

FY27 Appropriation Request Checklist

Agency Name: Public Education Department

Business Unit: 92400

Reports to Include in PDF Submission

Form #	Title	Agency Level
<input checked="" type="checkbox"/>	Cvr Ltr Cover Letter	Agency Level
<input checked="" type="checkbox"/>	S-1 Certification	Agency Level
<input checked="" type="checkbox"/>	S-2 Organizational Chart	Agency/Program Level
<input checked="" type="checkbox"/>	S-8 Financial Summary (BFM)	Agency/Program Level
<input checked="" type="checkbox"/>	S-9 Account Code Revenue / Expenditure Report	Agency/Program Level
<input type="checkbox"/> n/a	S-10 Fund Balance Projection	Fund Level
<input checked="" type="checkbox"/>	S-13 Detail of Rate Line Items (see instructions)	Agency Level
<input checked="" type="checkbox"/>	P-1 Program Narrative	Program Level
<input type="checkbox"/> n/a	R-2 Transfer Report	Agency Level
<input checked="" type="checkbox"/>	REV/EXP Revenue-Expenditure Comparison Report	Agency/Program Level
<input checked="" type="checkbox"/>	FFRW Detail of Federal Funds Revenue Worksheet	Agency/Program Level
<input checked="" type="checkbox"/>	EB-1 Expansion Justifications	Program Level
<input checked="" type="checkbox"/>	EB-2 Expansion Fiscal Summary	Program Level
<input checked="" type="checkbox"/>	EB-3 Expansion Line Item Detail	Program Level
<input checked="" type="checkbox"/>	LFR Legislating for Results Expansion Tool	Program Level
<input checked="" type="checkbox"/>	E4 Pcode Detail	Program Level
<input checked="" type="checkbox"/>	E5 Contract by Pcode	Program Level
<input checked="" type="checkbox"/>	SAR Special Appropriation Request Report	Agency Level
<input checked="" type="checkbox"/>	APR Annual Performance Report	Program Level
<input checked="" type="checkbox"/>	Table 2 Table 2 Performance Measure Summary	Program Level
<input checked="" type="checkbox"/>	SP Strategic Plan	Agency Level
<input checked="" type="checkbox"/>	ITP Information Technology Plan	Agency Level
<input type="checkbox"/>	C-1 Base Operating Budget	Agency Level
<input type="checkbox"/>	C-2 IT Request Plan	Agency Level
<input type="checkbox"/>	Perf Audit Update to LFC Performance Audits (within last 2 years)	Agency Level

Documents to Attach in BFM (PDF Optional)

Where to Attach

<input type="checkbox"/>	Board Cert Board or Commission Budget Certification	Form 9900
<input checked="" type="checkbox"/>	E-6B Leased Passenger-Related Vehicles	Form 3300/4300



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PUBLIC EDUCATION DEPARTMENT
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www.ped.state.nm.us

MARIANA D. PADILLA
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

September 2, 2025

MEMORANDUM

TO: Wayne Propst, Department of Finance and Administration (DFA) Cabinet Secretary
FROM: Mariana Padilla, Secretary of Public Education MDP
RE: Public Education Department Fiscal Year 2026-2027 (FY27) Budget Request

The Public Education Department respectfully submits its FY27 budget request for your review and consideration. This request includes over two million dollars in additional General Fund support, primarily to address increased staffing needs essential to fulfilling the agency's mission. Additional funding is also allocated to cover rising fixed costs. The remainder of the budget remains flat, consistent with guidance from the Department of Finance and Administration and the Office of the Governor, with whom we have worked closely throughout the development process.

The expansion request includes funding for: increased fixed costs and rent, the health benefits swap and three new staff to advance state priorities in educator preparation, special education professional development, and oversight of the school accreditation process. These new positions are critical to meeting statutory obligations and improving program delivery.

