Public School Support and Public Education Department FY22 Budget Requests

Legislative Finance Committee

Dr. Ryan Stewart, Secretary of Education, Public Education Department (PED)

Adán Delgado, Deputy Secretary of Finance and Operations, PED

December 9, 2020

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Agenda

Overview of PED Strategic Plan

FY22 Public School Support Funding Priorities

Additional Considerations

FY22 PED Agency Budget Request
Overview of PED Strategic Plan

- **Strategic Planning Process**
  - Gathered stakeholders from across the education spectrum
  - Solicited feedback on PED initiatives and determined ways to strengthen and improve strategies
  - Defined short-, mid-, and long-term goals and actions to accomplish goals

- Comprehensive PED Strategic Plan is in the final stages of approval
Strategic Planning Subcommittees

**Educator Ecosystem**
- Deputy Secretary Gwen Perea Warniment
- Senator Mimi Stewart
- David Chavez (CES)
- Jessica Sanders (2017 NMTOY)
- Alexis Esslinger (San Juan College)
- Hope Morales (TeachPlus)
- Heather Christensen (Teacher, Portales)

**Pathways & Profiles**
- Secretary Ryan Stewart
- Senator Gay Kernan
- Representative Sheryl Williams Stapleton
- Mary Beth Weeks (NMPTA)
- Amy Loyd (Jobs for the Future)
- Yolanda Benally-Littletree (Parent, Central Consolidated)
- Yvonne Kee Billison (Navajo Nation)

- Secretary Elizabeth Groginsky
- Representative Andres Romero
- Ellen Bernstein (ATF)
- Travis Dempsey (Supt., Gadsden)
- Will Hawkins (NMCEL)
- Joe Guillen (NMSBA)

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Strategic Planning Subcommittees

Access to Opportunity
- Deputy Secretary Kata Sandoval
- Charles Sallee (LFC)
- Danette Townsend (ABC Community Sch.)
- Deanna Creighton Cook (ABC Comm. Sch.)
- Julia Bergen (Communities in Schools)
- Nancy Rodriguez (NM Alliance for School Based Health Centers)
- May Sagbakken
- Mary Parr Sanchez (NEA-NM)
- Joseph Simon (LESC)
- Maria Jaramillo
- Jenny Parks (LANL Foundation)
- Olivia Calabaza (NMSBA)

Whole Child Education
- Lt. Governor Howie Morales
- Mandi Torrez (2020 NMTOY)
- David Rogers (Dual Language NM)
- Patricia Jimenez Latham (Transform Ed. NM)
- Matt Pahl (Public Charter Schools of NM)
- Deputy Secretary Tim Hand
- Karla Crane (NM CASE)
- Stan Rounds (NMCEL)
- Pandora Mike (IEAC)
- Sally Marquez (NMAA)
Strategic Planning Pillars

• **Educator Ecosystem**
  Addressing the critical teacher shortage through professionalizing education, recruiting and retaining top talent, providing extra support to new teachers, and providing resources to develop strong school leaders

• **Access to Opportunity**
  Ensuring every student in New Mexico has equitable access to achieve personal success regardless of their demographics

• **Pathways and Profiles**
  Develop multiple robust and relevant college and career pathways while defining the educational, social, and civic skills every New Mexico high school graduate will possess

• **Whole Child Education**
  Providing the resources and accountability to ensure that students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students

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## Educator Ecosystem

Addressing Student Groups Identified in Martinez-Yazzie

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Students with Disabilities (SWD)</th>
<th>Native American Students</th>
<th>English Language Learners (ELLs)</th>
<th>Economically Disadvantaged Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diverse and Robust Educator Pipeline</td>
<td>More special educators and ancillary staff</td>
<td>More Native American educators</td>
<td>More bilingual educators</td>
<td>More educators from low-income communities</td>
</tr>
<tr>
<td>High Quality Teacher Preparation</td>
<td>All educator candidates receive special education training</td>
<td>All educators receive training in CLR pedagogy</td>
<td>All educators receive training in supporting ELLs</td>
<td>All educators receive training in CRL pedagogy</td>
</tr>
<tr>
<td>Induction for Early Career Teachers</td>
<td>Provide mentorship for new special educators and general educators serving SWD; Retain special educators</td>
<td>Recruit and retain educators serving Native American students</td>
<td>Recruit and retain educators serving ELLs</td>
<td>Recruit and retain educators working in schools serving low-income populations</td>
</tr>
</tbody>
</table>
### Educator Ecosystem

