarron Public Schools	\$ 16,585.00	\$ 24,476.00	\$ 9,269.00	\$ 8,793.00	\$ 22,998.00
Clayton Municipal Schools	\$ 12,081.00	\$ 37,941.00	\$ 11,242.88	\$ 10,084.86	\$ 28,813.00
Cloudcroft Municipal Schools	\$ 16,998.28	\$ 26,323.42	\$ 17,437.93	\$ 15,514.44	\$ 10,369.33
Clovis Municipal Schools	\$ 486,890.28	\$ 639,449.13	\$ 173,523.58	\$ 186,365.47	\$ 769,675.03
Cobre Consolidated Schools	\$ 38,889.85	\$ 93,598.32	\$ 86,901.22	\$ -	\$ 45,586.95
Corona Public Schools	\$ 3,100.44	\$ 4,727.00	\$ 2,663.00	\$ 2,364.00	\$ 3,100.44
Cuba Independent Schools	\$ 1,035.69	\$ 34,601.00	\$ 18,374.71	\$ 13,341.77	\$ 3,920.21
Deming Public Schools		\$ 518,124.00	\$ 344,239.56	\$ 10,407.66	\$ 163,476.78
Des Moines Public Schools	\$ 8,697.34	\$ 5,113.17	\$ 3,056.29	\$ 2,031.83	\$ 8,893.55
Dexter Public Schools	\$ 118,004.17	\$ 65,760.45	\$ 102,950.06	\$ 102,177.09	\$ (21,362.53)
Dora Public Schools	\$ 16,622.00	\$ 16,450.00	\$ 25,969.53	\$ 550.00	\$ 6,552.47
Dulce Public Schools	\$ 13,830.00	\$ 53,299.00	\$ 12,058.11	\$ 27,688.29	\$ 27,383.60
Eida Municipal Schools	\$ -	\$ 9,732.40	\$ 1,272.73	\$ 4,944.66	\$ 3,515.01
Espanola Public Schools					
Estancia Public Schools	\$ 14,716.11	\$ 55,383.96	\$ 57,244.76	\$ 1,912.76	\$ 11,039.58
Eunice Public Schools	\$ 8,464.23	\$ 46,685.11	\$ 30,847.29	\$ 8,893.21	\$ 15,408.84
Farmington Public Schools	\$ 128,103.00	\$ 803,759.00	\$ 294,603.00	\$ 63,760.00	\$ 573,499.00
Floyd Municipal Schools	\$ 2,892.00	\$ 17,335.84	\$ 8,667.92	\$ 8,217.52	\$ 3,342.40
Fort Sumner Public Schools	\$ 7,037.00	\$ 20,380.00	\$ 9,527.37	\$ 5,594.65	\$ 19,294.98
Gadsden Independent Schools	\$ 185,288.72	\$ 914,409.35	\$ 532,333.68	\$ 159,285.28	\$ 414,078.63
Gallup-McKinley County Schools	\$ 156,179.60	\$ 857,211.59	\$ 770,355.49	\$ 119,976.45	\$ 123,940.28
Grady Public Schools	\$ 5,373.24	\$ 7,198.86	\$ 7,778.03	\$ 430.66	\$ 4,431.41
Grants-Cibola County Schools	\$ 115,664.00	\$ 239,057.00	\$ 7,882.95	\$ -	\$ 346,838.05
Hagerman Public School	\$ 16,140.71	\$ 32,847.00	\$ 7,091.59	\$ 25,501.86	\$ 16,451.26
Hatch Valley Schools	\$ 25,304.00	\$ 97,172.00	\$ 76,078.00	\$ 37,846.00	\$ 8,552.00
Hobbs Public Schools	\$ 219,860.00	\$ 678,683.00	\$ 210,301.00	\$ 216,597.00	\$ 471,645.00
