

FY23 Public School Support and PED Agency Budget Request

Prepared for the
Legislative Education Study Committee

Senator Bill Soules, *Chair*
Representative Andrés Romero, *Vice-Chair*

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Presentation Overview

Context & Request

1. Baseline Data: Attainment, Attendance and Achievement
 2. Long-term Priorities and Addressing Martinez/Yazzie
 3. Public School Support Request
 4. PED Agency Budget Request
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Key Points

Education will be culturally and linguistically responsive and relevant for all students.

Move the Needle! Recruiting and retaining effective educators is a priority.

Everyone within our schools needs all the support we can provide...“Last year was hard, this year is harder.”

A Strengths-Based Approach to “Move the Needle”

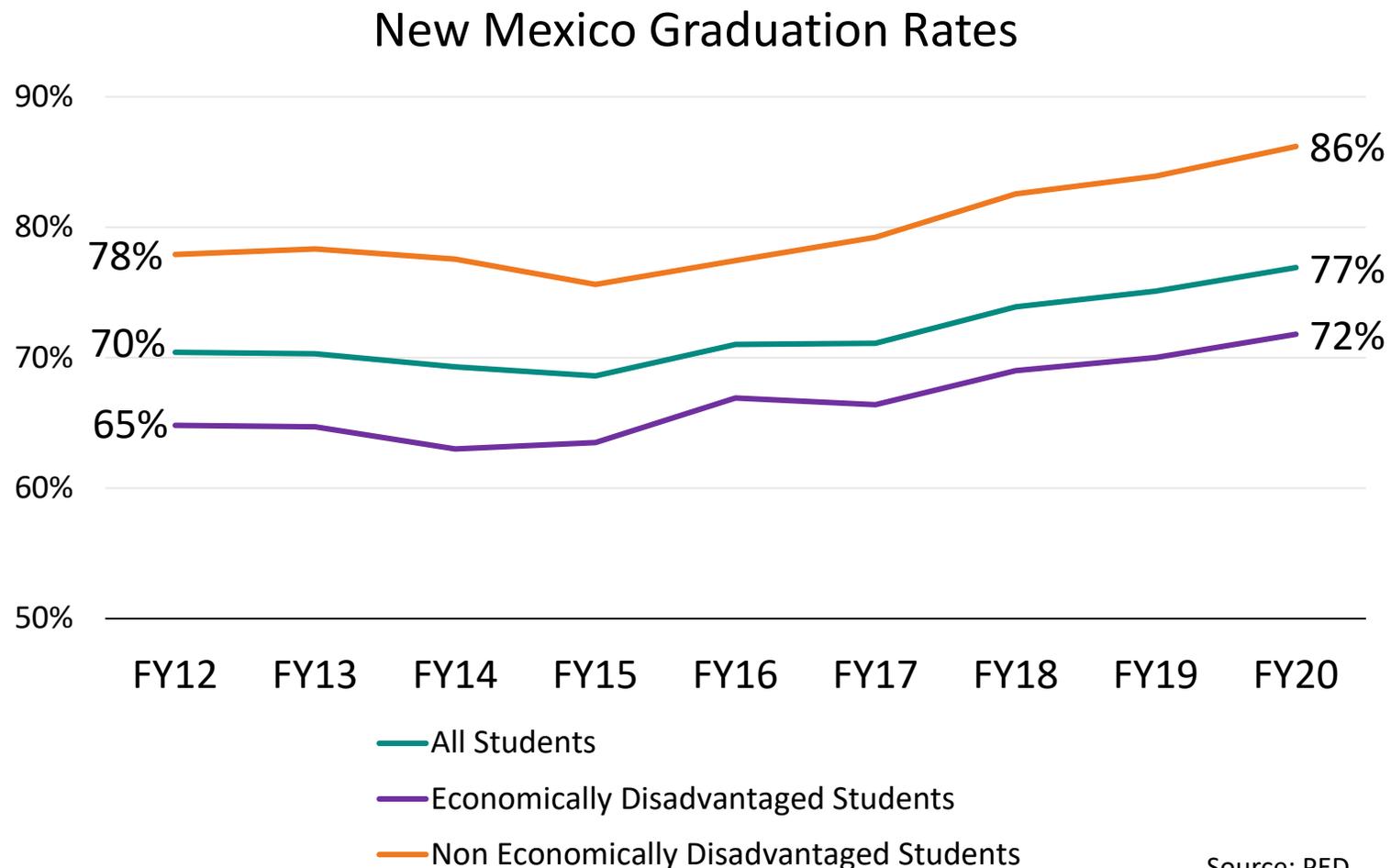
- In New Mexico, our strengths are rooted in our outstanding educators – teachers, educational assistants, nurses, counselors, school psychologists, social workers, principals, and all the others who keep our schools succeeding and our children thriving.
- That recognition is the foundation upon which we recruit needed staff and build the momentum to “*move the needle*” on three goals:
 - **Attainment.** Provide a path to graduation for every child.
 - **Attendance.** Engage children in active learning.
 - **Achievement.** Show growth in math and language arts.