#### Addressing Student Groups Identified in Martinez-Yazzie

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Students with Disabilities (SWD)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Growth-Oriented Educator Career Ladders</td>
<td>Incentivize professional learning in special education; PD for educators on effective supports for SWD in the general education setting</td>
<td>Incentivize professional learning in CLR pedagogy, indigenous language instruction, and anti-racist pedagogy</td>
<td>Incentivize professional learning in bilingual education and ELL support</td>
<td>Incentivize professional learning in CLR pedagogy</td>
</tr>
<tr>
<td>Leadership Development for Principals, Superintendents, School Boards, and School Business Officials</td>
<td>System leaders receive training in implementing and evaluating a high quality special education program</td>
<td>System leaders receive training in implementing and evaluating a CLR framework and on tribal consultation</td>
<td>System leaders receive training in implementing and evaluating high quality bilingual program and ELL program</td>
<td>System leaders receive training in implementing a CLR framework and evaluating teachers’ implementation of a CLR framework</td>
</tr>
</tbody>
</table>
### Pathways and Profiles
**Addressing Student Groups Identified in Martinez-Yazzie**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Students with Disabilities (SWD)</th>
<th>Native American Students</th>
<th>English Language Learners (ELLs)</th>
<th>Economically Disadvantaged Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning Opportunities</td>
<td>Increased access to internships and mentorship for SWD</td>
<td>Increased access to internships and mentorship for Native American students</td>
<td>Increased access to internships and mentorship for ELLs</td>
<td>Increased access to internships and mentorship for low-income students</td>
</tr>
<tr>
<td>Family Engagement During School Transition Periods</td>
<td>Improved pre-employment transition services for SWD</td>
<td>Increased culturally and linguistically appropriate outreach regarding available graduation pathways in tribal communities</td>
<td>Program materials and pathways planning support in multiple languages</td>
<td>Increased outreach and opportunities for low-income families to support student transitions</td>
</tr>
</tbody>
</table>

*Investing for tomorrow, delivering today.*
Pathways and Profiles
Addressing Student Groups Identified in Martinez-Yazzie

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Students with Disabilities (SWD)</th>
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<th>Economically Disadvantaged Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal, Systemic Alignment Among K-12, Higher Education, and the Work Force</td>
<td>Partnerships for job placement for SWD between PED and Department of Workforce Solutions; Increased completion of certificate-granting CTE pathways and dual credit programs for SWD</td>
<td>Increased completion of certificate-granting CTE pathways and dual credit programs for Native American students</td>
<td>Increased completion of certificate-granting CTE pathways and dual credit programs for ELLs</td>
<td>Increased completion of certificate-granting CTE pathways and dual credit programs for low-income students</td>
</tr>
</tbody>
</table>
## Access to Opportunity
### Addressing Student Groups Identified in Martinez-Yazzie