Hondo Valley Public Schools	\$ -	\$ 10,447.00	\$ 5,552.73	\$ 5,690.00	\$ 795.73
House Public Schools	\$ -	\$ 5,985.00	\$ 2,992.00	\$ 2,993.98	\$ -
Jal Public Schools	\$ 9,869.00	\$ 24,419.00	\$ 15,277.12	\$ 10,411.84	\$ 8,599.04
Jemez Mountain Schools	\$ 20,592.00	\$ 19,440.00	\$ -	\$ 7,735.21	\$ 32,296.79
Jemez Valley Public Schools	\$ 15,298.00	\$ 19,967.60	\$ 16,168.84	\$ 5,549.68	\$ 13,373.30
Lake Arthur Public Schools	\$ 1,730.58	\$ 10,492.74	\$ 8,604.67	\$ 137.78	\$ 3,540.79
Las Cruces Public Schools	\$ 444,488.59	\$ 1,614,590.57	\$ 1,295,915.45	\$ 682,429.54	\$ 135,015.49
Las Vegas City Schools	\$ 12,090.00	\$ 137,166.00	\$ 50,531.54	\$ 7,677.50	\$ 91,164.93
Las Vegas West Public School	\$ 62,396.00	\$ 98,921.00	\$ 80,606.00	\$ 80,346.00	\$ 365.00
Logan Public Schools	\$ 4,318.63	\$ 18,814.46	\$ 8,693.00	\$ 11,765.00	\$ 2,803.09

School District Name	Reported FY 12 Carry-Over	FY13Allocation Total	FY 13 Expenditures Adopted Materials	FY13 Supplemental Expenditures	FY13 Total Cash Balance
Lordsburg Public Schools	\$ 39,394.22	\$ 38,480.00	\$ -	\$ 38,480.00	\$ 914.22
Los Alamos Public Schools	\$ 270,994.00	\$ 264,676.00	\$ 404,184.04	\$ -	\$ 133,910.16
Los Lunas Public Schools	\$ 516,231.00	\$ 549,077.00	\$ 317,755.00	\$ 427,865.00	\$ 319,688.00
Loving Public Schools	\$ 38,555.06	\$ 40,100.50			\$ 60,970.59
Lovington Public Schools	\$ -	\$ 257,604.48	\$ 200,088.45	\$ 57,516.03	\$ -
Magdalena Public Schools	\$ 5,621.57	\$ 24,845.31	\$ 11,487.64	\$ 12,710.66	\$ 6,268.58
Maxwell Public Schools	\$ 3,162.31	\$ 8,059.64	\$ 4,255.45	\$ 4,411.70	\$ 2,554.80
Melrose Public Schools	\$ 2,376.00	\$ 14,522.00	\$ 7,541.00	\$ 36.00	\$ 9,322.00
Mesa Vista Cons. Schools					
Mora Public Schools	\$ 3,499.60	\$ 32,516.38	\$ 32,516.00	\$ -	\$ 3,499.98
Moriarty Public Schools	\$ 26,391.13	\$ 209,607.48	\$ 145,442.60	\$ 42,439.73	\$ 48,116.28
Mosquero Public Schools	\$ 885.78	\$ 3,065.48	\$ 1,953.48	\$ 452.02	\$ 1,545.76
Mountainair Public Schools					
Pecos Independent Schools	\$ 5,305.94	\$ 40,120.71	\$ 5,988.67	\$ 7,792.38	\$ 31,645.60
Penasco Independent Schools	\$ 7,231.14	\$ 31,554.59	\$ 14,143.55	\$ 12,516.41	\$ 11,960.75
Pojoaque Valley Schools	\$ 14,639.80	\$ 143,933.08	\$ 145,539.96	\$ -	\$ 13,032.92