Moving the Needle: Attainment

Over the last five years, graduation rates have been steadily increasing.

However, economically disadvantaged students are less likely to graduate than other peers.



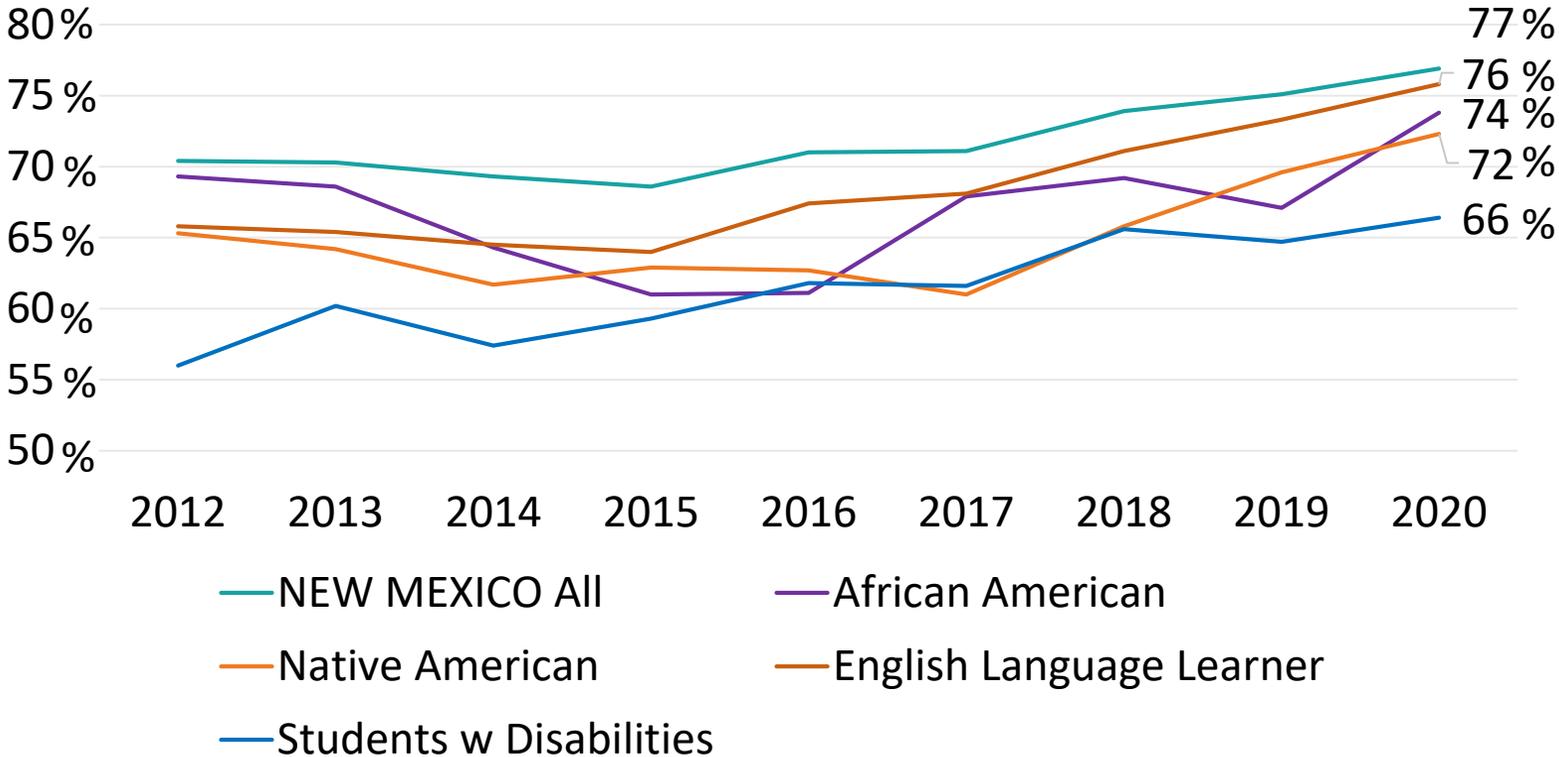
Source: PED

Moving the Needle: Attainment

While English Learners and African American students have made great gains in graduation rates, they still fall below the NM state average.

Native American students are graduating at a lower rate than other peers.

New Mexico Graduation Rates



Source: PED

Supporting Students with Disabilities: Attainment

The Division for Vocational Rehabilitation (DVR) within PED assists students transitioning from high school to college and/or job placement.

Beginning at age 14, students with disabilities can connect with VR for Pre-Employment Transition Services, “Pre-ETS”. The VR counselor works with students, their families, their schools, and community partners to help make informed decisions about their future.

Pre-Employment Transition Services include:

1. Job exploration counseling
2. Work-based learning experiences
3. Counseling
4. Workplace readiness training
5. Instruction in self-advocacy

This school year, DVR has served **3,379 students** with disabilities in **275 schools** throughout New Mexico.