<table>
<thead>
<tr>
<th>Strategy</th>
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<th>Economically Disadvantaged Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Community Schools</td>
<td>Community schools connect SWD and their families with local services and supports</td>
<td>Community schools connect Native American students and their families with local services and supports</td>
<td>Community schools connect ELLs and their families with local services and supports</td>
<td>Community schools connect low-income families with local services and supports</td>
</tr>
<tr>
<td>Extended Learning Opportunities</td>
<td>Increased learning time for students with disabilities</td>
<td>Increased learning time for Native American students; Priority for K-5+ and ELTP funding for LEAs serving large percentages of Native American students</td>
<td>Increased learning time for ELLs; Priority for K-5+ and ELTP funding for LEAs serving large percentages of ELLs</td>
<td>Increased learning time for low-income students; Priority for K-5+ and ELTP funding for LEAs serving large percentages of low-income students</td>
</tr>
<tr>
<td>Strategy</td>
<td>Students with Disabilities (SWD)</td>
<td>Native American Students</td>
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<td>Economically Disadvantaged Students</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Access to Health Services</td>
<td>Students with disabilities are often most in need of increased access to physical and behavioral health services</td>
<td>Native American students are often most in need of increased access to physical and behavioral health services</td>
<td>Promotion of health services materials and school based health center information in multiple languages</td>
<td>Low-income students are often most in need of increased access to physical and behavioral health services</td>
</tr>
<tr>
<td>Access to High-Quality Nutrition</td>
<td>Work in collaboration with CYFD to support schools to provide dinner meal options for SWD</td>
<td>Tribal communities are disproportionately impacted by food insecurity</td>
<td>Work in collaboration with CYFD to support schools to provide dinner meal options for ELLs</td>
<td>Low-income families are disproportionately impacted by food insecurity</td>
</tr>
</tbody>
</table>
Opportunity Gap
Addressing Student Groups Identified in Martinez-Yazzie

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance</td>
<td>Utilize evidence-based interventions (MLSS) to improve attendance rates of SWD</td>
<td>Families in tribal communities are more likely to experience barriers to consistent student attendance</td>
<td>Utilize evidence-based interventions (MLSS) to improve attendance rates of ELLs</td>
<td>Families in low-income communities are more likely to experience barriers to consistent student attendance</td>
</tr>
<tr>
<td>Closing the Digital Divide</td>
<td>Ensure SWD have access to devices, internet, and technology support</td>
<td>Tribal communities are less likely to be served by broadband infrastructure</td>
<td>Ensure ELLs have access to devices, internet, and technology support</td>
<td>Ensure low-income students have access to devices, internet, and technology support</td>
</tr>
<tr>
<td>Strategic Resource Allocation</td>
<td>Increased oversight of and support for use of special education funding</td>
<td>Increased oversight of and support for use of at-risk funds in service of Native American students</td>
<td>Increased oversight of and support for use of at-risk funds in service of ELLs</td>
<td>Increased oversight of and support for use of at-risk funds in service of low-income students</td>
</tr>
</tbody>
</table>
## Whole Child
### Addressing Student Groups Identified in Martinez-Yazzie

<table>
<thead>
<tr>
<th>Strategy</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Improved Academic Outcomes</td>
<td>PD for teachers on supporting SWD</td>
<td>Increased access to advanced coursework, including advanced STEAM courses</td>
<td>PD for ELL instruction</td>
<td>Prioritize allocation of funding to focus on protecting services to highest-need schools and students</td>
</tr>
<tr>
<td>Social Emotional Learning</td>
<td>Focus professional learning efforts on SEL training for special education and general education teachers</td>
<td>Native American students are more likely to have higher ACEs scores</td>
<td>Focus professional learning efforts on SEL training for bilingual teachers</td>
<td>Low-income students are more likely to have higher ACEs scores</td>
</tr>
<tr>
<td>Multilayered System of Supports (MLSS)</td>
<td>Reduce disproportionality in exclusionary discipline for SWD</td>
<td>Reduce disproportionality in exclusionary discipline for Native American students</td>
<td>Reduce disproportionality in exclusionary discipline for ELLs</td>
<td>Reduce disproportionality in exclusionary discipline for low-income students</td>
</tr>
</tbody>
</table>
**Whole Child**