Portales Public Schools	\$ 3,949.00	\$ 197,921.25	\$ 152,673.00	\$ 49,150.00	\$ 2,857.95
Quemado Public Schools	\$ 2,799.05	\$ 9,478.76	\$ 4,739.00	\$ 915.71	\$ 6,152.39
Questa Independent Schools	\$ 18,024.42	\$ 27,305.00	\$ 21,129.59	\$ 24,387.58	\$ 17,150.29
Raton Public Schools	\$ 4,705.00	\$ 82,878.00	\$ 57,918.56	\$ 26,518.25	\$ 6,979.19
Reserve Public Schools	\$ 7,387.87	\$ 11,709.29	\$ 3,315.38	\$ 2,759.53	\$ 13,022.25
Rio Rancho	\$ 147,205.55	\$ 1,269,698.00	\$ 952,677.83	\$ 268,266.82	\$ 191,429.66
Roswell Independent Schools	\$ 147,660.00	\$ 658,886.00	\$ 347,926.74	\$ 112,847.61	\$ 345,771.65
Roy Public Schools	\$ -	\$ 2,576.00	\$ -	\$ 2,539.38	\$ 36.62
Ruidoso Public Schools	\$ 17,398.74	\$ 158,227.54	\$ (132,513.17)	\$ (23,361.83)	\$ 20,139.28
San Jon Public Schools	\$ 1,905.87	\$ 8,272.75	\$ 4,135.62	\$ 5,859.37	\$ 183.63
Santa Fe City Schools	\$ 690,758.64	\$ 812,186.09	\$ 145,655.60	\$ 423,627.91	\$ 933,662.22
Santa Rosa Consolidated Schools	\$ 7,632.67	\$ 40,518.00	\$ 39,320.57	\$ 1,197.43	\$ 7,632.67
Silver City Consolidated Schools	\$ 37,981.00	\$ 197,459.00	\$ 100,718.82	\$ 101,785.00	\$ 32,936.18
Socorro Public Schools	\$ 25,423.00	\$ 82,766.78	\$ 63,972.60	\$ 1,725.00	\$ 42,452.18
Springer Municipal Schools	\$ 1,737.78	\$ 14,218.43	\$ 5,283.91	\$ 6,080.00	\$ 4,592.30
Taos Municipal Schools	\$ 166,182.00	\$ 159,506.00	\$ 138,717.00	\$ 150,704.00	\$ 36,377.45
Tatum Public Schools	\$ 3,269.00	\$ 21,652.00	\$ 14,925.00	\$ 1,424.00	\$ 8,572.00
Texico Public Schools	\$ 3,584.40	\$ 41,590.81	\$ 34,753.88	\$ 3,996.12	\$ 6,425.21
Truth or Consequences Public Schools	\$ 12,217.00	\$ 87,826.00	\$ 77,890.00	\$ 14,292.00	\$ 7,861.00
Tucumcari Public Schools	\$ 36,174.17	\$ 68,785.83	\$ 48,067.42	\$ 27,445.69	\$ 29,496.89
Tularosa Public Schools	\$ 6,464.00	\$ 65,998.00	\$ 41,833.00	\$ 12,025.00	\$ 18,604.00
Vaughn Public Schools	\$ 7,594.20	\$ 7,416.02	\$ 6,940.00	\$ 6,940.00	\$ 1,130.22
Wagon Mound Public Schools	\$ 3,563.00	\$ 5,018.00	\$ 8,193.18	\$ 323.14	\$ 64.68
Zuni Public Schools	\$ 10,189.00	\$ 82,558.00	\$ 44,060.00	\$ 45,756.00	\$ 2,931.00
TOTAL PUBLIC SCHOOLS	\$ 5,828,088.78	\$ 21,351,379.18	\$ 10,908,677.57	\$ 8,277,987.52	\$ 7,782,843.77

*As reported by districts in their FY13 instructional materials budget reports.