The request also sustains prior commitments to key Executive branch initiatives, including ensuring we provide appropriate condition where every student receives the best possible education, including support for historically underserved student groups, such as Native American and Hispanic students, English language learners, students with disabilities and students from low-income families. The budget request also will continue providing support for: structured literacy instruction, professional development for math instructors, decreasing statewide chronic absenteeism rates, and other work related to streamlining individualized education plans, school improvement, kindergarten readiness and Indian Education grants. The FY27 budget request enables us to continue to ensure an education system that meets the social, emotional and academic needs of all students.

We appreciate your consideration of this request and welcome any questions or feedback. Please feel free to contact me at mariana.padilla@ped.nm.gov for further information or clarification.

**APPROPRIATION REQUEST
CERTIFICATION
FORM S-1**

Agency Name: Public Education Department

Business Unit: 92400

I hereby certify that the accompanying summary and detailed statements are true and correct to the best of my knowledge and belief and that the arithmetic accuracy of all numeric information has been verified.

Signed by:

Mariana D. Padilla

436F889644684C9

Mariana D. Padilla, Secretary of Public Education

DocuSigned by

Marian Rael

55BE5563EABA47D

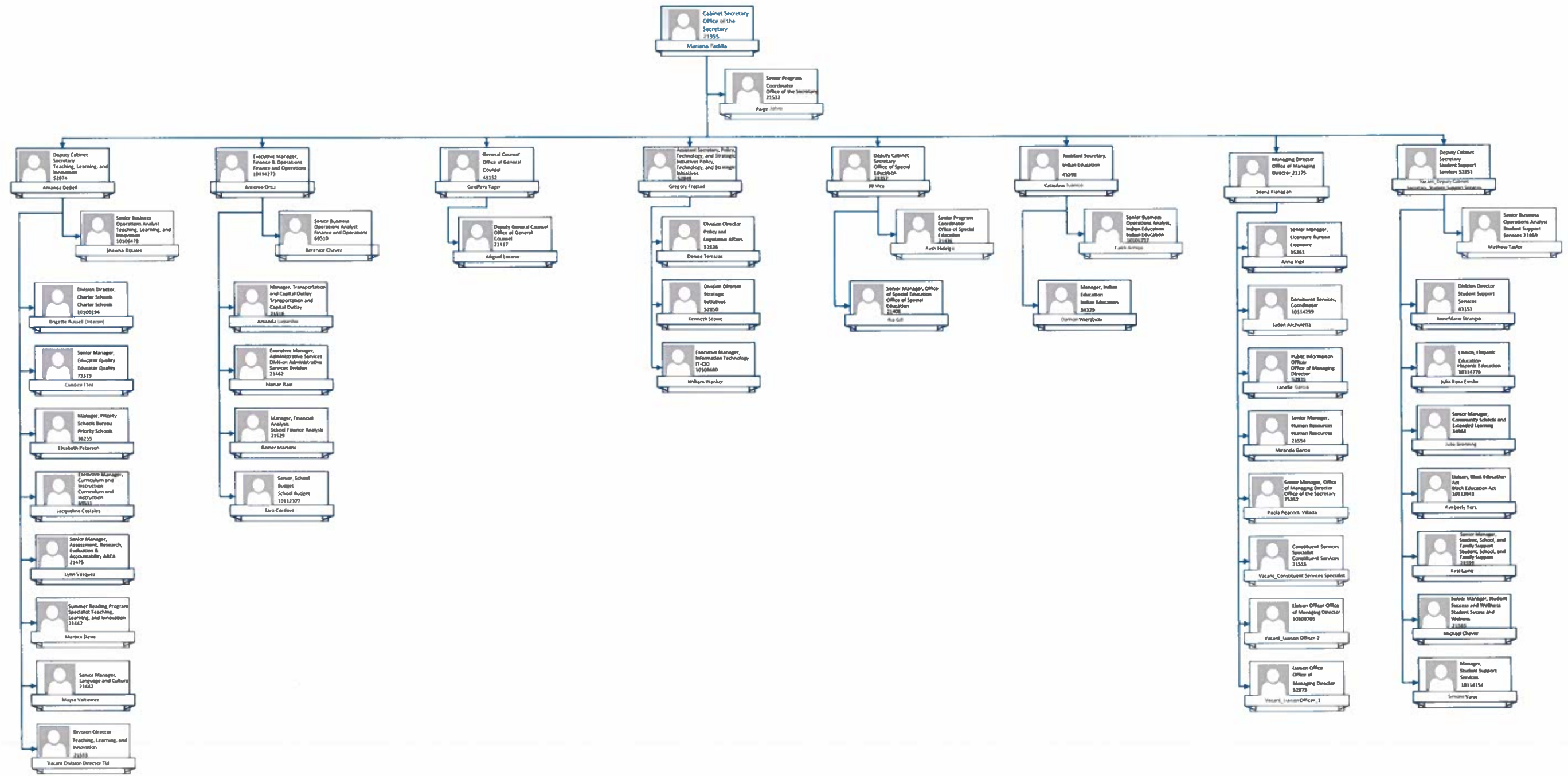
Marian Rael, CFO

300 Don Gaspar Ave
Santa Fe, NM 87501

505-695-4223

marian.rael@ped.nm.gov

Note: Appropriation Requests for agencies headed by a board or commission must be approved by the board or commission by official action and signed by the chairperson. Operating Budgets of other agencies must be signed by the director or secretary. Appropriation Requests not properly signed will be returned.



Public Education Department

BU PCode Department
92400 P527 000000