**Addressing Student Groups Identified in Martinez-Yazzie**

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</tr>
</thead>
<tbody>
<tr>
<td>Culturally and Linguistically Responsive</td>
<td>Increased access to culturally and linguistically responsive curriculum and pedagogy for SWD</td>
<td>Social studies standards that fully reflect the experiences and contributions of Native Americans; Increased access to indigenous language programs</td>
<td>Comprehensive and coherent biliteracy framework</td>
<td>Increased access to culturally and linguistically responsive curriculum and pedagogy for low-income students</td>
</tr>
<tr>
<td>Curriculum and Pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>Improved advocacy and advisement for SWD</td>
<td>Improved tribal consultation; Advocacy from equity councils on programming for Native American students</td>
<td>Advocacy from equity councils on programming for ELLs</td>
<td>Partner with low-income families so they can fully participate in their student’s academic progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------</td>
<td>----------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Assessment</td>
<td>Data disaggregated by ability status</td>
<td>Data disaggregated by race and ethnicity</td>
<td>Data disaggregated by English language proficiency status</td>
<td>Data disaggregated by family income</td>
</tr>
<tr>
<td>Enrichment and Extracurricular Programs</td>
<td>Increase access to enrichment activities for SWD</td>
<td>Increase the funding available for enrichment activities in tribal communities</td>
<td>Increase access to enrichment activities for ELLs</td>
<td>Increase the funding available for enrichment activities in low-income communities</td>
</tr>
</tbody>
</table>
Agenda

Overview of PED Strategic Plan

FY22 Public School Support Funding Priorities

Additional Considerations

FY22 PED Agency Budget Request
Major Funding Priorities for FY22

- Maintain recent investments in education
- Martinez-Yazzie Consolidated Remediation Programs Package
- Ending Impact Aid Credit
- Family Income Index
- Pandemic Relief Fund
Maintain Recent Investments in Education

• When considering cuts, keep education a priority for maintenance of funding
• Maintain core programs through SEG
• Hold harmless for pandemic-related enrollment and transportation anomalies
Maintain Recent Investments in Education

### SEG

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance</td>
<td>$20,846.8</td>
</tr>
<tr>
<td>Enrollment Growth</td>
<td>$23,242.8</td>
</tr>
<tr>
<td>Fixed Costs</td>
<td>$4,681.5</td>
</tr>
<tr>
<td>Subtotal Program Cost</td>
<td>$3,197,895.5</td>
</tr>
<tr>
<td>Projected Credits</td>
<td>($16,667.5)</td>
</tr>
<tr>
<td>Less OSF (From Driver’s License Fees)</td>
<td>($7,000.0)</td>
</tr>
</tbody>
</table>

**TOTAL SEG - $3,174,228.0**

### Categorical

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>$110,405.6</td>
</tr>
<tr>
<td>Standards-Based Assessment</td>
<td>$7,236.0</td>
</tr>
<tr>
<td>Out-of-State Tuition</td>
<td>$315.0</td>
</tr>
<tr>
<td>Indian Education Fund</td>
<td>$5,250.0</td>
</tr>
<tr>
<td>Emergency Supplemental</td>
<td>$1,000.0</td>
</tr>
</tbody>
</table>

**TOTAL Categorical - $124,206.6**
# Maintain Recent Investments in Education

## Educator Ecosystem

- **Principal Professional Development**
  - (line 73) - $2,491.5
- **Teacher Recruitment, Mentorship, Professional Development, Evaluation, and Retention**
  - (line 74) - $2,869.5

## Access to Opportunity

- **Community Schools Initiatives**
  - (line 77) - $3,322.0
- **Breakfast for Elementary Students**
  - (line 78) - $1,328.8
- **New Mexico Grown Fruits and Vegetables**
  - (line 79) - $332.2
- **GRADS – Teen Parent Interventions**
  - (line 80) - $415.3
- **School Lunch Copayments**
  - (line 91) - $539.8
- **Feminine Hygiene Products**
  - (line 87) - $141.2
Maintain Recent Investments in Education

**Pathways & Profiles**

- AP Test Fee Waivers and Training (line 85) - $1,245.8
- Career and Technical Education (line 86) - $2,491.5
- Teaching Pathways Coordinator (line 88) - $41.5
- College and Career Readiness (line 92) - $83.1