Charter School Name	Reported FY12 Carry-Over	FY13 Allocation Total	FY 13 Adopted Materials Expenditures	FY 13 Supplemental Materials Expenditures	FY13 Total Cash Balance
Academia de Lengua y Cultura	not reported	not reported	not reported	not reported	not reported
Academy for Tech & Classics	\$ -	\$ 28,057.00	\$ 27,859.00	\$ -	\$ 198.00
Academy of Trades & Tech. (Youth Build)	\$ 1,337.00	\$ 6,691.00		\$ 985.05	\$ 7,042.95
ACE Leadership HighSchool	\$ 1,673.05	\$ 12,945.50	\$ 13,374.27		\$ 1,244.28
Alb. Inst. For Math (High Tech High)	\$ 53,879.90	\$ 23,722.73		\$ 2,636.45	\$ 74,360.01
Albuquerque School of Excellence	\$ 14,413.00	\$ 24,026.86	\$ 7,654.35	\$ -	\$ 30,785.71
Alb. Talent Dev. Secondary	\$ 2,128.31	\$ 7,207.82	\$ 8,618.79	\$ 178.00	\$ 650.76
Aldo Leopold	\$ 15,492.86	\$ 6,386.89	\$ 6,358.00	\$ 6,358.00	\$ 15,600.85
Alice King Community School	\$ 6,715.80	\$ 19,841.09		\$ 25,978.16	not reported
Alma D' Arte	\$ 4,981.60	\$ 14,370.50	not reported	not reported	\$ 7,057.10
Amy Biehl Charter High School	\$ 7,139.52	\$ 22,202.04	not reported	not reported	\$ 11,632.44
Anansi Charter School	\$ 795.30	\$ 8,743.95		\$ 7,505.08	\$ 2,034.17
Anthony Charter School	not reported	not reported	not reported	not reported	not reported
ASK Academy	not reported	\$ 8,652.00		\$ 8,652.00	not reported
Bataan Military Academy	\$ 13,442.63	\$ 6,962.49	\$ 3,793.40		\$ 16,128.29
Career Academic Tech. Academy	not reported	not reported	not reported	not reported	not reported
Cariños de los Ninos	\$ 3,742.00	\$ 15,158.00		\$ 18,900.00	not reported
Cesar Chavez (Albq.)	\$ 5,404.31	\$ 15,358.94	\$ -	\$ 15,636.04	\$ 5,097.26
Cesar Chavez (Deming)	\$ 9,717.00	\$ 11,101.00	\$ 5,551.00	\$ 3,392.00	\$ 11,875.00
Christine Duncan	not reported	not reported		\$ 7,932.00	not reported
Cien Aguas International School	\$ 7,532.76	\$ 19,540.84		\$ 23,878.26	\$ 3,195.34
Coral Community Center (ABQ)	not reported	\$ 3,422.00	\$ -	not reported	\$ 3,422.00
Corrales International School	\$ 195.00	\$ 13,336.66		\$ 13,351.66	not reported
Cottonwood Charter School	\$ 3,433.37	\$ 11,058.97		\$ 10,481.21	\$ 4,116.63
Cottonwood Classical Prep	\$ 13,577.00	\$ 29,273.00		\$ 14,641.00	\$ 28,209.00
Creative Education Preparatory #1	not reported	\$ 11,658.00		not reported	not reported
Gil H. Sena High School (Creative Prep #2)	\$ 10,480.90	\$ 13,534.12	\$ -	\$ 17,747.11	\$ 6,267.91
Digital Arts & Tech. (Alb. Charter Voc.)	\$ 41,674.82	\$ 21,034.99	\$ 21,935.91	\$ 21,935.91	\$ 40,773.90
East Mountain Charter High School	\$ 9,395.05	\$ 23,875.31		\$ 26,845.71	\$ 6,681.33
El Camino Rael (Horizon Academy South)	\$ 5,908.12	\$ 27,868.79	\$ 24,525.36	\$ 4,428.92	\$ 4,822.63
Estancia Valley Classical Academy (Estancia/Moriarty)	not reported	\$ 18,540.04		\$ 17,225.60	\$ 1,096.16
Gordon Bernal Charter	\$ 48,161.00	\$ 26,042.00	\$ 11,026.00	\$ 10,425.82	\$ 62,933.82