State of New Mexico
S-8 Financial Summary
(Dollars in Thousands)

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request Expansion	Total
REVENUE							
111 General Fund Transfers	24,521.6	23,940.6	26,263.7	0.0	28,592.4	360.0	28,952.4
112 Other Transfers	245.0	795.2	91.8	0.0	45.0	0.0	45.0
120 Federal Revenues	33,954.0	50,970.6	34,902.6	0.0	34,902.6	0.0	34,902.6
130 Other Revenues	7,245.3	8,854.2	8,240.7	0.0	8,240.7	0.0	8,240.7
REVENUE, TRANSFERS	65,965.9	84,560.6	69,498.8	0.0	71,780.7	360.0	72,140.7
REVENUE	65,965.9	84,560.6	69,498.8	0.0	71,780.7	360.0	72,140.7
EXPENSE							
200 Personal services and employee benefits	34,371.6	32,859.4	38,327.4	30,062.6	40,108.1	345.0	40,453.1
300 Contractual services	25,750.0	46,131.7	25,096.8	0.0	25,050.0	0.0	25,050.0
400 Other	5,844.3	3,849.1	6,074.6	0.0	6,622.6	15.0	6,637.6
EXPENDITURES	65,965.9	82,840.2	69,498.8	30,062.58	71,780.7	360.0	72,140.7
500 Other financing uses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
OTHER FINANCING USES	0.0	0.0	0.0	0	0.0	0.0	0.0
EXPENSE	65,965.9	82,840.2	69,498.8	30,062.58	71,780.7	360.0	72,140.7
FTE POSITIONS							
810 Permanent	195.00	0.00	200.00	231.21	200.00	3.00	203.00
820 Term	160.00	0.00	160.00	0.00	160.00	0.00	160.00
FTEs	355.00	0.00	360.00	231.21	360.00	3.00	363.00
FTE POSITIONS	355.00	0.00	360.00	231.21	360.00	3.00	363.00

Public Education Department

State of New Mexico

S-8 Financial Summary by Fund Level

(Dollars in Thousands)

BU Fund
92400 00000

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request		Total
						Expansion		
REVENUE								
112 Other Transfers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0
REVENUE	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0
EXPENSE								
200 Personal services and employee benefits	0.0	0.0	0.0	743.6	0.0	0.0	0.0	0.0
EXPENDITURES	0.0	0.0	0.0	743.63	0.0	0.0	0.0	0.0
EXPENSE	0.0	0.0	0.0	743.63	0.0	0.0	0.0	0.0
FTE POSITIONS								
810 Permanent	0.00	0.00	0.00	7.00	0.00	0.00	0.00	0.00
FTEs	0.00	0.00	0.00	7.00	0.00	0.00	0.00	0.00
FTE POSITIONS	0.00	0.00	0.00	7.00	0.00	0.00	0.00	0.00