**Whole Child Education**

- CLR Curriculum and Instruction (line 84) - $2,000.0
- Indigenous, Multilingual, Multicultural, and Special Education Initiatives (line 69) - $4,567.8
- Early Literacy and Reading Support (line 71) - $1,661.0
- STEAM Initiatives (line 83) - $2,152.6
- Computer Science PD (line 89) - $166.1
- MESA Program (line 90) - $62.4
- Regional Education Cooperatives (line 66) - $1,034.0
- Accountability and Regional Support Systems (line 67) - $1,000.0

Investing for tomorrow, delivering today.
In FY20, $126 million reverted to the reform fund.
Ensure that all appropriated resources are fully utilized in support of Martinez-Yazzie student groups.

In FY21, $70 million will revert to the reform fund.
In FY22, restructure funding to fully utilize all funds

Martinez Yazzie Consolidated Remediation Programs (line 12) - $151,290.0
Ending Impact Aid Credit

• As the appropriating body, the legislature must take the opportunity to develop and pass a permanent solution to the taking of Impact Aid credits

• The Governor has communicated to legislators the urgent need for the legislature to present her with a solution

• **Guiding Principles**
  - As we address Martinez-Yazzie, it is clear that the solution must not pit Impact Aid districts against non-Impact Aid districts. Funding needs to be identified from another source so that it does not result in a decrease in funding to other schools
  - The state needs a permanent solution to the taking of Impact Aid credits
  - There needs to be strong language on tribal consultation on the expenditure of these funds
  - Impact Aid funding must be used for the educational benefit and critical capital needs of the students living on the lands from which the Impact Aid revenue is generated
### Family Income Index

**SEG**
- $2.75 billion (86% of PSS)
- 315k Students

*excludes at-risk

**At-Risk Index**
- Part of SEG
- $296 million (9% of PSS)
  - Title I = 89K students (28%)
  - Mobility = 79K students (25%)
  - ELL = 54K students (17%)

**Other PSS**
- $162 million (5% of PSS)
- 315k Students

---

**Family Income Index**

(line 108) - $55,877.1

Direct funding to the approx. 1/3 of students with the lowest incomes

- Academic enrichment and intervention
- Physical and social-emotional health needs
- Access to supports and services
- Educator retention
- Before and after school programs
Family Income Index

- Match precise income data using tax records
- Partner with Tax and Revenue Department
- Match with approx. 74% of students

- Use Census Tract Data to provide an approximate match for those students without a matching tax record
- Use for approx. 26% of students
Family Income Index Student Counts

<table>
<thead>
<tr>
<th>Income Level Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Poverty Level</strong></td>
</tr>
<tr>
<td>0-75%</td>
</tr>
<tr>
<td>76%-130%</td>
</tr>
<tr>
<td>131%-185%</td>
</tr>
<tr>
<td>186%-225%</td>
</tr>
<tr>
<td>Above 225%</td>
</tr>
</tbody>
</table>

Sample Analysis Based on Preliminary TRD Data

<table>
<thead>
<tr>
<th>Poverty Level</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely low income</td>
<td>42,315 (18%)</td>
</tr>
<tr>
<td>Very low income</td>
<td>44,823 (19%)</td>
</tr>
<tr>
<td>Low income</td>
<td>37,237 (16%)</td>
</tr>
<tr>
<td>Moderate income</td>
<td>19,211 (8%)</td>
</tr>
<tr>
<td>Above average income</td>
<td>88,833 (38%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232,419</strong></td>
</tr>
</tbody>
</table>
Critiques of Current At-Risk Index

• “SEG allocations to New Mexico school districts are only weakly related to district percentages of poor students, meaning that the highest poverty districts receive only 2 percent - 3 percent more funding per student than the average district.”
  --Court’s Findings of Fact and Conclusions of Law And Order re Final Judgment, Martinez-Yazzie case, p. 422

• “[The state must] determine whether the increased at-risk index, combined with an adjustment for FRPL meets the needs of at-risk students in New Mexico or whether further adjustments are necessary.”
  --Transform Education New Mexico Platform, p. 21
# Family Income Index for Sample Schools