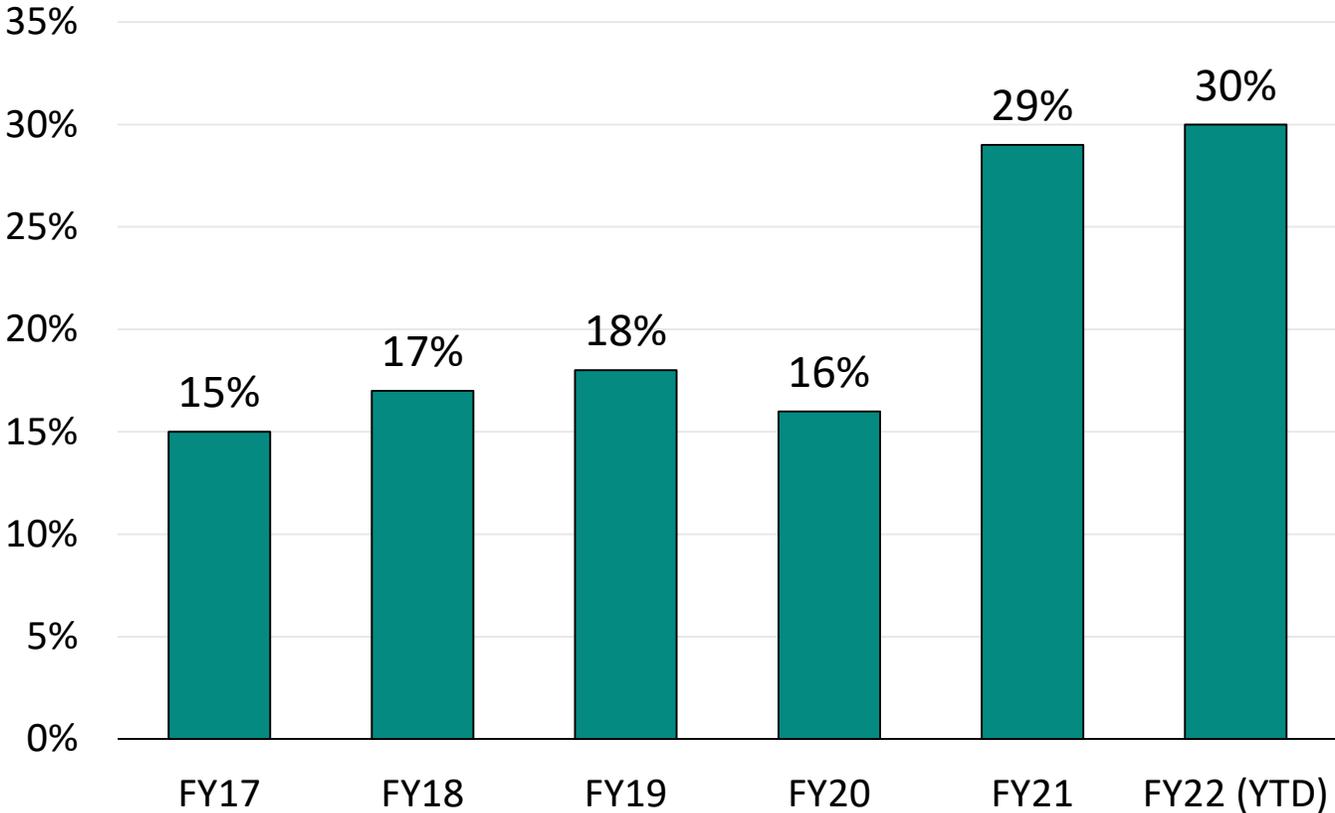
Attendance Challenges

The chronic absenteeism rate nearly doubled during COVID-19.

In 2019, absenteeism exceeded the state average for Native American Students (26%) and Economically Disadvantaged Students (20%).

Note: Chronically absent means missing 10% or more of the school year for any reason, including both excused and un-excused absences

Percent of Students “Chronically Absent”