Public Education Department

State of New Mexico
S-8 Financial Summary by Fund Level
 (Dollars in Thousands)

BU Fund
 92400 05700

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request		Total
						Expansion		
REVENUE								
111 General Fund Transfers	24,521.6	23,940.6	26,263.7	0.0	28,592.4	360.0		28,952.4
112 Other Transfers	245.0	795.2	91.8	0.0	45.0	0.0		45.0
130 Other Revenues	4,774.9	5,948.3	5,701.4	0.0	5,701.4	0.0		5,701.4
REVENUE, TRANSFERS	29,541.5	30,684.1	32,056.9	0	34,338.8	360.0		34,698.8
REVENUE	29,541.5	30,684.1	32,056.9	0	34,338.8	360.0		34,698.8
EXPENSE								
200 Personal services and employee benefits	21,789.2	22,279.8	24,727.5	27,499.7	26,508.2	345.0		26,853.2
300 Contractual services	5,588.1	4,814.8	4,934.9	0.0	4,888.1	0.0		4,888.1
400 Other	2,164.2	2,472.9	2,394.5	0.0	2,942.5	15.0		2,957.5
EXPENDITURES	29,541.5	29,567.5	32,056.9	27,499.7	34,338.8	360.0		34,698.8
EXPENSE	29,541.5	29,567.5	32,056.9	27,499.7	34,338.8	360.0		34,698.8
FTE POSITIONS								
810 Permanent	188.00	0.00	193.00	209.21	193.00	3.00		196.00
820 Term	42.00	0.00	36.00	0.00	36.00	0.00		36.00
FTEs	230.00	0.00	229.00	209.21	229.00	3.00		232.00
FTE POSITIONS	230.00	0.00	229.00	209.21	229.00	3.00		232.00

Public Education Department

State of New Mexico
S-8 Financial Summary by Fund Level
 (Dollars in Thousands)

BU Fund
 92400 11420

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request		Total
						Expansion		
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EXPENSE								
200 Personal services and employee benefits	0.0	0.0	0.0	114.0	0.0	0.0	0.0	0.0
EXPENDITURES	0.0	0.0	0.0	113.96	0.0	0.0	0.0	0.0
EXPENSE	0.0	0.0	0.0	113.96	0.0	0.0	0.0	0.0
FTE POSITIONS								
810 Permanent	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00
FTEs	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00
FTE POSITIONS	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00

Public Education Department

State of New Mexico
S-8 Financial Summary by Fund Level
 (Dollars in Thousands)

BU Fund
 92400 39700

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request		Total
						Expansion		
REVENUE								
130 Other Revenues	2,470.4	2,442.5	2,539.3	0.0	2,539.3	0.0		2,539.3
REVENUE, TRANSFERS	2,470.4	2,442.5	2,539.3	0	2,539.3	0.0		2,539.3
REVENUE	2,470.4	2,442.5	2,539.3	0	2,539.3	0.0		2,539.3
EXPENSE								
200 Personal services and employee benefits	1,832.4	1,683.3	1,901.3	142.7	1,901.3	0.0		1,901.3
300 Contractual services	530.0	479.3	530.0	0.0	530.0	0.0		530.0
400 Other	108.0	139.4	108.0	0.0	108.0	0.0		108.0
EXPENDITURES	2,470.4	2,302.0	2,539.3	142.67	2,539.3	0.0		2,539.3
500 Other financing uses	0.0	0.0	0.0	0.0	0.0	0.0		0.0
OTHER FINANCING USES	0.0	0.0	0.0	0	0.0	0.0		0.0
EXPENSE	2,470.4	2,302.0	2,539.3	142.67	2,539.3	0.0		2,539.3
FTE POSITIONS								
810 Permanent	7.00	0.00	7.00	1.00	7.00	0.00		7.00
820 Term	8.00	0.00	8.00	0.00	8.00	0.00		8.00
FTEs	15.00	0.00	15.00	1.00	15.00	0.00		15.00
FTE POSITIONS	15.00	0.00	15.00	1.00	15.00	0.00		15.00