<table>
<thead>
<tr>
<th>School</th>
<th>FY21 At-Risk Index</th>
<th>Family Income Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Cueva High School</td>
<td>0.210</td>
<td>0.107</td>
</tr>
<tr>
<td>Rio Grande High School</td>
<td>0.210</td>
<td>0.478</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely low income</td>
<td>4.7%</td>
</tr>
<tr>
<td>Very low income</td>
<td>6.0%</td>
</tr>
<tr>
<td>Low income</td>
<td>6.0%</td>
</tr>
<tr>
<td>Moderate income</td>
<td>3.6%</td>
</tr>
<tr>
<td>Above average income</td>
<td>79.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely low income</td>
<td>19.8%</td>
</tr>
<tr>
<td>Very low income</td>
<td>28.0%</td>
</tr>
<tr>
<td>Low income</td>
<td>20.3%</td>
</tr>
<tr>
<td>Moderate income</td>
<td>9.5%</td>
</tr>
<tr>
<td>Above average income</td>
<td>22.4%</td>
</tr>
</tbody>
</table>
Directing Funding According to Economic Need

• An improved income metric would enable economically disadvantaged calculations at the school level

• School level economically disadvantaged calculations will allow for all charter schools to receive a school-specific at-risk appropriation
  ✓ This will require a change in legislation
## Pandemic Relief Fund

<table>
<thead>
<tr>
<th>Increased Learning Time (K-2, 11-12)</th>
<th>Transportation</th>
<th>Counseling</th>
<th>Work-Based Learning</th>
<th>Additional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Additional instructional hours for K-2 and 11-12</td>
<td>• Transportation for additional instructional hours for K-2 and 11-12</td>
<td>• Counseling</td>
<td>• Work-based learning and paid internships for 11-12</td>
<td>• MLSS</td>
</tr>
<tr>
<td>• Credit Recovery</td>
<td>• Advisement</td>
<td>• Individual transcript reviews</td>
<td>• Successful pathways out of high school</td>
<td>• Reengagement of disengaged students</td>
</tr>
<tr>
<td>• Tutoring</td>
<td>• Extra five days of support for school counselors (100:1 student to counselor/advisor)</td>
<td>• Statewide economic recovery</td>
<td>• SEL ECHO</td>
<td></td>
</tr>
<tr>
<td>• Small group instruction</td>
<td></td>
<td>• High school redesign lessons</td>
<td>• SEL Platform</td>
<td></td>
</tr>
<tr>
<td>• Strategic supports for foundations in reading</td>
<td></td>
<td></td>
<td>• Accelerated Instruction PD</td>
<td></td>
</tr>
</tbody>
</table>

### FY22: $63,559.8

- Pandemic Relief Fund (line 107) - $95,339.7

### FY23: $31,779.9

- Work-based learning and paid internships for 11-12
- Successful pathways out of high school
- Statewide economic recovery
- High school redesign lessons
- Counselor/advisor/secondary support
Additional Considerations

• Tribal Remedy Framework
• Martinez/Yazzie Regional Accountability and Technical Support
• Insurance/Fixed Costs/Enrollment Growth
• Support and Accountability
  ✓ Regional Support and Accountability
  ✓ Financial Transparency Website
  ✓ Family Engagement
  ✓ Special Education Working Group
Tribal Remedy Framework

Expenditures in FY22 and FY23 associated with PED’s support of Native American students

Curriculum Development

Teacher Recruitment and Preparation

FY22: $5,000.0

FY23: $5,000.0
Regional Support and Accountability
Addressing Student Groups Identified in Martinez-Yazzie

• Development of a regional system of support, technical assistance, and accountability for state funds that are being used to support M/Y student groups