Source: PED

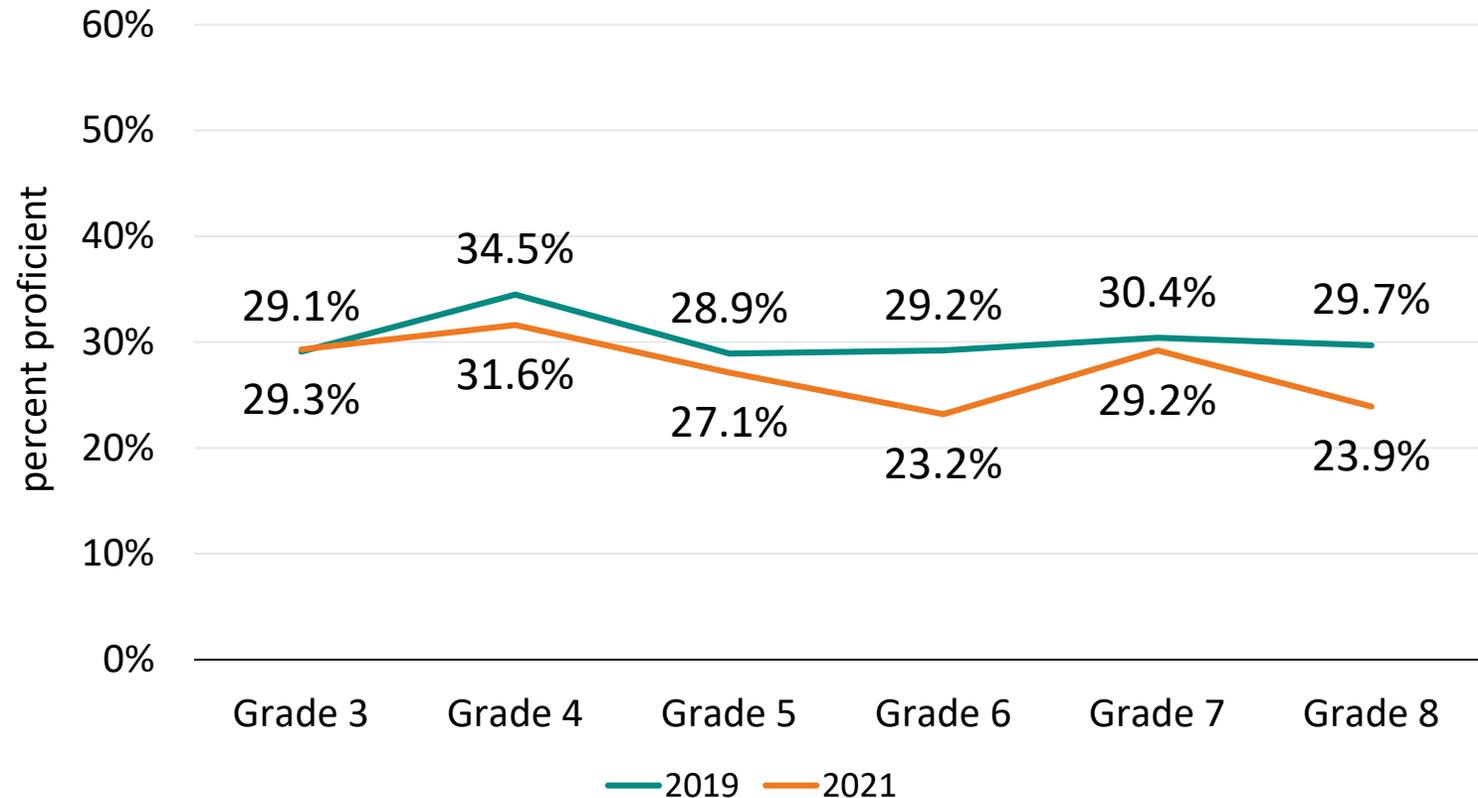
Achievement: New Mexico Data Study Reading

Reading:

The percent of students proficient in participating schools declined by 3 percentage points from 2019 to 2021*

*Based upon an analysis of short-cycle assessment data from 19 school districts, not representative of the whole state

