



STATE OF NEW MEXICO
**LEGISLATIVE
EDUCATION STUDY
COMMITTEE**

2019 Post-Session Review

May 2019

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Prompted by an influx of “new money” and the 1st Judicial District Court’s ruling that New Mexico is inadequately serving its neediest students, the Legislature made substantial changes to the public school funding formula, increased minimum teacher salaries and provided for raises for all school employees, provided more funds for instructional materials, and substantially increased funding to improve early childhood education. Lawmakers also set aside more than \$100 million for public school capital projects, including funds specifically for school districts significantly impacted by federal activities.

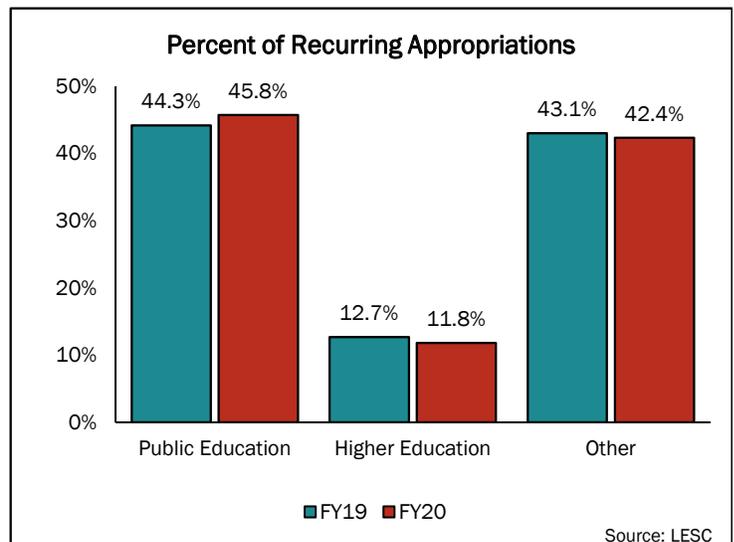
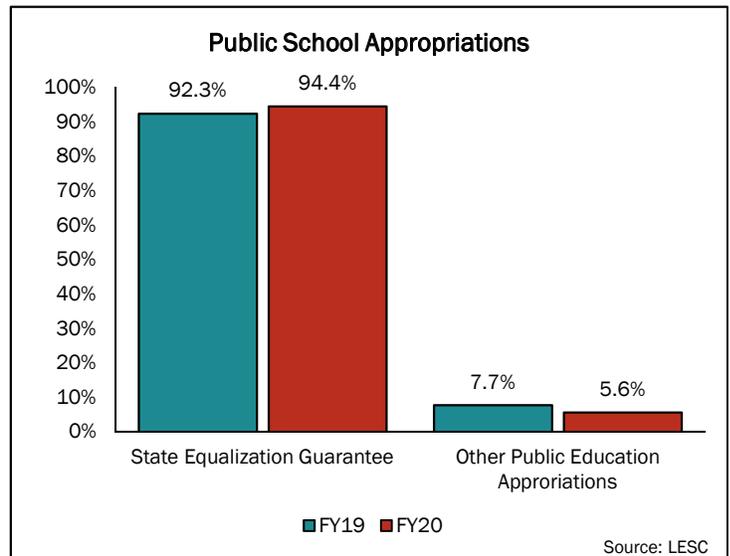
The judge’s ruling also put a spotlight on bilingual and multicultural education in the state, and multiple proposals addressed the need for improving education for bilingual and English learner students, as well as the lack of teacher diversity and adequate teacher training. Laws were also enacted aimed at improving school attendance, increasing access to high quality career and technical education, and revamping the way schools are supported and held accountable for improving student outcomes.

Legislators introduced more than 200 education-related bills during the 2019 session, about 15 percent of total legislation, addressing topics ranging from making college more affordable for potential teachers to career and technical education. Nearly a quarter of proposed education legislation was signed by the governor. Of the 52 bills sent to the governor, only three were vetoed. In addition, the Legislature also passed nine memorials. [\(See Appendix A, Public Education-Related Legislation by Bill Number and Appendix B, Public Education-Related Legislation by Category.\)](#)

The FY20 public education budget represents a 16 percent increase over FY19 and a move away from special program “below-the-line” funding and categorical funding in favor of a larger share of public education appropriations flowing through the formula-based state equalization guarantee (SEG) distribution. While the large funding increase was primarily the result of the need to fund court-ordered reform, the move away from special program money distributed at the discretion of the Public Education Department (PED) was a reflection of a legislative effort to give school districts and charter schools more flexibility to spend funds to meet local needs, while providing state oversight through a program approval process that ensures special programs are grounded in evidence-based interventions.

Legislative appropriations for public education totaled \$3.249 billion, an increase of \$448 million from FY19. ([See Appendix C, Public School Support and Related Appropriations for FY20.](#)) With FY20 recurring general fund appropriations totaling \$7.068 billion, a 12 percent increase over FY19, the share of general fund revenues allocated to public education will increase to 45.8 percent in FY20, an increase from FY19 when public education received 44.3 percent. The Legislature appropriated 61 percent of the “new money” — projected FY20 recurring revenue less FY19 appropriations — to public schools.

Much of the additional funding for public education is related to LESC- and Legislative Finance Committee-endorsed legislation to increase formula funding for students at risk of failure in response to the district court decision in the consolidated *Martinez* and *Yazzie* lawsuit. [Chapter 206](#) (Senate Bill 1) and [Chapter 207](#) (House Bill 5) increase funding for the at-risk index, create a new, optional extended learning time program and K-5 Plus, an expansion of the K-3 Plus extended school year program, and raise minimum teacher salaries by \$4,000 for level 1 teachers and \$6,000 for level 2 and level 3-A teachers and level 3-A counselors. The Legislature included an additional \$7 million in the funding formula to expand bilingual and multicultural education programs, \$3.5 million in new funding for the Indian education fund, and \$2 million in new funding for the PED’s operating budget to improve department capacity and ensure effective implementation of the Indian Education Act, the Bilingual Multicultural Education Act, and the Hispanic Education Act.



General Fund Revenue
(in millions)

	FY18	FY19	FY20
Recurring Revenue	\$6,816.5	\$7,590.5	\$7,431.0
Recurring Appropriations	\$6,078.8	\$6,339.8	\$7,098.6
Projected Reserves	19.5%	21.0%	20.1%

Source: LFC

FY20 Public School Support Appropriations

While the court order was the impetus for reform, the increase in funding for public education would have been significantly constrained without an extraordinary increase in state revenues. February 2019 consensus general fund revenue estimates

Recurring General Fund Appropriations for FY20
(in thousands)

Category	FY20 Appropriation	Change from FY19
Legislative	\$20,275.8	3.9%
Judicial	\$307,434.5	3.9%
General Control	\$142,696.2	11.5%
Commerce and Industry	\$60,691.3	14.2%
Agriculture, Energy and Natural Resources	\$73,017.3	4.7%
Health, Hospitals, and Human Services ¹	\$1,857,578.5	6.5%
Public Safety	\$461,765.8	3.5%
Higher Education	\$838,321.8	4.3%
Public Schools	\$3,249,367.5	16.0%
Section 8: Compensation and Retirement ²	\$56,948.5	
Subtotal Feed Bill and GAA	\$7,068,097.2	11.7%
HB548 and SB536 ("HB2 Jr.")	\$28,193.0	
Total	\$7,096,290.2	

Source: LFC

¹The FY20 appropriation for Health, Hospitals, and Human Services includes \$34 million for Medicaid hospital reimbursement rates that was contingent on the passage of House Bill 6.

²For FY20, compensation and retirement increases for state employees and higher education employees are included in Section 8 of the General Appropriation Act of 2019. Compensation and retirement increases for public school employees are included in Section 4 of the GAA and are included in the public schools category. Prior-year compensation appropriations are included in the appropriate category.

projected recurring revenues of \$7.433 billion for FY20, 17 percent, or \$1.103 billion, more than FY19 recurring appropriations. Revenue estimators attributed strong general fund revenue growth to increases in oil and gas production, partially the result of technological advances that have allowed oil producers to lower break-even costs and continue operations with lower oil prices. State revenues remain heavily dependent on the oil and gas industry, leaving the state vulnerable to revenue shocks based on the price of oil. For this reason, revenue estimators recommended the state maintain significant general fund reserves, with at least 20 percent of recurring appropriations in reserves to reduce the risk in a downturn. According to LFC, the state is estimated to end FY19 with 21 percent in reserves and end FY20 with 20.1 percent in reserves.

While some state agencies will receive significant increases, the Legislature prioritized appropriations for public schools, resulting in growth in spending on education

outpacing growth in other areas of government. Spending on agencies other than public education will grow by an average of 9 percent, far less than the 16 percent increases to public schools. Most state agency increases will be less than 5 percent. ([See Appendix D. Recurring General Fund Appropriations and Appendix E. Year-Over-Year Change in General Fund Appropriations.](#))

School districts and charter schools will also benefit from appropriations in [Chapter 278](#) (Senate Bill 536) and [Chapter 279](#) (House Bill 548), sometimes called “House Bill 2 Junior.” Of the \$28.2 million in recurring general fund appropriations included in the two bills, \$2.1 million is appropriated to PED, generally for distribution to school districts. An additional \$2.5 million in recurring revenue is appropriated to other departments for programs that impact schools, including early childhood programs, health-related programs in public schools, and appropriations to the Higher Education Department and higher education institutions for high school/college dual credit programming, “grow your own” teacher recruitment projects, and other programs that benefit public school students. ([See Appendix F. Public School Appropriations Authorized by House Bill 548 and Senate Bill 536.](#))

Program Cost. For FY20, public education appropriations allow for total statewide program cost — the amount of money the Legislature assumes schools need each year to operate — of \$3.137 billion, an increase of \$490 million, or 19 percent over FY19 appropriations. The SEG appropriation, which takes credit for certain other sources of revenue to maintain equalized operational funding for school districts and charter schools, total \$3.068 billion and assumed \$63.5 million in estimated credits for federal and local revenue, \$4.5 million higher than in FY19. The \$63.5 million in assumed credits remains

below actual receipts in recent years. Since FY10, funding formula credits have fallen below \$63 million only once (in FY14); in FY18, credits totaled \$77.6 million.

The SEG appropriation for FY20 includes \$326 million in new recurring appropriations related to the implementation of Chapters 206 and 207, \$121.9 million to increase compensation for all school district and charter school personnel, \$30 million for instructional materials, \$7 million to expand bilingual and multicultural education programs, and \$6 million in other adjustments.

In late March, PED announced a “planning” unit value of \$4,565.41, an increase of \$374.56, or 9 percent, from the final FY19 unit value. At the planning unit value, school districts and charter schools are expected to generate at least 647 thousand program units, 16 thousand more than in FY19. The 647 thousand program unit estimate does not include additional program units for K-5 Plus or extended learning time. ([See Appendix G, Unit Value History.](#))

Chapters 206 and 207

Chapters 206 and 207 amend the Public School Code to make significant changes to the public school funding formula, in response to the 1st Judicial District Court’s decision in the consolidated *Martinez* and *Yazzie* lawsuit. These changes will

- Allow school districts and charter schools to receive formula funding if they choose to participate in the K-5 extended school year program or a new extended learning time program;
- Increase the multiplier used to calculate the at-risk index from 0.13 to 0.25 to provide additional funding for at-risk students;
- Set a maximum age of 21 for students to generate public school funding, while grandfathering in current students over the age of 21; and
- Over the next five years, eliminate program units for schools with fewer than 400 students for public schools within the boundaries of school districts with more than 2,000 students and create a new funding formula factor for school districts and charter schools in rural areas.

Chapters 206 and 207 also create new requirements for school districts and charter schools when submitting their annual operating budget to PED for approval. School districts and charter schools will be required to include a narrative that lists services available to students at risk of failure and explains how the school district or charter school is implementing the Indian Education Act, the Bilingual Multicultural Education Act, and the Hispanic Education Act.

In addition, Chapters 206 and 207 increase the statutory minimum teacher salaries and tie the minimum salaries for principals and assistant principals to the minimum salary for level 3-A teachers.

At-Risk Index

For FY20, the Legislature appropriated \$113.2 million to increase the multiplier used to calculate school district’s and charter school’s at-risk index from 0.13 to 0.25. In the absence of the new laws, legislation enacted in 2018 would have increased the multiplier to 0.14 in FY20 and 0.15 in FY21. In the decision in the consolidated *Martinez* and *Yazzie* lawsuit, the judge found at-risk funding insufficient to meet the needs of at-risk students and noted the importance of at-risk funding to help low-income students and English learners improve their academic performance. The analysis used by the court included FY15 data, when only \$85 million was allocated through the at-risk index. With the FY20 increase approved in the 2019 session, staff estimate funding generated through the at-risk index will total more than \$246 million in FY20, a 99 percent increase from FY19 and a 145 percent increase from FY18 funding levels.

Chapters 206 and 207 are the third time since the initiation of the sufficiency lawsuits that the state has enacted an increase to the at-risk index. In FY16, the multiplier was increased from 0.0915 to 0.106 and in FY19 the multiplier was increased from 0.106 to 0.13. While the earlier increase was noted by the court, the FY19 increase was not considered as part of the court’s decision.

While funds generated through the at-risk factor of the funding formula can be spent to support at-risk students at the discretion of each school district and charter school, Chapters 206 and 207 also contain guidance on evidenced-based interventions that can be used by school districts and charter schools to improve outcomes for at-risk students. These can include individual interventions — such as tutoring, case management, and parent engagement — or whole-school interventions, such as the adoption of a community school model. Schools can also use at-risk funds for culturally relevant

professional and curriculum development and to provide additional compensation to staff who work in high-need schools.

K-5 Plus

In the decision in the *Martinez* and *Yazzie* lawsuit, the judge found the K-3 Plus extended school year program was effective at increasing the academic performance of low-income students, but not all students in New Mexico had access to K-3 Plus because of

The court also noted the administrative burdens of the K-3 Plus program. K-3 Plus has operated outside the funding formula, and costs were reimbursed by PED as school districts and charter schools filed requests for reimbursement with the department. The K-5 Plus program will be part of the funding formula and school districts and charter schools will receive monthly payments based on the number of students in K-5 Plus program without the need to request reimbursement for program expenditures.

funding constraints. In response, Chapters 206 and 207 repeal existing statutes authorizing the K-3 Plus program, which was funded outside the public school funding formula, and enact the K-5 Plus program within the public school funding formula to provide qualifying elementary schools additional funding to extend the school year for elementary students by 25 days. The Legislature appropriated \$120 million for K-5 Plus programs, an \$89.7 million increase over the FY19 appropriation of \$30.2 million for K-3 Plus and the K-5 Plus pilot.

Language in the General Appropriation Act (GAA) of 2019 only allows PED to allocate up to \$120 million for K-5 Plus, enough to serve about 88 thousand students, based on the planning unit value. If school districts and charter schools serve fewer than 88 thousand students, the unused portion of the K-5 Plus appropriation will revert to the public school reform fund, a newly created fund that, subject to Legislative appropriation, can be used for evidence-based public education initiatives in future years. For FY21 and subsequent fiscal years, any unused portion of the K-5 Plus appropriation will be included in base program cost and available for future program expansion.

Further discussion of K-5 Plus programs is available in the “Early Childhood Education” section of this report.

Extended Learning Time Programs

Chapters 206 and 207 enact a new extended learning time program within the public school funding formula, in response to a finding in the *Martinez* and *Yazzie* lawsuit that noted extended learning is valuable for all students and is particularly important for

Extended learning time and after school programs were listed as elements of “reasonable curricula” that the judge in the *Martinez* and *Yazzie* lawsuit found the state had failed to provide to all students.

low-income students. To receive extended learning time funding, a school must provide at least 190 days — 160 days for school districts operating a four-day school week — at least 80 hours of professional development time for teachers, and after-school programs. The Legislature appropriated \$62.5 million for extended learning time programs; that funding can only be used for extended learning time program units, enough to serve

124 thousand students. If school districts and charter schools serve fewer than 124 thousand students, the unused portion of the extended learning time appropriation will revert to the public school reform fund and be available for future program expansion, similar to K-5 Plus program funding.

The Legislature passed Chapters 206 and 207 with language requiring schools participating in the extended learning time program to have at least 190 or 160 instructional days; however, the governor vetoed the word “instructional” before the word “days” in the extended learning time statute. As a result, school districts and charter schools only need 190 or 160 days, eliminating the statutory requirement that schools add new instructional days to meet the time requirements. According to the veto message, the governor struck the word “instructional” to provide PED with flexibility to administer extended learning time programs. PED staff have indicated the department intends to require participants in the extended learning time program to add at least 10 instruc-

tional days; however, any school district or charter school with more than 180 instructional days in FY19 could add the number of days needed to reach 190 instructional days. Based on school district and charter school calendars, an additional 10 instructional days would mean 34 of 89 school districts and 25 of 97 charter schools would have instructional days equal to or greater than the number of days required by the new law.

K-5 Plus and Extended Learning Time Participation

According to PED, 204 elementary schools plan to participate in the K-5 Plus program in FY20, with estimated attendance of 23 thousand students, a 26 percent increase from the 18.2 thousand students that participated in FY19 but far short of the 87.5 thousand slots funded for FY20. PED staff indicated many school districts and charter schools were not able to put programs in place for summer 2019 due to the quick turnaround time and difficulty recruiting teachers to participate in the program. PED efforts to recruit additional participants for summer 2019 are ongoing and the department notes some school districts and charter schools are interested in adopting the program in the summer of 2020, with a goal of reaching 70 thousand students in summer 2020.

For extended learning time programs, PED approved 100 thousand students slots across 25 school districts and 22 charter schools. PED notes four school districts — Deming, Gadsden, Gallup-McKinley, and Los Lunas — are implementing extended learning time programs at all schools. For FY20, the Legislature appropriated sufficient funding for 124 thousand students to participate in programs and preliminary requests for funding were at more than 127 thousand students; however, much of this demand was from Albuquerque Public Schools (APS), which initially applied for 80 thousand students to participate. For budgeting purposes, PED allocated about fewer slots to APS, leaving additional slots available and reducing the possibility that APS's budget will need to be cut mid-year because fewer students participated in extended learning time programs than initially projected.

Definition of “Qualified Student.”

Chapters 206 and 207 amended the definition of “qualified student” to prohibit public schools from claiming funding for newly enrolled students over 21 years of age. In FY18, approximately \$6.4 million in state funding intended for children was allocated through the funding formula to serve adults over the age of 22. Most of those adult students were enrolled in three charter schools: Gordon Bernell Charter School, New America School in Albuquerque and New America School in Las Cruces. Students at these schools do not receive diplomas at the same rate as other public school students and are more likely to drop out.

In addition to the definition of “qualified student,” used to determine eligibility for formula funding, Chapters 206 and 207 made similar changes to the definition of “school-age person” in the Public School Code, which impacts Chapter 223 (House Bill 236), the Attendance for Success Act. This is the only statute in which the term “school-age person” is used.

While Chapter 206 and 207 prohibit new adult students from generating formula funding, the Legislature increased appropriations for adult education programs overseen by the Higher Education Department (HED) by \$3 million. Any school district or charter school that loses SEG funds because of the new definition of qualified student will be held harmless for FY20, but it is unlikely any school will lose funding because FY20 funding formula allocations will be based on FY19 enrollment. Additionally, language in the GAA allows HED to prioritize the \$3 million increase for services for adult students in the criminal justice system. Although program evaluations have found little difference in the completion rates of students enrolled in adult education programs and adult student in public school, students in adult education programs were funded at \$428 per

According to PED data, the 2016 dropout rate at Gordon Bernell Charter School was 65 percent, the dropout rate at the New America School in Albuquerque was 46 percent, and the dropout rate at the New America School in Las Cruces was 59 percent. Most adult public school students are enrolled in these schools.

student, while adult students funded through the public school funding formula generated \$7,762 per student in FY18.

Because stakeholders indicated many adult students prefer graduating from a public school because they earn a high school diploma rather than an equivalency credential through the adult basic education system. [Chapter 185](#) (Senate Bill 391) requires PED to establish an external diploma program, allowing adult students to enroll in a more cost-effective program that will result in a high school diploma awarded by the state rather than an equivalency credential. For example, the National External Diploma Program enables adults to earn a high school diploma by demonstrating high school-level abilities in academic and life skill competencies.

School Size and Rural Population Units

Chapters 206 and 207 will phase out small school funding for any school, including charter schools, located within a school district with more than 2,000 students. In the *Martinez and Yazzie* consolidated lawsuit findings, the court noted “the SEG’s small school factor allows charter schools to take advantage of the factor’s weighted funding

Under current law, charter schools are not statutorily eligible for small school program units; although, charter schools have been receiving small school funds. Statutory changes in Chapters 206 and 207 allow charter schools within small school districts – those with fewer than 2,000 students – to generate small school program units.

and has the effect of diverting funds away from the needs of other school districts’ at-risk students.” Size adjustment units, originally intended to offset the administrative costs associated with operating small, rural, isolated schools, have increased in recent years, with most of that growth occurring within large, urban school districts. Much of this growth is related to the expansion of charter schools, as well as school districts operating magnet schools, early college high schools, and credit recovery programs.

Because Chapters 206 and 207 will phase out small school program units for larger school districts, the laws also created a new program unit for school districts that have a large number of students but serve rural areas and charter schools within those school districts. Although one of the largest school districts in terms of students, Gallup-McKinley County Schools (GMCS) has traditionally generated small school funding for schools in rural areas of the school district. Previously, state law contained a provision designed to allow GMCS to generate additional formula funding for high schools that did not generate small school funding. The new rural population program unit will replace that factor and expand the scope to include all school districts with high rural populations. A school district will be eligible to generate the rural population units if at least 40 percent of the school district’s population is located in an area defined by the U.S. Census Bureau as being rural; charter schools within a qualifying school district will also be able to generate rural population units.

The Legislature assumed a \$3.8 million savings in FY20 through the elimination of 20 percent of small school program units for schools in large school districts, after accounting for new program units created by the rural population factor. Because the change will be phased in over five years, staff estimate fewer program units will be generated each year until FY24.

Minimum Salary Increases

Chapters 206 and 207 amend the School Personnel Act to increase minimum salaries to \$40 thousand for level 1 teachers, \$50 thousand for level 2 teachers, and \$60 thousand for level 3-A teachers and counselors. However, language in the GAA will require school districts and charter schools to pay level 1 teachers a minimum salary of \$41 thousand in FY20. As a result, minimum teacher salaries in FY20 will increase by \$5,000 for level 1 teachers and \$6,000 for level 2 and level 3A teachers, as well as level 3A counselors. Such significant salary increases could result in compaction of school district and char-

ter school salary schedules, with most teachers earning near the minimum salary for their licensure level. The Legislature appropriated \$38.2 million to fund the increased minimum teacher salaries, or the estimated cost of the increase after a 6 percent across-the-board salary increase. In addition, the laws tied the minimum salary for assistant principals and principals to the minimum salary for level 3-A teachers. In previous years, the Legislature has increased minimum salaries for teachers but not for principals and assistant principals, leading to compaction issues. The Legislature appropriated \$2.2 million to increase minimum principal and assistant principal salaries.

Minimum Salaries for FY19 and FY20

Job Description	FY19	FY20
Level 1 Teacher	\$36,000	\$41,000
Level 2 Teacher	\$44,000	\$50,000
Level 3-A Teacher or Counselor	\$54,000	\$60,000
Elementary Assistant Principal	\$55,000	\$66,000
Elementary Principal	\$60,000	\$72,000
Middle School Assistant Principal	\$57,500	\$69,000
Middle School Principal	\$70,000	\$84,000
High School Assistant Principal	\$62,500	\$75,000
High School Principal	\$80,000	\$96,000

Source: LESC

In the decision in the *Martinez* and *Yazzie* lawsuit, the judge found high-quality teachers are critical to student success, particularly for at-risk students, and that paying teachers a reasonable salary is necessary to attract and retain high-quality teachers. The court noted New Mexico has the second highest level of teacher turnover in the nation.

Other SEG Appropriations

Employee Pay and Benefits.

The Legislature appropriated \$121.7 million to increase school employee compensation by 6 percent, in addition to the \$40.4 million to increase minimum teacher and school leader salaries. An additional \$169.6 thousand was appropriated to provide a \$10 per hour minimum wage for public school employees. [Chapter 114](#) (Senate Bill 437) raised the minimum wage in New Mexico to \$9 per hour beginning in FY20. Under the new law the minimum wage will rise to \$10.50 per hour in FY21, \$11.50 per hour in FY22, and \$12 per hour in FY23.

The Legislature appropriated \$9 million to cover the employer share of increased health insurance costs, sufficient to cover the costs of a 5 percent increase in health insurance premiums. However, for FY20, the Public Schools Insurance Authority has increased health insurance rates by an average of 5.6 percent.

Albuquerque Public Schools (APS) provides health insurance benefits separate from the Public Schools Insurance Authority. Although APS has not yet set insurance rates for calendar year 2020, in September 2018, APS officials told LESC they would likely recommend the board of education increase rates in 2020.

Additionally, the Legislature appropriated \$4.3 million to increase employer contributions to the Educational Retirement Board (ERB) by 0.25 percentage points, contingent on the passage of [Chapter 237](#) (House Bill 501). Beginning in FY20, employer contributions to ERB will rise from 13.9 percent of payroll to 14.15 percent of payroll. The \$4.3 million included in program cost is estimated to offset the general fund cost of the increase. [Chapter 258](#) (House Bill 360) enacted significant reforms to the educational retirement system in New Mexico to improve the long-term sustainability of the educational retirement fund. While the initial bill called for a 3 percentage point increase in the employer contribution, phased in over three years, the bill was amended to increase employer contributions to the fund by 0.25 percentage points in FY20, matching Chapter 237. The bill also introduced a new benefits tier for employees hired after July 1, 2019. Under the new tier, newly hired employees will see a smaller pension benefit if they are employed for less than 30 years and will have to wait until age 58 to receive the full retirement benefit. Eligible employees may still retire before age 58 but will have their benefit reduced based on their age at retirement. Chapter 258 requires any retiree working more than one quarter time to join the return-to-work program,

Under ERB's return-to-work program, a retiree may be hired by an ERB-covered employer and continue to receive retirement benefits after a one-year gap in employment. The retiree and the employer continue to make contributions to the system. A return-to-work employee does not continue to accrue service credit, despite the continued contributions to the fund. Alternatively, employees can suspend their retirement benefit and continue to accrue service credit.

nonrefundable contributions to the educational retirement fund if they become employed by an ERB-covered employer. The bill will also require substitute teachers to join ERB if they are employed at least one quarter time. Under ERB's administrative rules, substitute teachers employed on a day-to-day basis are exempt from joining ERB.

superseding an administrative rule that allows retirees to work for an ERB-covered employer and not enroll in the return-to-work program if they earn less than \$15 thousand. In addition, retirees receiving a pension from the Public Employees Retirement Association will be required to make

Expanded Bilingual Programming

In the findings in the *Martinez* and *Yazzie* lawsuit, the court noted the number of schools with bilingual multicultural education declined from FY09 to FY15 and that participation in bilingual programs has dropped for Hispanic students, Native American students, and English learners. The Legislature included \$7 million for school districts and charter schools to provide new bilingual and multicultural education programs or expand existing programs to serve more students. Under current law, school districts and charter schools receive about \$1,100 per student participating in a three-hour program, on top of basic program funding. However, most students are not enrolled in

three-hour programs and only 48 thousand of the state's 327 thousand students are enrolled in bilingual multicultural education programs. Of the students enrolled in bilingual education programs, only 21 thousand are English learners, or about 43 percent of the state's 50 thousand English learners. High-quality bilingual programs, like dual-language programs, have been shown to close the achievement gap and result in higher proficiency rates than those of English learners enrolled in English-only programs. Additional funding will allow bilingual multicultural education programs to expand without diluting the unit value. At the FY20 planning unit value, between 3,000 and 9,000 additional students could participate in bilingual education programs, depending on the number of hours of programming students receive.

Participation in Bilingual Multicultural Education Programs

Fiscal Year	Number of Schools	Number of Students
FY14	523	58,074
FY15	484	53,045
FY16	465	52,365
FY17	461	49,847
FY18	484	49,327

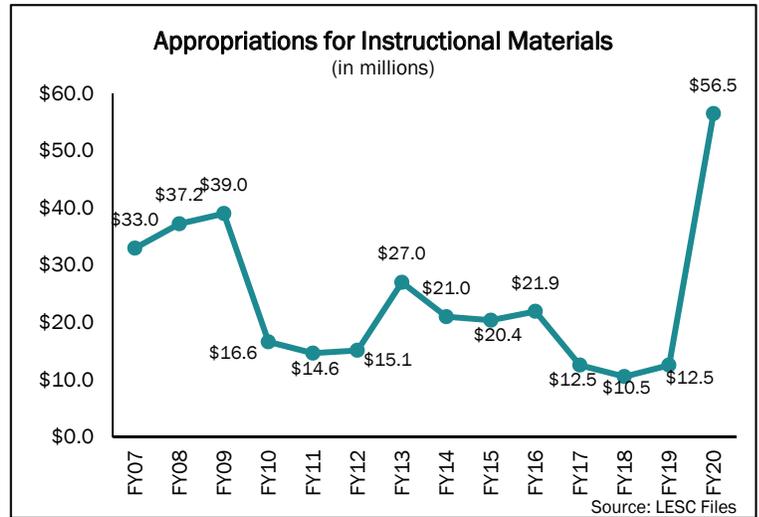
Source: PED

School districts and charter schools face ongoing challenges in expanding bilingual multicultural education programs due to a lack of qualified teachers. Under current law, students must be enrolled in classes taught by teachers with a bilingual education endorsement for a school district to be eligible for bilingual multicultural education funding. Under the current system, pre-service teachers typically meet the requirements for a standard teaching license and, after beginning employment, complete additional coursework toward a bilingual endorsement or certification as a teacher of English to speakers of other languages (TESOL). However, some teacher preparation programs are embedding bilingual education coursework within traditional teacher preparation coursework, allowing new teachers to receive a bilingual or TESOL endorsement before they begin teaching. This shift could increase the number of available teachers with bilingual endorsements in the future but the those participating in these programs will not enter the workforce for a few years. PED staff report school districts and charter schools project only 754 new participants in bilingual and multicultural education programs in FY20.