The Great Academy	\$ 3,149.23	\$ 11,514.34	\$ -	\$ -	\$ 14,663.57
Horizon Academy West	not reported	\$ 33,227.02		\$ 22,447.99	\$ 10,779.03
International School Mesa Del Sol	\$ 7,568.03	\$ 19,844.97		\$ 17,199.83	\$ 10,213.17
Jefferson Montessori	\$ 7,193.00	\$ 15,511.00	\$ 14,949.00	\$ 1,953.00	\$ 5,802.00
J Paul Taylor Academy (Las Cruces-K-6)	\$ 149.74	\$ 13,306.02		not reported	\$ 13,455.76

Charter School Name	Reported FY12 Carry-Over	FY13 Allocation Total	FY 13 Adopted Materials Expenditures	FY 13 Supplemental Materials Expenditures	FY13 Total Cash Balance
La Academia de Esperanza	\$ 12,531.56	\$ 26,688.07	\$ -	\$ 6,964.46	\$ 32,255.17
La Academia Dolores	\$ 29,637.75	\$ 7,660.23		\$ 8,043.27	\$ 29,574.71
La Jicarita (Penasoco)	not reported	not reported	not reported	not reported	not reported
La Luz del Monte (Southwest Intermediate Learning)	not reported	not reported	not reported	not reported	not reported
La Promesa	\$ 5,571.37	\$ 23,038.42	\$ -	\$ 21,899.00	\$ 14,440.02
La Resolana Leadership	\$ 1,240.81	\$ 4,090.00		\$ 2,288.83	\$ 3,041.98
La Tierra Montessori School of Arts & Sciences (Espanola)	not reported	\$ 5,626.54		not reported	\$ 5,626.54
Las Montanas Charter	not reported	\$ 17,183.77			\$ 17,183.77
Lindrieth Area Heritage	\$ 1,541.10	\$ 1,824.83		\$ 2,219.41	\$ 1,146.42
Los Puentes	\$ 3,489.61	\$ 14,902.74	\$ -	\$ 18,369.45	\$ 22.90
McCurdy School (Espanola)	\$ -	\$ 37,991.00	\$ -	\$ 32,623.60	\$ 3,886.15
Media Arts Collaborative	\$ 3,781.94	\$ 15,130.84	\$ -	\$ 13,408.07	\$ 5,504.71
Middle College	\$ 10,105.99	\$ 4,790.17	\$ -	\$ -	\$ 15,087.74
Mission Achievement (ABQ)		\$ 12,490.00		\$ 10,380.00	\$ 2,110.00
Monte del Sol	\$ 2,206.00	\$ 29,045.13		\$ 20,420.11	\$ 10,911.02
Montessori Elementary	\$ 13,625.09	\$ 23,353.94	\$ -	\$ -	\$ 36,979.03
Montessori of the Rio Grande	\$ 4,252.00	\$ 12,933.00	\$ -	\$ 8,705.00	\$ 8,480.00
Moreno Valley	\$ 1,253.71	\$ 6,995.16		\$ 3,582.82	\$ 4,666.05
Mosaic Academy	\$ 11,233.52	\$ 13,686.00	\$ 2,047.16	\$ 9,142.94	\$ 13,729.42
Mountain Mahogany	\$ 2,246.00	\$ 15,587.00	\$ 5,589.00		\$ 12,243.58
Native American Community	\$ 6,456.00	\$ 28,969.00	\$ 14,485.00	\$ 5,748.00	\$ 15,192.00
New Mexico International School	\$ -	\$ 5,788.96		\$ 5,547.60	\$ 241.36
New Mexico School for Architecture, Const. & Engineering (ACE Leadership High School)	not reported	not reported	not reported	not reported	not reported
New Mexico School for the Arts	\$ -	\$ 11,904.66	\$ 5,952.00	\$ 5,952.66	\$ -
New Mexico Virtual Academy	\$ -	\$ 37,180.81	\$ -	\$ -	\$ 37,180.81
Alice King Community (North Alb. Comm. Co-op)	not reported	not reported	not reported	not reported	not reported
North Valley Academy	\$ 34,161.00	\$ 34,520.00	\$ -	\$ 16,061.62	\$ 52,619.38
Nuestros Valores	\$ 12,042.38	\$ 7,359.73		\$ 8,076.90	\$ 11,325.21
Pub. Acad. For Performing Arts	\$ 2,591.18	\$ 22,508.26		\$ 20,938.00	\$ 3,911.44