Comparison of Reading Proficiency Rates



Source: Center for Assessment, New Mexico Interim Data Study, September 2021

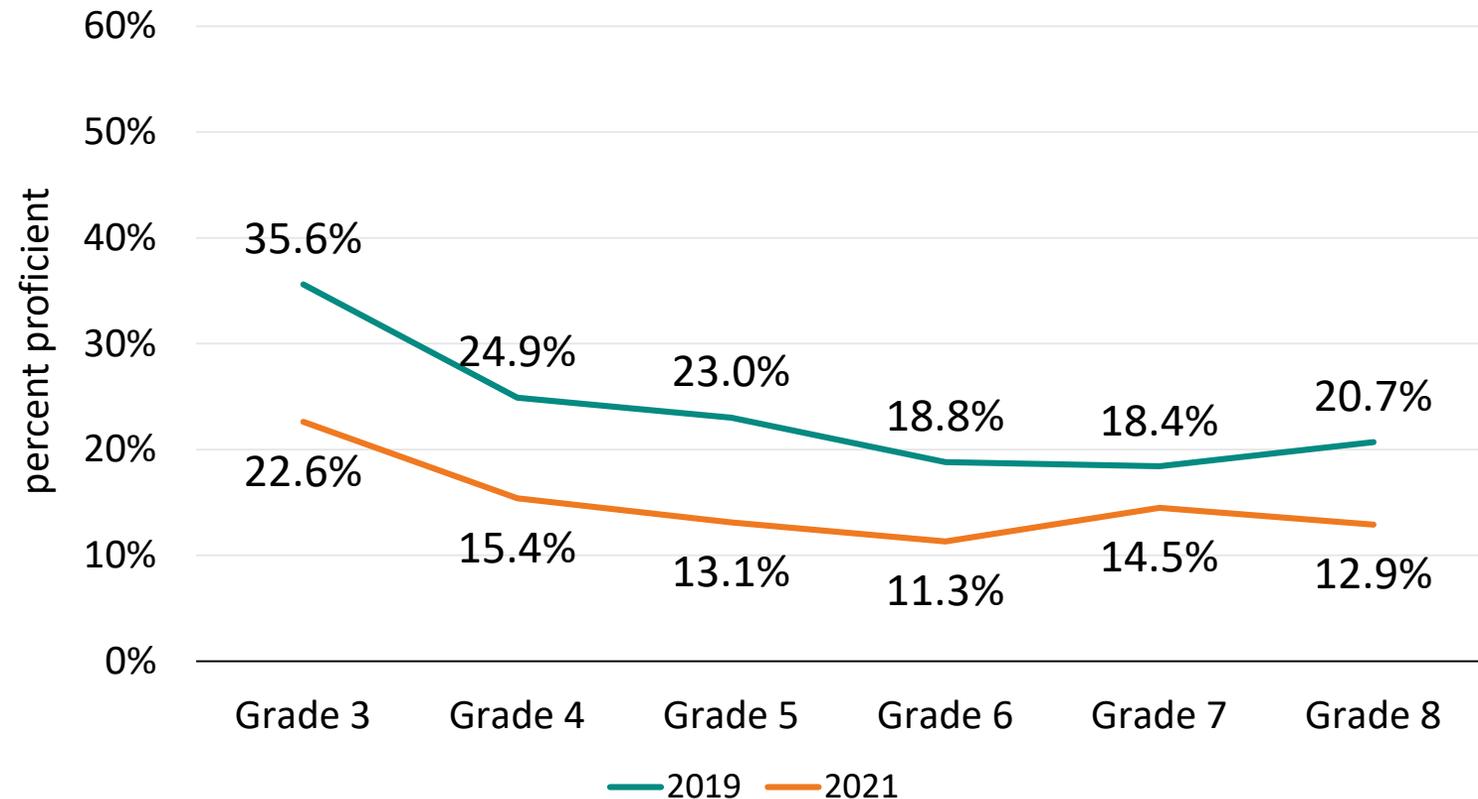
Achievement: New Mexico Data Study Math

Math:

The percent of students proficient in participating schools declined by 8.4 percentage points from 2019 to 2021.*

*Based upon an analysis of short-cycle assessment data from 19 school districts, not representative of the whole state