Instructional Materials

In the consolidated *Martinez* and *Yazzie* lawsuit findings, the court noted instructional materials funding was inadequate to meet the textbook adoption cycle, and the state

has failed to implement culturally relevant instructional materials for Native American students. The Legislature appropriated \$30 million in recurring general fund revenue to provide culturally relevant instructional materials to all students, a \$17.5 million increase from the FY19 appropriation to the instructional material fund. In previous years, the Legislature has made appropriations to the instructional material fund, but for FY20, school districts and charter schools will receive instructional materials funding through their SEG distribution. As a result, only school districts and charter schools will receive instructional materials allocations in FY20. The Legislature also appropriated \$26.5 million in nonrecurring revenue for instructional materials, which will be distributed to school districts and charter schools in the same proportion as SEG funding. In FY19, appropriations to the instructional material fund totaled \$12.5 million, an amount much lower than provided before FY10.



For FY20, the state's adoption cycle calls for school districts and charter schools to replace science and fine arts materials, which have higher replacement costs than other adoption cycles. The previous adoption cycle for science materials was in FY13, when the Legislature appropriated \$27 million.

State law provides several restrictions on how funds appropriated to the instructional material fund may be used. By shifting annual appropriations from the instructional material fund to the state equalization guarantee distribution, school districts will have more flexibility to allocate these funds. When appropriations flow through the instructional material fund, school districts must spend 50 percent of their allocation on materials adopted by PED, leaving only 50 percent for open source or online materials, which could be less costly for the school district. For example, APS staff have told LESC the school district prints copies of an online platform for math instruction, at a cost of about one third of an algebra textbook, but APS is unable to use revenue from the instructional material fund to cover these printing costs.

Under current law, school districts are required to use 50 percent of appropriations to the instructional material fund on materials adopted through PED's review process, but charter schools are allowed more flexibility in purchasing instructional materials.

Categorical Appropriations

For FY20, the Legislature appropriated \$127.9 million for categorical programs — programs with funding earmarked for a specific purpose and provided outside of the public school funding formula — an increase of \$16.8 million from FY19. The \$127.9 million includes \$102.9 million in general fund revenue and \$25 million in public school capital outlay fund revenue. In FY19, the Legislature appropriated \$111.6 million in categorical funding, not including appropriations for instructional materials, which were funded as a categorical appropriation in FY19 but moved to the SEG in FY20.

Public School Transportation

In the *Martinez* and *Yazzie* lawsuit findings, the court noted some school districts struggle to provide transportation for students. The FY20 appropriation to the transportation distribution totals \$114 million, an increase of \$14 million, or 14 percent, from FY19. The FY20 transportation distribution appropriation is made up of \$88.6 million in

general fund revenues and \$25 million from the public school capital outlay fund. The appropriations include \$3.6 million to increase school transportation employee salaries by 6 percent and additional funding to provide transportation for extended learning time programs and K-5 Plus.

The Legislature considered bills to require PED to purchase school buses with seat belts, collision avoidance systems, and stability control. Critics of these bills noted school bus crashes are exceedingly rare, and the presence of seat belts on school buses does not guarantee students will wear them. Many were concerned that school bus drivers could be held liable if students chose not to wear seat belts.

An additional bill would have required each school bus to be equipped with cameras to identify drivers who illegally pass the bus and would have increased the statutory penalty for illegally passing a school bus from \$100 to \$300. None of these bills passed.

While the Legislature has not fully funded school bus replacement in recent years, the Legislature in 2019 appropriated funds to help the state get back on the statutory 12-year replacement schedule for school-district-owned school buses. The Legislature appropriated \$32.9 million to PED from the public school capital outlay fund for the replacement of 387 school-district-owned school buses that have been operated for 12 or more years. Language accompanying the capital outlay appropriation will allow PED to use the funds to purchase school buses with air conditioning systems in school districts with dangerously high temperatures; PED has not historically funded the inclusion of air conditioning systems on school buses. The Legislature considered bills that would have allowed or required PED to fund air conditioning on school buses, but none of them passed.

Indian Education Fund

For FY20, the Legislature appropriated \$6 million to the Indian education fund, a \$3.5 million increase from FY19. From FY15 through FY19, recurring general fund appropriations to the Indian education fund were about \$1.8 million per year and the Legislature appropriated \$675 thousand in fund

Indian Education Fund Balance
Five-Year History

Fiscal Year	Total Expenditures	Change in Fund Balance	End-of-Year Fund Balance
FY14	\$2,394.3	-\$253.0	\$2,737.5
FY15	\$1,402.2	\$514.8	\$3,252.3
FY16	\$2,580.9	-\$723.0	\$2,529.2
FY17	\$1,768.9	-\$72.3	\$2,456.9
FY18	\$2,669.5	-\$816.2	\$1,640.7

Source: SHARE and Public Education Department Audits

balance annually, for a total annual appropriation of \$2.5 million during this time period. Expenditures from the Indian education fund have often fallen short of the appropriated amount, with average expenditures over the last five years of \$2.1 million annually. With a significant increase in general fund revenue, PED has the opportunity to make a significant investment in educational programs for Native American students.

Emergency Supplemental Funding

The Legislature appropriated \$2 million in emergency supplemental funding for FY20, a decrease of \$1 million from FY19. While called “emergency” funding, many small school districts have relied on annual allocations of supplemental funding to maintain operations. Each of these school districts will be eligible for increased funding due to the addition of the new rural population factor in the funding formula and will see an increase in small school size funding due to an increase in the unit value in FY20; however, it is unclear if these increases for FY20 will cover mandated raises to staff salaries and other cost increases.

Other Categorical Appropriations

The Legislature appropriated \$6 million in recurring general fund revenue for standards-based assessments in FY20, the same as in FY19; however, the Legislature appropriated an additional \$2 million in nonrecurring general fund revenue for standards-based assessment research and development. For dual-credit instructional materials, the Legislature appropriated \$1.5 million — \$1 million in recurring revenue and \$500 thousand in nonrecurring revenue — an increase of \$500 thousand from FY19 appropriations. In addition, the Legislature appropriated \$300 thousand in revenue for two school districts — Alamogordo and Lordsburg — which send some students who live near the border to a neighboring state for school.

PED Special Programs

For FY20, the Legislature appropriated \$64.4 million to PED for special programs. Not including K-3 Plus, which was moved into the public school funding formula for FY20, this represents a \$3.7 million increase from FY19 for department programs. Increased special programs appropriations are focused on programs intended to improve outcomes for at-risk students.

New PED Initiatives

The Legislature funded several new programs targeting students at risk of failure. The GAA includes \$2.5 million to support English learners and bilingual education programs. PED can use these funds to evaluate programs for English learners and to provide individualized and culturally responsive professional development to school staff working with these students. The GAA also includes \$2 million to support community schools and \$1.4 million for school-based health centers. The Legislature appropriated \$1 million for indigenous education initiatives, in addition to the \$6 million appropriated to the Indian education fund. PED staff indicate a portion of this appropriation might be used by the department to improve tribal cooperation and outreach to school districts with a high percentage of Native American children.

Chapter 198 (House Bill 589) amended the Community Schools Act to require a community school framework based on best practices, including the use of research- and evidence-based strategies, that support students, families, and communities to ensure student success. The law created a community schools fund to be administered by PED.

The Legislature appropriated \$5 million to PED for a career and technical education (CTE) pilot program. The appropriation includes \$3 million in recurring general fund revenue and \$2 million in nonrecurring general fund revenue, which includes language for an online supplemental learning system for math and “soft skills.” The \$3 million recurring appropriation to PED was contingent on enactment of [Chapter 61](#) (House Bill 91), which establishes a seven-year pilot project to fund high-quality CTE programs. Under the pilot program, school district and charter school CTE programs will be eligible for grants if they establish academically rigorous CTE programs, where core academic content is embedded in CTE instruction and high-school level CTE content is aligned with postsecondary content as part of a pathway leading to an industry-recognized credential or a degree.

The Legislature appropriated \$5 million for PED’s science, technology, engineering, arts, and math (STEAM) initiative, a \$2 million increase from FY19. In previous years, the program has provided professional development opportunities for math and science education but was expanded to include arts for FY20. The Teachers Pursuing Excellence and Principals Pursuing Excellence professional development programs also received an increase, with \$2.5 million appropriated to each program.

The bill requires PED, the Higher Education Department, and the Workforce Solutions Department to align programs across secondary schools and postsecondary institutions and to focus on high-demand industries. These funds can also be used for teacher professional development that addresses project-based learning, pedagogy, and the integration of CTE with core content areas.

Teacher Evaluation

The Legislature appropriated a total of \$3 million in FY20 for the teacher evaluation system, with \$1 million in recurring general fund revenue, \$1 million in nonrecurring general fund revenue, and \$1 million in educator licensure fund revenue. In January, the governor issued Executive Order 2019-002 directing PED to work with stakeholders to develop a new rating and assessment system for teachers. Of the \$3 million appropriation, \$1 million was for teacher evaluation system research and development.

Prekindergarten

For FY20, the Legislature appropriated \$46 million for prekindergarten programs administered by the Children, Youth and Families Department (CYFD) and \$42.5 million for prekindergarten programs administered by PED, an overall increase of \$24.5 mil-

lion, or 38 percent, from FY19. This increase in funding will allow for continued expansion of prekindergarten services, which has been a significant focus of the Legislature for almost a decade.

Further discussion of prekindergarten programs is available in the Early Childhood Education section of this report.

PED Operating Budget

For FY20, the Legislature appropriated \$47.2 million to PED for department operations, an increase of \$3.9 million, or 9 percent, over FY19 appropriations. General fund appropriations for PED operations increased by \$2 million, or 18 percent, from \$11.2 million in FY19 to \$13.2 million in FY20. In addition, PED budgeted \$750.7 thousand in Section 8 compensation appropriations for FY20, for a total general fund increase of \$2.8 million. The large increase is necessary for the department to address the findings in the consolidated *Martinez* and *Yazzie* lawsuit, which found PED had failed in its supervisory and audit functions for public education in the state.

In March 2019, PED announced school districts and charter schools would be required to develop a multicultural education framework by October 1, 2019.

As a result, PED must build capacity within the department to ensure effective implementation of the Indian Education Act, the Bilingual Multicultural Education Act, and the Hispanic Education Act, as well as ensure school districts and charter schools are prioritizing financial resources to benefit at-risk students.

While the Legislature increased PED special program appropriations for FY20, several initiatives the department used to fund staff salaries and benefits under the prior administration were not continued, including the early reading initiative and the department's intervention initiative. Additionally, the change in the structure of the K-3 Plus programs means PED will no longer be able to withhold up to 4 percent of the K-3 Plus appropriations to administer the program, although for FY20 PED will be able to budget fund balance in the K-3 Plus fund to oversee the K-5 Plus program. Under Chapters 206 and 207, funds remaining in the K-3 Plus fund will revert to the public school reform fund at the end of FY20 and will not be available for administrative costs in FY21 and subsequent years. For FY19, the department budgeted \$2.5 million of the K-3 Plus appropriation for administrative costs of the program.

As part of the department's restructuring to implement the court's decision in the consolidated *Martinez* and *Yazzie* lawsuit, the department increased the number of deputy secretaries from three to five.

In addition, Chapters 206 and 207 place new requirements on school districts and charter schools to report information to PED as part of their annual budget submission process, which could increase the need for PED to support school districts and charter schools during the budget process. Beginning in FY21, the laws require each school district and charter school to submit a narrative outlining the services that will be offered to at-risk students and special education students, in addition to information on how the school district or charter school is implementing the Indian Education Act, the Bilingual Multicultural Education Act, the Hispanic Education Act, and requirements of the School Personnel Act relating to beginning teacher mentorships. The law also requires school districts and charter schools to submit information related to a common set of performance targets and performance measures set by the executive and the Legislature beginning in FY21.

Early Childhood Education

Amid the continuing discussion about the need to increase early childhood funding and identify a designated funding stream, the Legislature provided for an overall increase in funding of 40 percent; recurring general fund appropriations for early childhood programs will increase by 67 percent. High-quality early learning programs are a cornerstone to closing the achievement gap and ensuring all children are ready for kindergarten and learning in the early grades. The General Appropriation Act of 2019 increases early childhood program funding by \$125.3 million, which includes appropriations for childcare assistance; the parent support program provided through home visits; early childhood professional development; prekindergarten, including early prekindergarten and mixed-age pilot programs; K-5 Plus; and the Family, Infant, Toddlers (FIT) disability intervention program. Across all funding sources, appropriations for these programs totaled \$438.5 million for FY20. ([See Appendix H, Early Childhood Program Appropriations.](#))

FY19 and FY20 Early Childhood Education Program Funding
(in millions)

	FY19	FY20	Diff.	Percent Change
General Fund	\$170.0	\$283.6	\$113.6	66.8%
Fund Balance	\$1.7	\$1.7	\$0.0	0.0%
Federal Funds	\$57.1	\$63.4	\$6.3	11.0%
Other State Funds	\$0.9	\$1.1	\$0.2	22.2%
All Other Funds	\$27.4	\$29.6	\$2.2	8.0%
TANF	\$56.1	\$59.1	\$3.0	5.3%
Total	\$313.2	\$438.5	\$125.3	40.0%

Source: LFC

Early Childhood Education and Care Department

As New Mexico has significantly increased early childhood education funding over the last decade, conversations have focused on the need to ensure high-quality services while increasing program slots, as well as a need for increased coordination. Historically, operation of early childhood education and care programs has spanned multiple state agencies, including the Children, Youth, and Families Department (CYFD), the Department of Health (DOH), the Human Services Department (HSD), and the Public Education Department (PED). To better coordinate administration of early childhood programs, Chapter 48 (Senate Bill 22) created the new Early Childhood Education and Care Department (ECECD) to oversee and administer all early childhood programs. ECECD was created to better coordinate early childhood programs to prevent duplication and fragmentation of services. Research indicates a well-built and well-publicized structure of early childhood programs is a crucial step to reduce fragmentation, uneven quality, and inequity in early childhood programs and services.

FY19 and FY20 Early Childhood Program Funding
(in millions)

	FY19	FY20	Funding Increase	Percent Change
Children, Youth and Families Department				
Child Care Assistance	\$ 139.0	\$ 148.5	\$ 9.5	6.8%
Home Visiting	\$ 20.7	\$ 22.5	\$ 1.8	8.7%
Early Childhood Professional Development	\$ 1.4	\$ 4.3	\$ 2.9	207.1%
Prekindergarten	\$ 31.5	\$ 46.0	\$ 14.5	46.0%
Public Education Department				
Prekindergarten	\$ 32.5	\$ 42.5	\$ 10.0	30.8%
K-5 Plus	\$ 30.2	\$ 119.9	\$ 89.7	297.0%
Early Literacy Initiative	\$ 8.8	\$ -	\$ (8.8)	-100.0%
Department of Health				
Family, Infant and Toddlers Program	\$ 48.2	\$ 54.0	\$ 5.8	12.0%
Human Services Department				
Home Visiting	\$ 0.9	\$ 0.8	\$ (0.1)	-11.1%
Total	\$ 313.2	\$ 438.5	\$ 125.3	40.0%

Source: LFC

The first year, FY20, is a planning year for the new department, with full implementation set for FY21. Starting in FY21, ECECD will be responsible for coordinating and

**Early Childhood Education and Care Programs
To Be Transferred to ECECD**

Current Agency	Program	Age Range
CYFD	Head Start and Early Head Start	prenatal-4
CYFD	Childcare Assistance	3 weeks-13
CYFD	Home Visiting	prenatal-4
CYFD	Prekindergarten	3-4
DOH	Family, Infants, and Toddlers	birth-3
HSD	Home Visiting	prenatal-4
PED	Prekindergarten	4
PED	Services for Developmentally Delayed Students*	3-4

* It is unclear if these services will be transferred to ECECD, but the law states ECECD will "coordinate and align an early childhood education and care system to include... early childhood special education and intervention and family support."

Source: LFC and LESC Analysis

aligning an early childhood education and care system to include childcare, early prekindergarten, prekindergarten, home visitation, Early Head Start, Head Start, early childhood special education, and early intervention and family support. During the transition in FY20, ECECD will work with CYFD, DOH, HSD, and PED to develop uniform procedures for early childhood programs to provide a system of seamless transition from prenatal to early childhood programs to kindergarten.

Beginning in FY20, ECECD will convene an advisory council to develop a plan to monitor outcomes for children and families as well as a workforce development plan for the full continuum of programs within the department. This will provide the Legislature with data on

the efficacy of programs as well as contribute to building the early childhood workforce moving forward. ECECD was also created to build capacity by braiding federal and state dollars to strategically expand services for children up to five years old. Chapter 48 requires appropriations for prekindergarten be distributed for mixed delivery

Early childhood education bills introduced during the 2019 legislative session that did not pass attempted to implement culturally and linguistically relevant literacy and biliteracy initiatives (House Bill 182 and House Bill 449), minimize duplication of early childhood services (House Bill 197), facilitate recruitment and retention of early childhood educators (House Bill 623), and further expand early childhood services (House Joint Resolution 1, Senate Bill 298, and Senate Bill 671).

programming to ensure students funded through Head Start and state-funded prekindergarten are served in the same classroom. This ensures students are not segregated into prekindergarten classrooms based on their families' income; research indicates all students benefit from diverse classrooms. It is not yet clear how this will work in public schools, but the law states, "The public education department shall access funds from the early childhood education and care department to support prekindergarten in the public education system. Prekindergarten funding transfers to public providers shall be processed through the public education department to those public providers that demonstrate adherence to standards developed by the department."

Prekindergarten

State-funded prekindergarten for three- and four-year-old children will continue to be administered by CYFD and PED in FY20. However, in FY21, PED will begin to cooperate with the newly created ECECD to provide half- and full-day prekindergarten services. CYFD's prekindergarten programs will be transferred to ECECD and administered by the new department. ECECD will also be required to coordinate with PED to ensure alignment of program standards for prekindergarten and kindergarten programs and will coordinate with federal Head Start agencies to avoid duplication of services.

LFC indicates funding increases will allow the state to serve over 80 percent of 4-year-olds in early childhood education and care programs in FY20 - defined as prekindergarten, Head Start, and four- and five-star childcare programs. The target is considered to be universal access.

Overall prekindergarten funding increased by \$24.5 million in FY20, or 38 percent, from FY19. The Legislative Finance Committee's *2018 Early Childhood Accountability Report* found prekindergarten programs offer a positive return on investment for New Mexico taxpayers based on improvement in participants' test scores, lower special education identification rates, lower retention rates, and decreased negative impacts from student mobility. The increase in funding for FY20 will allow for continued expansion of prekindergarten services, a significant focus of the Legislature for almost a decade.

PED and CYFD have not yet made prekindergarten awards for FY20. It is unclear how many half- and full-day prekindergarten slots will be funded in FY20. In FY19, the re-

imbursement rate for half-day prekindergarten services is \$3,206, and for full-day services is \$6,412. Based on data from PED, LESC staff estimates per-student reimbursement rates will likely increase in FY20 due to increased teacher salaries. Staff estimates school district and charter school prekindergarten teacher salary costs may increase as much as \$1 million. Additionally, increasing full-day prekindergarten slots may slow the rate of expansion.

K-5 Plus

Chapters 206 and 207 (Senate Bill 1 and House Bill 5) repeal the K-3 Plus program and replace it with K-5 Plus, which will extend the school year for kindergarten through fifth-grade students by 25 days. The Legislature appropriated \$120 million for K-5 Plus programs, estimated to be enough funding to serve 88 thousand students.

While eligibility for the K-3 Plus program was historically limited to low-performing and low-income elementary schools, Chapters 206 and 207 expand eligibility to all elementary schools, though the bills prioritize funding for schools serving a higher number of at-risk students. As PED considers schools wishing to participate in the programs, Chapters 206 and 207 require PED to award funds first to schools with at least 80 percent of students eligible for free or reduced-fee lunches, to “low-performing” schools, and to any school that participated in the summer 2018 K-3 Plus program.

PED staff indicate that, for FY20, “low performing” schools eligible to receive priority in K-5 Plus funding are those schools that have been designated as schools needing “targeted support and improvement” or “comprehensive support and improvement” as determined by the department’s federal Every Student Succeeds Act revised state plan.

Chapters 206 and 207 include provisions to ensure K-5 Plus programs are implemented with fidelity. A validation study of the K-3 Plus program conducted by Utah State University found the program was most effective when students had the same teacher for the K-3 Plus program and the regular school year. The study noted gains from the K-3 Plus program could dissipate during the regular school year, but students who stay with the same teacher had significant gains in math and reading that were maintained throughout the school year. Both state law and the K-3 Plus study note the program is intended to operate as an extension of the school year, rather than a separate summer program, where teachers restart instruction at the beginning of the regular school year. For this reason, Chapters 206 and 207 require students to remain with the same teacher throughout K-5 Plus and the regular school year.

Some school district and charter school leaders remain concerned the requirement that students remain with the same teacher could limit their ability to participate in K-5 Plus. For example, school district officials point out that special education students may be more likely to participate in K-5 Plus, leading to the unintentional “tracking” of students, or that some K-5 Plus students might be better served by a teacher with a teaching English to speakers of other languages (TESOL) endorsement, who might not be available during K-5 Plus. Additional concerns exist related to normal circumstances, such as rearranging overloaded classrooms, unforeseen teacher departures, and other issues that would normally lead a school district to place a student in a different classroom. Many school districts are not participating because they are concerned that, if a student does not remain with the same teacher, the school district will not receive K-5 Plus funding for that student. PED appears to be working with school districts to identify unique solutions to individual school district’s challenges. For example, to ensure schools are able to provide K-5 Plus schoolwide, PED has allowed school districts to receive K-5 Plus units for grade levels where students can remain with the same teacher, while allowing school districts to fund cohorts for which they cannot guarantee students will remain with the same teacher.

New Funding Streams for Early Childhood Education

Lawmakers in the 2019 legislative session continued to discuss identifying an earmarked source of funding for early childhood education programs, including increasing distributions from the land grant permanent fund (LGPF). House Joint Resolution 1 (HJR1) proposed increasing annual distributions from the LGPF by 1 percent for all beneficiaries and requiring the amount of the additional distribution from the permanent school fund – the part of the LGPF reserved for public schools – to be designated for early childhood education services administered by the state for students prior to kindergarten. HJR1 would have required the approval of voters at the next statewide general election and the consent of the United States Congress to become effective. The LFC estimated HJR1 would have delivered \$174 million to the state in the first year of implementation, of which about \$148 million would have gone to early childhood services; the remaining \$26 million would have been distributed to the other 20 beneficiaries of the LGPF. Concerns continue to be raised about the legality of tapping the fund.

Multiple bills introduced during the 2019 Legislature dealt with bilingual multicultural education after the 1st District Court, in the *Martinez* and *Yazzie* lawsuit, found there are inadequate funds and programming for English learners (ELs). ELs comprise 15 percent of New Mexico's student population, one of the highest rates in the nation. The *Yazzie* attorneys developed a platform focused on implementing a statewide bilingual multicultural education framework. The platform proposed to amend current law and would have created new laws to address the needs of ELs; however, the court did not indicate improvement was needed for current laws, only that the Public Education Department (PED) was not fully monitoring school districts and charter schools in the implementation of existing laws.

Bilingual Multicultural Education

Multiple pieces of legislation attempted to address students' cultural and linguistic needs. [Chapter 200](#) (House Bill 111) gives regional education cooperatives (RECs) the opportunity to make a joint funding request to PED to provide professional development to teachers and other school staff in culturally and linguistically responsive instruction. The intent of the law is to provide professional development for rural school districts because they may not have the capacity to train their teachers to serve diverse students. School districts and charter schools that are not members of an REC have the option of paying for their teachers and staff to participate in the professional development offered by the RECs. The General Appropriation Act of 2019 includes a \$2.5 million appropriation to PED for bilingual and multicultural education support. It will be up to the discretion of the department to determine whether to allocate any of these funds to RECs to implement the provisions outlined in Chapter 200.

Indian Education

Several bills were introduced to meet the unique needs of Native American students in New Mexico. [Chapter 16](#) (House Bill 250) requires all school districts and charter schools to conduct a needs assessment to determine the services Native American students need to graduate and become college- or career-ready and to prioritize funds to address the findings of the needs assessment. While the bill was not directly funded, school districts and charter schools are able to use increased formula funding they will receive as a result of the increase to the at-risk index included in the education reform bills to carry out the provisions of Chapter 16.

[Chapter 174](#) (Senate Bill 329) requires school districts and charter school authorizers to consult with nations, tribes, and pueblos when opening or closing a school on tribal lands. School districts and charter school authorizers are already required to engage in tribal consultation as noted in the State-Tribal Collaboration Act, PED's State-Tribal Collaboration Act Policy, the federal Every Student Succeeds Act, and Indian Policies and Procedures for use of federal Title VIII Impact Aid funds, so it is unclear if Chapter 274 duplicates requirements outlined in these long-standing documents.

House Memorial 72, signed by the House, requests PED convene a task force to develop a definition of multicultural education by November 1, 2019. The task force would comprise a variety of stakeholders and would provide the Legislature with a status report on multicultural education in the state.

Senate Joint Memorial 2 requests the Legislature, state agencies, school districts, and local governments work together to eliminate the achievement gap. The memorial cites New Mexico's cultural and linguistic diversity as an asset but also as the reason the achievement gap disproportionately affects New Mexico's students.

A bill to create a new bilingual multicultural education assistant secretary and a new Hispanic education assistant secretary within PED failed to pass. Some legislators found the bill would have infringed PED's authority by being prescriptive in the implementation and monitoring of bilingual multicultural and Hispanic education programs.

Chapter 279 (House Bill 548) includes a \$65 thousand appropriation to the Indian Affairs Department for the development of an Acoma-Keres language dictionary and curriculum. Since the adoption of the State Seal of Bilingualism-Biliteracy in 2015, only seven students have received the State Seal of Bilingualism-Biliteracy in the Keres language.

Diversifying the Teacher Pipeline

A growing teacher shortage and declining enrollment in teacher preparation programs led the Legislature to prioritize teacher recruitment and retention with a particular focus on teacher diversity. [Chapter 279](#) (House Bill 548) includes a \$50 thousand appropriation to the Higher Education Department (HED) to supplement the bilingual teacher preparation program; although the bill does not clearly outline which bilingual teacher preparation program will be impacted. A bill to recruit bilingual teachers ([House Bill 120](#)) passed the House but was unable to move forward in the Senate. The bill would have provided loan repayment and loan-for-service grants to individuals enrolled in rigorous programs that lead to a license or endorsement in bilingual education or teaching English to speakers of other languages (TESOL).

The court's decision in the *Martinez* and *Yazzie* lawsuit noted the state violated the rights of at-risk students by failing to provide programs and services at-risk students need to obtain an adequate education. During the 2019 legislative session, the Legislature introduced measures addressing at-risk students, including ways to monitor struggling students, identify their needs, and respond appropriately.

Attendance

Chapter 223 (House Bill 236) created the Attendance for Success Act, which repeals and replaces the Compulsory School Attendance Law. The Attendance for Success Act requires schools to now report chronic absenteeism, defined as missing 10 percent or more of classes or school days for any reason. Chronic absenteeism incorporates all absences, a significant change from the previous law's definition of "habitual truancy," which counted only unexcused absences. This shift in focus is consistent with the national trend and with language in the New Mexico Every Student Succeeds Act state plan. The law also requires public schools and school districts to report specific attendance metrics to the Public Education Department (PED), which will help school districts, charter schools, and PED to further align data reporting and program evaluation practices with national best practices. The Attendance for Success Act is intended to give school districts, charter schools, and PED a more accurate picture of how often students miss school.

The Attendance for Success Act provides for early, intensive, progressive interventions for absent, chronically absent, and excessively absent students. Interventions focus on nonpunitive consequences and partnerships between schools and local service providers, businesses, healthcare providers, counselors, and civic groups. Schools are also required to identify students who may become chronically absent early so steps can be taken to address the root causes of chronic absenteeism before a student fails or drops out of school. The law requires schools to document attempts to engage families to address the root causes of chronic absenteeism.

Community Schools

Chapter 198 (House Bill 589), aligns the Community Schools Act with community school best practices. The new law requires community school initiatives to use research- and evidence-based strategies to support students, families, and communities, and specifically requires the implementation of the following four key community school pillars identified by the Learning Policy Institute (LPI) – a national nonprofit and nonpartisan education research organization – as features shared by effective community schools: integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices.

Chapter 198 (House Bill 589), defines a community school as a public school that partners with families and the community, including tribal partners, nonprofit community-based organizations, and local businesses, to provide well-rounded educational opportunities and supports for student success through the implementation of a community school framework.

The changes to the law reflect the Legislature's focus on educating at-risk students. LPI indicates the community school approach shows promise in meeting the needs of low-achieving students in high-poverty schools and helping close opportunity and achievement gaps for students from low-income families, students of color, English learners,

and students with disabilities. Notably, the district court decision in the *Martinez and Yazzie* lawsuit indicated the state is required to provide programs and services like extended learning time and social services to at-risk students – supports that align with the first and second key community school pillars. The lawsuit also noted school districts that receive federal funding to improve the education of English learners have a duty to implement parent, family, and community engagement activities as part of their strategies to enhance instructional educational programs for English learners, which aligns with the third key community school pillar. Further, the district court decision stated professional development for teachers, particularly for culturally responsible educational approaches, is essential to provide adequate teaching to at-risk students, which aligns with the fourth key community school pillar.