• Two years of increased technical assistance – regionally assigned experts
  ✓ Effective budgeting practices
  ✓ Program development in the areas of special education, English language acquisition, indigenous language programs, and at-risk student services
  ✓ Directly related to educational plans submitted by each LEA
  ✓ A system of training, budget reviews, and educational plan reviews by PED staff and additional personnel employed by each participating REC

| FY22: $4,000.0 | FY23: $4,000.0 |

FY22 OSF request (line 112) - $8,000.0
Regional Supports

• Santa Fe staff
  ✓ Policy development
  ✓ Standard setting
  ✓ Desk audits
  ✓ Data analysis
  ✓ Corrective action plans
  ✓ Research

• Regional staff
  ✓ Program and budget design consultation
  ✓ Training
  ✓ Mentorship
  ✓ Program review and adjustment
  ✓ Parent and family engagement
  ✓ School board supports
## Sample Supports and Oversight

### List of Support and Oversight Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept ‘20</td>
<td>Launch FY22 Budget Design Process with PED and prepare FY22 Budget Request</td>
</tr>
<tr>
<td>Oct ‘21</td>
<td>FY 22 Program review, budget consultations and adjustment with PED</td>
</tr>
<tr>
<td>Dec ‘20 – Mar ‘21</td>
<td>Manage the Legislative Budget Process and ensure advocacy for needed dollars and legislation is in place</td>
</tr>
<tr>
<td>Nov ‘21</td>
<td>FY 22 Q1 Spending Analysis Reports Distributed; Quarterly Budget vs. Actual Review with Equity Councils; Corrective Action Plans Distributed</td>
</tr>
<tr>
<td>Feb – Apr ‘21</td>
<td>FY 22 Budget Design Consultations and Feedback; Equity Council Budget Review; Budget Approval</td>
</tr>
<tr>
<td>Dec ‘21</td>
<td>FY 22 Program review, budget consultations and adjustment with PED</td>
</tr>
<tr>
<td>May ‘21</td>
<td>FY 21 Program review, budget design consultations and adjustment with PED</td>
</tr>
<tr>
<td>Jan ‘22</td>
<td>FY 22 Program review, budget consultations and adjustment with PED; Launch FY 23 Budget Design Process with PED</td>
</tr>
<tr>
<td>July ‘21</td>
<td>Implement approved budgets and programs</td>
</tr>
<tr>
<td>Feb ‘22</td>
<td>FY 22 Q2 Spending Analysis Reports Distributed; Quarterly Budget vs. Actual Review with Equity Councils; Corrective Action Plans Distributed; FY23 Budget Design Consultations</td>
</tr>
<tr>
<td>Aug ‘21</td>
<td>FY 22 Start of Year At-Risk Funding Reports Distributed; Equity Council Budget Consultation</td>
</tr>
<tr>
<td>Mar ‘22</td>
<td>FY 22 Program review, budget consultations and adjustment with PED; FY 23 Budget Design Consultations</td>
</tr>
<tr>
<td>Sept ‘21</td>
<td>FY 22 Program review, budget consultations and adjustment with PED</td>
</tr>
<tr>
<td>Apr-June ‘22</td>
<td>Program review, budget consultations and adjustment with PED; FY 22 Budget Design Consultations, FY 23 Budget Approval</td>
</tr>
</tbody>
</table>
Insurance

- Employer share of new insurance costs is included in the request
- Price increase in these insurance costs was derived using the:
  - 9.3 percent rate increase projected by NMPSIA staff
  - 7.3 percent rate increase estimated by APS staff
- For SY20-21, $11,567.6 was appropriated for insurance
- When insurance cost growth is not funded as a current year expense, less money is directed to districts and charters to account for the increased insurance costs

Insurance (line 14) - $20,846.8
Fixed Costs

- Reflects the funds needed for the projected increase FY22 over FY20 actual costs for districts and charters

- $2,517.14 of the request will be used for:
  - external audit costs
  - maintenance and repair of buildings; furniture, fixtures and equipment; and vehicles;
  - textbooks
  - general supplies and materials

- $2,164.36 of the request will be used for the costs of:
  - Energy
  - Water
  - Communication