Comparison of Mathematics Proficiency Rates

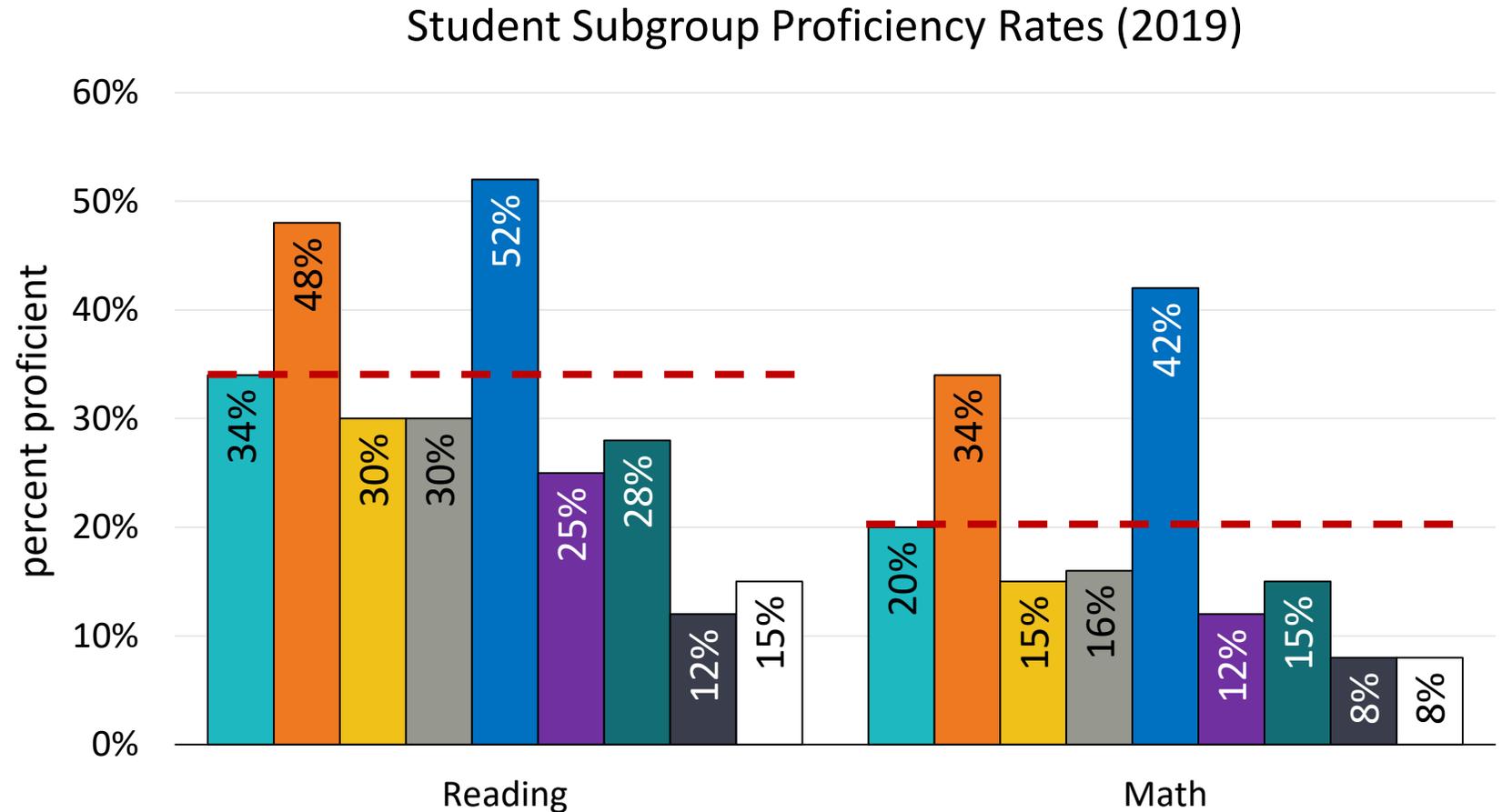


Source: Center for Assessment, New Mexico Interim Data Study, September 2021

Achievement: Proficiency by Demographics

Reading and Math proficiency is lowest among Native American students, economically disadvantaged students, and English learners compared to other peers.

- All Students
- Caucasian
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learners



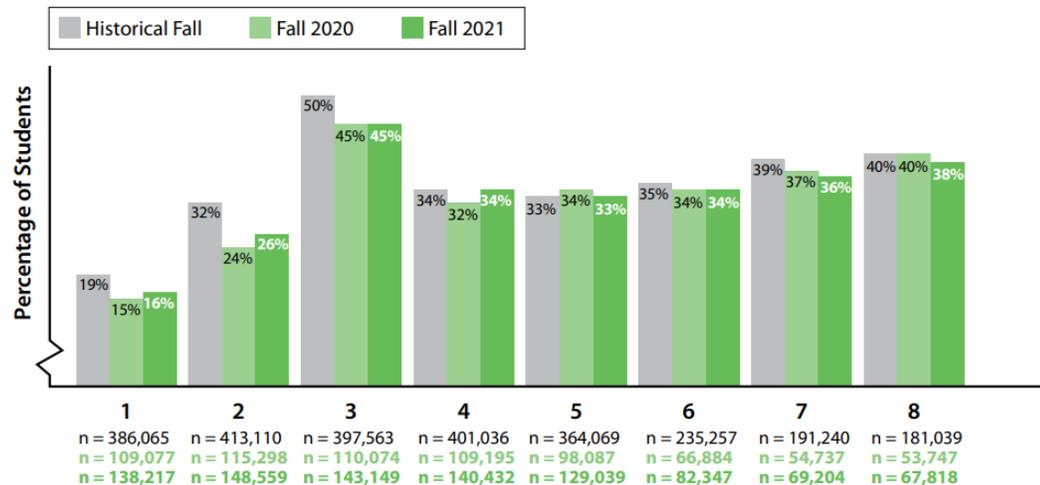
National Study: Reading & Math Performance

One recent national study indicates:

- In reading, the percent of students who are on grade level in the upper-elementary and middle school grades is **close to pre-pandemic levels**. In early grades, the percent of students who are on grade level is **lower** than before the pandemic.
- In mathematics, the percent of students who are on grade level is **lower in nearly all grades** than what we saw prior to the pandemic.

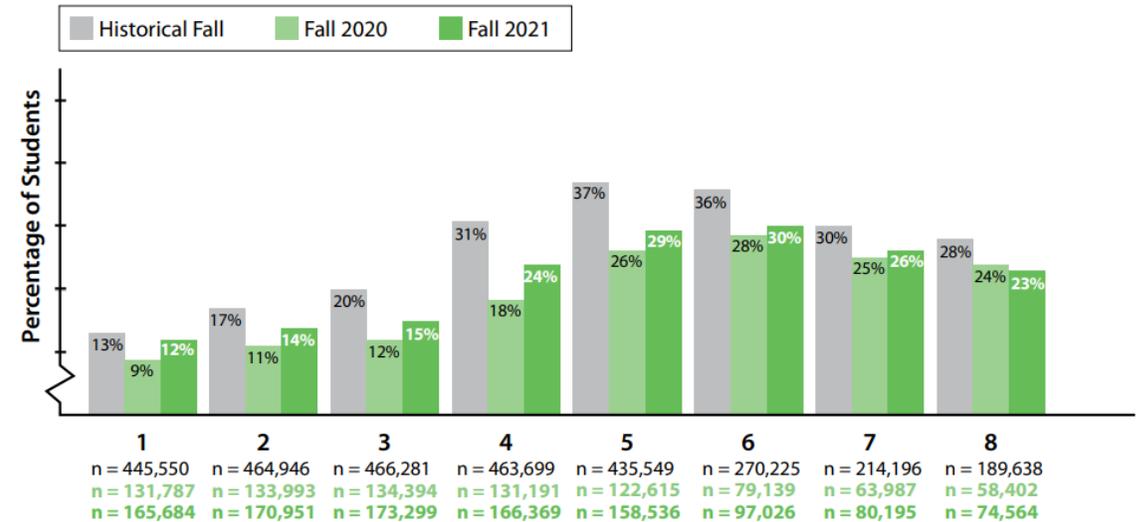
Graph 4.1: On Grade Level in Fall 2020 and Fall 2021, Reading