The Learning Policy Institute found the community school approach meets the definition of an “evidence-based intervention” under the federal Every Student Succeeds Act.

The General Appropriation Act of 2019 includes a \$2 million appropriation to PED to establish, expand, and support community school initiatives. PED is responsible for promulgating rules and procedures to distribute the funds through a competitive grant program. Eligible school districts and schools may apply for one of the following two grant types: a one-year, one-time planning grant of up to \$50 thousand to conduct an initial school and community needs assessment, identify community supports and services through asset mapping, and establish a site-based leadership team; or an annual implementation grant of \$150 thousand each year for a period of three years. PED has indicated grant applications will be released July 1, 2019, and awards will be released by September 1, 2019.

After two years of studying New Mexico's school grading system, a diverse school support and accountability workgroup convened by LESC recommended the state build a school accountability system capable of painting a holistic picture of schools' successes and challenges. [Chapter 249](#) (Senate Bill 229), an LESC-endorsed bill, repeals the A-B-C-D-F Schools Rating Act and in its place institutes the School Support and Accountability Act. The new law gives PED broad deference over the development of a school accountability system that would differentiate support for Title I schools based on the following indicators: academic achievement and growth in math, English language arts, and science on statewide assessments; college, career, and civic readiness; chronic absenteeism; progress toward English language proficiency; and school climate. PED will be required to designate schools for the following three tiers of support consistent with the requirements of the federal Every Student Succeeds Act: targeted support, comprehensive support, and more rigorous intervention. PED is also required to create designations of excellence for schools in the 90th percentile in any indicator.

In addition to redefining how academic achievement is used to hold schools accountable, the governor charged PED with redefining how academic achievement is measured. Executive Order 2019-001, issued in January 2019, requires PED to move away from the PARCC exam and "pursue ratings and assessments that will decrease unnecessary pressure on students and teachers, provide more time for instruction, and conserve resources."

The new law requires PED to provide the technological framework for a "school support and accountability dashboard" for each public school in the state. While the law requires the dashboard to include more comprehensive and diverse measurements of school success than the previous school grading system, critics expressed concerns the new system may lack the clarity of a single summative letter grade. PED noted the department plans to engage stakeholders throughout the development of the new system to ensure the dashboard is clear, comprehensive, and user-friendly.

Over the last two years, LESC has delved into the National Conference of State Legislatures' *No Time to Lose* report, which identified an intellectually rigorous system of career and technical education (CTE) as one of the common fundamental elements of successful high-performing educational systems. Further, the decision in the *Martinez and Yazzie* lawsuit noted New Mexico has failed in its constitutional duty to prepare all of the state's students, particularly at-risk students, for college and career; CTE has been shown consistently to increase student engagement and graduation rates. Arising from these circumstances, a number of measures related to CTE were introduced during the 2019 legislative session.

The pilot program established by House Bill 91 requires PED to consult with both the Higher Education Department (HED) and the Workforce Solutions Department (WSD) to keep programs aligned across secondary and postsecondary institutions and focused on priority employment sectors.

Chapter 61 (House Bill 91), an LESC-endorsed bill, establishes a seven-year pilot project to fund high-quality CTE programs in public schools and monitor effects on student outcomes. Chapter 61 directs the Public Education Department (PED) to administer the pilot project and provide grants to qualified applicants to establish CTE programs. Successful applicants must include several elements shown to be integral to the success of CTE programming, including academically rigorous content aligned between high school and college, the opportunity to take dual-credit classes, permeable career pathways, and partnerships among public schools, postsecondary institutions, and industry that lead to the possibility of earning industry-recognized credentials. Chapter 61 creates the career technical education fund to carry out the project and the General Appropriation Act of 2019 appropriates \$5 million to PED for the CTE pilot program — \$3 million in recurring general fund revenue and \$2 million in nonrecurring general fund revenue — and includes language for an online supplemental learning system that integrates algebra and geometry into CTE and teaches online workplace soft skills to high school students. Chapter 61 also directs PED to provide grants to school districts and charter schools to provide professional development to CTE teachers in the pilot project that addresses specific content areas, such as project-based learning, teaching practices, integration of CTE and academic content, training in the instruction of soft skills and trauma-informed instruction, and PED standards and benchmarks.

Legislation closely related to **Chapter 61, Chapter 2** (House Bill 44), supports the provisions of Chapter 61 by requiring PED, in consultation with the Higher Education Department and postsecondary institutions, to develop a framework for teacher professional development that includes guidelines for integrating CTE into academic instruction. Under Chapter 2, professional development must be of high quality, sustained, and focused on the classroom and must improve teacher knowledge of content areas; provide teachers, assistants, and administrators with skills to help students meet state academic standards; and be developed and evaluated regularly with school employees, parents, and organizations with specific subject-area expertise. The bill requires guidelines for funding rigorous CTE professional development in the same manner as for teachers of other content areas and mandates PED and school districts use all available funding sources, including federal Every Student Succeeds Act Title II funding, to provide the professional development.

PED's FY19 allocation for Part A of Title II of the federal Every Student Succeeds Act was approximately \$13.2 million. Allowable expenditures include high-quality professional development, class-size reduction, and recruitment and retention of high-quality teachers,

Chapter 77 (Senate Bill 431) permits Northern New Mexico College (NNMC) to partner with local school districts to establish a branch community college through which it

may offer career technical and vocational courses. Until 2005, NNMC was the only postsecondary institution established by the state constitution limited to offering two-year degree programs. The 2005 change in law permitted NNMC to offer four-year degrees, but since that time, NNMC has struggled to adequately fund all the programs needed to meet the educational and workforce needs of the community. The school identified several trade programs necessary for the community's economic health, including plumbing, electrical trades, and carpentry. According to NNMC, Chapter 77 provides an innovative way to create a branch community college to address these needs with no impact on the state revenues. The branch college will remain under the administrative control of NNMC, rather than under a separate director, and will be ineligible for state appropriations through the higher education funding formula. Instead, the bill allows NNMC to seek approval from voters of local school districts for the imposition of property taxes to support the branch college.

Other successful legislative proposals for CTE include [Chapter 148](#) (House Bill 664), which allows high school students to take CTE courses or participate in work-based training programs approved by PED in lieu of taking one of the four statutorily required units in English or math or one of the three required units in science. To qualify, the alternative classes or programs must meet respective state academic content and performance standards. [Chapter 59](#) (Senate Bill 576), a bill requested by the governor, amends Section 22-5-4.8 NMSA 1978, addressing the establishment of area vocational high schools. Chapter 59 permits local school boards, individually or collectively, to develop a plan to be submitted to PED for approval for the establishment of area vocational schools. The plan may include an election for a special property tax levy of not more than \$1 for each \$1,000 of net taxable value. To be approved, plans must provide for a broad vocational and technical education program serving enough students to be financially viable and comply with the state plan on vocational education.

[House Bill 415](#) and [Senate Bill 377](#) proposed a nonreverting fund to offset losses incurred by postsecondary institutions' tuition waivers for secondary students enrolled in dual-credit courses, but both failed to pass. Several bills authorized small, individual dual-credit appropriations for particular institutions. [Chapter 279](#) (House Bill 548) allocated \$80 thousand for the tribal college dual-credit program, \$75 thousand for the dual-credit program at Clovis Community College, and \$50 thousand for the dual-credit program at New Mexico State University's Carlsbad branch campus. [Chapter 278](#) (Senate Bill 536) also allocated \$50 thousand for Clovis Community College's dual-credit program.

The dual-credit statute, Section 21-1-1.2 NMSA 1978, requires postsecondary institutions to waive fees for participating students and encourages them to waive tuition. Beginning in FY13, postsecondary institutions offering dual-credit courses stopped receiving direct funding, instead receiving a base amount derived from prior-year appropriations, with a small percentage determined by successful performance outcomes. This allocation, however, is insufficient to cover postsecondary institutions' costs for providing dual-credit courses, leaving participating postsecondary institutions at a deficit for dual-credit funding.

Other CTE-related bills attempted to permit high school students to earn credit for graduation through completion of apprenticeship-related instruction under a registered apprenticeship program; appropriated funds to support middle, high, and postsecondary school students in certain state-chartered CTE student organizations; and appropriated funds for PED to implement an online learning program to teach workplace soft skills to middle and high school students. None of these bills were enacted.

Multiple proposals were enacted during the 2019 legislative session to address teacher shortages and increase teacher recruitment. There were nearly 750 teacher vacancies in the fall of 2018, leaving thousands of students with substitutes and causing concern about a shortage of qualified teachers, especially in high-need areas, such as special education and math. Chief among recruitment efforts was an increase to teacher salary minimums to \$41 thousand for level 1 teachers, \$50 thousand for level 2 teachers, and \$60 thousand for level 3A teachers.

Seventy-five percent of students in New Mexico classrooms are students of color; however, only 36 percent of teachers in New Mexico are teachers of color. Research shows students improve academic outcomes when their teacher looks like them. Chapter 193 was enacted to build a more diverse teacher workforce.

Chapter 193 (House Bill 275) authorizes HED to provide up to \$6,000 per year for up to eight years toward repayment of loans for current teachers. The LESC-endorsed bill will prioritize funds for minority teachers and teachers with an endorsement or license in early childhood, bilingual, science, technology, engineering, mathematics, career technical, and special education. The law also creates a new teacher preparation program affordability scholarship that authorizes HED to provide need-based scholarships prioritized for English learner and minority students pursuing a teacher education degree. Individual scholarships of up to \$6,000 per year will be authorized for up to five years to pay for tuition, fees, books, course supplies, living expenses, and other educational expenses. The General Appropriation Act of 2019 includes a \$10 million general fund revenue transfer to fund each of these programs. However, it does not appear the funds can be spent in FY20 because the funds were not appropriated to HED for expenditure; both funds are subject to legislative appropriation.

Chapter 230 (House Bill 20) creates the Grow Your Own Teachers Act, a scholarship program for educational assistants who want to pursue a teaching degree. The act also requires public schools to grant scholarship recipients professional leave for college classes, exams, and practice teaching. **Chapter 279** (House Bill 548) includes \$140 thousand to fund the scholarships in FY19 and FY20, and \$360 thousand for FY20.

Teacher Evaluations

Lawmakers addressed one of the contentious issues of teacher evaluations — the use of teacher attendance in rating teacher effectiveness. In previous years, teachers had received lower ratings if they were absent from school more than seven days, even in the cases of using contracted sick or personal leave. **Chapter 12** (House Bill 227) prohibits the consideration of a teacher's use of personal leave or up to 10 days of sick leave in annual teacher evaluation ratings. The law, however, allows teachers who use their sick leave in a manner inconsistent with local policies to be penalized for absences.

To study effective teacher preparation, the House passed House Memorial 40 (HM40), that asks the LESC to study paid teacher residencies. HM40 cites research by the Learning Policy Institute that found teaching candidates in residency programs are, on average, more racially diverse, are more likely to stay in the teaching profession, and typically more effective than other novice teachers.

The Legislature also attempted to enact a teacher evaluation system in statute; the current teacher evaluation system was promulgated by the Public Education Department (PED) through rule in 2017. The governor issued an executive order in January asking PED to end the use of the PARCC and revamp the NMTeach teacher evaluation system. Two bills, **House Bill 212** (HB212) and **Senate Bill 247**, attempted to codify teacher evaluations and, in the case of HB212, principal evaluations. Both bills would have retained the use of the Danielson framework as a basis for teacher observations but differed slightly in

implementation of the evaluation system. Neither bill was enacted, leaving the task of revamping teacher evaluation to PED.

Licensure

Chapter 191 (House Bill 240) codifies the practice of counting years on an alternative level 1 teaching license toward advancement to a level 2 license. PED noted the practice was used for years but was neither in rule nor statute.

The Legislature also made it easier for someone with an out-of-state school administrator license to be eligible for a reciprocal New Mexico administrator license. **Chapter 80** (Senate Bill 593) requires an out-of-state candidate for an administrator license to have worked as an administrator for six years but would not require teaching experience. Previously, an out-of-state administrator had to have taught for at least three years, in addition to having administrative experience, to be granted a New Mexico reciprocal license.

House Memorial 57 asks PED to convene a task force to study possible legislative changes to the Public School Code regarding staff ethical misconduct involving moral turpitude, including reporting to PED and a statewide process for recording disciplinary action that can be accessed by all local education agencies.

In response to growing concerns over student physical and mental well-being, the Legislature considered several school safety bills during the 2019 legislative session. [Chapter 189](#) (House Bill 129) addresses the issue of school security personnel and under what circumstances they may carry firearms. The law gives only local school boards or governing bodies of charter schools the authority to authorize school

To address a shortage of trained professionals seeking to fill school security positions, the Legislature passed LESC-endorsed Senate Bill 148, which would have allowed retired police officers to return to work as school security guards under an Educational Retirement Board employer while still receiving annual cost-of-living adjustments, but the bill was vetoed by the governor.

security personnel to carry firearms on school premises and outlines training requirements for armed school security personnel. School safety was also addressed in [Chapter 158](#) (Senate Bill 147), which updated school safety drill requirements to give schools flexibility to tailor emergency drills to best fit their needs. While there have been no fatalities from school fires since 1959, New Mexico currently requires approximately 13 fire drills per year. The new law requires two evacuation drills, one fire drill, and one shelter-in-place drill, which includes preparation to respond to an active

shooter, that must take place in the first month of school; during the remainder of the school year, schools are required to conduct at least four additional emergency drills, including two fire drills.

[Chapter 181](#) (Senate Bill 288) creates the Safe Schools for All Students Act within the Public School Code, requiring school districts and charter schools to establish, adopt, and

House Bill 473 attempted to create a school security equipment fund to assist school districts with the purchase of security vehicles and other security equipment that is not eligible for funding under the Public School Capital Outlay Act's school security initiative, but the bill died in the House.

enforce bullying-prevention policies and programs. [Chapter 195](#) (House Bill 447) enacts a new section of the Public School Code requiring the Public Education Department (PED) to issue a new identification number to each student to be used for any records or databases in which a student is identified by name. Schools are required to determine if a new student has an existing identification number and to use the number if it exists. The identification number may not be replicated. The law further requires PED and the

Children, Youth and Families Department to convene a task force to develop a tracking system that provides for real-time reporting and allows for cross-checking of the student identification number for a student under the age of 18, permitting agencies across the state to keep track of students to provide a safety net for their well-being.

Much of the public school capital outlay discussion during the 2019 legislative session was triggered by some of the school districts that are plaintiffs in the 20-year-old Zuni lawsuit arguing the system remains unfair because they are unable to raise sufficient local revenue to build above the statewide adequacy standards, unlike “property-rich” school districts. A major part of their claim was that the state should not be taking credit for their federal Impact Aid – federal grants for school districts with a large number of students living on federal properties or with parents employed on federal property – eliminating the credit would free those dollars for use on capital expenditures. The Legislature rejected eliminating the credit and instead appropriated \$34 million to the Public School Facilities Authority to allocate to school districts that receive federal Impact Aid for tribal lands as follows: \$24 million to build facilities outside the statewide adequacy standards and \$10 million for teacher housing facilities. While this is only a temporary fix, lawmakers, the Public Education Department, and other stakeholders will continue to examine the public school capital outlay system during the 2019 interim.

In addition to legislation affecting the public school capital outlay process overseen by the Public School Capital Outlay Council (PSCOC), [Chapter 277](#) (Senate Bill 280) was enacted to provide for direct legislative appropriations, and [Chapter 280](#) (House Bill 568) provides reauthorizations for school projects. [Chapter 127](#) (House Bill 241) was also enacted to authorize the New Mexico Finance Authority (NMFA) to provide loans for 60 school district and charter school facility projects from the public project revolving fund, almost double the amount authorized in FY19.

Unlike most years, increases in general fund revenues allowed the Legislature to make annual capital outlay appropriations directly from the general fund. As a result, the full FY19 severance tax bond (STB) capacity will be deposited into the severance tax permanent fund. This will increase the balance of the severance tax permanent fund immediately and transfers to the general fund in the long-term. Of the \$850 million in capital appropriations, \$109 million is appropriated to schools. No appropriation for a school project was vetoed. By comparison, in 2018, of the \$180 million in capital outlay appropriations, \$22.7 million was appropriated to schools, and \$392.3 thousand in appropriations for school projects was vetoed. In both 2018 and 2019, about 13 percent of capital outlay appropriations were for school projects.

Statewide Public School Capital Outlay

During the 2019 legislative session, lawmakers focused on the equity of the overall public school capital outlay system, beginning critical discussions likely to continue into the interim and beyond. In addition to appropriations for school districts that receive federal Impact Aid funding, bills were also enacted that impacted the statewide public school capital outlay process overseen by PSCOC.

Appropriations for School Districts That Receive Impact Aid

The \$34 million appropriated for school districts that receive federal Impact Aid for tribal lands was included in Chapter 277 in response to several Zuni capital outlay lawsuit plaintiff school districts assertions’ they are unable to raise sufficient local capital

Chapter 273 (Senate Bill 535) provides for the transfer of \$23.7 million from the severance tax bonding fund to the severance tax permanent fund on July 14, 2019, with additional transfers each year from 2020 to 2028. The \$23.7 million is an estimate of the full FY19 STB capacity. Because Chapter 277 did not include STB authorizations, Chapter 273 directs the entire estimated debt service amount to the severance tax permanent fund. The law limits the state Board of Finance to no more than \$181.8 million of supplemental severance tax bonds (SSTBs) in 2019, potentially reducing SSTB revenues generated for public school capital outlay.

outlay revenue to build facilities that fall outside of the statewide adequacy standards. The plaintiff school districts suggested if the state did not take credit for their operational federal Impact Aid payments through the funding formula they would not have any need for additional capital outlay funding. While legislators introduced multiple bills that would have eliminated the operational funding formula credit for Impact Aid, concerns existed that basic aid payments are intended for operational expenditures and elimination of the credit would disequalize operational funding. For example, eliminating the credit would mean Gallup-McKinley County Schools would have roughly 37 percent more per student funding than Gadsden Independent Schools, though both school districts serve a high percentage of at-risk students. While several bills that attempted to address these capital outlay issues were introduced in the 2019 legislative session, Chapter 277 is the only bill that passed.

PSFA, at the direction of PSCOC, sent a survey to those eligible for the \$34 million appropriated for school districts that receive federal Impact Aid for tribal lands to assist with developing the program and determining demand. The survey will close mid-May, and PSCOC will finish developing the program by summer 2019, with applications to follow.

Chapter 277 appropriates \$24 million in general fund revenue to the Public School Facilities Authority (PSFA) for planning, design, and construction of infrastructure and facilities that fall outside of the statewide adequacy standards and \$10 million from the public school capital outlay fund for teacher housing facilities. Both appropriations are targeted to one or more school districts that receive federal Impact Aid for tribal lands. Chapter 277 stipulates neither appropriation will be considered a direct legislative appropriation; thus, offsets will not be applied against the required local match for other PSCOC-funded projects. The governor vetoed language that would have made the appropriations contingent on PSCOC approval and required a local match for grants. PSCOC oversight was intended to allow PSCOC to prioritize awards to school districts that receive federal Impact Aid funds that have the greatest need; this veto eliminated some of the council's authority to target these funds to school districts with high percentages of tribal land. The local match formula was put in place in the wake of the Zuni lawsuit to ensure equity in the public school capital outlay system; removing a required local match disequalizes the process and may mean fewer projects will be funded. Many legislators have expressed concern about the veto because the state and local match ensures funding is distributed equitably, and the New Mexico Constitution requires a uniform capital outlay system.

The state and local match formula is based on the net taxable value for a school district for the prior five years, the maximum allowable gross square foot per student pursuant to the adequacy planning guide, the cost per square foot of replacement of the facility, and the school district population density.

Summer legislative hearings will likely focus on the equity of the overall public school capital outlay system, as well as issues alleged by Zuni plaintiffs. In a work plan not yet approved by the committee, LESC staff is proposing to study the impact of Laws 2018, Chapter 66, and Laws 2019, Chapter 180, on the equity of the state and local match funding formula. These laws phased in changes to the state and local match formula starting in FY20 to ensure the formula more accurately reflects each school district's ability to build its facilities to the statewide adequacy standards (Chapter 180 made technical changes to correct drafting errors in Chapter 66).

Public School Capital Outlay System Changes

Two bills were sent to the governor that will impact the statewide public school capital outlay process overseen by PSCOC: [Chapter 179](#) (Senate Bill 230), Pre-K Classroom Facilities Initiative, and [Chapter 180](#) (Senate Bill 231), Public School Capital Outlay Calculations.

As the state has increased investments in prekindergarten, a lack of appropriate prekindergarten facilities has been a barrier to expansion. In addition to expanding prekindergarten slots, the Legislature has also focused on shifting from half- to full-day programs. Chapter 179 allows public school prekindergarten facilities to be funded with a qualifying standards-based award under the Public School Capital Outlay Act

and will also allow PSCOC to adopt facility standards for prekindergarten classrooms. In addition, Chapter 179 adds a five-year temporary program to fund prekindergarten facilities and authorizes prekindergarten facilities as an allowable use of Public School Capital Improvements Act funds, commonly referred to as SB9 funds, and Public School Building Act funds, commonly referred to as HB33 funds. Chapter 179 includes two prekindergarten facilities programs; initial projects can be funded through the five-year temporary programs as schools “catch up” to meet demand, and later projects can be folded into standard-based awards. The temporary program allows schools not yet eligible for a standards-based award to apply for funding immediately, and the inclusion of prekindergarten facilities in standards-based awards ensures prekindergarten classrooms continue to be funded into perpetuity. The omnibus capital outlay appropriation bill, [Chapter 277](#), appropriates \$5 million from the public school capital outlay fund to PSFA to plan, design, renovate, and construct public school prekindergarten classrooms statewide. The law stipulates PSCOC must require a local match.

In past years, funds have been appropriated to the Public Education Department (PED) to make awards to school districts for prekindergarten classroom space. Historically, school districts had limited interest and PED had little capacity to manage the program. For this reason, the Legislature in 2018 reauthorized a \$5 million appropriation made to PED in 2016 and appropriated the \$5 million to PSFA, which has great capacity and project management expertise. Chapter 179 enables PSFA to continue to administer this program.

Chapter 180 made technical corrections to the Public School Capital Outlay Act, particularly concerning the calculation of the state and local match formula that determines the portion of project costs school districts and charter schools must pay for PSCOC-funded projects. These technical changes address drafting errors enacted in Laws 2018, Chapter 66, which addressed some of the inequities highlighted by the current plaintiffs in the Zuni lawsuit by “right-sizing” the state and local match formula by reducing the state match percentage for school districts able to build above adequacy and increasing the state match for school districts with fewer resources. Laws 2018, Chapter 66 links the state and local match calculation to a school district’s bonding capacity and the adequacy standards. The formula will now set the state match at the percentage of funds a school district needs to rebuild its facilities to adequacy, assuming the school district has indebted itself to 4 percent - 2 percentage points lower than the maximum allowed by the constitution. This will decrease the state match significantly for some school districts, making it more difficult for them to build above adequacy and ensuring greater equity in public school capital outlay projects moving forward. Chapter 180 does not modify any of the calculations enacted in Laws 2018, Chapter 66, but clarifies how the phase-in of the new formula will be carried out to ensure it is implemented as intended.

Public School Capital Outlay Appropriations and Reauthorizations

The Legislature passed the following bills that fund public school capital outlay projects: [Chapter 277](#) (Senate Bill 280), Capital Outlay Expenditures; [Chapter 279](#) (House Bill 548), Appropriations & Expenditures; [Chapter 278](#) (Senate Bill 536), Appropriations & Expenditures; [Chapter 280](#) (House Bill 568), Capital Outlay Reauthorizations; [Chapter 127](#) (House Bill 241), Public Project Revolving Fund Projects.

Capital Outlay Appropriations. [Chapter 277](#) authorizes more than \$850 million in capital outlay projects; of that total, \$109 million is appropriated for specific projects at individual public schools. The \$109 million includes \$34 million for teacher housing and school facility construction for school districts that receive federal Impact Aid for tribal lands, \$5 million for prekindergarten classrooms, and \$33 million to purchase and equip school-district-owned school buses, including equipping some with air conditioning for school districts in which temperatures are regularly high enough to pose a risk to students. School districts and locally chartered charter schools will receive \$29 million for 242 projects, ranging from \$2,500 “to purchase and install a public address and sound system” to \$1.6 million “to plan and design and construct infrastructure and site improvements ... and other career technical programs district-wide.” State-chartered

charter schools will receive \$7 million for 28 projects ranging from \$10 thousand to “plan, design, and construct a school facility” to \$4.3 million to “plan, design, construct and equip a student dormitory and cafeteria.” In addition, High Plains Regional Education Cooperative will receive \$85 thousand for a security system, and New Mexico School for the Blind and Visually Impaired will receive \$1 million for parking lot improvements and asbestos abatement. ([See Appendix I, Public School Capital Outlay Expenditures.](#))

Colloquially referred to as “House Bill 2 Junior,” [Chapters 278](#) and [279](#) authorize more than \$4.6 million in public school appropriations; of that total, \$1.1 million is appropriated for public school capital outlay projects. ([See Appendix F, Public School Appropriations Authorized by House Bill 548 and Senate Bill 536.](#))

Capital Outlay Reauthorizations

Chapter 280 was enacted to reauthorize or reappropriate unexpended balances from the proceeds of STBs as well as unexpended balances of appropriations made from general fund revenues and other state funds. Chapter 280 expands or changes 113 previously approved capital projects from their original purpose, extends expenditure periods, or establishes conditions for reverting unexpended balances – seven of which are for educational institutions. The public school capital outlay reauthorizations contained in Chapter 280 primarily address infrastructure improvements and repair and upgrade of systems, including heating and cooling, security, and information technology upgrades. Original authorizations of the seven school projects were between 2013 and 2015. Of the roughly \$3.5 million in reauthorizations for these seven public school projects, \$175 thousand will go to school districts, \$387.6 thousand will go to state-chartered charter schools, and \$2.9 million will go to the constitutional special schools. ([See Appendix J, Capital Outlay Reauthorizations.](#))

Public Project Revolving Fund Projects

Chapter 127 authorizes the New Mexico Finance Authority (NMFA) to provide loans from the public project revolving fund to 222 separate state and local entities – 60 of which are school districts, charter schools, or constitutional special schools – based on terms and conditions established by NMFA. This law allows NMFA to make low-interest loans from the public project revolving fund for “building, equipment, infrastructure, debt refinance, road, land acquisition, water, wastewater, water rights and solid waste projects” but does not guarantee that the enumerated entities will receive a loan; loans will only be made to entities that can identify a sufficient repayment plan and meet other criteria established by NMFA. Of the 60 school projects, 54 are for school districts, three are for locally chartered charter schools, two are for state-chartered charter schools, and one is for the New Mexico Military Institute. ([See Appendix K, Public Project Revolving Fund Projects.](#))

Appendix A: LESC Bills by Bill Number

**Legislation Related to Public Education Introduced in the
First Session of the 54th Legislature of the State of New Mexico**
(Organized by Bill Number)

Bill Number	Short Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter
House Bills						
1	HB5	YES	(53-14)	(37-0)	Chaptered	Ch. 207
2	HB20		(62-0)	(35-2)	Chaptered	Ch. 230
3	HB21				HAFC	
4	HB24		(68-0)		SEC	
5	HB25		(63-2)		Senate	
6	HB31		(44-26)		SCORC	
7	HB39				HEC	
8	HB42				HEC	
9	HB44		(69-0)	(38-0)	Chaptered	Ch. 2
10	HB45		(43-24)		SEC	
11	HB46				HCEDC	
12	HB47		(41-23)	(19-14)	Chaptered	Ch. 232
13	HB50		(60-7)	(40-0)	Chaptered	Ch. 3
14	HB71				HAFC	
15	HB77				HEC	
16	HB79				HAFC	
17	HB91	YES	(65-0)	(42-0)	Chaptered	Ch. 61
18	HB92				HEC	
19	HB95				HAFC	
20	HB97		(68-0)	(41-0)	Chaptered	Ch. 7
21	HB111		(62-0)	(30-0)	Chaptered	Ch. 200
22	HB120		(63-0)		SEC	
23	HB121		(42-21)		SEC	
24	HB125				HAFC	
25	HB129	YES	(53-15)	(35-0)	Chaptered	Ch. 189
26	HB133		(43-22)	(16-22)	Senate	
27	HB134				HHHC	
28	HB144				HAFC	
29	HB145				HAFC	
30	HB148				HAFC	
31	HB152				HHHC	
32	HB153		(53-13)		SPAC	
33	HB159		(61-0)	(14-22)	Senate	
34	HB168				HEC	
35	HB170				HEC	
36	HB171				HAFC	
37	HB173		(62-0)		SJC	
38	HB181				HLLC	
39	HB182		(63-0)		Senate	