Fixed Costs (line 17) - $4,681.5
Enrollment Growth

- Estimated using FY21 budgeted MEM
- Districts and charters generate funding when MEM increases by at least 1 percent year-over-year
- For SY20-21, $0 was appropriated for enrollment growth
- When enrollment growth is not funded as a current year expense, less money is directed to districts and charters to account for the costs to educate additional students

Enrollment growth (line 16) - $23,242.8
Financial Transparency Website

• Upgrades will make data available in a timely, relevant, and digestible format
• Linking the educational plans (HB5/SB1 (2019)), real-time data project, and SB96 (2020) requirements
• Enables connections between investments and outcomes
• Focus on school level budget development and transparency
Family & Community Engagement

- Revise New Mexico’s statewide family engagement framework
  - Maintain web platform(s)
  - Solicit community consultation & center family needs/experience
  - Host engagement roundtable
- Establish communities of practice
  - Identify and activate school/district interest & catalyze community partners
  - Offer teacher stipends and family incentives
  - Collect data, codify best practices, and develop resources to scale differentiated approaches
- Provide technical and adaptive support
  - Design & implement professional development for teachers and school leaders
  - Maintain ongoing communication and feedback channels between LEAs and SEA
  - Offer wrap-around supports to educators and families
- Leverage existing systems and structures (e.g. Equity Councils) to bolster family engagement work across schools
  - Establish truth and reconciliation process for community-centered healing and transformation
  - Identify sustainable avenues for cross-district relational work and data-sharing
  - Amplify stories of success
The department is partnering with the Development Disabilities Planning Council, the Early Childhood Education and Care Department, Disability Rights NM, legislators, regional educational cooperatives, Native American disability law experts, parents, teachers and administrators to build transformative strategies to support students with disabilities. The group has focused on the following topics for strategic planning.

• Behavioral Needs
• PED Role
• Family Advocacy and Support
• Initial Evaluation
• Educator Training and Support
Agenda

- Overview of PED Strategic Plan
- FY22 Public School Support Funding Priorities
- Additional Considerations
- FY22 PED Agency Budget Request
NMPED FY21 Budget Overview

<table>
<thead>
<tr>
<th>FY21 Agency Operating Budget $49,238.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Funds</td>
</tr>
<tr>
<td>General Fund</td>
</tr>
<tr>
<td>Charter 2%</td>
</tr>
<tr>
<td>Licensure Fund</td>
</tr>
<tr>
<td>Other Transfers</td>
</tr>
</tbody>
</table>

FY21 Sources

- Federal Funds $30,679,900 (62%)
- General Fund $14,364,500 (29%)
- Charter 2% $2,510,100 (5%)
- Licensure Fund $1,638,900 (4%)
NMPED FY21 State Funds Overview

FY21 State Funds Categorical Budget Breakdown*

- 200: $13,770.8
- 300: $1,896.8
- 400: $1,252.0
- GSD Charges: $1,056.1

*Note: sum of categories exceeds the GF total because charter 2% and licensure funds are included

GF Total: $14,364.5

After hiring recently authorized positions and several forthcoming requests, all state funded positions will be filled

*Note: sum of categories exceeds the GF total because charter 2% and licensure funds are included
PED State Funds Budget Request

- Keeps 200s flat to build on organization changes initiated in FY20-21
  - Special Education
  - Information Technology
  - Strategic Outreach/Communications
  - Teaching, Learning, and Assessment
  - Managing Director/Human Resources
  - School Budget
- Cuts contracts that have the least impact on org needs and school support
- Reduces 300s from 11 percent to 7 percent of state funds budget

- **FY22 GF Total:**
  - $13,648.4

- **FY21 GF Total:**
  - $14,364.5

- Difference:
  - ($716.1; 5 percent of GF)
FY22 Categorical Breakdown*

*Note: sum of categories exceeds the GF total because charter 2 percent set-aside and licensure funds are included
Concerns

• School budget and fiscal grants
• IT
• Investigations
• Research and evaluation
Thank You!