Data Focus: ■ ■ ■ ↓



Graph 4.2: On Grade Level in Fall 2020 and Fall 2021, Mathematics

Data Focus: ■ ■ ■ ↓



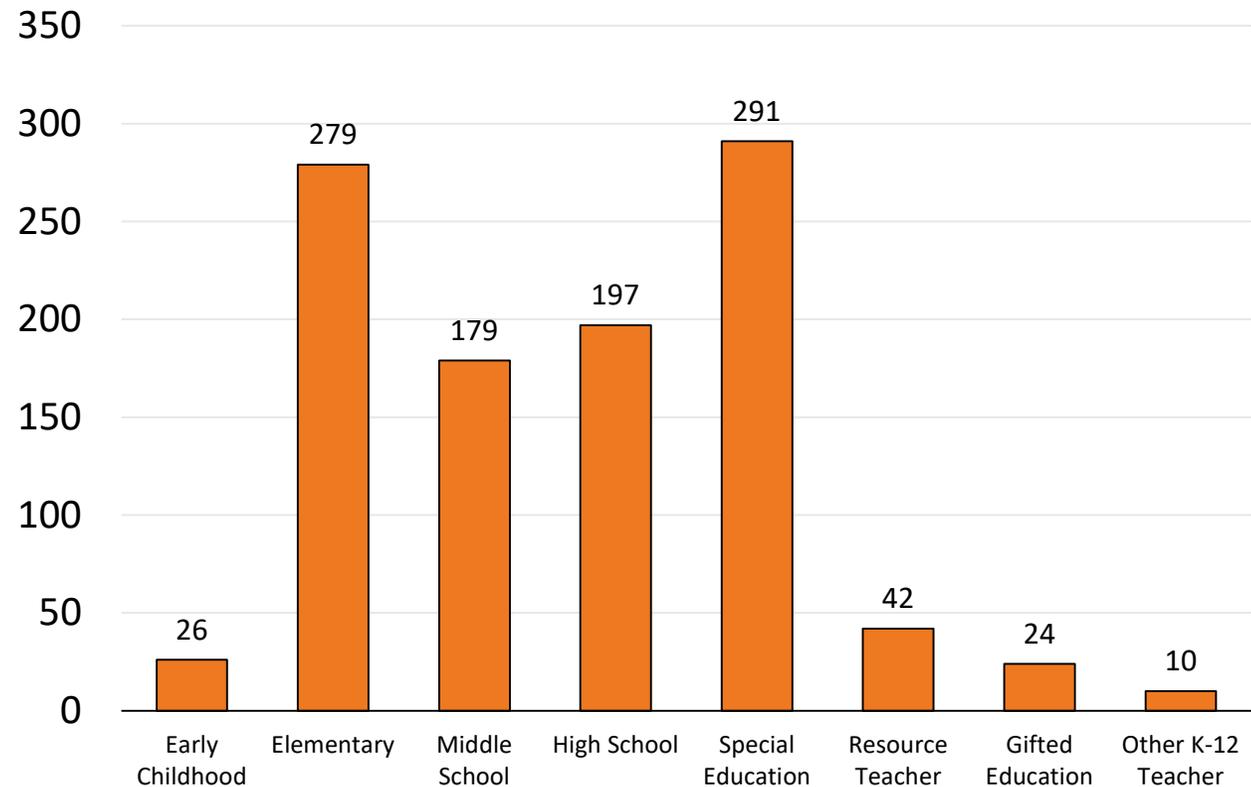
Source: Curriculum Associates, November 2021

The Educator Workforce Crisis

New Mexico has 1,048 vacant teaching positions, nearly double the 571 vacancies reported last year.

Special education and elementary teachers are the largest need.

October 2021 Snapshot of Teacher Vacancies



Source: NMSU Southwest Outreach Academic Research Evaluation & Policy Center, October 2021

Addressing the Educator Workforce Crisis

Recruiting, hiring, inducting, and developing a culturally and linguistically relevant teacher workforce

- Stand up a robust and comprehensive recruitment tool
- Expand the Educators Fellows program with on-the-job training
- Provide Teacher Residency grants and partner with higher education
- Promote New Mexico's Grow Your Own pathway, Teacher Preparation Affordability Scholarships, and Teacher Loan Repayment Program



Long-term Priorities for Continuous Improvement

Education Department Strategic Plan

Educator Ecosystem

- Educator Recruitment
- Educator Compensation
- Educator Career Ladders
- Supports for Educators and School Leaders

Profiles and Pathways

- Graduate Profiles
- Graduation Requirements
- Experiential Learning (career-technical education, work-based learning, project-based learning)

Support Structures

- Data and Cybersecurity
- Research and Evaluation
- Financial Oversight and Transparency
- Strategic Outreach

Whole Child

- Early Literacy
- Reading and Mathematics
- Social Emotional Learning
- Special Education
- Fine Arts, PE, and Extracurriculars
- Implementation of Key Acts