LESC Bills by Bill Number

41	HB183	APPRENTICESHIP PROGRAM FOR GRADUATION				HLVMC		41
42	HB184	APPRENTICESHIP PROGRAM INCOME TAX CREDITS ¹		(51-11)		SFC		42
43	HB197	EARLY CHILDHOOD SHARED SERVICE INTEGRATION				HAFC		43
44	HB205	BABY CHANGING FACILITIES IN RESTROOMS		(61-0)	(26-12)	Chaptered	Ch. 105	44
45	HB212	TEACHER AND PRINCIPAL EVALUATION ACT		(52-14)		SEC		45
46	HB215	LOW-INCOME, AT-RISK CHILDREN DANCE PROGRAM				HAFC		46
47	HB227	USE OF TEACHER ATTENDANCE FOR EVALUATIONS		(68-0)	(41-0)	Chaptered	Ch. 12	47
48	HB236	ATTENDANCE FOR SUCCESS ACT		(60-0)	(33-0)	Chaptered	Ch. 223	48
49	HB238	CHILDHOOD TRAUMA AWARENESS TRAINING ACT		(58-0)		SEC		49
50	HB239	CHILDREN'S SAVINGS ACCOUNT ACT				HAFC		50
51	HB240	ALTERNATIVE LEVEL 1 TEACHER PATH TO LEVEL 2	YES	(62-0)	(32-0)	Chaptered	Ch. 191	51
52	HB241	PUBLIC PROJECT REVOLVING FUND PROJECTS		(65-0)	(38-0)	Chaptered	Ch. 127	52
53	HB243	INSTRUCTION FOR DEAF OR HARD OF HEARING				HEC		53
54	HB250	NATIVE AMERICAN STUDENT NEEDS ASSESSMENTS		(64-0)	(41-0)	Chaptered	Ch. 16	54
55	HB261	INCREASE CIGARETTE TAXES				HTRC		55
56	HB265	SEAT BELTS IN SCHOOL BUSES		(62-0)		SEC		56
57	HB274	DIAL-A-TEACHER PROGRAM LICENSE PLATES				House		57
58	HB275	COLLEGE OF EDUCATION AFFORDABILITY	YES	(64-0)	(38-0)	Chaptered	Ch. 193	58
59	HB299	CAREER & TECHNICAL STUDENT ORGANIZATIONS				HAFC		59
60	HB308	DENTAL THERAPISTS		(61-2)	(30-12)	Chaptered	Ch. 107	60
61	HB318	WORKFORCE SOFT SKILLS PROGRAM FOR STUDENTS				HAFC		61
62	HB325	EXCLUDE IMPACT AID AS FED REVENUE IN SEG				HEC		62
63	HB326	PHASE OUT IMPACT AID AS FED REVENUE IN SEG				HEC		63
64	HB328	NM-GROWN PRODUCE FOR SCHOOL MEALS				HAFC		64
65	HB330	TRAINING LAW ENFORCEMENT FOR SCHOOL RESOURCES		(67-0)		SFC		65
66	HB340	NATIONAL HISTORY DAY PROGRAM				HAFC		66
67	HB341	COMPUTER SCIENCE DEVELOPMENT GRANT PROGRAM				HAFC		67
68	HB352	CREATE CRIME OF HAZING				HJC		68
69	HB360	EDUCATIONAL RETIREMENT CHANGES		(59-7)	(32-2)	Chaptered	Ch. 258	69
70	HB392	UNM LAW SCHOOL HIGH SCHOOL MOCK TRIAL PROGRAM				HAFC		70
71	HB394	CULTURAL & LINGUISTIC APPROPRIATE EDUCATION		(61-1)		SEC		71
72	HB395	ACOMA-KERES LANGUAGE DICTIONARY IN SCHOOLS				HAFC		72
73	HB397	SCHOOL EMPLOYEE MINIMUM SALARIES				HAFC		73
74	HB400	SCHOOL MEDIA LITERACY ADVISORY COMMITTEE		(64-0)	(31-4)	Vetoed		74
75	HB401	SCHOOL LIBRARY WATERSHED SCIENCE CURRICULUM				HENRC		75
76	HB407	ELECTION LAWS 50-YEAR TUNE-UP		(57-8)	(35-2)	Chaptered	Ch. 212	76
77	HB412	CERTIFIED SCHOOL EMPLOYEE PROGRAM UNITS				HAFC		77
78	HB415	TRUE TALENT ACCELERATION FUND				HAFC		78
79	HB420	SCHOOL ADVANCED PLACEMENT POLICY & REPORTING		(48-12)	(35-0)	Chaptered	Ch. 139	79
80	HB430	LIBRARY PROCUREMENT CODE EXEMPTION		(65-0)	(35-0)	Chaptered	Ch. 63	80
81	HB431	TERMINATION OF SCHOOL EMPLOYEES		(62-0)	(32-0)	Chaptered	Ch. 238	81
82	HB434	CHARTER SCHOOL AUTHORIZATION MORATORIUM				HSEIC		82
83	HB435	SCHOOL DEVELOPMENT PATHWAY PLANS				HSEIC		83
84	HB438	PREFERENCE FOR HIRING ATHLETIC COACHES				HEC		84
85	HB446	DUAL-LICENSED PROVIDERS IN 3-TIER LICENSURE				House		85
86	HB447	TRACK CHILDREN BETWEEN SCHOOL & CYFD		(63-0)	(23-17)	Chaptered	Ch. 195	86
87	HB449	5-YEAR LITERACY INITIATIVE		(62-0)		Senate		87

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88	HB454	SCHOOL DISTRICT GIFTED EDUCATION REQUIREMENTS		(47-14)		SEC		88	
89	HB455	SCHOOL PROGRAM UNIT CHANGES				HAFC		89	
90	HB464	ENMU TEACHER EDUCATION STUDENTS				HAFC		90	
91	HB473	SCHOOL SECURITY EQUIPMENT FUND				HAFC		91	
92	HB475	PORTABLE PLANETARIUM LEARNING EXPERIENCE				HAFC		92	
93	HB476	SCHOOL NURSE IN EVERY SCHOOL				House		93	
94	HB490	SCHOOL TRAINING FOR LAW ENFORCEMENT				HJC		94	
95	HB495	LEVEL 1 TEACHER MENTORING				HAFC		95	
96	HB501	INCREASE CERTAIN PERA & ERB CONTRIBUTIONS		(61-4)	(30-11)	Chaptered	Ch. 237	96	
97	HB510	SCHOOL BUS ATTENDANTS FOR DISABLED STUDENTS				HHHC		97	
98	HB511	GROUP INSURANCE SALARY AMOUNTS				House		98	
99	HB516	AMERICAN INDIAN EDUCATIONAL OUTCOMES				HAFC		99	
100	HB532	FRIENDSHIPS BETWEEN CERTAIN STUDENTS				HAFC		100	
101	HB554	SCHOOL BUS AIR CONDITIONING & SEATBELTS				HTPWC		101	
102	HB562	MATH INSTRUCTION ONLINE LEARNING SYSTEM				HAFC		102	
103	HB567	SCHOOL TREATMENT OF STUDENTS WITH DISABILITY				HJC		103	
104	HB568	CAPITAL OUTLAY REAUTHORIZATIONS		(61-0)	(32-0)	Chaptered	Ch. 280	104	
105	HB574	DRUG COUNSELING PILOT PROJECT				HAFC		105	
106	HB587	CIVICS COURSES				HAFC		106	
107	HB589	COMMUNITY SCHOOL, EARLY CHILDHOOD & PRE-K		(54-3)	(24-15)	Chaptered	Ch. 198	107	
108	HB591	MENTAL, SOCIAL & EMOTIONAL LEARNING ACT				HEC		108	
109	HB601	RESTRICTIONS ON CERTAIN SCHOOL FUNDS				HAFC		109	
110	HB614	EXEMPT CERTAIN SCHOOL RECORDS FROM IPRA				HJC		110	
111	HB615	MENTAL HEALTH TRAINING FOR EDUCATION STAFF				HSEIC		111	
112	HB621	PERMANENT EDUCATION RESERVE FUND				HEC		112	
113	HB623	VOLUNTARY EARLY CHILDHOOD PROGRAM				HEC		113	
114	HB634	DELETE LOCAL REVENUE FROM SEG CALCULATION				HEC		114	
115	HB639	REPEAL A-B-C-D-F SCHOOL RATING ACT				HEC		115	
116	HB659	PUBLIC EMPLOYEE BARGAINING CHANGES				HJC		116	
117	HB664	SCHOOL CREDIT FOR CERTAIN COURSES		(63-0)	(30-0)	Chaptered	Ch. 148	117	
118	HB672	FUNDING FOR CERTAIN SCHOOLS		(66-1)		SFC		118	
119	Senate Bills								119
120	SB1	PUBLIC EDUCATION CHANGES	YES	(43-19)	(41-0)	Chaptered	Ch. 206	120	
121	SB14	EDUCATIONAL RETIREMENT CHANGES				SFC		121	
122	SB22	EARLY CHILDHOOD EDUCATION & CARE DEPT.		(47-8)	(39-2)	Chaptered	Ch. 48	122	
123	SB26	STANDARDIZE SCHOOL BATHROOM USE POLICIES			(26-15)	House		123	
124	SB31	SOCIAL WORKERS IN ALL HIGH-POVERTY SCHOOLS				SFC		124	
125	SB33	HIGH SCHOOL WATER MANAGEMENT PROJECT				SFC		125	
126	SB34	CIVIC LEADERSHIP & LEGISLATIVE PROCESS PGM				SFC		126	
127	SB47	INCREASE SCHOOL PERSONNEL SALARIES				SFC		127	
128	SB48	STUDENT DIABETES MANAGEMENT ACT		(49-19)	(31-10)	Chaptered	Ch. 22	128	
129	SB57	ADDITIONAL REPORTS TO STATE AUDITOR				Senate		129	
130	SB103	DIGITAL TRAINING AND EDUCATION PROGRAMS				SFC		130	
131	SB110	NO PARCC TESTING REQUIREMENT				SPAC		131	
132	SB115	NEW MEXICO-GROWN PRODUCE FOR SCHOOL MEALS				SFC		132	
133	SB119	NEW MEXICO WORKS ACT CHANGES				SFC		133	
134	SB123	PUBLIC & PRIVATE CAREGIVER LEAVE ACTS		(50-15)	(26-14)	Chaptered	Ch. 177	134	

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135	SB146	CREATE CRIME OF SCHOOL THREAT	YES			Senate		135
136	SB147	SCHOOL SAFETY DRILL REQUIREMENTS	YES	(64-0)	(37-0)	Chaptered	Ch. 158	136
137	SB148	FORMER OFFICERS AS SCHOOL SAFETY PERSONNEL	YES	(66-0)	(29-0)	Pocket Veto		137
138	SB156	SCHOOL BUS SEAT BELTS				SEC		138
139	SB157	SICK LEAVE FOR EDUCATIONAL RETIREMENT CREDIT		(52-15)	(39-0)	Chaptered	Ch. 31	139
140	SB170	PHASE OUT IMPACT AID AS FED REVENUE IN SEG				SFC		140
141	SB172	EXCLUDE IMPACT AID AS FED REVENUE IN SEG				SEC		141
142	SB194	SCHOOL MEDIA LITERACY PROGRAM				SFC		142
143	SB202	CHILD & FAMILY DATABANK ACT				Senate		143
144	SB204	MEDICAL MARIJUANA IN SCHOOLS		(58-0)	(35-2)	Chaptered	Ch. 261	144
145	SB229	SCHOOL SUPPORT & ACCOUNTABILITY ACT	YES	(48-16)	(37-4)	Chaptered	Ch. 249	145
146	SB230	PRE-K CLASSROOM FACILITIES INITIATIVE	YES	(62-0)	(35-0)	Chaptered	Ch. 179	146
147	SB231	PUBLIC SCHOOL CAPITAL OUTLAY CALCULATIONS		(64-0)	(41-0)	Chaptered	Ch. 180	147
148	SB235	INVESTMENT PERFORMANCE BASED COMPENSATION			(32-9)	HSEIC		148
149	SB245	CHARTER SCHOOLS, FACILITIES & CAPITAL FUNDS				SFC		149
150	SB247	TEACHER EVALUATION ACT			(37-0)	HEC		150
151	SB249	YOUTH DANCE PROGRAM FOR LOW-INCOME CHILDREN				SFC		151
152	SB253	SCHOOL PROGRAM UNIT CALCULATIONS				SFC		152
153	SB267	SCIENCE EARLY EDUCATION PILOT PROJECT				SEC		153
154	SB280	CAPITAL OUTLAY EXPENDITURES ¹		(68-0)	(37-2)	Chaptered	Ch. 277	154
155	SB284	UNM LAW SCHOOL HIGH SCHOOL MOCK TRIAL				SFC		155
156	SB288	SAFE SCHOOLS FOR ALL STUDENTS ACT		(65-0)	(34-7)	Chaptered	Ch. 181	156
157	SB295	SCHOOL FACILITIES AUTHORITY EXPENDITURES			(36-0)	HAFC		157
158	SB297	SCHOOL FACULTIES AUTHORITY EXPENDITURES				Tabled		158
159	SB298	PUBLIC PRE-KINDERGARTEN ACT				SEC		159
160	SB304	SCHOOL PHYSICAL ED IN K-6TH GRADE				SFC		160
161	SB311	UNM COLLEGE OF ED YAZZIE LAWSUIT NEEDS				SFC		161
162	SB315	CREATE NM SCHOOL FOR THE ARTS				SFC		162
163	SB321	SCHOOL BUS AIR CONDITIONERS			(16-23)	Senate		163
164	SB329	OPENING PUBLIC SCHOOLS ON TRIBAL LAND		(66-0)	(41-0)	Chaptered	Ch. 174	164
165	SB331	CHARTER SCHOOL NEPOTISM & MONITORING			(21-17)	House		165
166	SB341	TRANSFER COMPLETED COURSE WORK		(56-0)	(35-0)	Chaptered	Ch. 218	166
167	SB353	CAREER & TECH STUDENT ORGANIZATIONS				SFC		167
168	SB370	NORTHERN NM COLLEGE CHILD TRAUMA INSTITUTE				SFC		168
169	SB377	SCHOOL TRUE TALENT ACCELERATION FUND				SFC		169
170	SB380	NATIONAL HISTORY DAY PROGRAM				SFC		170
171	SB391	HIGH SCHOOL G.E.D. EXTERNAL DIPLOMA		(54-9)	(38-0)	Chaptered	Ch. 185	171
172	SB398	DYSLEXIC STUDENT EARLY INTERVENTIONS		(48-15)	(33-0)	Chaptered	Ch. 256	172
173	SB401	FED MINING REVENUE TO STATE FUND		(64-0)	(37-0)	Vetoed		173
174	SB410	SCHOOL COUNSELOR VOTE REGISTRATION AGENTS				SRC		174
175	SB412	CIRCUS ARTS EDUCATION				SFC		175
176	SB416	REDISTRICTING ACT				SJC		176
177	SB420	INDIAN EDUCATION NEEDS ASSESSMENTS				SIAC		177
178	SB429	VIRTUAL CHARTER SCHOOLS				SFC		178
179	SB431	NORTHERN NM COLLEGE BRANCH COLLEGE		(63-0)	(38-0)	Chaptered	Ch. 77	179
180	SB437	RAISE MINIMUM WAGE & CREATE SEPARATE ONE		(43-21)	(27-15)	Chaptered	Ch. 114	180
181	SB439	EDUCATIONAL RETIREMENT BOARD MEMBERSHIP			(13-24)	Senate		181

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182	SB441	SCHOOL SECURITY DUTY TO REPORT				SEC		182
183	SB444	ENMU TEACHER EDUCATION STUDENTS				SFC		183
184	SB455	CAPITAL OUTLAY REFORM ACT ¹				SRC		184
185	SB467	SCHOOL TREATMENT OF STUDENTS WITH DISABILITY				SEC		185
186	SB477	MEDICAL CANNABIS & REMOVAL OF CHILDREN				SJC		186
187	SB483	STATE INTERNSHIP PROGRAMS				SFC		187
188	SB522	COMMISSION ON EQUITY & EXCELLENCE IN ED				Senate		188
189	SB535	CERTAIN BONDING FUND MONEY TO PERMANENT FUND	(62-0)	(37-0)		Chaptered	Ch. 273	189
190	SB542	SOUTHWEST NM SCHOOL STEM PROGRAMMING				SFC		190
191	SB551	NORTHEAST NM COLLEGE & CAREER READINESS				SFC		191
192	SB554	INCREASE SCHOOL INSTRUCTIONAL HOURS & DAYS				SFC		192
193	SB562	EDUCATIONAL EMPLOYMENT OCCUPATIONAL PTSD				SEC		193
194	SB569	COLLEGE ACCEPTANCE OF CERTAIN TEST SCORES				SEC		194
195	SB576	BROADEN AREA VOCATIONAL SCHOOL LOCATIONS	(61-0)	(37-0)		Chaptered	Ch. 59	195
196	SB580	SCHOOL BUS DRIVER SALARY & GROSS RECEIPTS				SCORC		196
197	SB593	SCHOOL ADMINISTRATOR RECIPROCITY REQUIREMENTS	(60-1)	(37-0)		Chaptered	Ch. 80	197
198	SB604	STATE-CHARTERED STUDENT ORGANIZATIONS				SFC		198
199	SB611	SPECIAL NEEDS ED PROFESSIONAL DEVELOPMENT				SFC		199
200	SB612	PUBLIC EDUCATION DEPT. SPECIAL NEEDS DIVISION				SEC		200
201	SB613	PUBLIC EDUCATION ETHNIC STUDIES				SEC		201
202	SB614	MULTICULTURAL EDUCATOR LOAN FOR SERVICE ACT				SEC		202
203	SB615	AT-RISK STUDENT EQUITY ASSESSMENTS				SEC		203
204	SB616	AT-RISK SCHOOL FUNDING FOR CERTAIN SCHOOLS				SEC		204
205	SB617	EDUCATION FAMILY ENGAGEMENT				SEC		205
206	SB624	OWNERSHIP OF SOME CHARTER SCHOOL FACILITIES				SEC		206
207	SB630	SPECIAL EDUCATION LOAN FOR SERVICE ACT				SEC		207
208	SB632	ADDITIONAL ED DEPT. DIVISIONS				SEC		208
209	SB659	EXPAND PRE-K				SFC		209
210	SB664	EDUCATIONAL RETIREMENT BENEFITS TO SPOUSES	(55-0)	(40-0)		Chaptered	Ch. 173	210
211	SB671	PERMANENT FUND FOR PRE-K				SFC		211
212	Joint Resolutions							212
213	HJR1	PERMANENT FUNDS FOR EARLY CHILDHOOD, CA		(41-27)		SRC		213
214	HJR7	PARENTAL RIGHTS, CA				HCPAC		214
215	HJR8	STATE PENITENTIARY & LAND GRANT FUNDS, CA				HSEIC		215
216	SJR9	PUBLIC EDUCATION COMMISSION, CA				SRC		216
217	SJR18	SCHOOL FUND DISTRIBUTION FOR MORE HOURS, CA				SRC		217
218	Memorials and Joint Memorials							218
219	HJM2	ELIMINATE NM ACHIEVEMENT GAP		(63-0)		Senate		219
220	HJM4	SUPPORT SCHOOL FAMILY & CONSUMER SCIENCE PGMS		(65-0)		SEC		220
221	HJM11	MIDDLE SCHOOL FAMILY & CONSUMER SCIENCES				HEC		221
222	HJM15	SPECIAL NEEDS STUDENT SCHOOL BUS TASK FORCE				House		222
223	HM40	STUDY PAID TEACHER RESIDENCY PROGRAMS		(53-0)		Passed		223
224	HM45	REVIEW CIVICS EDUCATION		(53-0)		Passed		224
225	HM57	SCHOOL ETHICAL CONDUCT TASK FORCE		(53-0)		Passed		225
226	HM58	STUDY ADULTS IN PUBLIC SCHOOLS		(53-0)		Passed		226
227	HM60	SCHOOL FLOOR PLANS TO LAW ENFORCEMENT		(53-0)		Passed		227
228	HM72	MULTICULTURAL EDUCATION TASK FORCE		(56-0)		Passed		228

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229	HM75	FOSTER CARE STUDENT EDUCATIONAL STABILITY		(56-0)		Passed	229
230	HM85	HUMAN TRAFFICKING AWARENESS IN SCHOOLS				House	230
231	HM88	CENTRAL CONSOLIDATED SCHOOL DISTRICT IMPACTS		(53-0)		Passed	231
232	SJM2	COMMIT TO ELIMINATION OF ACHIEVEMENT GAP		(56-0)	(38-0)	Signed	232
233	SJM3	MIDDLE SCHOOL FAMILY & CONSUMER SCIENCES		(56-0)	(37-1)	Signed	233
234	SJM9	STUDY EXPANDING COMPUTER SCIENCE ED				Senate	234
235	SM27	SCHOOL LIBRARY ASSESSMENT			(43-0)	Passed	235
236	SM111	MULTICULTURAL EDUCATION TASK FORCE				SEC	236
237	SM112	STUDY SCHOOL BUS AIR CONDITIONERS				Senate	237
238	SM124	CENTRAL CONSOLIDATED SCHOOL DISTRICT IMPACTS			(24-12)	Passed	238
239	SM128	ATHLETIC TRAINERS IN SECONDARY SCHOOLS				SEC	239

Source: LESC Files

¹ LESC did not analyze this bill but monitored its progress and impact on public schools.

Appendix B: LESC Bills by Category

**Legislation Related to Public Education Introduced in the
First Session of the 54th Legislature of the State of New Mexico**
(Organized by Category)

Bill Number	Short Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter	
1 Assessments, Instruction, Programs, and Accountability							1
2 HB92	LIMIT SCHOOL TESTING TIME				HEC		2
3 HB144	SCHOOL BRAIN EDUCATION PROGRAM				HAFC		3
4 HB145	AFTER-SCHOOL & SUMMER ENRICHMENT PROGRAMS				HAFC		4
5 HB148	ROBOT PLAYSHOPS & COMPETITION				HAFC		5
6 HB243	INSTRUCTION FOR DEAF OR HARD OF HEARING				HEC		6
7 HB250	NATIVE AMERICAN STUDENT NEEDS ASSESSMENTS		(64-0)	(41-0)	Chaptered	Ch. 16	7
8 HB340	NATIONAL HISTORY DAY PROGRAM				HAFC		8
9 HB341	COMPUTER SCIENCE DEVELOPMENT GRANT PROGRAM				HAFC		9
10 HB400	SCHOOL MEDIA LITERACY ADVISORY COMMITTEE		(64-0)	(31-4)	Vetoed		10
11 HB401	SCHOOL LIBRARY WATERSHED SCIENCE CURRICULUM				HENRC		11
12 HB454	SCHOOL DISTRICT GIFTED EDUCATION REQUIREMENTS		(47-14)		SEC		12
13 HB562	MATH INSTRUCTION ONLINE LEARNING SYSTEM				HAFC		13
14 HB639	REPEAL A-B-C-D-F SCHOOL RATING ACT				HEC		14
15 HM85	HUMAN TRAFFICKING AWARENESS IN SCHOOLS				House		15
16 SB110	NO PARCC TESTING REQUIREMENT				SPAC		16
17 SB194	SCHOOL MEDIA LITERACY PROGRAM				SFC		17
18 SB229	SCHOOL SUPPORT & ACCOUNTABILITY ACT	YES	(48-16)	(37-4)	Chaptered	Ch. 249	18
19 SB267	SCIENCE EARLY EDUCATION PILOT PROJECT				SEC		19
20 SB304	SCHOOL PHYSICAL ED IN K-6TH GRADE				SFC		20
21 SB380	NATIONAL HISTORY DAY PROGRAM				SFC		21
22 SB412	CIRCUS ARTS EDUCATION				SFC		22
23 SB542	SOUTHWEST NM SCHOOL STEM PROGRAMMING				SFC		23
24 SB613	PUBLIC EDUCATION ETHNIC STUDIES				SEC		24
25 SB615	AT-RISK STUDENT EQUITY ASSESSMENTS				SEC		25
26 SJM9	STUDY EXPANDING COMPUTER SCIENCE ED				Senate		26
27 Bilingual and Multicultural Education							27
28 HB111	CULTURAL AND LINGUISTIC EDUCATION SUPPORT		(62-0)	(30-0)	Chaptered	Ch. 200	28
29 HB159	MULTICULTURAL EDUCATION FRAMEWORK		(61-0)	(14-22)	Senate		29
30 HB395	ACOMA-KERES LANGUAGE DICTIONARY IN SCHOOLS				HAFC		30
31 HM72	MULTICULTURAL EDUCATION TASK FORCE		(56-0)		Passed		31
32 SB632	ADDITIONAL ED DEPT. DIVISIONS				SEC		32
33 SM111	MULTICULTURAL EDUCATION TASK FORCE				SEC		33
34 Capital Outlay							34
35 HB241	PUBLIC PROJECT REVOLVING FUND PROJECTS		(65-0)	(38-0)	Chaptered	Ch. 127	35
36 HB473	SCHOOL SECURITY EQUIPMENT FUND				HAFC		36
37 HB568	CAPITAL OUTLAY REAUTHORIZATIONS		(61-0)	(32-0)	Chaptered	Ch. 280	37
38 HB672	FUNDING FOR CERTAIN SCHOOLS		(66-1)		SFC		38
39 HM60	SCHOOL FLOOR PLANS TO LAW ENFORCEMENT		(53-0)		Passed		39
40 HM88	CENTRAL CONSOLIDATED SCHOOL DISTRICT IMPACTS		(53-0)		Passed		40

LESC Bills by Category

	Bill Number	Short Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter	
41	SB231	PUBLIC SCHOOL CAPITAL OUTLAY CALCULATIONS		(64-0)	(41-0)	Chaptered	Ch. 180	41
42	SB245	CHARTER SCHOOLS, FACILITIES & CAPITAL FUNDS				SFC		42
43	SB280	CAPITAL OUTLAY EXPENDITURES ¹		(68-0)	(37-2)	Chaptered	Ch. 277	43
44	SB295	SCHOOL FACILITIES AUTHORITY EXPENDITURES			(36-0)	HAFC		44
45	SB297	SCHOOL FACILITIES AUTHORITY EXPENDITURES				Tabled		45
46	SB315	CREATE NM SCHOOL FOR THE ARTS				SFC		46
47	SB455	CAPITAL OUTLAY REFORM ACT ¹				SRC		47
48	SB535	CERTAIN BONDING FUND MONEY TO PERMANENT FUND		(62-0)	(37-0)	Chaptered	Ch. 273	48
49	SB624	OWNERSHIP OF SOME CHARTER SCHOOL FACILITIES				SEC		49
50	SM124	CENTRAL CONSOLIDATED SCHOOL DISTRICT IMPACTS			(24-12)	Passed		50
51	College, Career, and Civic Readiness							51
52	HB44	CAREER-TECHNICAL TEACHER DEVELOPMENT		(69-0)	(38-0)	Chaptered	Ch. 2	52
53	HB91	CAREER TECHNICAL EDUCATION PILOT PROJECT	YES	(65-0)	(42-0)	Chaptered	Ch. 61	53
54	HB183	APPRENTICESHIP PROGRAM FOR GRADUATION				HLVMC		54
55	HB184	APPRENTICESHIP PROGRAM INCOME TAX CREDITS ¹		(51-11)		SFC		55
56	HB299	CAREER & TECHNICAL STUDENT ORGANIZATIONS				HAFC		56
57	HB318	WORKFORCE SOFT SKILLS PROGRAM FOR STUDENTS				HAFC		57
58	HB415	TRUE TALENT ACCELERATION FUND				HAFC		58
59	HB420	SCHOOL ADVANCED PLACEMENT POLICY & REPORTING		(48-12)	(35-0)	Chaptered	Ch. 139	59
60	HB435	SCHOOL DEVELOPMENT PATHWAY PLANS				HSEIC		60
61	HB587	CIVICS COURSES				HAFC		61
62	HB664	SCHOOL CREDIT FOR CERTAIN COURSES		(63-0)	(30-0)	Chaptered	Ch. 148	62
63	HJM4	SUPPORT SCHOOL FAMILY & CONSUMER SCIENCE PGMS		(65-0)		SEC		63
64	HJM11	MIDDLE SCHOOL FAMILY & CONSUMER SCIENCES				HEC		64
65	HM45	REVIEW CIVICS EDUCATION		(53-0)		Passed		65
66	SB33	HIGH SCHOOL WATER MANAGEMENT PROJECT				SFC		66
67	SB34	CIVIC LEADERSHIP & LEGISLATIVE PROCESS PGM				SFC		67
68	SB353	CAREER & TECH STUDENT ORGANIZATIONS				SFC		68
69	SB377	SCHOOL TRUE TALENT ACCELERATION FUND				SFC		69
70	SB410	SCHOOL COUNSELOR VOTE REGISTRATION AGENTS				SRC		70
71	SB431	NORTHERN NM COLLEGE BRANCH COLLEGE		(63-0)	(38-0)	Chaptered	Ch. 77	71
72	SB483	STATE INTERNSHIP PROGRAMS				SFC		72
73	SB551	NORTHEAST NM COLLEGE & CAREER READINESS				SFC		73
74	SB576	BROADEN AREA VOCATIONAL SCHOOL LOCATIONS		(61-0)	(37-0)	Chaptered	Ch. 59	74
75	SB569	COLLEGE ACCEPTANCE OF CERTAIN TEST SCORES				SEC		75
76	SB604	STATE-CHARTERED STUDENT ORGANIZATIONS				SFC		76
77	SJM3	MIDDLE SCHOOL FAMILY & CONSUMER SCIENCES		(56-0)	(37-1)	Signed		77
78	Early Childhood Education							78
79	HB182	READING INITIATIVE LITERACY & BILITERACY		(63-0)		Senate		79
80	HB197	EARLY CHILDHOOD SHARED SERVICE INTEGRATION				HAFC		80
81	HB239	CHILDREN'S SAVINGS ACCOUNT ACT				HAFC		81
82	HB449	5-YEAR LITERACY INITIATIVE		(62-0)		Senate		82
83	HB623	VOLUNTARY EARLY CHILDHOOD PROGRAM				HEC		83
84	HJR1	PERMANENT FUNDS FOR EARLY CHILDHOOD, CA		(41-27)		SRC		84
85	SB22	EARLY CHILDHOOD EDUCATION & CARE DEPT.		(47-8)	(39-2)	Chaptered	Ch. 48	85