Ralph Bunch	\$ 1,014.01	\$ 7,907.58	\$ 6,485.99	\$ 1,014.01	\$ 1,421.59
Red River Valley	\$ 2,714.95	\$ 4,942.23		\$ 3,091.17	\$ 4,566.01
Rio Gallinas Charter School	\$ 16,815.00	\$ 7,969.00	\$ 11,627.00	\$ 4,569.00	\$ 8,588.00
Robert F. Kennedy	\$ 8,736.00	\$ 17,415.00	\$ 15,055.00		\$ 71.00
Roots and Wings	not reported	not reported	not reported	not reported	not reported
S.I.A. Tech	\$ 7,811.21	\$ 17,431.19	\$ -	\$ 19,933.60	\$ 5,308.81
Sage Montessori Charter School (ABQ)	not reported	not reported	not reported	not reported	\$ 22,768.00
San Diego Riverside	\$ 9,927.07	\$ 6,562.33	\$ -	\$ 10,575.55	\$ 5,913.85
School of Dreams Academy	not reported	\$ 16,588.00	\$ -	\$ 11,502.39	\$ 5,085.61
Sidney Gutierrez	\$ 4,310.40	\$ 4,163.38		\$ 2,786.88	\$ 5,686.90
South Valley Academy	\$ 9,203.70	\$ 19,236.70	\$ 4,848.56	\$ 6,451.02	\$ 17,140.82
South Valley Preparatory School	\$ 1,831.00	\$ 8,067.00		\$ 6,782.00	\$ 3,116.00
SW Aeronautics, Mathematics & Science (ABQ)	not reported	\$ 20,985.49		\$ 10,039.00	\$ 10,946.49

Charter School Name	Reported FY12 Carry-Over	FY13 Allocation Total	FY 13 Adopted Materials Expenditures	FY 13 Supplemental Materials Expenditures	FY13 Total Cash Balance
South west Intermediate	\$ 3,366.00	\$ 8,591.88		\$ 10,545.00	\$ 1,412.88
South west Primary	\$ 5,572.00	\$ 7,907.58		\$ 12,842.00	\$ 13,867.00
South west Secondary	\$ 4,898.00	\$ 21,289.63		\$ 13,563.00	\$ 8,578.63
Taos Academy	\$ -	\$ 12,317.57		\$ 12,317.57	\$ -
Taos Integrated School of the Arts	\$ 16,746.90	\$ 10,644.81		\$ 3,592.18	\$ 23,799.53
Taos Municipal Charter	\$ 4,607.22	\$ 16,195.32		\$ 8,202.45	\$ 12,600.09
The Albuquerque Sign Language Academy	\$ 9,659.79	\$ 5,398.44		\$ 756.91	\$ 14,301.32
The Learning Community Charter School	\$ 14,735.61	\$ 12,677.29	\$ -	\$ 2,187.49	\$ 25,225.41
The Masters Program	\$ 14,329.52	\$ 11,861.36	\$ -	\$ 9,369.13	\$ 16,821.75
The New America School (ABQ)	\$ 21,950.10	\$ 32,314.61	\$ 22,543.95	\$ -	\$ 31,720.76
The New America School (Las Cruces)	not reported	\$ 17,868.08	not reported	\$ -	\$ 17,868.08
Tierra Adentro	\$ 10.76	\$ 11,904.66		\$ 11,915.42	\$ -
Tierra Encatada (Charter School 37)	not reported	not reported	not reported	not reported	not reported
Turquoise Trail	\$ 5,120.53	\$ 35,203.92		\$ 34,860.32	\$ 5,470.13
Twenty First Cent.	\$ 13,494.12	\$ 15,823.82		not reported	\$ 23,260.09
Uplift Community (Gallup)	not reported	\$ 7,831.54	\$ -	\$ -	\$ 7,831.54
Village Academy	not reported	not reported	not reported	not reported	not reported
Vista Grande	\$ 5,075.00	\$ 6,280.00		\$ 4,731.46	\$ 6,623.54
Walatowa	not reported	not reported	not reported	not reported	not reported
William W. & Joseph Dorn Community School (ABQ)		\$ 5,855.00			\$ 5,855.00
TOTAL CHARTER SCHOOLS	\$ 639,176.20	\$ 1,336,497.55	\$ 234,278.74	\$ 722,714.09	\$ 1,043,347.31