Supports and Opportunities

- Community Schools
- K-5 Plus and ELTP
- Closing the Digital Divide

FY23 Public School Support Request

- *Address Martinez/Yazzie Ruling*
- *Address Unfinished Learning and Student Achievement*
- *Address the Educator Workforce Crisis*



Address Unfinished Learning and Student Achievement

- Additional time for students in high-quality, engaged learning (Lines 5 and 6: no increase requested)
- Improve literacy (Line 58: \$10 million increase)
- Improve mathematics and early numeracy (Lines 77: \$2 million)
- Increase access to career technical education and work-based experiential learning (Line 97: \$7 million increase)
- Expand behavioral health services in schools (Line 70: \$4 million new program)



Address Unfinished Learning and Student Achievement

- **Improve Native American student learning** (Lines 44 and 45: \$14.8 million increase)
- **Expand and sustain community schools** (Lines 48 and 98: \$5 million increase)
- **Provide sustainable funding for learning technologies** (Line 47: \$10 million new program)
- **Improve education for students receiving special education services** (Line 60: \$2 million increase)
- **Improve education for English learners** (Line 60: \$1 million increase)



Address the Educator Workforce Crisis

- **Recruit:** Raise teacher minimum salaries to...
 - \$50,000 for level 1 teachers,
 - \$60,000 for level 2 teachers, and
 - \$70,000 for level 3 teachers.
 (Line 17: \$200.5 million increase)
- **Induct and Develop:** Improve teacher residency and mentoring (Line 107: \$10 million increase)
- **Retain:** Provide regionally competitive salary and benefits for all school personnel (Lines 18 and 35: \$79.8 million, 7% increase)
- Ensure salary parity for teachers of Native languages, 520 Certificate (Line 64: \$1.3 million increase)

Current Starting and Average Teacher Salaries

State	Starting Teacher Salary	State	Average Teacher Salary
Texas	\$44,582	Colorado	\$57,706
Utah	\$43,026	Texas	\$57,090
New Mexico	\$41,214	Utah	\$54,678
Arizona	\$39,057	New Mexico	\$54,256
Oklahoma	\$37,992	Oklahoma	\$54,096
Colorado	\$35,292	Arizona	\$50,782

Source: National Education Association, 2021

FY23 Agency Request

Based upon our Strategic Plan

PED's Role

1. Transformational Leadership
2. Support and Technical Assistance
3. Oversight and Monitoring

Increase PED's capacity to...

- Meet critical statutes and federal requirements
- Address the Martinez/Yazzie Rulings
- Support language and culture
- Analyze data and communicate results
- Reduce administrative complexity



33 PED Employees Hired Since October 2021

Total Non-Exempt PED Positions	286
Total Filled	228
Total Vacant	58
Candidates with Start Date Assigned	13
Candidates with Offer in Process	4
Positions with Candidate Selected	5
Positions with Interviews in Process	21

Public Education Department FY23 Request

Source	FY21 Opbud	FY21 Actuals	FY22 Opbud	FY23 Request
General Fund	\$14,322.2	\$14,322.2	\$14,531.9	\$21,273.9
Federal Revenues	\$30,679.9	\$25,096.8	\$30,807.4	\$30,807.4
Other Revenues/Transfers	\$4,236.3	\$4,788.7	\$4,246.2	\$5,078.0
TOTAL REVENUES	\$49,238.4	\$44,207.7	\$49,585.5	\$57,159.3

Shifting Below the Line to Agency Budget

	FY22 Opbud	FY23 Request
PED Agency Budget (General Fund)	\$14,364.5	\$14,531.9
PED services funded by below-the-line appropriations	\$980.3	\$0.0
PED services funded by nonrecurring PERF or “HB2 Jr.”	\$811.4	\$0.0
Increase to PED Budget to meet statutory requirements (and GSD increases)	---	\$6,742.0
TOTAL	\$16,323.3	\$21,273.9

Support Structures

Additional PED staffing is imperative for addressing the Martinez/Yazzie lawsuit and PED Strategic Plan Priorities.

Support Structures

- Data and Cybersecurity
- Research and Evaluation
- Financial Oversight and Transparency
- Strategic Outreach

Notes:

- Many of PED’s priorities are also utilizing federal and grant funding
- The agency request shifts nearly **\$2 million** in FTE currently funded from below-the-line, the public education reform fund, and “HB2 Jr.” to the department’s budget

Supports Structures: Agency Funding Requests

<i>Expanded PED Capacity</i>	
School Budget Bureau and Fiscal Grants Management Bureau Capacity	\$181.1
Research and Evaluation Analysts and Investigators	\$573.0
IT and Cybersecurity Staff and Capacity	\$705.1
Memberships, Services, and Legal Fees	\$420.4
Miscellaneous Department Capacity	\$229.6
<i>Expanded Capacity to Support PED Priorities</i>	
Support for “ Educator Ecosystem ”	\$751.6
Support for “ Profiles and Pathways ”	\$88.6
Support for “ Whole Child ”	\$2,603.1
Support for “ Supports and Opportunities ”	\$1,005.3

Thank you!

Q&A