LESC Bills by Category

Bill Number	Short Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter	
86 SB119	NEW MEXICO WORKS ACT CHANGES				SFC		
87 SB230	PRE-K CLASSROOM FACILITIES INITIATIVE	YES	(62-0)	(35-0)	Chaptered	Ch. 179	
88 SB298	PUBLIC PRE-KINDERGARTEN ACT				SEC		
89 SB370	NORTHERN NM COLLEGE CHILD TRAUMA INSTITUTE				SFC		
90 SB659	EXPAND PRE-K				SFC		
91 SB671	PERMANENT FUND FOR PRE-K				SFC		
92	Public School Finance						92
93	Instructional Materials						93
94 HB45	INSTRUCTIONAL MATERIAL DEFINITIONS & FUNDING		(43-24)		SEC		
95 HB170	EXPAND INSTRUCTIONAL MATERIAL DEFINITION				HEC		
96 HB430	LIBRARY PROCUREMENT CODE EXEMPTION		(65-0)	(35-0)	Chaptered	Ch. 63	
97 SM27	SCHOOL LIBRARY ASSESSMENT			(43-0)	Passed		
98	Permanent Funds and Reserve Funds						98
99 HB621	PERMANENT EDUCATION RESERVE FUND				HEC		
100 HJR8	STATE PENITENTIARY & LAND GRANT FUNDS, CA				HSEIC		
101 SB401	FED MINING REVENUE TO STATE FUND		(64-0)	(37-0)	Vetoed		
102 SJR18	SCHOOL FUND DISTRIBUTION FOR MORE HOURS, CA				SRC		
103	Public School Funding Formula						103
104 HB5	PUBLIC EDUCATION CHANGES	YES	(53-14)	(37-0)	Chaptered	Ch. 207	
105 HB325	EXCLUDE IMPACT AID AS FED REVENUE IN SEG				HEC		
106 HB326	PHASE OUT IMPACT AID AS FED REVENUE IN SEG				HEC		
107 HB455	SCHOOL PROGRAM UNIT CHANGES				HAFC		
108 HB634	DELETE LOCAL REVENUE FROM SEG CALCULATION				HEC		
109 HM58	STUDY ADULTS IN PUBLIC SCHOOLS		(53-0)		Passed		
110 SB1	PUBLIC EDUCATION CHANGES	YES	(43-19)	(41-0)	Chaptered	Ch. 206	
111 SB170	PHASE OUT IMPACT AID AS FED REVENUE IN SEG				SFC		
112 SB172	EXCLUDE IMPACT AID AS FED REVENUE IN SEG				SEC		
113 SB253	SCHOOL PROGRAM UNIT CALCULATIONS				SFC		
114 SB616	AT-RISK SCHOOL FUNDING FOR CERTAIN SCHOOLS				SEC		
115	Public School Programs and Budgeting						115
116 HB77	SCHOOL DISTRICT ADMINISTRATIVE EXPENSES				HEC		
117 HB125	FOOD AND AGRICULTURE SCHOOL PROGRAMS				HAFC		
118 HB261	INCREASE CIGARETTE TAXES				HTRC		
119 HB328	NM-GROWN PRODUCE FOR SCHOOL MEALS				HAFC		
120 HB601	RESTRICTIONS ON CERTAIN SCHOOL FUNDS				HAFC		
121 SB115	NEW MEXICO-GROWN PRODUCE FOR SCHOOL MEALS				SFC		
122	Public School Transportation						122
123 HB24	MONITORING FOR SCHOOL BUS ILLEGAL PASSES		(68-0)		SEC		
124 HB265	SEAT BELTS IN SCHOOL BUSES		(62-0)		SEC		
125 HB510	SCHOOL BUS ATTENDANTS FOR DISABLED STUDENTS				HHHC		
126 HB554	SCHOOL BUS AIR CONDITIONING & SEATBELTS				HTPWC		
127 HJM15	SPECIAL NEEDS STUDENT SCHOOL BUS TASK FORCE				House		
128 SB156	SCHOOL BUS SEAT BELTS				SEC		
129 SB321	SCHOOL BUS AIR CONDITIONERS			(16-23)	Senate		
130 SB580	SCHOOL BUS DRIVER SALARY & GROSS RECEIPTS				SCORC		

LESC Bills by Category

	Bill Number	Short Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter	
131	SM112	STUDY SCHOOL BUS AIR CONDITIONERS				Senate		131
132	School Climate							132
133	HB21	FREE MENSTRUAL SANITARY PRODUCTS IN SCHOOLS				HAFC		133
134	HB71	SCHOOL-BASED HEALTH CENTER FUNDING				HAFC		134
135	HB129	SCHOOL SECURITY PERSONNEL & DEADLY WEAPONS	YES	(53-15)	(35-0)	Chaptered	Ch. 189	135
136	HB133	SCHOOL SEXUAL ACTIVITY CONSENT STANDARDS		(43-22)	(16-22)	Senate		136
137	HB205	BABY CHANGING FACILITIES IN RESTROOMS		(61-0)	(26-12)	Chaptered	Ch. 105	137
138	HB308	DENTAL THERAPISTS		(61-2)	(30-12)	Chaptered	Ch. 107	138
139	HB352	CREATE CRIME OF HAZING				HJC		139
140	HB591	MENTAL, SOCIAL & EMOTIONAL LEARNING ACT				HEC		140
141	SB26	STANDARDIZE SCHOOL BATHROOM USE POLICIES			(26-15)	House		141
142	SB48	STUDENT DIABETES MANAGEMENT ACT		(49-19)	(31-10)	Chaptered	Ch. 22	142
143	SB146	CREATE CRIME OF SCHOOL THREAT	YES			Senate		143
144	SB147	SCHOOL SAFETY DRILL REQUIREMENTS	YES	(64-0)	(37-0)	Chaptered	Ch. 158	144
145	SB148	FORMER OFFICERS AS SCHOOL SAFETY PERSONNEL	YES	(66-0)	(29-0)	Pocket Veto		145
146	SB204	MEDICAL MARIJUANA IN SCHOOLS		(58-0)	(35-2)	Chaptered	Ch. 261	146
147	SB288	SAFE SCHOOLS FOR ALL STUDENTS ACT		(65-0)	(34-7)	Chaptered	Ch. 181	147
148	SB441	SCHOOL SECURITY DUTY TO REPORT				SEC		148
149	SB477	MEDICAL CANNABIS & REMOVAL OF CHILDREN				SJC		149
150	SM128	ATHLETIC TRAINERS IN SECONDARY SCHOOLS				SEC		150
151	School Governance and Organization							151
152	HB181	CONVERSION CHARTER SCHOOL STUDENT PREFERENCE				HLLC		152
153	HB236	ATTENDANCE FOR SUCCESS ACT		(60-0)	(33-0)	Chaptered	Ch. 223	153
154	HB407	ELECTION LAWS 50-YEAR TUNE-UP		(57-8)	(35-2)	Chaptered	Ch. 212	154
155	HB434	CHARTER SCHOOL AUTHORIZATION MORATORIUM				HSEIC		155
156	HB614	EXEMPT CERTAIN SCHOOL RECORDS FROM IPRA				HJC		156
157	HJR7	PARENTAL RIGHTS, CA				HCPAC		157
158	SB329	OPENING PUBLIC SCHOOLS ON TRIBAL LAND		(66-0)	(41-0)	Chaptered	Ch. 174	158
159	SB331	CHARTER SCHOOL NEPOTISM & MONITORING			(21-17)	House		159
160	SB416	REDISTRICTING ACT				SJC		160
161	SB429	VIRTUAL CHARTER SCHOOLS				SFC		161
162	SB522	COMMISSION ON EQUITY & EXCELLENCE IN ED				Senate		162
163	SB554	INCREASE SCHOOL INSTRUCTIONAL HOURS & DAYS				SFC		163
164	SJR9	PUBLIC EDUCATION COMMISSION, CA				SRC		164
165	Supports for At-Risk and Low-Performing Students							165
166	HB79	COMMUNITY SCHOOLS ACT IMPLEMENTATION				HAFC		166
167	HB121	SOCIAL SERVICES AS BASIC SUFFICIENT EDUCATION		(42-21)		SEC		167
168	HB134	PRE-K IN COMMUNITY SCHOOLS ACT				HHHC		168
169	HB152	EDUCATION FOR CHILDREN IN FOSTER CARE				HHHC		169
170	HB168	STUDENT ID NUMBER TRACKING & REPORTING				HEC		170
171	HB173	CHILD & FAMILY DATABANK ACT		(62-0)		SJC		171
172	HB215	LOW-INCOME, AT-RISK CHILDREN DANCE PROGRAM				HAFC		172
173	HB238	CHILDHOOD TRAUMA AWARENESS TRAINING ACT		(58-0)		SEC		173
174	HB274	DIAL-A-TEACHER PROGRAM LICENSE PLATES				House		174
175	HB447	TRACK CHILDREN BETWEEN SCHOOL & CYFD		(63-0)	(23-17)	Chaptered	Ch. 195	175

LESC Bills by Category

Bill Number	Short Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter	
176	HB475				HAFC		
177	HB476				House		
178	HB532				HAFC		
179	HB567				HJC		
180	HB574				HAFC		
181	HB589		(54-3)	(24-15)	Chaptered	Ch. 198	
182	HJM2		(63-0)		Senate		
183	HM75		(56-0)		Passed		
184	SB31				SFC		
185	SB202				Senate		
186	SB249				SFC		
187	SB341		(56-0)	(35-0)	Chaptered	Ch. 218	
188	SB398		(48-15)	(33-0)	Chaptered	Ch. 256	
189	SB420				SIAC		
190	SB467				SEC		
191	SB612				SEC		
192	SB617				SEC		
193	SJM2		(56-0)	(38-0)	Signed		
194	Teachers and Other School Personnel						194
195	Educator Preparation, Quality, and Licensure						195
196	HB20		(62-0)	(35-2)	Chaptered	Ch. 230	
197	HB25		(63-2)		Senate		
198	HB120		(63-0)		SEC		
199	HB153		(53-13)		SPAC		
200	HB212		(52-14)		SEC		
201	HB227		(68-0)	(41-0)	Chaptered	Ch. 12	
202	HB240	YES	(62-0)	(32-0)	Chaptered	Ch. 191	
203	HB275	YES	(64-0)	(38-0)	Chaptered	Ch. 193	
204	HB330		(67-0)		SFC		
205	HB394		(61-1)		SEC		
206	HB438				HEC		
207	HB446				House		
208	HB464				HAFC		
209	HB490				HJC		
210	HB495				HAFC		
211	HB516				HAFC		
212	HB615				HSEIC		
213	HM40		(53-0)		Passed		
214	HM57		(53-0)		Passed		
215	SB103				SFC		
216	SB247			(37-0)	HEC		
217	SB311				SFC		
218	SB444				SFC		
219	SB562				SEC		
220	SB593		(60-1)	(37-0)	Chaptered	Ch. 80	

LESC Bills by Category

Bill Number	Short Title	LESC Endorsed	House Vote	Senate Vote	Final Location	Chapter
221	SB611				SFC	
222	SB614				SEC	
223	SB630				SEC	
224	School Personnel Salaries and Benefits					
225	HB31		(44-26)		SCORC	
226	HB39				HEC	
227	HB42				HEC	
228	HB46				HCEDC	
229	HB47		(41-23)	(19-14)	Chaptered	Ch. 232
230	HB95				HAFC	
231	HB171				HAFC	
232	HB360		(59-7)	(32-2)	Chaptered	Ch. 258
233	HB397				HAFC	
234	HB412				HAFC	
235	HB431		(62-0)	(32-0)	Chaptered	Ch. 238
236	HB501		(61-4)	(30-11)	Chaptered	Ch. 237
237	HB511				House	
238	HB659				HJC	
239	SB14				SFC	
240	SB47				SFC	
241	SB123		(50-15)	(26-14)	Chaptered	Ch. 177
242	SB157		(52-15)	(39-0)	Chaptered	Ch. 31
243	SB437		(43-21)	(27-15)	Chaptered	Ch. 114
244	SB664		(55-0)	(40-0)	Chaptered	Ch. 173
245	Miscellaneous					
246	Adult and Higher Education					
247	HB392				HAFC	
248	SB284				SFC	
249	SB391		(54-9)	(38-0)	Chaptered	Ch. 185
250	Educational Retirement Board					
251	HB50		(60-7)	(40-0)	Chaptered	Ch. 3
252	HB97		(68-0)	(41-0)	Chaptered	Ch. 7
253	SB57				Senate	
254	SB235			(32-9)	HSEIC	
255	SB439			(13-24)	Senate	

Source: LESC Files

¹ LESC did not analyze this bill but monitored its progress and impact on public schools.

Appendix C: Public School Support and Related Appropriations for FY20

Public School Support and Related Appropriations for FY20 (in thousands of dollars)

	School Year 2019-2020 Preliminary Unit Value = \$4,565.41 School Year 2018-2019 Final Unit Value = \$4,190.85	FY19 OpBud	Laws 2019, Chapter 271
PROGRAM COST		\$2,567,558.7	\$2,646,377.6
Base Adjustment/Reversion Credit		(\$2,318.3)	
UNIT CHANGES			
Increases At-Risk Index (Multiplier of 0.13 in FY19 and 0.25 in FY20)		\$22,541.4	\$113,177.9 ²
Increase Bilingual and Multicultural Education Program Units			\$6,954.5
Set School Age Limit at 22			(\$6,129.0)
Phase-Out School Size Adjustment for Schools within Large Districts			(\$9,041.6)
Phase-In Rural Population Units			\$5,204.5 ²
Extended Learning Time Program Units (190 Instructional Days, After School Programs, and 80 Hours of Professional Development)			\$62,497.4 ²
K-5 Plus Program Units			\$119,895.9 ²
Eliminate Size Adjustment for Special Separate Schools of Alternative Education		(\$6,162.8) ¹	
Other Projected Net Unit Changes		(\$1,066.6)	(\$11,173.3)
UNIT VALUE CHANGES			
Instructional Materials			\$30,000.0
Increase Employer Retirement Contributions 0.25 Percentage Points			\$4,250.0 ³
Insurance		\$2,794.3	\$9,014.0
Fixed Costs			\$4,000.0
\$10 Minimum Wage for Public School Employees			\$169.6
Raise Compensation for Teachers (FY19: 2.5%; FY20: 6%)		\$31,276.2	\$77,753.0
Raise Compensation for Principals (FY19: 2%; FY20: 6%)		\$1,937.2	\$6,225.4
Raise Compensation for other School Personnel (FY19: 2%; FY20: 6%)		\$12,206.0	\$37,694.4
Increase Teacher Minimum Salaries (FY19: \$36k, \$44k, \$54k; FY20: \$41k, \$50k, \$60k)		\$17,611.5	\$38,217.4 ²
Increase Principal and Assistant Principal Minimum Salary			\$2,215.6 ²
SUBTOTAL PROGRAM COST		\$2,646,377.6	\$3,137,303.4
Dollar Change Over Prior Year Appropriation		\$78,818.9	\$490,925.8
Percent Change		3.1%	18.6%
LESS PROJECTED CREDITS (FY18 Actual Credits of \$77,577.7)		(\$59,000.0)	(\$63,500.0)
LESS OTHER STATE FUNDS (From Driver's License Fees)		(\$5,000.0)	(\$5,000.0)
STATE EQUALIZATION GUARANTEE		\$2,582,377.6	\$3,068,803.4
Dollar Change Over Prior Year Appropriation		\$80,568.9	\$486,425.8
Percent Change		3.2%	18.8%
CATEGORICAL PUBLIC SCHOOL SUPPORT			
Transportation			
Maintenance and Operations		\$72,282.2	\$56,397.9
Fuel		\$12,979.0	\$12,979.0
Rental Fees (Contractor-Owned Buses)		\$8,825.0	\$9,194.4
Transportation for Extended Learning Time			\$2,745.6 ²
Transportation for K-5 Plus			\$3,744.0 ²
Raise Compensation for Transportation (FY19: 2%, FY20: 6%)		\$1,136.3	\$3,567.6
Subtotal School District Transportation		\$95,222.5⁴	\$88,628.5
State-Chartered Charter School Transportation (with language)		\$1,885.3	
Rental Fees (Contractor-Owned Buses)		\$369.4	
Section 8 - Raise Compensation for State-Chartered Charter School Transportation		\$27.0	
Subtotal State-Chartered Charter School Transportation		\$2,281.7⁴	
SUBTOTAL TRANSPORTATION		\$97,504.3⁴	\$88,628.5⁴

Public School Support and Related Appropriations for FY20

School Year 2019-2020 Preliminary Unit Value = \$4,565.41 School Year 2018-2019 Final Unit Value = \$4,190.85		FY19 OpBud	Laws 2019, Chapter 271
46	Out-of-State Tuition	\$300.0	\$300.0
47	Emergency Supplemental	\$2,000.0	\$1,000.0
48	Instructional Material Fund	\$8,000.0 ⁴	
49	Dual Credit Instructional Materials	\$1,000.0	\$1,000.0
50	Standards-Based Assessments (K-12 English Language Arts and Math)	\$6,000.0	\$6,000.0
51	Indian Education Fund	\$1,824.6 ⁵	\$6,000.0
52	TOTAL CATEGORICAL	\$116,628.9	\$102,928.5
53	TOTAL PUBLIC SCHOOL SUPPORT	\$2,699,006.4	\$3,171,731.9
54	Dollar Change Over Prior Year Appropriation	\$104,732.2	\$474,975.4
55	Percent Change	4.0%	17.6%
56	RELATED REQUESTS: RECURRING		
57	Regional Education Cooperatives	\$1,038.0	\$1,039.0
58	K-3 Plus Fund	\$30,200.0	
59	Public Pre-Kindergarten Fund	\$29,000.0 ⁶	\$39,000.0 ⁶
60	Early Literacy Initiatives	\$8,837.0	
61	Breakfast for Elementary Students	\$1,600.0	\$1,600.0
62	After School and Summer Enrichment Programs	\$325.0	
63	Teacher Evaluation System	\$1,000.0 ⁷	\$1,000.0 ⁷
64	STEM Initiative (Science, Technology, Engineering, and Math Teachers)	\$3,000.0	\$5,000.0
65	School Teacher and School Leader Preparation Programs	\$1,000.0	
66	College Preparation, Career Readiness, and Dropout Prevention	\$1,500.0	
67	Advanced Placement Test Fee Waivers and Training	\$1,000.0	\$1,500.0
68	Interventions and Support for Students, Teachers, Struggling Schools, and Parents	\$4,000.0	
69	Truancy and Dropout Prevention Coaches	\$4,000.0	
70	Principal Mentorship - Principals Pursuing Excellence	\$2,000.0	\$2,500.0
71	New Mexico Grown Fruits and Vegetables	\$200.0	\$200.0
72	GRADS - Teen Parent Interventions	\$200.0 ⁸	\$200.0 ⁸
73	Teachers Pursuing Excellence	\$2,000.0	\$2,500.0
74	English Learners and Bilingual Education Program Evaluation and Support (Individualized and Culturally-Responsive Professional Development)		\$2,500.0
75	Career Technical and Vocational Education and Apprenticeship Programs		\$3,000.0
76	Community School Support		\$2,000.0
77	School-Based Health Centers		\$1,350.0
78	Indigenous Education Initiatives		\$1,000.0
79	TOTAL RELATED APPROPRIATIONS: RECURRING	\$90,900.0	\$64,389.0
80	Dollar Change Over Prior Year Appropriation	\$2,715.0	(\$26,511.0)
81	Percent Change	3.1%	-29.2%
82	SUBTOTAL PUBLIC EDUCATION FUNDING	\$2,789,906.4	\$3,236,120.9
83	Dollar Change Over Prior Year Appropriation	\$107,447.2	\$446,214.4
84	Percent Change	4.0%	16.0%
85	PUBLIC EDUCATION DEPARTMENT	\$11,246.6	\$13,246.6
86	Dollar Change Over Prior Year Appropriation	\$181.3	\$2,000.0
87	Percent Change	1.6%	17.8%
88	GRAND TOTAL - SECTION 4 and 8	\$2,801,153.0	\$3,249,367.5
89	Dollar Change Over Prior Year Appropriation	\$107,628.5	\$448,214.4
90	Percent Change	4.0%	16.0%

Public School Support and Related Appropriations for FY20

School Year 2019-2020 Preliminary Unit Value = \$4,565.41 School Year 2018-2019 Final Unit Value = \$4,190.85		FY19 OpBud	Laws 2019, Chapter 271
91	SECTION 5 APPROPRIATIONS		
92	Emergency Supplemental Funding for School Districts	\$1,000.0	\$1,000.0
93	Exemplary Teacher Awards	\$5,000.0	
94	STEM Science Standards Implementation	\$500.0	
95	Text Messaging Systems for High School Student Absenteeism and Testing	\$300.0	
96	Advanced Placement	\$100.0	
97	New Mexico-Grown Fruits and Vegetables	\$225.0	
98	Teacher Residency Pilot		\$1,000.0
99	Sufficiency Lawsuit Fees	\$1,200.0	\$1,250.0
100	Dual-Credit Instructional Materials		\$500.0
101	Instructional Material Fund		\$26,500.0
102	Teacher Evaluation System Research and Development		\$1,000.0
103	Standards-Based Assessment Research and Development		\$2,000.0
104	Career Technical Education Pilot		\$2,000.0
CATEGORICAL APPROPRIATIONS DETAIL			
105	TRANSPORTATION		
106	Section 4 General Fund	\$97,504.3	\$88,628.5
107	Section 4 Public School Capital Outlay Fund	\$2,500.0	\$25,000.0
108	TRANSPORTATION TOTAL	\$100,004.3	\$113,628.5
109	INSTRUCTIONAL MATERIALS		
110	Section 4 Public School Support		\$30,000.0
111	Section 4 General Fund	\$8,000.0	
112	Section 4 Public School Capital Outlay Fund	\$4,500.0	
113	Section 5 General Fund (Nonrecurring)		\$26,500.0
114	TOTAL INSTRUCTIONAL MATERIALS	\$12,500.0	\$56,500.0
115	Indian Education Fund		
116	Section 4 General Fund	\$1,824.6	\$6,000.0
117	Indian Education Fund Balance	\$675.4	
118	TOTAL INDIAN EDUCATION FUND	\$2,500.0	\$6,000.0
119	EMERGENCY SUPPLEMENTAL		
120	Section 4 General Fund	\$2,000.0	\$1,000.0
121	Section 5 General Fund (Nonrecurring)	\$1,000.0	\$1,000.0
122	TOTAL EMERGENCY SUPPLEMENTAL	\$3,000.0	\$2,000.0

Source: LESC Analysis

Footnotes

¹The GAA of 2018 included language to clarify the types of schools that are prohibited by statute from receiving small school size adjustment program units. The GAA included language to prohibit schools without geographic attendance zones from generating those program units. This language was vetoed by the governor.

²This appropriation was contingent on the enactment of Senate Bill 1 (Laws 2019, Chapter 206) or House Bill 5 (Laws 2019, Chapter 207) from the 2019 legislative session.

³The appropriation was contingent on the enactment of House Bill 501 (Laws 2019, Chapter 237) or similar legislation from the 2019 legislative session.

⁴Laws 2016 (2nd S.S.), Chapter 2 (Senate Bill 4) authorized up to \$25 million in annual appropriations to the instructional material fund and transportation distribution from the public school capital outlay fund (PSCOF) in FY18 through FY22. The GAA of 2018 appropriated \$2.5 million to the transportation distribution and \$4.5 million to the instructional material fund. The GAA of 2019 appropriated \$25 million to the transportation distribution.

⁵The GAA of 2018 included \$675 in Indian education fund balance.

⁶The GAAs of 2018 and 2019 included \$3.5 million in temporary assistance for needy families (TANF) funds for prekindergarten.

⁷The GAAs of 2018 and 2019 included \$1 million from the educator licensure fund.

⁸The GAA of 2019 included \$200 thousand in TANF funds.

Appendix D: Recurring General Fund Appropriations

Recurring General Fund Appropriations¹
(in thousands)

Year	Public Schools	Higher Education	Total Education	Total General Fund
FY11	\$2,339,263.2	\$762,281.8	\$3,101,545.0	\$5,202,846.8
FY12	\$2,366,012.0	\$716,565.3	\$3,082,577.3	\$5,431,388.6
FY13	\$2,455,341.4	\$757,716.6	\$3,213,058.0	\$5,650,139.2
FY14	\$2,567,549.5	\$796,028.3	\$3,363,577.8	\$5,893,578.1
FY15	\$2,715,469.6	\$838,606.8	\$3,554,076.4	\$6,151,134.6
FY16	\$2,735,613.3	\$843,428.2	\$3,579,041.5	\$6,204,334.3
FY17	\$2,682,429.5	\$786,866.8	\$3,469,296.3	\$6,070,229.1
FY18 ²	\$2,695,524.5	\$779,345.1	\$3,474,869.6	\$6,077,955.6
FY19 ³	\$2,801,153.0	\$804,071.0	\$3,605,224.0	\$6,332,267.1
FY20 ³	\$3,249,367.5	\$838,321.8	\$4,087,689.3	\$7,034,097.2

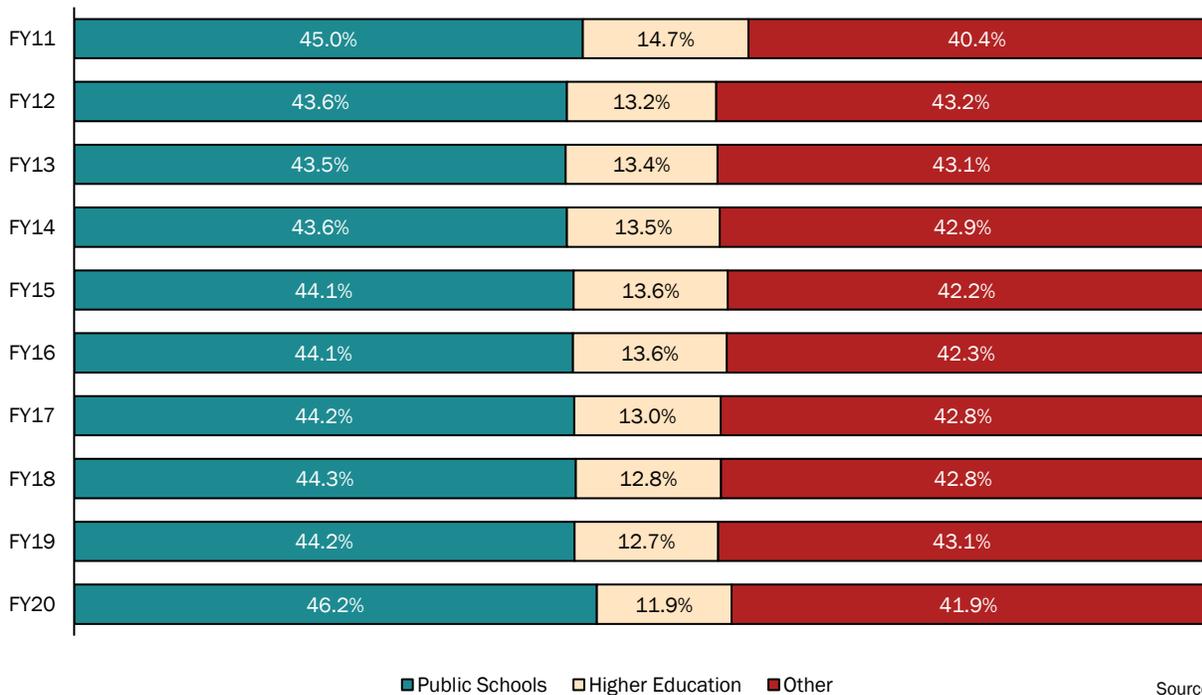
Source: LESC Files

¹This table includes only recurring general fund appropriations and excludes all other revenue sources, which in some cases supplant recurring general fund appropriations, including federal *American Recovery and Reinvestment Act of 2009* revenue in FY11, federal education jobs funds in FY11, and public school capital outlay fund revenue in FY17 through FY20.

²The FY18 total general fund column includes \$19.6 million in recurring Section 5 special appropriations. The public schools column includes \$10.6 million of the \$19.6 million.

³The FY19 row includes \$46.8 million in Section 8 compensation appropriations in the public schools column, \$11.3 million in compensation appropriations in the higher education column, and \$89.2 million in compensation appropriations in the total general fund column. In FY20, compensation appropriations for public schools were included in Section 4 of the General Appropriation Act.

Share of Recurring General Fund Appropriations



Recurring General Fund Appropriations

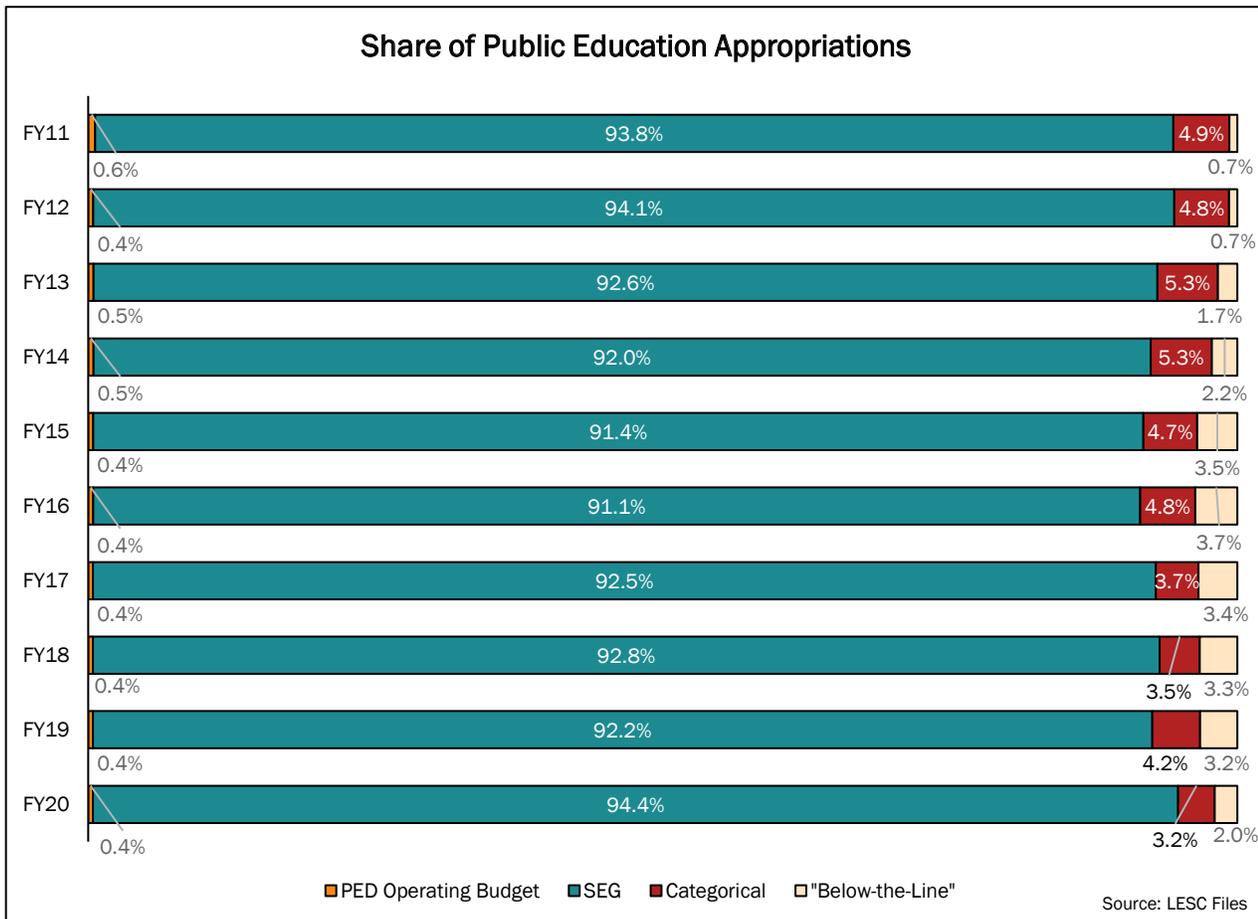
Recurring General Fund Appropriations for Public Education (in thousands)

Year	PED Operating Budget	State Equalization Guarantee Distribution	Categorical Appropriations	PED Special or "Below-the-Line" Programs
FY11 ¹	\$13,955.4	\$2,194,800.1	\$114,375.0	\$16,132.7
FY12	\$10,534.2	\$2,225,491.4	\$112,930.6	\$17,055.8
FY13	\$11,711.9	\$2,273,588.9	\$129,179.4	\$41,833.5
FY14	\$11,786.1	\$2,361,895.8	\$136,845.9	\$57,022.3
FY15	\$11,969.2	\$2,481,311.0	\$127,066.6	\$95,122.8
FY16	\$11,879.7	\$2,492,525.8	\$130,790.1	\$100,417.7
FY17 ²	\$11,065.3	\$2,481,192.4	\$99,040.1	\$91,131.7
FY18 ²	\$11,065.3	\$2,501,808.7	\$94,465.5	\$88,185.0
FY19 ²	\$11,246.6	\$2,582,377.6	\$116,628.9	\$90,900.0
FY20 ²	\$13,246.6	\$3,068,803.4	\$102,928.5	\$64,389.0

Source: LESC Files

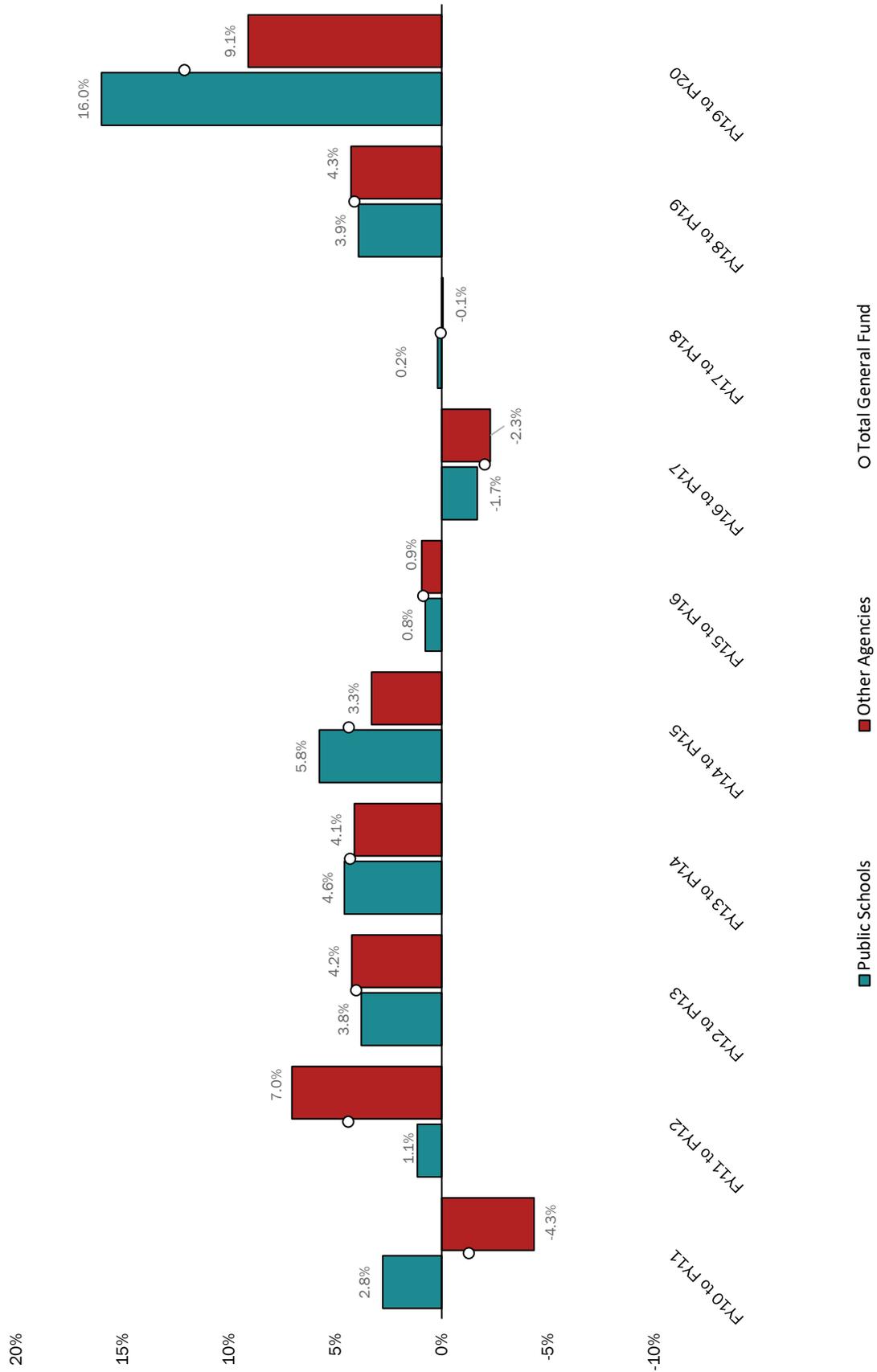
¹The FY11 state equalization guarantee distribution column does not include \$24 million in federal ARRA funds or \$64 million in federal education jobs funds.

²In FY17 through FY20, the rows do not include public school capital outlay fund revenue appropriated for transportation or instructional materials.



Appendix E: Year-Over-Year Change in General Fund Appropriations

Year-Over-Year Change in General Fund Appropriations



Source: LESC

Appendix F: Public School Appropriations in House Bills 548 and 536

Public School Appropriations Authorized by House Bill 548 and Senate Bill 536 House Bill 548 (For Expenditure in FY19 and FY20)

Amount	Agency	Purpose	Capital
\$50,000	DFA	For a public schools outreach program at the Explora science center and children's museum in Albuquerque.	
\$50,000	DOH	To contract with a nonprofit dance program for at-risk and low-income children in the Roswell independent school district.	
\$170,000	DOH	To contract with a nonprofit dance program for at-risk and low-income children statewide.	
\$75,000	DOH	For the child and family databank commission, contingent on the enactment of House Bill 173 or similar legislation of the first session of the fifty-fourth legislature.	
\$50,000	DOH	To provide low-income and at-risk children with a dance program in partnership with Hobbs municipal school districts.	
\$60,000	CYFD	For after-school recreation counseling services for at-risk youth in Ruidoso.	
\$50,000	CYFD	To support and expand services at the Artesia head start program.	
\$165,000	PED	To provide feminine hygiene products in public schools.	
\$137,000	PED	To establish a school media literacy advisory committee, contingent on enactment of HB400.	
\$60,000	PED	For a bilingual STEM and mobile planetarium learning program.	
\$30,000	PED	For mental health training for public education personnel.	
\$11,000	PED	For black student union program at the Rio Rancho public school district.	
\$100,000	PED	For a public school teacher training program focusing on student mindfulness and emotional wellness.	
\$200,000	PED	To develop and implement a teacher professional development program for computer science courses.	
\$150,000	PED	To foster one-to-one friendships with students with and without intellectual and developmental disabilities.	
\$50,000	PED	For a center for after-school activities for students in the Central consolidated school district.	
\$20,000	PED	To purchase an activity bus for the Alamogordo public school district.	YES
\$60,000	PED	To upgrade the Alamogordo high school STEM and career technical programs.	
\$50,000	PED	For programmatic support of the equestrian center of the Mosquero municipal school district.	
\$50,000	PED	For science and technology equipment for the Lovington municipal school district.	
\$50,000	PED	For an architectural engineering plan for a building in the Jal public school district.	
\$50,000	PED	For a career technical center feasibility study for the Hobbs municipal school district.	

Public School Appropriations in House Bills 548 and 536

Public School Appropriations Authorized by House Bill 548 and Senate Bill 536
House Bill 548 (For Expenditure in FY19 and FY20)

Amount	Agency	Purpose	Capital
\$100,000	PED	To develop strategies to increase Latino immigrant family engagement in education.	
\$50,000	PED	For curriculum development for the Gallup-McKinley county school district.	
\$20,000	PED	For the maker space project at Gadsden high school.	
\$50,000	PED	For the model internship program at Gadsden and Santa Teresa high schools.	
\$30,000	PED	For supplies and equipment for e-sports at the Gadsden independent school district.	
\$10,000	PED	For supplies and equipment for the Allan service learning center at Gadsden elementary school.	
\$30,000	PED	For a career and technical education program at Gadsden and Santa Teresa high schools.	
\$20,000	PED	For supplies and equipment for the reserve officer training corps at Gadsden and Santa Teresa high schools.	
\$25,000	PED	For a black students' union at Cibola high school in the Albuquerque public school district.	
\$175,000	PED	For the student service department's mental health navigator program in the Rio Rancho public school district.	
\$25,000	PED	To advance critical thinking, problem solving and teamwork in the Roswell independent school district STEM program.	
\$25,000	PED	For a Rio Rancho public school district mental health program.	
\$100,000	PED	For a career technical feasibility study for the Hobbs municipal school district.	
\$10,000	PED	For the Albuquerque public school district black students' union.	
\$125,000	PED	For a statewide literacy initiative for children and adults by the northeast regional education cooperative.	
\$140,000	HED	For loans for service pursuant to the Grow Your Own Teacher Act, contingent on enactment of HB20.	
\$30,000	HED	For the MESA program.	
\$80,000	UNM	For the mock trial program at the school of law.	
\$125,000	UNM	To develop a high school Chicano studies curriculum.	
\$50,000	NMSU	For FFA chapters in the Roswell independent, Dexter consolidated, Hagerman municipal and Artesia public school districts	
\$80,000	NMSU	For agricultural education programs in the Bernalillo public, Dulce independent and Jemez Vally public school districts.	
\$75,000	NMSU	For FFA chapters in the Corona public, Capitan municipal, Hondo Valley public and Carrizozo municipal school district.	

Public School Appropriations Authorized by House Bill 548 and Senate Bill 536
House Bill 548 (For Expenditure in FY19 and FY20)

Amount	Agency	Purpose	Capital
\$25,000	WNMU	For early childhood development services.	
\$50,000	ENMU	To manage and conduct statewide robot playshops and an international robot competition.	
\$50,000	NM Tech	For the MESA program.	

House Bill 548 (For Expenditure in FY20)

Amount	Agency	Purpose	Capital
\$5,000	DFA	For public schools outreach by the Explora science center and children's museum.	
\$50,000	DFA	To supplement the head start program in Silver City.	
\$50,000	DFA	For a youth mentoring program, including a pre-kindergarten program, in Hobbs.	
\$65,000	DIA	To develop the Acoma-Keres language dictionary and curriculum for prekindergarten through eighth grade.	
\$50,000	DOH	To contract with a nonprofit dance program for at-risk and low-income children in Bernalillo county.	
\$50,000	DOH	To contract with a nonprofit dance program for at-risk and low-income children statewide.	
\$50,000	DOH	For the child and family databank commission, contingent on the enactment of HB173.	
\$50,000	DOH	For after-school teen pregnancy reduction programs in Hobbs.	
\$25,000	CYFD	To establish a shared service integration model for early childhood education in Silver City.	
\$50,000	CYFD	For an early literacy learning program through the southwest New Mexico council of governments.	
\$170,000	PED	For public schools to provide feminine hygiene products.	
\$200,000	PED	To purchase and distribute New Mexico-grown fruits and vegetables to public school.	
\$150,000	PED	For a drug counseling pilot project in the Rio Rancho public school district, contingent on enactment of HB574.	
\$100,000	PED	To contract for a week-long high school civics course focusing on New Mexico state government.	
\$50,000	PED	For a teaching pathways coordinator.	
\$200,000	PED	To develop and implement a teacher professional development program for computer science courses.	
\$50,000	PED	For career technical education in the Central consolidated school district.	
\$50,000	PED	For an educational field trip in the Alamogordo public school district.	
\$50,000	PED	For STEM robotics and aerospace technology programs in the Eunice public school district.	

Public School Appropriations in House Bills 548 and 536

Public School Appropriations Authorized by House Bill 548 and Senate Bill 536

House Bill 548 (For Expenditure in FY20)

Amount	Agency	Purpose	Capital	
67	\$25,000	PED	For equipment and supplies for the agricultural and horticultural program at Gadsden high school.	67
68	\$20,000	PED	To cover transportation costs and supplies to travel to extracurricular events for Chaparral middle school.	68
69	\$15,000	PED	For Chaparral elementary school.	69
70	\$360,000	HED	For the Grow Your Own Teachers Act, contingent on enactment of HB20.	70
71	\$10,000	HED	For the Grow Your Own Teachers Act in Chaparral.	71
72	\$50,000	HED	To supplement the bilingual teacher preparation program.	72
73	\$80,000	HED	For the tribal college dual credit program.	73
74	\$75,000	HED	For the dual credit program at Clovis community college.	74
75	\$50,000	UNM	For the school of law for mock trial programs.	75
76	\$50,000	NMSU	For dual credit program support at the Carlsbad branch campus.	76
77	\$80,000	NMSU	For the Bernalillo public, Dulce independent and Jemez Valley public school districts for agricultural education programs.	77
78	\$75,000	NMSU	For teacher and student development and mentorship at Chaparral, Doña Ana, and Otero schools.	78
79	\$50,000	ENMU	To manage and conduct statewide robot playshops and an international robot competition.	79

Senate Bill 536 (For Expenditure in FY19 and FY20)

Amount	Agency	Purpose	Capital	
80	\$50,000	DOH	To provide low-income, at-risk children statewide with access to a best practice, character-building youth dance program.	80
81	\$50,000	DOH	To carry out the provisions of the Child and Family Databank Act, contingent on enactment of House Bill 173, Senate Bill 202 or similar legislation of the first session of the fifty-fourth legislature. [contingency failed]	81
82	\$293,000	PED	For digital media education and training programs in public schools statewide.	82
83	\$357,000	PED	For a short dyslexia professional development plan that provides dyslexia training for teachers.	83
84	\$357,000	PED	For an athletic stadium for the Gallup-McKinley county school district.	84
85	\$100,000	PED	To purchase a school bus for student transportation for the Pueblo of Jemez.	85
86	\$90,000	PED	To create an auto diesel mechanic program in the Rio Rancho public school district.	86
87	\$50,000	PED	For hardware and internet access for students in need in the Rio Rancho public school district.	87

Public School Appropriations Authorized by House Bill 548 and Senate Bill 536

Senate Bill 536 (For Expenditure in FY19 and FY20)

Amount	Agency	Purpose	Capital
\$60,000	PED	For career technical education equipment in the Rio Rancho public school district.	
\$200,000	PED	For a school activity bus for Alamogordo high school.	YES
\$160,000	PED	To replace the lighting at the Alamogordo high school baseball field.	YES
\$267,000	PED	For project design for a career technical public school for the Hobbs municipal school district.	YES
\$50,000	HED	To develop and implement a high school dual credit program at Clovis community college.	
\$120,000	HED	To support workforce training, health care and education programs at New Mexico junior college.	
\$107,000	NMSU	For the autism clinic at the department of counseling and educational psychology.	
\$67,000	NMSU	To support workforce training, health care and education programs at the Carlsbad branch campus.	

Senate Bill 536 (For Expenditure in FY20)

Amount	Agency	Purpose	Capital
\$82,000	DOH	To fund school-based health centers.	
\$50,000	DOH	To provide low-income, at-risk children statewide with access to a best-practice, character-building youth dance program.	
\$357,000	PED	For a short dyslexia screening for first grade students and for a dyslexia professional development plan that provides dyslexia training for teachers.	
\$50,000	PED	For the purchase and distribution of New Mexico-grown fresh fruits and fresh vegetables to school districts, charter schools, and juvenile detention centers throughout the department's school meal program.	
\$103,000	PED	For the High Plains regional education cooperative to develop and operate a college and career readiness consortium for middle and high school students in northeastern New Mexico.	
\$80,000	PED	For a career pathway coordinator in the Rio Rancho public school district.	
\$80,000	PED	For an automotive program instructor in the Rio Rancho public school district.	
\$90,000	PED	For instructional resource materials to include science classroom kits, forensic class materials and other science equipment and teaching materials in the Rio Rancho public school district.	
\$50,000	PED	For educational field trip expenses, including gas, drivers, meals, admissions and parking, for the Alamogordo public school district.	
\$300,000	PED	For school media literacy programs for teachers in public schools statewide.	
\$50,000	PED	For a media literacy program for teachers in public schools for the 2019-2020 school year.	
\$75,000	PED	To support the MESA program.	

Public School Appropriations in House Bills 548 and 536

Public School Appropriations Authorized by House Bill 548 and Senate Bill 536
Senate Bill 536 (For Expenditure in FY20)

Amount	Agency	Purpose	Capital
		To contract with an nonprofit organization to recruit recent college graduates and professionals who have a demonstrated record of achievement to teach in low-income public schools and provide teaching support in public schools in which at least sixty percent of the enrolled students are eligible for free or reduced-fee lunch and with a priority for schools in which at least eighty-five percent of the enrolled students are eligible for free or reduced-fee lunch.	110
\$57,000	PED		
\$212,000	HED	To support workforce training, health care and education programs and economic development initiatives at New Mexico junior college.	111
\$175,000	UNIM	To support the mock trial programs at the university of New Mexico school of law.	112
\$414,000	NMSU	For the department of counseling and educational psychology autism clinic.	113
\$24,000	NMSU	For national FFA organization chapters in the Corona public, Capitan municipal, Hondo Valley public and Carizozo municipal school districts.	114
\$200,000	ENMU	To fund tuition and fees for fifty teacher education students who are reflective of the eastern New Mexico university student body ethnic and racial makeup, who have upon application to eastern New Mexico university a minimum ACT score of twenty-four and a minimum high school grade point average of 3.33 out of 4.0 and who commit to teach in one or more New Mexico public schools for four years.	115
\$57,000	ENMU	To manage and conduct a statewide robotics competition.	116

Source: LESC

Appendix G: Unit Value History

Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Initial to Final Unit Value		Change From Prior Year Final Unit Value	
			Dollars	Percent	Dollars	Percent
1975		\$616.50				
1976		\$703.00			\$86.50	14.0%
1977		\$800.00			\$97.00	13.8%
1978		\$905.00			\$105.00	13.1%
1979		\$1,020.00			\$115.00	12.7%
1980		\$1,145.00			\$125.00	12.3%
1981		\$1,250.00			\$105.00	9.2%
1982		\$1,405.00			\$155.00	12.4%
1983 ¹	\$1,540.00	\$1,511.33	(\$28.67)	-1.9%	\$106.33	7.6%
1984		\$1,486.00			(\$25.33)	-1.7%
1985		\$1,583.50			\$97.50	6.6%
1986 ²	\$1,608.00	\$1,618.87	\$10.87	0.7%	\$35.37	2.2%
1987		\$1,612.51			(\$6.36)	-0.4%
1988		\$1,689.00			\$76.49	4.7%
1989		\$1,737.78			\$48.78	2.9%
1990		\$1,811.51			\$73.73	4.2%
1991		\$1,883.74			\$72.23	4.0%
1992		\$1,866.00			(\$17.74)	-0.9%
1993 ³	\$1,851.73	\$1,867.96	\$16.23	0.9%	\$1.96	0.1%
1994	\$1,927.27	\$1,935.99	\$8.72	0.5%	\$68.03	3.6%
1995	\$2,015.70	\$2,029.00	\$13.30	0.7%	\$93.01	4.8%
1996	\$2,113.00	\$2,113.00	\$0.00	0.0%	\$84.00	4.1%
1997	\$2,125.83	\$2,149.11	\$23.28	1.1%	\$36.11	1.7%
1998	\$2,175.00	\$2,175.00	\$0.00	0.0%	\$25.89	1.2%
1999	\$2,322.00	\$2,344.09	\$22.09	1.0%	\$169.09	7.8%
2000 ⁴	\$2,460.00	\$2,460.00	\$0.00	0.0%	\$115.91	4.9%
2001	\$2,632.32	\$2,647.56	\$15.24	0.6%	\$187.56	7.6%
2002	\$2,868.72	\$2,871.01	\$2.29	0.1%	\$223.45	8.4%
2003	\$2,896.01	\$2,889.89	(\$6.12)	-0.2%	\$18.88	0.7%
2004	\$2,977.23	\$2,976.20	(\$1.03)	-0.0%	\$86.31	3.0%
2005	\$3,035.15	\$3,068.70	\$33.55	1.1%	\$92.50	3.1%
2006	\$3,165.02	\$3,198.01	\$32.99	1.0%	\$129.31	4.2%
2007 ⁵	\$3,444.35	\$3,446.44	\$2.09	0.1%	\$248.43	7.8%
2008	\$3,645.77	\$3,674.26	\$28.49	0.8%	\$227.82	6.6%
2009 ⁶	\$3,892.47	\$3,871.79	(\$20.68)	-0.5%	\$197.53	5.4%
2010	\$3,862.79 ⁷	\$3,792.65 ⁸	(\$70.14)	-1.8%	(\$79.14)	-2.0%
2011	\$3,712.45 ⁹	\$3,712.17 ¹⁰	(\$0.28)	-0.0%	(\$80.48)	-2.1%
2012	\$3,585.97	\$3,598.87	\$12.90	0.4%	(\$113.30)	-3.1%
2013	\$3,668.18	\$3,673.54	\$5.36	0.1%	\$74.67	2.1%

Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Initial to Final Unit Value		Change From Prior Year Final Unit Value	
			Dollars	Percent	Dollars	Percent
40 2014	\$3,817.55	\$3,817.55	\$0.00	0.0%	\$144.01	3.9%
41 2015	\$4,005.75	\$4,007.75	\$2.00	0.0%	\$190.20	5.0%
42 2016	\$4,027.75	\$4,037.75	\$10.00	0.2%	\$30.00	0.7%
43 2017	\$4,040.24	\$3,979.63 ¹¹	(\$60.61)	-1.5%	(\$58.12)	-1.4%
44 2018	\$4,053.55	\$4,115.60 ¹²	\$62.05	1.5%	\$135.97	3.4%
45 2019	\$4,159.23	\$4,190.85	\$31.62	0.8%	\$75.25	1.8%
46 2020	\$4,565.41				\$374.56	8.9%

Source: LESC Files

¹The 1982-1983 general fund appropriation was reduced by 2 percent.

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

³The "floating" unit value went into effect.

⁴The basis for funding changed to use the prior-year average membership on the 40th, 80th, and 120th school days.

⁵The basis for funding changed to the prior-year average membership of the 80th and 120th school days.

⁶The 2009 solvency measures resulted in a \$20.68 decrease in the FY09 unit value.

⁷The FY10 preliminary unit value included \$256.39 in federal *American Recovery and Reinvestment Act of 2009* (ARRA) funding.

⁸The FY10 final unit value included \$334.59 in ARRA funding.

⁹The FY11 preliminary unit value included \$37.70 in ARRA funding.

¹⁰The FY11 final unit value included \$37.85 in ARRA funding and \$101.98 in federal education jobs funding.

¹¹Laws 2016 (2nd S.S.), Chapter 6 directed the secretary of public education to set the final unit value 1.5 percent lower than the preliminary FY17 unit value.

¹²The FY18 final unit value included June distributions to meet federal special education maintenance of effort requirements and to reduce reversions to the general fund.

Appendix H: Early Childhood Program Appropriations by Agency and Source

Early Childhood Program Appropriations by State Agency and Funding Source

(in millions of dollars)

	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	FY19 OpBud	Laws 2019, Chapter 271
Children, Youth and Families Department - Early Childhood Services Programs									
Childcare Assistance									
General Fund	\$ 26.8	\$ 29.8	\$ 33.3	\$ 30.3	\$ 30.0	\$ 30.6	\$ 30.6	\$ 52.6	\$ 52.6
Federal Funds	\$ 30.4	\$ 31.6	\$ 15.1	\$ 23.9	\$ 36.0	\$ 51.4	\$ 54.9	\$ 52.0	\$ 58.3
OSF	\$ 0.8	\$ 1.4	\$ 0.8	\$ -	\$ -	\$ -	\$ -	\$ 0.9	\$ 1.1
USDA E&T	\$ 0.6	\$ 0.6	\$ 0.6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TANF	\$ 24.3	\$ 23.8	\$ 23.2	\$ 30.5	\$ 30.5	\$ 30.5	\$ 30.5	\$ 33.5	\$ 36.5
Total Childcare Assistance	\$ 82.9	\$ 87.2	\$ 73.0	\$ 84.7	\$ 96.5	\$ 112.5	\$ 116.0	\$ 139.0	\$ 148.5
Home Visiting									
General Fund	\$ 2.3	\$ 3.2	\$ 4.5	\$ 6.3	\$ 7.3	\$ 3.2	\$ 8.0	\$ 10.6	\$ 12.4
Federal Funds	\$ -	\$ 2.7	\$ 2.5	\$ 3.3	\$ 3.7	\$ 5.3	\$ 5.1	\$ 5.1	\$ 5.1
TANF	\$ -	\$ -	\$ -	\$ 2.0	\$ 4.5	\$ 5.0	\$ 5.0	\$ 5.0	\$ 5.0
Tobacco Settlement Fund	\$ -	\$ -	\$ 1.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Home Visiting	\$ 2.3	\$ 5.9	\$ 8.1	\$ 11.6	\$ 15.5	\$ 13.5	\$ 18.0	\$ 20.7	\$ 22.4
Early Childhood Professional Development									
General Fund	\$ 0.5	\$ 0.5	\$ 0.5	\$ 1.0	\$ 1.3	\$ 0.9	\$ 1.3	\$ 1.4	\$ 4.3
Prekindergarten: Four Year Old Services									
General Fund	\$ 8.2	\$ 9.2	\$ 8.5	\$ 14.3	\$ 11.0	\$ 8.5	\$ 9.7	\$ 9.7	\$ 19.7
TANF	\$ -	\$ -	\$ -	\$ 6.1	\$ 11.6	\$ 11.6	\$ 12.1	\$ 12.1	\$ 12.1
Other	\$ -	\$ -	\$ 3.1	\$ -	\$ -	\$ 0.5	\$ 0.5	\$ 0.6	\$ 0.6
Total	\$ 8.2	\$ 9.2	\$ 11.6	\$ 20.4	\$ 22.6	\$ 20.6	\$ 22.3	\$ 22.4	\$ 32.4
Prekindergarten: Three Year Old Services									
General Fund	\$ -	\$ -	\$ -	\$ -	\$ 2.0	\$ 4.7	\$ 3.5	\$ 5.4	\$ 8.9
TANF	\$ -	\$ -	\$ -	\$ -	\$ 2.0	\$ 2.0	\$ 2.0	\$ 2.0	\$ 2.0
Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.4	\$ 1.2	\$ 1.1	\$ 1.1
Total	\$ -	\$ -	\$ -	\$ -	\$ 4.0	\$ 7.1	\$ 6.7	\$ 8.5	\$ 12.0
Prekindergarten: Mixed-Age Pilot Services									
General Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.6	\$ 1.9
TANF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ -	\$ 0.6	\$ 1.6						
Subtotal CYFD PreK									
	\$ 8.2	\$ 9.2	\$ 11.6	\$ 20.4	\$ 26.6	\$ 27.8	\$ 29.0	\$ 31.5	\$ 46.0
Planning Grant: High Quality Early Childhood Development Centers									
General Fund	\$ -	\$ -	\$ -	\$ 0.5	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL CYFD	\$ 93.9	\$ 102.8	\$ 93.1	\$ 118.2	\$ 139.8	\$ 154.8	\$ 164.4	\$ 192.6	\$ 221.3
Public Education Department - Special Appropriations *									
Prekindergarten: Four Year Old bServices									
General Fund	\$ 6.3	\$ 10.0	\$ 15.0	\$ 19.2	\$ 21.0	\$ 21.0	\$ 21.0	\$ 29.0	\$ 39.0
TANF	\$ -	\$ -	\$ -	\$ -	\$ 3.5	\$ 3.5	\$ 3.5	\$ 3.5	\$ 3.5
Total	\$ 6.3	\$ 10.0	\$ 15.0	\$ 19.2	\$ 24.5	\$ 24.5	\$ 24.5	\$ 32.5	\$ 42.5
K-5 Plus									
General Fund	\$ 5.3	\$ 11.0	\$ 16.0	\$ 21.2	\$ 23.7	\$ 22.6	\$ 23.7	\$ 30.2	\$ 119.9
Early Literacy									
General Fund	\$ -	\$ 8.5	\$ 11.5	\$ 14.5	\$ 15.0	\$ 14.1	\$ 12.5	\$ 8.8	\$ -
TOTAL PED	\$ 11.6	\$ 29.5	\$ 42.5	\$ 54.9	\$ 63.2	\$ 61.2	\$ 60.7	\$ 71.5	\$ 162.4
Department of Health									
Family, Infant and Toddlers Program (Birth to 3)²									
General Fund	\$ 14.5	\$ 14.0	\$ 14.5	\$ 20.1	\$ 19.7	\$ 19.4	\$ 20.2	\$ 21.5	\$ 25.0
All other funds	\$ 16.5	\$ 19.6	\$ 19.6	\$ 19.6	\$ 23.0	\$ 24.3	\$ 26.3	\$ 26.7	\$ 30.0
TOTAL DOH	\$ 31.0	\$ 33.6	\$ 34.1	\$ 39.7	\$ 42.7	\$ 43.7	\$ 46.5	\$ 48.2	\$ 55.0
Human Services Department									
Home Visiting									
General Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.2	\$ 0.2
All other funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.7	\$ 0.6
TOTAL HSD	\$ -	\$ 0.9	\$ 0.8						
TOTAL RECURRING EARLY CHILDHOOD PROGRAMS									
	\$ 136.5	\$ 165.9	\$ 169.7	\$ 212.8	\$ 245.7	\$ 259.7	\$ 271.6	\$ 313.2	\$ 439.5
Race to the Top- Early Learning Challenge									
Federal Funds	\$ -	\$ -	\$ 9.4	\$ 7.8	\$ 14.0	\$ 6.2	\$ -	\$ -	\$ -
GRAND TOTAL EARLY CHILDHOOD PROGRAMS	\$ 136.5	\$ 165.9	\$ 179.1	\$ 220.6	\$ 259.6	\$ 265.9	\$ 271.6	\$ 313.2	\$ 439.5

Source: LFC

Appendix I: Public School Capital Outlay, Chapter 277 (Senate Bill 280)

Appendix I: Public School Capital Outlay Expenditures in Laws 2019, Chapter 277 (Senate Bill 280)

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Site (School District)	Purpose	Amount
STATEWIDE PROJECTS FUNDED WITH GENERAL FUND REVENUE		
	For expenditure in FY19 through FY23 for planning, design and construction of infrastructure and facilities that fall outside the statewide adequacy standards developed pursuant to Subsection C of Section 22-24-5 NMSA 1978 at schools in one or more school districts that receive federal impact aid for tribal lands, contingent upon the approval of the public school capital outlay council. The public school capital outlay council shall require a local match pursuant to Subsection B of Section 22-24-5 NMSA 1978 for any grant made pursuant to this section; provided that this appropriation shall not be considered a direct legislative appropriation, and no offsets shall be applied against the required local match pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978.	\$24,000,000
1 Statewide to PSFA	Total enacted for general fund statewide projects	\$24,000,000
	Executive vetoes for statewide projects	\$0
STATEWIDE PROJECTS FUNDED WITH PUBLIC SCHOOL CAPITAL OUTLAY FUND REVENUE (SUPPLEMENTAL SEVERANCE TAX BONDS)		
	For expenditure in FY19 through FY23 for teacher housing facilities in one or more school districts that receive federal Impact Aid for tribal lands, contingent upon the approval of the public school capital outlay council. The public school capital outlay council shall require a local match pursuant to Subsection B of Section 22-24-5 NMSA 1978 for any grant made pursuant to this section; provided that this appropriation shall not be considered a direct legislative appropriation, and no offsets shall be applied against the required local match pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978.	\$10,000,000
2 Statewide to PSFA		
3 Statewide to PSFA		\$5,000,000
4 Statewide to PED		\$32,895,000
	Total enacted for public school capital outlay fund statewide projects	\$47,895,000
	Executive vetoes for public school capital outlay fund statewide projects	\$0
SCHOOL DISTRICTS AND LOCALLY-AUTHORIZED CHARTER SCHOOL PUBLIC EDUCATION DEPARTMENT PROJECTS FUNDED WITH GENERAL FUND REVENUE		
Twenty-First Century Public Academy (Albuquerque Public Schools)	To plan, design, purchase, install, furnish and equip buildings and grounds, including security and intercom systems, an accessible elevator, science equipment, fencing, information technology and related equipment infrastructure.	\$245,000
5 Cien Aguas International School (Albuquerque Public Schools)	To purchase and equip a vehicle and to plan, design, construct, renovate, furnish, install and equip improvements, including information technology and wiring.	\$75,000
6		

Public School Capital Outlay, Chapter 277 (Senate Bill 280)

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Site (School District)	Purpose	Amount
7 Cottonwood Classical Preparatory School (Albuquerque Public Schools)	To plan, design, construct, purchase, improve, furnish and equip buildings and grounds, including security systems, fencing and information technology and related equipment, furniture and infrastructure.	\$265,000
8 El Camino Real Academy Charter School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, furnish and equip improvements, including heating, ventilation and air conditioning systems, fencing, information technology and related infrastructure.	\$117,000
9 Gordon Bernell Charter School (Albuquerque Public Schools)	To plan, design, purchase, construct, equip and install security improvements.	\$50,000
10 Health Leadership High School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish and equip buildings, including site improvements, fencing, information technology, wiring, paving and infrastructure.	\$100,000
The International School at Mesa Del Sol Charter School (Albuquerque Public Schools)	To plan, design, purchase, construct and improve buildings and grounds, including fencing, paving, information technology and related equipment, furniture and infrastructure.	\$85,000
11 Robert F. Kennedy Charter School (Albuquerque Public Schools)	To plan, design, construct, equip and furnish improvements, including lighting, security and photovoltaic systems.	\$60,000
12 Volcano Vista High School (Albuquerque Public Schools)	To plan, design, construct, renovate, equip and install science, technology, engineering and mathematics materials, site improvements and fixtures, including the purchase of information technology and related equipment, furniture and infrastructure.	\$220,000
13 A. Montoya Elementary School (Albuquerque Public Schools)	To plan, design, construct, renovate, equip and provide improvements to fine art facilities, art rooms, performing arts buildings and music classrooms, including the purchase and installation of stage curtains, seating, carpet, sound and lighting, refinishing of stages, kilns, musical instruments, band equipment, choir risers, information technology and related equipment and furniture.	\$5,477
14 Adobe Acres Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$35,000
15 Alameda Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$34,996
16 Alamosa Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and playgrounds, including the purchase and installation of related equipment, fencing, shade structures, turf, drainage improvements and landscaping.	\$190,861
17	To plan, design, and construct infrastructure and site improvements, to purchase and equip vehicles and food trucks and to purchase and install equipment, fixtures, furniture and information technology for culinary arts, automotive repair, computer aided drawing and other career technical programs district-wide.	\$1,628,227
18 Albuquerque Public School District	To plan, design, construct and improve buildings and facilities for the junior reserve officers' training corps program, including the purchase and installation of related equipment, furniture, rifles and marksmanship target ranges.	\$1,115,000
19 Albuquerque Public School District		

Public School Capital Outlay, Chapter 277 (Senate Bill 280)

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	Site (School District)	Purpose	Amount
20	Albuquerque Public School District	To plan, design, construct, renovate, furnish and equip pre-kindergarten classrooms, including improvements to facilities and the purchase of classroom resources, for pre-kindergarten classrooms district-wide.	\$570,000
21	Albuquerque Public School District	To plan, design, construct, improve, renovate, landscape and equip the buildings, grounds, courtyards, trails and fields and to purchase and install science, technology, engineering and mathematics field and laboratory resources, including the purchase and installation of related equipment, infrastructure, fixtures, information technology and site improvements at Sandia Mountain Natural History Center.	\$199,373
22	Albuquerque Public School District	To plan, design, renovate, purchase and install infrastructure and security upgrades, including security cameras, an access card system, fencing, telecommunications, alarms and information technology, for multiple school and district sites and to purchase and equip vehicles for school and district security personnel.	\$610,000
23	Albuquerque High School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities and grounds, including bleachers.	\$35,000
24	Albuquerque High School (Albuquerque Public Schools)	To plan, design, construct, renovate and improve the grounds, playgrounds and facilities, including the purchase of land, the installation of related equipment, fencing, shade structures, turf, drainage improvements, painting, landscaping and creating murals.	\$35,000
25	Alice King Community School (Albuquerque Public Schools)	To plan, design and construct improvements to classrooms, including acoustic supports, flooring and interactive boards, and to purchase and install information technology, including related equipment, furniture and infrastructure.	\$105,000
26	Alvarado Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$125,104
27	Apache Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$141,879
28	Armijo Elementary School (Albuquerque Public Schools)	To purchase and install library equipment, furniture, fixtures, bookshelves, information technology and infrastructure in the libraries and bookrooms.	\$54,803
29	Arroyo del Oso Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$30,000
30	Atrisco Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$12,957
31	Atrisco Heritage High School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$25,000

Public School Capital Outlay, Chapter 277 (Senate Bill 280)

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Site (School District)	Purpose	Amount
32 Bandelier Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$50,000
33 Barcelona Elementary School (Albuquerque Public Schools)	To purchase and install a public address and sound system, including related equipment, furniture and infrastructure.	\$2,500
34 Bel-Air Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$215,000
35 Bellehaven Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$11,914
36 Career Enrichment and Early College Academy High School (Albuquerque Public Schools)	To plan, renovate, equip and purchase a school bus.	\$80,000
37 Carlos Rey Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and playgrounds, including the purchase and installation of related equipment, fencing, shade structures, turf, drainage improvements and landscaping.	\$160,000
38 Chamiza Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$265,000
39 Chaparral Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$175,000
40 Chelwood Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$180,000
41 Cibola High School (Albuquerque Public Schools)	To purchase and install a public address and sound system, including related equipment, furniture and infrastructure.	\$300,000
42 Cleveland Middle School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$66,652
43 Cochiti Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$25,000
44 Collet Park Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$27,653
45 Corrales Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$25,980
46 Coyote Willow Family School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities and grounds, including drainage and xeriscaping.	\$25,000

Public School Capital Outlay, Chapter 277 (Senate Bill 280)

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Site (School District)	Purpose	Amount
47 Del Norte High School (Albuquerque Public Schools)	To plan, design, construct, renovate, equip and provide improvements to fine art facilities, art rooms, performing arts buildings and music classrooms, including the purchase and installation of stage curtains, seating, carpet, sound and lighting, refinishing of stage curtains, band equipment, choir risers, information technology and related equipment and furniture.	\$106,284
48 Dennis Chavez Elementary School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities and grounds, including drainage and xeriscaping.	\$125,000
49 Dennis Chavez Elementary School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase and improve the grounds and facilities, including the installation of secure vestibule entry ways, related equipment and locks, and to improve, purchase and install infrastructure and security upgrades to the site and buildings, including security cameras and an access card security system, fencing, telecommunications, alarm upgrades and information technology.	\$80,000
50 Desert Ridge Middle School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase and improve the grounds and facilities, including the installation of secure vestibule entry ways, related equipment and locks, and to improve, purchase and install infrastructure and security upgrades to the site and buildings, including security cameras and an access card security system, fencing, telecommunications, alarm upgrades and information technology.	\$80,000
51 Desert Willow Family School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$65,245
52 Digital Arts and Technology Academy Charter School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish, landscape and equip facilities and grounds, including purchase of activity transportation and information technology and related equipment, furniture and infrastructure.	\$120,000
53 Dolores Gonzales Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$84,108
54 Double Eagle Elementary School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase and improve the grounds and facilities, including the installation of secure vestibule entry ways, related equipment and locks, and to improve, purchase and install infrastructure and security upgrades to the site and buildings, including security cameras and an access card security system, fencing, telecommunications, alarm upgrades and information technology.	\$80,000
55 Double Eagle Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$102,666
56 Douglas MacArthur Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$50,000
57 Duranes Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$50,000

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	Site (School District)	Purpose	Amount
58	East Mountain High School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish, equip and install improvements to bathrooms.	\$80,000
59	East Mountain High School (Albuquerque Public Schools)	To plan, design, construct, purchase, equip and install heating, ventilation and air conditioning system improvements.	\$130,000
60	East Mountain High School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$45,000
61	East Mountain High School (Albuquerque Public Schools)	To plan, design, construct, replace, repair and install intercom and emergency systems.	\$35,000
62	East Mountain High School (Albuquerque Public Schools)	To plan, design, construct, renovate, demolish, furnish, and equip and install improvements to science classrooms.	\$73,000
63	Academy School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$35,000
64	Edmund G. Ross (Albuquerque Public Schools)	To plan, design, construct, and renovate the grounds, courtyards and facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$120,000
65	Edward Gonzales Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$252,000
66	Eisenhower Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$200,000
67	Eldorado High School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$110,000
68	Emerson Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$85,000
69	Ernie Pyle Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, parking lots and bus drop-off and pick-up areas, including the purchase and installation of related equipment, fencing, resurfacing, striping, shade structures, drainage improvements, traffic signs and landscaping.	\$6,557
70	Eugene Field Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$43,000
71	Freedom High School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$35,000
72	Garfield Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$60,000

Public School Capital Outlay, Chapter 277 (Senate Bill 280)

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Site (School District)	Purpose	Amount
73 George I. Sanchez Collaborative Community School (Albuquerque Public Schools)	To purchase and install a public address and sound system, including related equipment, furniture and infrastructure.	\$25,000
74 Georgia O'Keeffe Elementary School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities, including gym floor upgrades and related equipment and construction.	\$13,532
75 Governor Bent Elementary School (Albuquerque Public Schools)	To purchase and install library equipment, furniture, fixtures, bookshelves, information technology and infrastructure in the libraries and book rooms.	\$99,766
76 Grant Middle School (Albuquerque Public Schools)	To purchase and install library equipment, furniture, fixtures, bookshelves, information technology and infrastructure in the libraries and book rooms.	\$153,782
77 Griegos Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$22,465
78 Harrison Middle School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities and weight rooms, including weight equipment and dance mats.	\$70,000
79 Hawthorne Elementary School (Albuquerque Public Schools)	To purchase and install library equipment, furniture, fixtures, bookshelves, information technology and infrastructure in the libraries and book rooms.	\$100,000
80 Hawthorne Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and playgrounds, including the purchase and installation of related equipment, fencing, shade structures, turf, drainage improvements and landscaping.	\$194,507
81 Hayes Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$100,000
82 Helen Cordero Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$79,000
83 Highland High School (Albuquerque Public Schools)	To purchase and equip a food truck for the culinary arts program.	\$30,000
84 Highland High School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$150,000
85 Highland High School (Albuquerque Public Schools)	To purchase and equip an activity van.	\$66,000
86 Hodgkin Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$23,862
87 Hoover Middle School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$150,000
88 Hubert H. Humphrey Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$60,000

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Site (School District)	Purpose	Amount
89 Inez Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$25,000
90 Jackson Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$25,000
91 James Monroe Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$46,857
92 Janet Khan School of Integrated Arts (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$50,000
93 Jefferson Middle School (Albuquerque Public Schools)	To purchase and install library equipment, furniture, fixtures, bookshelves, information technology and infrastructure in the libraries and book rooms.	\$82,000
94 Jimmy Carter Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$171,870
95 John Adams Middle School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities and grounds, including drainage improvements and xeriscaping.	\$155,000
96 (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$47,000
97 Kennedy Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$203,075
98 Kirtland Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$30,000
99 Kit Carson Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and playgrounds, including the purchase and installation of related equipment, fencing, shade structures, turf, drainage improvements and landscaping.	\$194,254
100 La Academia de Esperanza Charter School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish and equip buildings, including site improvements, fencing, information technology, wiring and infrastructure.	\$27,000
101 La Cueva High School (Albuquerque Public Schools)	To purchase and equip a cargo trailer and to plan, design, construct, improve and equip the facilities and drill hall, including the purchase and installation of equipment for science, technology, engineering and mathematics, and marksmanship range safety equipment, of the marine junior reserve officers training corps program.	\$146,000
102 La Cueva High School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$197,413
103 La Luz Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$45,000
104 La Mesa Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$80,000

Public School Capital Outlay, Chapter 277 (Senate Bill 280)

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Site (School District)	Purpose	Amount
105 Lavaland Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$24,951
106 Lew Wallace Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, including a community garden and related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$15,000
107 Los Padillas Elementary School (Albuquerque Public Schools)	To purchase and install information technology and a public address system, including related equipment, furniture and infrastructure.	\$50,000
108 Los Puentes Charter School (Albuquerque Public Schools)	To plan, design, construct, improve, equip and furnish a portable classroom building.	\$180,000
109 Los Ranchos Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$75,000
110 Lowell Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$35,000
111 Lyndon B. Johnson Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$78,650
112 Madison Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$96,840
113 Manzano High School (Albuquerque Public Schools)	To plan, design, construct, renovate, equip and provide improvements to fine art facilities, art rooms, performing arts buildings and music classrooms, including the purchase and installation of stage curtains, seating, carpet, sound and lightning, refinishing of stages, kilns, musical instruments, band equipment, choir risers, information technology and related equipment and furniture.	\$59,309
114 Manzano High School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$443,497
115 Manzano Mesa Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and playgrounds, including the purchase and installation of related equipment, fencing, shade structures, turf, drainage improvements and landscaping.	\$50,000
116 Marie M. Hughes Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage and landscaping.	\$62,736
117 Mark Armijo Academy Charter School (Albuquerque Public Schools)	To plan, design, construct, furnish and equip buildings and grounds, including the purchase of information technology and related infrastructure, furniture and equipment.	\$97,000
118 Mark Twain Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$18,000

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	Site (School District)	Purpose	Amount
119	Mary Ann Binford Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$267,000
120	Matheson Park Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$60,000
121	McCollum Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$142,062
122	McKinley Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, including a community garden and related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$46,000
123	Mission Avenue Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$53,000
124	Mitchell Elementary School (Albuquerque Public Schools)	To purchase and install library equipment, furniture, fixtures, bookshelves, information technology and infrastructure in the libraries and book rooms.	\$100,000
125	Monte Vista Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$77,000
126	Montessori of the Rio Grande Charter School (Albuquerque Public Schools)	To plan, design, construct, purchase, furnish, equip and install information technology.	\$50,000
127	Montessori of the Rio Grande Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$147,000
128	Montezuma Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and playgrounds, including the purchase and installation of related equipment, fencing, shade structures, turf, drainage improvements and landscaping.	\$80,000
129	Mountain View Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$50,000
130	Navajo Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$40,000
131	New Mexico International School (Albuquerque Public Schools)	To plan, design, purchase and install perimeter and playground area security fencing and gates.	\$165,000
132	North Star Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$66,290

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	Site (School District)	Purpose	Amount
133	North Star Elementary School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase and improve the grounds and facilities, including the installation of secure vestibule entry ways, related equipment and locks, and to improve, purchase and install infrastructure and security upgrades to the site and buildings, including security cameras and access cards security system, fencing, telecommunications, alarm upgrades and information technology.	\$80,000
134	Onate Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$30,000
135	Painted Sky Elementary (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyards and facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$104,084
136	Pajarito Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$50,000
137	Petroglyph Elementary School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$11,412
138	Polk Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, fields and track areas, including the purchase and installation of related equipment, track resurfacing, asphalt paving, drainage improvements and landscaping.	\$50,000
139	Public Academy for Performing Arts (Albuquerque Public Schools)	To purchase and equip vehicles.	\$80,000
140	Reginald Chavez Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$78,500
141	Rio Grande High School (Albuquerque Public Schools)	To plan, design, construct, improve, renovate and landscape the grounds, parking lots and bus drop-off and pick-up areas, including the purchase and installation of related equipment, fencing, traffic signs and lighting, and to plan, design, improve, construct, renovate and landscape the grounds, courtyard and facilities, including fields and track areas, and the purchase and installation of related equipment, shade structures and furniture, and to improve the exterior lighting and electrical systems and to purchase and install a marquee, public address and sound system, including information technology, related equipment, furniture and infrastructure.	\$450,000
142	Robert F. Kennedy Charter School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$75,000
143	Roosevelt Middle School (Albuquerque Public Schools)	To plan, design, construct, renovate, equip and provide improvements to fine art facilities, art rooms, performing arts buildings and music classrooms, including the purchase and installation of stage curtains, seating, carpet, sound and lightning, refinishing of stages, kilns, musical instruments, band equipment, choir risers, information technology and related equipment and furniture.	\$111,284

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Site (School District)	Purpose	Amount
144 Rudolfo Anaya Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$25,000
145 S.Y. Jackson Elementary School (Albuquerque Public Schools)	To purchase and install a public address and sound system, including related equipment, furniture and infrastructure.	\$55,000
146 San Antonio Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$194,138
147 Sandia High School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$29,309
148 School on Wheels High School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$113,289
149 Seven Bar Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$12,131
150 Sierra Vista Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$26,076
151 Sombra del Monte Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$76,779
152 South Valley Academy Charter School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds and parking lots, including the purchase and installation of related equipment, fencing, resurfacing, striping, drainage improvements, traffic signs and landscaping.	\$215,000
153 Taft Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$81,000
154 Taylor Middle School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities and weight rooms, including weight equipment and dance mats.	\$114,167
155 Tierra Antigua Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage and landscaping.	\$39,317
156 Tomasita Elementary School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities, including gym floor upgrades and related equipment and construction.	\$13,532
157 Tony Hillerman Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage and landscaping.	\$56,210

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Site (School District)	Purpose	Amount
158 Tres Volcanes Community Collaborative School (Albuquerque Public Schools)	To plan, design, construct, renovate, purchase, equip and furnish improvements to facilities and grounds, including bleachers.	\$30,757
159 Truman Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$278,000
160 Valle Vista Elementary School (Albuquerque Public Schools)	To purchase and install a public address and sound system, including related equipment, furniture and infrastructure.	\$77,153
161 Valley High School (Albuquerque Public Schools)	To purchase and install library equipment, furniture, fixtures, bookshelves, information technology and infrastructure in the libraries and book rooms.	\$175,000
162 Van Buren Middle School (Albuquerque Public Schools)	To plan, design, purchase, equip, furnish and install fixtures, furniture and related equipment.	\$40,890
163 Ventana Ranch Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage and landscaping.	\$61,650
164 Vision Quest Alternative Middle School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$22,433
165 Volcano Vista High School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage and landscaping.	\$100,796
166 Washington Middle School (Albuquerque Public Schools)	To purchase and install a public address and sound system, including related equipment, furniture and infrastructure.	\$160,000
167 West Mesa High School (Albuquerque Public Schools)	To purchase and install a public address and sound system, including related equipment, furniture and infrastructure.	\$299,095
168 Wherry Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$100,000
169 Whittier Elementary School (Albuquerque Public Schools)	To plan, design, construct and renovate the grounds, courtyard and improvements to facilities, including the purchase and installation of related equipment, fencing, shade structures, turf, outdoor benches, tables, drainage improvements and landscaping.	\$41,000
170 Wilson Middle School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$154,843
171 Zia Elementary School (Albuquerque Public Schools)	To plan, design, construct, purchase, equip and install site improvements, including an electronic message board and security equipment.	\$115,000
172 Zia Elementary School (Albuquerque Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$54,000

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	Site (School District)	Purpose	Amount
173	Zuni Elementary School (Albuquerque Public Schools)	To purchase and install information technology and a public address system, including related equipment, furniture and infrastructure.	\$95,784
174	Lake Arthur High School (Lake Arthur Municipal Schools)	To plan, design, construct, repair, furnish and equip, including electrical systems, roofing, carpet, balustrade and accessibility improvements.	\$400,000
175	Lake Arthur Municipal School District	To plan, design, construct and refurbish running tracks.	\$150,000
176	Lake Arthur Municipal School District	To purchase and equip an activity bus.	\$240,000
177	Lake Arthur Municipal School District	To plan, design, construct, purchase and install bleachers in the main gymnasium.	\$140,000
178	Maxwell Municipal School District	To plan, design, construct, purchase, furnish, equip and install improvements, including seating, to the gymnasium.	\$120,000
179	Melrose Public School District	To purchase and equip an activity bus.	\$150,000
180	Gadsden Independent School District	To purchase and equip an activity bus.	\$200,000
181	Onate High School (Las Cruces Public Schools)	To purchase, install and equip weight room equipment.	\$200,000
182	Hermosa Elementary School (Artesia Public Schools)	To plan, design, conduct site preparation, construct and install heating, ventilation and air conditioning units.	\$326,000
183	Carlsbad High School (Carlsbad Municipal Schools)	To plan, design, purchase, construct and install security fencing and gates.	\$581,905
184	Cobre Consolidated School District	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$311,000
185	Silver Consolidated Schools	To purchase and equip vehicles.	\$50,000
186	Mosquero Municipal Schools	To purchase and equip a tractor.	\$51,000
187	Mosquero Municipal Schools	To purchase and equip vehicles.	\$49,000
188	Animas Public Schools	To plan, design, construct, purchase and install security equipment, including entry doors, cameras, fencing and alarm systems.	\$250,000
189	Lovington Municipal Schools	To plan, design, purchase, install and implement an emergency alert management and communication system.	\$170,000
190	Tatum Municipal Schools	To purchase and equip an activity bus.	\$165,000
191	Gallup-McKinley County Schools	To plan, design, construct, purchase, equip and install improvements, including bleachers and lighting.	\$200,000
192	Gallup-McKinley County Schools	To plan, design, construct, purchase and install improvements to parking lots at schools.	\$75,000
193	Gallup-McKinley County Schools	To plan, design, construct, purchase, equip and install portable buildings.	\$100,000
194	Gallup-McKinley County Schools	To purchase and equip small transport vehicles and buses.	\$337,000
195	Mora Independent Schools	To plan, design, construct, equip and upgrade facilities.	\$100,000
196	Mora Independent Schools	To purchase and install an IP network video surveillance system.	\$50,000
197	Wagon Mound Public Schools	To plan, design, construct, purchase, equip and install an outdoor electronic message board to improve communication and security.	\$26,000

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	Site (School District)	Purpose	Amount
198	Carlos F. Vigil Middle School and Espanola Valley High School (Espanola Public Schools)	To purchase musical instruments and storage equipment for the music programs.	\$160,000
199	Espanola Public Schools	To purchase and equip a bus.	\$75,000
200	Espanola Public Schools	To plan, design, construct and renovate roofing.	\$150,000
201	Carlos F. Vigil Middle School and Alcalde Elementary School (Espanola Public Schools)	To plan, design, construct, purchase, equip and install water wells.	\$40,000
202	Elida Municipal Schools	To purchase and equip an activity bus.	\$193,000
203	Floyd Municipal Schools	To plan, design and construct a transportation and bus shed.	\$100,000
204	Central Consolidated School District	To plan, design, construct and renovate a lift station, including remediation of odor and septic issues, for a preliminary engineering report to relocate the lift station.	\$80,000
205	Rio Gallinas Charter School (West Las Vegas Public Schools)	To purchase and install information technology, including related equipment, furniture and infrastructure.	\$30,000
206	Las Vegas City Public Schools	To purchase and equip activity buses.	\$392,000
207	Pecos Independent Schools	To purchase and equip a bus.	\$90,000
208	West Las Vegas Public Schools	To purchase and equip activity buses.	\$184,000
209	West Las Vegas Public Schools	To purchase and equip food service department cargo vehicles.	\$75,000
210	West Las Vegas Public Schools	To plan, design, construct and equip an early childhood playground.	\$10,000
211	West Las Vegas Public Schools	For a web portal license and information technology for the financial management division.	\$10,000
212	Independence High School (Rio Rancho Public Schools)	To plan, design, purchase and install a facility management system.	\$215,000
213	Rio Rancho Cyber Academy (Rio Rancho Public Schools)	To plan, design, purchase and install a facility management system.	\$85,000
214	Rio Rancho High School (Rio Rancho Public Schools)	For a master drainage and erosion plan.	\$265,000
215	Rio Rancho Public Schools	To plan, design, purchase and install security cameras in the elementary schools.	\$200,000
216	Rio Rancho Public Schools	To plan, design, purchase, construct and install light emitting diode lighting.	\$25,000
217	V. Sue Cleveland High School (Rio Rancho Public Schools)	To plan, design, construct, purchase, replace and install gates.	\$300,000
218	Vista Grande Elementary School (Rio Rancho Public Schools)	To plan, design and construct security improvements.	\$200,000
219	Rio Rancho Public Schools	To plan, design, construct, purchase, equip and install accessible playground equipment at elementary schools.	\$475,000
220	Aspen Community Magnet School (Santa Fe Public Schools)	To plan, design, construct, purchase and install fencing.	\$50,000

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	Site (School District)	Purpose	Amount
221	Capital High School (Santa Fe Public Schools)	To plan, design, construct, purchase and install improvements to the cafeteria courtyard, including concrete and flagstone.	\$40,000
222	Edward Ortiz Middle School (Santa Fe Public Schools)	To plan, design, construct, purchase, install and make improvements to the playground.	\$10,000
223	Nina Otero Community School (Santa Fe Public Schools)	To plan, design, construct, equip, furnish and install a Kiva outdoor classroom and seating area. For development of an educational specification plan for alternative site facilities and to plan, design, construct, purchase and make improvements for permanent facilities at these sites.	\$35,000
224	Santa Fe Public Schools	To plan, design, construct, furnish and equip an addition at the dance barns facility.	\$10,000
225	Santa Fe Public Schools	To plan, design, construct, purchase, equip and install electronic gates, cameras and related infrastructure and a plaza/amphitheater.	\$530,000
226	Academy for Technology and the Classics (Santa Fe Public Schools)	To plan, design, construct, purchase, equip and install improvements to the playground.	\$100,000
227	Acequia Madres Elementary School (Santa Fe Public Schools)	To plan, design, construct, purchase, equip and install a playground.	\$10,000
228	Atalaya Elementary School (Santa Fe Public Schools)	To plan, design, construct, purchase, equip and install a playground.	\$50,000
229	Chaparral Elementary School (Santa Fe Public Schools)	To plan, design, construct, purchase and install sidewalks at the playground perimeter.	\$40,000
230	E.J. Martinez Elementary School (Santa Fe Public Schools)	To plan, design, construct, purchase, install and make improvements to a playground, including shade structures.	\$30,000
231	El Dorado Community School (Santa Fe Public Schools)	To plan, design, construct, purchase, equip and install built-in display cases and improvements to the playground and shade structures.	\$15,000
232	Gonzales Community School (Santa Fe Public Schools)	To plan, design, construct, purchase, equip and install improvements to the playground.	\$15,000
233	Kearny Elementary School (Santa Fe Public Schools)	To plan, design, construct, purchase, equip, furnish and install improvements, including basketball court improvements and shade structures for the bus area and playgrounds.	\$35,000
234	Mandela International Magnet School (Santa Fe Public Schools)	To plan, design, construct, equip, furnish and install improvements, including the entrance and main hall flooring.	\$10,000
235	Milagro Middle School (Santa Fe Public Schools)	To purchase resources for the library.	\$50,000
236	Ramirez Thomas Elementary School (Santa Fe Public Schools)	To plan, design, purchase, equip and install shade structures at playgrounds.	\$30,000
237	Salazar Elementary School (Santa Fe Public Schools)	To plan, design, construct, renovate, equip and furnish the art studio. To plan, design, construct, purchase, equip and install a backup generator for the educational services center.	\$50,000
238	Santa Fe Public Schools		\$330,800
239	Sweeney Elementary School (Santa Fe Public Schools)	To plan, design, construct, purchase, install and make improvements to the playground.	\$35,000

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Site (School District)	Purpose	Amount
240 Wood Gormley Elementary School (Santa Fe Public Schools)	To plan, design, construct, purchase, equip, install and make improvements to the playground	\$20,000 240
241 Cottonwood Valley Charter School (Socorro Consolidated Schools)	To purchase and install security cameras, infrastructure and surveillance cameras and systems.	\$12,000 241
242 Cottonwood Valley Charter School (Socorro Consolidated Schools)	To plan, design, purchase and construct a shade structure.	\$28,000 242
243 Taos High School (Taos Municipal Schools)	To purchase a scoreboard and to plan, design, construct, replace and equip plumbing.	\$220,000 243
244 Questa Independent Schools	To purchase and install information technology and related equipment, furniture and infrastructure, including message boards and fiber optics, and to purchase and install security systems.	\$125,000 244
245 Taos Municipal Schools	To plan, design, construct, furnish and equip security systems.	\$250,000 245
246 Mountainair High School (Mountainair Public Schools)	To purchase and equip a vehicle for the agricultural program.	\$60,000 246
247 Des Moines Municipal Schools	To plan, design, renovate and construct classrooms and instructional spaces for middle and high school students.	\$250,000 247
Total enacted for school district projects		\$28,740,288
Executive vetoes for school district projects		\$0
STATE-AUTHORIZED CHARTER SCHOOL PUBLIC EDUCATION DEPARTMENT PROJECTS FUNDED WITH GENERAL FUND REVENUE		
248 ACE Leadership High School (Albuquerque Public Schools)	To plan, design, construct and equip improvements, including site improvements and information technology, including related equipment, furniture and infrastructure.	\$75,000 248
249 Albuquerque School of Excellence (Albuquerque Public Schools)	To plan, design, purchase, construct, renovate, furnish and equip buildings and grounds, including science and robotics equipment and information technology, including related equipment, furniture and infrastructure.	\$100,000 249
250 Albuquerque Sign Language Academy (Albuquerque Public Schools)	To plan, design and construct a school facility.	\$200,000 250
251 Altura Preparatory School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish and equip buildings and grounds, including purchase and installation of equipment, fencing, information technology and infrastructure.	\$145,000 251
252 Cesar Chavez Community School (Albuquerque Public Schools)	To plan, design, construct, purchase, install, renovate, furnish and equip buildings and grounds, including information technology and related equipment, furniture and infrastructure.	\$170,000 252
253 Gilbert L. Sena Charter High School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish and equip improvements, including fencing, information technology, wiring and infrastructure.	\$95,000 253
254 Media Arts Collaborative Charter School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish, equip, purchase and install a heating, ventilation and air conditioning system and related equipment, fencing, information technology, wiring, infrastructure and site improvements.	\$175,000 254

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Site (School District)	Purpose	Amount
255 Montessori Elementary and Middle School (Albuquerque Public Schools)	To purchase and equip vehicles and to plan, design, and construct improvements to buildings and grounds, including information technology and related equipment, furniture and infrastructure.	\$125,000
256 Rio Grande High School (Albuquerque Public Schools)	To purchase and install equipment for a track and field shed.	\$24,852
257 SAMS Academy Charter School (Albuquerque Public Schools)	To plan, design, construct, renovate, furnish and equip buildings and grounds, including bathroom improvements to comply with the federal Americans with Disabilities Act of 1990, fencing, information technology, wiring and infrastructure.	\$60,000
258 South Valley Preparatory School (Albuquerque Public Schools)	To acquire land and buildings for and to plan, design, construct, renovate, furnish and equip.	\$215,000
259 Southwest Secondary Learning Center (Albuquerque Public Schools)	To plan, design, purchase, construct, improve, equip and furnish buildings and grounds, including a security system, an intercom system, fencing, information technology and related equipment, furniture and infrastructure.	\$234,000
260 Tierra Adentro Charter School (Albuquerque Public Schools)	To plan, design, construct, furnish and equip.	\$286,897
261 J. Paul Taylor Academy (Las Cruces Public Schools)	To plan, design, construct, equip, install and make improvements to the playground and walking track.	\$60,000
262 New America School (Las Cruces Public Schools)	To plan, design, construct, purchase, install, renovate, furnish and equip buildings and grounds, including information technology and related equipment, vehicles and infrastructure.	\$10,000
263 Raíces del Saber Xinachtli Community School (Las Cruces Public Schools)	To purchase equipment and furniture for classrooms, offices, a kitchen and playgrounds.	\$35,000
264 Aldo Leopold Charter School (Silver Consolidated Schools)	To purchase and equip vehicles.	\$105,000
265 ASK Academy Charter School (Rio Rancho Public Schools)	To plan, design, purchase and construct improvements, including security equipment, fencing, information technology and related infrastructure, furniture and equipment.	\$224,000
266 New Mexico School for the Arts (Santa Fe Public Schools)	To plan, design, construct and equip a student dormitory and cafeteria on the site located at 500 Montezuma Street in Santa Fe, contingent upon the transfer of the existing property development right by the New Mexico School of the Arts-Art Institute without consideration as its match for the statewide project.	\$4,257,500
267 Tierra Encantada Charter School (Santa Fe Public Schools)	To acquire property and to plan, design and construct a school facility.	\$10,000
268 Turquoise Trail Elementary School (Santa Fe Public Schools)	To plan, design, construct, renovate, purchase, furnish and equip improvements, including security system upgrades, information technology, fencing and wiring.	\$50,000
269 Red River Valley Charter School (Questa Independent Schools)	To plan, design and construct a building.	\$300,000

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Site (School District)	Purpose	Amount
270 School of Dreams Academy (Los Lunas Schools)	To plan, design, purchase and install information technology and related furniture, equipment and infrastructure.	\$485,000 270
	Total enacted for state-chartered charter school projects	\$7,442,249
	Executive vetoes for state-chartered charter school projects	\$0
OTHER		
271 High Plains Regional Education Cooperative	To plan, design, purchase, equip and install a security system.	\$85,000 271
272 New Mexico School for the Blind and Visually Impaired	To plan, design, demolish and repave parking lots campuswide.	\$348,675 272
273 New Mexico School for the Blind and Visually Impaired	To plan, design, construct, renovate, furnish and equip a new superintendent's residence, including demolition of the existing residence, asbestos abatement and site improvements.	\$698,500 273
	Total enacted for other schools	\$1,132,175
	Executive vetoes for other schools	\$0
OVERALL TOTAL FOR ALL PROJECTS		\$109,209,712
EXECUTIVE VETOES FOR ALL PROJECTS		\$0

Source: LESC

Appendix J: Public School Capital Outlay Reauthorizations

Public School Capital Outlay Reauthorizations Laws 2019, Chapter 280 (House Bill 568, with emergency clause)

Site (School District)	Purpose	Purpose Change	Agency Change	Time of Expenditure	Amount
SCHOOL DISTRICTS AND LOCALLY-AUTHORIZED CHARTER SCHOOLS					
1 Gallup-McKinley County Schools	Reauthorizes the unexpended balance of the \$25 thousand appropriation in Laws 2015 (1st S.S.), Chapter 3 and reauthorized in Laws 2017, Chapter 133 to plan, design and construct a veterans' service center in the Thoreau chapter of the Navajo Nation in McKinley county shall not be expended for the original or reauthorized purpose but is appropriated to the Public Education Department to purchase and equip small transport vehicles and buses for the Gallup-McKinley County School District.	X	X	Extended through FY21	\$25,000
2 Newcomb Middle School (Central Consolidated Schools)	Reauthorizes \$25 thousand of the appropriation in Laws 2015 (1st S.S.), Chapter 3 for drainage improvements.			Extended through FY21	\$25,000
3 Belen High School (Belen Consolidated Schools)	Reauthorizes \$150 thousand of the appropriation in Laws 2015 (1st S.S.), Chapter 3 and changes the purpose to plan, design, construct, purchase and install infrastructure.	X		Extended through FY21	\$150,000
STATE-AUTHORIZED CHARTER SCHOOLS					
4 Amy Biehl High School (Albuquerque Public Schools)	Reauthorizes the unexpended balance of the \$27.3 thousand appropriation in Laws 2016, Chapter 81 and changes the purpose to repair, upgrade, purchase and install boilers and heating, ventilation and air conditioning.	x		Extended through FY21	\$27,300
5 Cottonwood Classical Preparatory School (Albuquerque Public Schools)	Reauthorizes the unexpended balance of the \$148.3 thousand appropriation in Laws 2015 (1st S.S.), Chapter 3 and changes the purpose to plan, design, construct, renovate, furnish and equip buildings and grounds, including the purchase of security systems, security fencing, information technology and installation of related equipment and infrastructure.	X		Extended through FY21	\$148,300
6 La Promesa Early Learning Center (Albuquerque Public Schools)	Extends the time of expenditure of the \$112 thousand appropriation in Laws 2015 (1st S.S.), Chapter 3 to plan, design, construct, renovate and equip facilities and to purchase and install information technology.			Extended through FY21	\$112,000
7 New Mexico School for the Arts (Santa Fe Public Schools)	Extends the time period of the \$100 thousand appropriation in Laws 2015 (1st S.S.), Chapter 3 to plan, design, construct and equip facilities.			Extended through FY21	\$100,000
CONSTITUTIONAL SPECIAL SCHOOLS					
8 New Mexico School for the Blind and Visually Impaired (Alamogordo Public Schools)	Reauthorizes the \$2.9 million appropriation originally authorized in Laws 2013, Chapter 226 for which the time of expenditure was extended in Laws 2017, Chapter 133 and reauthorized in Laws 2018, Chapter 68 to plan, design, renovate and equip the Watkins educational center and to demolish the San Andres building, which may not include making other infrastructure improvements campuswide.	X		Extended through FY20	\$2,900,000

Source: LESC

Appendix K: Public Project Revolving Fund Projects

Public Project Revolving Fund Projects Laws 2019, Chapter 127 (House Bill 241, with emergency clause)

School District or Charter School		Subsection of Authorization
SCHOOL DISTRICTS AND LOCALLY-AUTHORIZED CHARTER SCHOOLS		
1	Academy for Technology and the Classics	Subsection 1
2	Alamogordo Public Schools	Subsection 2
3	Albuquerque Public Schools	Subsection 4
4	Alice King Community School	Subsection 5
5	Artesia Public Schools	Subsection 7
6	Aztec Municipal Schools	Subsection 8
7	Belen Consolidated Schools	Subsection 10
8	Bernalillo Public Schools	Subsection 14
9	Bloomfield Schools	Subsection 15
10	Capitan Municipal Schools	Subsection 19
11	Carlsbad Municipal Schools	Subsection 20
12	Central Consolidated Schools	Subsection 25
13	Chama Valley Independent Schools	Subsection 27
14	Clayton Municipal Schools	Subsection 32
15	Cloudcroft Municipal Schools	Subsection 34
16	Cobre Consolidated Schools	Subsection 39
17	Cuba Independent Schools	Subsection 42
18	Deming Public Schools	Subsection 45
19	Dora Consolidated Schools	Subsection 50
20	Española Public Schools	Subsection 65
21	Eunice Public Schools	Subsection 68
22	Farmington Municipal Schools	Subsection 69
23	Fort Sumner Municipal Schools	Subsection 71
24	Gadsden Independent Schools	Subsection 73
25	Gallup-McKinley County Schools	Subsection 75
26	Grady Municipal Schools	Subsection 78
27	Hobbs Municipal Schools	Subsection 84
28	Hondo Valley Public Schools	Subsection 86
29	House Municipal Schools	Subsection 87
30	Jal Public Schools	Subsection 99
31	Lordsburg Municipal Schools	Subsection 113
32	Loving Municipal Schools	Subsection 118
33	Lovington Municipal Schools	Subsection 119
34	Magdalena Municipal Schools	Subsection 122
35	Melrose Public Schools	Subsection 126
36	Mesa Vista Consolidated Schools	Subsection 128
37	Moriarty-Edgewood Schools	Subsection 133
38	Native American Community Academy	Subsection 135
39	Pecos Independent Schools	Subsection 144
40	Pojoaque Valley Public Schools	Subsection 145
41	Portales Municipal Schools	Subsection 146
42	Quemado Independent Schools	Subsection 158
43	Raton Public Schools	Subsection 160
44	Reserve Independent Schools	Subsection 162
45	Rio Rancho Public Schools	Subsection 166
46	Roswell Independent Schools	Subsection 170
47	Ruidoso Municipal Schools	Subsection 173
48	San Jon Municipal Schools	Subsection 175
49	Santa Fe Public Schools	Subsection 182

Public Project Revolving Fund Projects

Public Project Revolving Fund Projects

Laws 2019, Chapter 127 (House Bill 241, with emergency clause)

	School District or Charter School	Subsection of Authorization
50	Socorro Consolidated Schools	Subsection 188
51	Taos Municipal Schools	Subsection 195
52	Tatum Municipal Schools	Subsection 201
53	Texico Municipal Schools	Subsection 202
54	Truth or Consequences Municipal Schools	Subsection 208
55	Tucumcari Public Schools	Subsection 210
56	Tularosa Municipal Schools	Subsection 212
57	West Las Vegas Public Schools	Subsection 218
STATE-AUTHORIZED CHARTER SCHOOLS		
58	New Mexico School for the Arts	Subsection 139
59	Tierra Adentro	Subsection 203
CONSTITUTIONAL SPECIAL SCHOOLS		
60	New Mexico Military Institute	Subsection 138

Appendix L: Selected Public-Education-Related Language From the General Fund

Strikethrough Indicates Executive Veto

Section 4

State Equalization Guarantee Distribution

The rate of distribution of the state equalization guarantee distribution shall be based on a program unit value determined by the secretary of public education. The secretary of public education shall establish a preliminary unit value to establish budgets for the 2019-2020 school year and then, on verification of the number of units statewide for fiscal year 2020 but no later than January 31, 2020, the secretary of public education may adjust the program unit value. In setting the preliminary unit value and the final unit value in January, the public education department shall consult with the department of finance and administration, the legislative finance committee and the legislative education study committee.

The general fund appropriation to the state equalization guarantee distribution includes forty million four hundred thirty-three thousand dollars (\$40,433,000) contingent on enactment of House Bill 5 or Senate Bill 1 in the first session of the fifty-fourth legislature amending the School Personnel Act to increase teacher and administrator minimum salary levels. The secretary of public education shall ensure that during fiscal year 2020 no full-time level one teacher receives a base salary less than forty-one thousand dollars (\$41,000), no full-time level two teacher receives a base salary less than fifty thousand dollars (\$50,000), no full-time level three-A teacher receives a base salary less than sixty thousand dollars (\$60,000) and no full-time level three-B school principal or level three-B assistant school principal receives a base salary less than sixty thousand dollars (\$60,000) multiplied by the applicable responsibility factor as defined in Subsection B of Section 22-10A-2 NMSA 1978.

The general fund appropriation to the state equalization guarantee distribution includes seventy-seven million seven hundred fifty-three thousand dollars (\$77,753,000) to provide a six percent salary increase to all licensed teachers whose primary duty is classroom instruction. This amount shall be provided separately and prior to any amendments to the statutory minimum salary of level one teachers, level two teachers and level three-A teachers in the School Personnel Act enacted in the first session of the fifty-fourth legislature. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide a six percent salary increase for all licensed teachers whose primary duty is classroom instruction.

The general fund appropriation to the state equalization guarantee distribution includes six million two hundred twenty-five thousand four hundred dollars (\$6,225,400) to provide a six percent salary increase to all licensed school principals and licensed assistant school principals whose primary duty is school administration. This amount shall be provided separately and prior to any amendments to the statutory minimum salary of level three-B administrators in the School Personnel Act enacted in the first session of the fifty-fourth legislature. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide a six percent salary increase for all licensed school principals and licensed assistant school principals whose primary duty is school administration.

The general fund appropriation to the state equalization guarantee distribution includes thirty-seven million six hundred ninety-four thousand four hundred dollars (\$37,694,400) to provide a six percent salary increase for all instructional staff and other licensed and unlicensed staff, other than licensed teachers with a primary duty of classroom instruction and licensed school principals or licensed assistant school principals with a primary duty of school administration. Provided however that salary increases for district superintendents shall be established by the district school board. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide a six percent salary increase for all instructional staff and other licensed and unlicensed staff, other than licensed teachers with a primary duty of classroom instruction, or licensed school principals and licensed assistant school principals with a primary duty of school administration. The secretary of public education shall

Selection Public-Education-Related Language from the General Fund

not approve the operating budget of a school district or charter school that does not prioritize salary increases for instructional staff or disproportionately allocates salary increases for central office administrators; provided that school districts and charter schools are encouraged to allocate average salary increases for all school staff the same as licensed teachers with a primary duty of classroom instruction.

The general fund appropriation to the state equalization guarantee distribution includes four million two hundred fifty thousand dollars (\$4,250,000) to provide public education employees eligible for coverage under the Educational Retirement Act an employer-paid pension increase contingent on enactment of House Bill 501 or similar legislation in the first session of the fifty-fourth legislature amending the Educational Retirement Act to increase employer-paid pension contributions by twenty-five hundredths of one percent.

The general fund appropriation to the state equalization guarantee distribution includes one hundred three million two hundred eleven thousand eight hundred dollars (\$103,211,800) contingent on enactment of House Bill 5 or Senate Bill 1 in the first session of the fifty-fourth legislature amending the Public School Code to do the following: define a maximum age for a school-age person and a qualified student of twenty-two years old, increase the at-risk index multiplier to twenty-five hundredths, eliminate school size adjustments for schools in large school districts and establish a formula factor for schools in rural areas.

The general fund appropriation to the state equalization guarantee distribution includes sixty-two million four hundred ninety-seven thousand five hundred dollars (\$62,497,500) contingent on enactment of House Bill 5 or Senate Bill 1 in the first session of the fifty-fourth legislature amending the Public School Code to establish an extended learning time program factor in the public school funding formula for extended learning time programs. The secretary of public education shall consider those extended learning time programs eligible for state financial support and the amount of state funding available for extended learning time programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in extended learning time programs that will be used to calculate the number of additional program units for extended learning time programs. Any amount of the sixty-two million four hundred ninety-seven thousand five hundred dollar (\$62,497,500) appropriation that is not distributed through the new extended learning time program factor, calculated by multiplying the final program unit value set for the 2019-2020 school year by the total extended learning time program units and subtracting that product from sixty-two million four hundred ninety-seven thousand five hundred dollars (\$62,497,500), shall be transferred to the public education reform fund.

The general fund appropriation to the state equalization guarantee distribution includes one hundred nineteen million eight hundred ninety-five thousand nine hundred dollars (\$119,895,900) contingent on enactment of House Bill 5 or Senate Bill 1 in the first session of the fifty-fourth legislature amending the Public School Code to establish a K-5 plus factor in the public school funding formula for K-5 plus programs. The secretary of public education shall consider those K-5 plus programs eligible for state financial support and the amount of state funding available for K-5 plus programs and determine, in consultation with the department of finance and administration, legislative finance committee and legislative education study committee, the programs and consequent numbers of students in K-5 plus programs that will be used to calculate the number of additional program units for K-5 plus programs. Any amount of the one hundred nineteen million eight hundred ninety-five thousand nine hundred dollar (\$119,895,900) appropriation that is not distributed through the new K-5 plus program factor, calculated by multiplying the final program unit value set for the 2019-2020 school year by the total K-5 plus program units and subtracting that product from one hundred nineteen million eight hundred ninety-five thousand nine hundred dollars (\$119,895,900), shall be transferred to the public education reform fund.

For fiscal year 2020, if the program cost made available is insufficient to meet the level of state support required by the special education maintenance of effort requirements of Part B of the federal Individuals with Disabilities Education Act, the public education department shall reduce the program cost in an amount that equals the projected shortfall and distribute that amount to school districts and charter schools in the same manner and on the same basis as the state equalization guarantee distribution to meet the level of support required by Part B of the federal Individuals with Disabilities Education Act for fiscal year 2020 and shall reduce the final unit value to account for the reduction.

Selection Public-Education-Related Language from the General Fund

After considering those elementary physical education programs eligible for state financial support and the amount of state funding available for elementary physical education, the secretary of public education shall annually determine the programs and the consequent numbers of students in elementary physical education that will be used to calculate the number of elementary physical education program units, ~~provided that no school district or charter school shall generate elementary physical education program units in fiscal year 2020 in excess of the total average number of elementary school students enrolled on the second and third reporting date of the 2018-2019 school year multiplied by the cost differential factor of six one-hundredths as established in Section 22-8-23.7 NMSA 1978.~~

The public education department shall monitor and evaluate the ways in which school districts and individual schools use funding distributed for at-risk program units, bilingual and multicultural education program units, extended learning time program units, K-5 plus program units, instructional materials and classroom instruction in fiscal year 2020 and report its findings and recommendations to the governor, legislative education study committee and legislative finance committee on or before December 1, 2019.

The general fund appropriation to the state equalization guarantee distribution includes sufficient funding for school districts and charter schools to purchase culturally appropriate instructional materials for eligible students. The public education department shall monitor and evaluate the extent to which schools purchase and use instructional materials relevant to the cultures, languages, history and experiences of culturally diverse students.

The public education department shall not approve the operating budget of any school district or charter school to operate a four-day school week during the 2019-2020 school year that did not provide a four-day school week during the 2018-2019 school year.

The public education department shall not approve the operating budget of any school district or charter school with fewer than fifty thousand students that spends less than one standard deviation below the average expenditure rate of comparable school districts and charter schools on instruction, student support services and instructional support services unless that school district or charter school demonstrates the budgeted spending level for instruction, student support services and instructional support services is sufficient to provide a free and appropriate public education to all students.

The public education department shall not approve the operating budget of any school district or charter school with greater than or equal to fifty thousand students that spends less than seventy-five percent of general fund appropriations on instruction, student support services and instructional support services unless that school district or charter school demonstrates the budgeted spending level for instruction, student support services and instructional support services is sufficient to provide a free and appropriate public education to all students.

Funds appropriated from the general fund to the state equalization guarantee distribution or any cash balances derived from appropriations from the general fund to the state equalization guarantee distribution in any year shall not be used to fund any litigation against the state unless or until a court issues a final decision in favor of a plaintiff school district or charter school and all legal remedies have been exhausted.

The general fund appropriation to the public school fund shall be reduced by the amounts transferred to the public school fund from the current school fund and from federal Mineral Leasing Act receipts otherwise unappropriated.

The general fund appropriation to the state equalization guarantee distribution reflects the deduction of federal revenue pursuant to Paragraph (2) of Subsection C of Section 22-8-25 NMSA 1978 that includes payments to school districts and charter schools commonly known as "impact aid funds" pursuant to 20 U.S.C. 7701 et seq., and formerly known as "PL874 funds."

The other state funds appropriation is from the balances received by the public education department pursuant to Section 66-5-44 NMSA 1978.

~~Within thirty calendar days of initial submission, the secretary of public education shall process and pay each request for reimbursement submitted to the public education department by a school district or charter school.~~

Selection Public-Education-Related Language from the General Fund

The department of finance and administration may adjust a school district's or charter school's monthly state equalization guarantee progress payment to provide flexibility to meet cash flow needs, provided that no school district or charter school shall receive an annual state equalization guarantee distribution that is more than their proportionate fiscal year 2020 share.

Any unexpended balances in the authorized distributions remaining at the end of fiscal year 2020 from appropriations made from the general fund shall revert to the general fund.

Transportation Distribution

The other state funds appropriation to the transportation distribution is from the public school capital outlay fund.

The general fund appropriation to the transportation distribution includes three million five hundred sixty-seven thousand six hundred dollars (\$3,567,600) to provide a six percent salary increase to all school transportation employees. The secretary of public education shall not approve the operating budget of a school district or charter school that does not provide a six percent salary increase for all school transportation employees.

The general fund appropriation to the transportation distribution includes two million seven hundred forty-five thousand six hundred dollars (\$2,745,600) for transportation of students to extended learning time programs contingent on enactment of House Bill 5 or Senate Bill 1 in the first session of the fifty-fourth legislature amending the Public School Code to establish an extended learning time program factor. If a school district or state-chartered charter school does not transport students to extended learning time programs, the school district's or state-chartered charter school's proportionate share of the two million seven hundred forty-five thousand six hundred dollar (\$2,745,600) appropriation to the transportation distribution for extended learning time programs shall be transferred to the public education reform fund.

The general fund appropriation to the transportation distribution includes three million seven hundred forty-four thousand dollars (\$3,744,000) for transportation of students to K-5 plus programs contingent on enactment of House Bill 5 or Senate Bill 1 in the first session of the fifty-fourth legislature amending the Public School Code to establish a K-5 plus program factor. If a school district or state-chartered charter school does not transport students to K-5 plus programs, the school district's or state-chartered charter school's proportionate share of the three million seven hundred forty-four thousand dollar (\$3,744,000) appropriation to the transportation distribution for extended learning time programs shall be transferred to the public education reform fund.

Supplemental Distribution

The secretary of public education shall not distribute any emergency supplemental funds to a school district or charter school that is not in compliance with the Audit Act or that has cash and invested reserves, or other resources or any combination thereof, equaling five percent or more of their operating budget.

Any unexpended balances in the supplemental distribution of the public education department remaining at the end of fiscal year 2020 from appropriations made from the general fund shall revert to the general fund.

Instructional Materials

The general fund appropriation to the public education department for dual-credit instructional materials shall be used by the department to reimburse school districts, charter schools, state-supported schools and bureau of Indian education high schools in New Mexico for the cost of required textbooks and other course supplies for students enrolled in the dual-credit program to the extent of the available funds.

Any unexpended balances in the dual-credit instructional materials appropriation remaining at the end of fiscal year 2020 from appropriations made from the general fund shall revert to the general fund.

Standards-Based Assessments

Any unexpended balances in the standards-based assessments appropriation remaining at the end of fiscal year 2020 from appropriations made from the general fund shall revert to the general fund.

Selection Public-Education-Related Language from the General Fund

Public Education Department Special Appropriations

The internal service funds/interagency transfers appropriation to the public pre-kindergarten fund of the public education department is from the federal temporary assistance for needy families block grant to New Mexico.

The appropriations to the public pre-kindergarten fund of the public education department include sufficient funding to continue the established extended-day prekindergarten pilot program during the 2019-2020 school year.

~~The secretary of public education shall not make an award to a prekindergarten program at a school district or charter school that provides fewer days each week for its prekindergarten program than the number of school days provided each week in that school district or charter school for other grade levels during the school year.~~

The general fund appropriation to the public education department for bilingual and multicultural education support shall be used to support English learners and bilingual and multicultural education program instruction, meet statutory requirements pursuant to the Bilingual Multicultural Education Act and provide local professional learning opportunities and resources for students, parents and school personnel on culturally and linguistically responsive instruction.

The general fund appropriation to the public education department for school-based health centers shall be used to establish or expand school-based health centers statewide.

The general fund appropriation to the public education department for the career technical education pilot is contingent on enactment of a bill in the first session of the fifty-fourth legislature establishing a career technical education pilot program. A school district or charter school may submit an application to the public education department for an allocation from the career technical education pilot appropriation to develop a new industry-validated career pathway aligned to department-approved academic content and performance standards.

The internal service funds/interagency transfers appropriation to the graduation, reality and dual-role skills program of the public education department is from the federal temporary assistance for needy families block grant to New Mexico.

The general fund appropriation to the public education department for community school initiatives shall be used to establish, expand or support community school initiatives pursuant to Section 22-32-4 NMSA 1978.

The general fund appropriation to the public education department for indigenous education initiatives shall be used to engage a cohort of public schools focused on transforming educational

opportunities available to native students through additional resources, key supports, innovation and a community-led school engagement process.

The other state funds appropriation to the public education department for the teacher and administrator evaluation system is from the educator licensure fund.

Except for appropriations to the public pre-kindergarten fund, any unexpended balances in the special appropriations to the public education department remaining at the end of fiscal year 2020 from appropriations made from the general fund shall revert to the general fund.