S-8 Financial Summary by Fund Level

(Dollars in Thousands)

BU Fund
92400 79000

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request		Total
						Expansion		
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EXPENSE								
200 Personal services and employee benefits	0.0	0.0	0.0	124.8	0.0	0.0		0.0
EXPENDITURES	0.0	0.0	0.0	124.79	0.0	0.0		0.0
EXPENSE	0.0	0.0	0.0	124.79	0.0	0.0		0.0
FTE POSITIONS								
810 Permanent	0.00	0.00	0.00	1.00	0.00	0.00		0.00
FTEs	0.00	0.00	0.00	1.00	0.00	0.00		0.00
FTE POSITIONS	0.00	0.00	0.00	1.00	0.00	0.00		0.00

Public Education Department

State of New Mexico
S-8 Financial Summary by Fund Level

BU Fund
 92400 84400

(Dollars in Thousands)

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request Expansion	Total
REVENUE							
120 Federal Revenues	33,954.0	50,970.6	34,902.6	0.0	34,902.6	0.0	34,902.6
130 Other Revenues	0.0	463.4	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS	33,954.0	51,434.0	34,902.6	0	34,902.6	0.0	34,902.6
REVENUE	33,954.0	51,434.0	34,902.6	0	34,902.6	0.0	34,902.6
EXPENSE							
200 Personal services and employee benefits	10,750.0	8,896.3	11,698.6	1,437.8	11,698.6	0.0	11,698.6
300 Contractual services	19,631.9	40,837.6	19,631.9	0.0	19,631.9	0.0	19,631.9
400 Other	3,572.1	1,236.8	3,572.1	0.0	3,572.1	0.0	3,572.1
EXPENDITURES	33,954.0	50,970.7	34,902.6	1,437.83	34,902.6	0.0	34,902.6
EXPENSE	33,954.0	50,970.7	34,902.6	1,437.83	34,902.6	0.0	34,902.6
FTE POSITIONS							
810 Permanent	0.00	0.00	0.00	12.00	0.00	0.00	0.00
820 Term	110.00	0.00	116.00	0.00	116.00	0.00	116.00
FTEs	110.00	0.00	116.00	12.00	116.00	0.00	116.00
FTE POSITIONS	110.00	0.00	116.00	12.00	116.00	0.00	116.00

Public Education Department

State of New Mexico
S-8 Financial Summary by Fund Level
 (Dollars in Thousands)

BU Fund
 92400 85800

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	Base	FY 2027 Agency Request		Total
						Expansion		
REVENUE								
130 Other Revenues	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0
REVENUE	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Public Education Department

BU 92400 PCODE P527 DEPARTMENT 000000

State of New Mexico

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

		2024-25	2024-25	2025-26	2026-27	FY 2027 Agency Request		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
499105	General Fd. Appropriation	24,521.6	23,940.6	26,263.7	0.0	28,592.4	360.0	28,952.4
111	General Fund Transfers	24,521.6	23,940.6	26,263.7	0.0	28,592.4	360.0	28,952.4
425909	Other Services - Interagency	0.0	19.9	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	45.0	0.0	91.8	0.0	45.0	0.0	45.0
499905	Other Financing Sources	200.0	775.2	0.0	0.0	0.0	0.0	0.0
499906	OFS - INTRA-Agency	0.0	0.0	0.0	0.0	0.0	0.0	0.0
112	Other Transfers	245.0	795.2	91.8	0.0	45.0	0.0	45.0
451903	Federal Direct - Operating	33,954.0	50,970.6	34,902.6	0.0	34,902.6	0.0	34,902.6
120	Federal Revenues	33,954.0	50,970.6	34,902.6	0.0	34,902.6	0.0	34,902.6
416102	Hunting & License Fees	0.0	4.9	0.0	0.0	0.0	0.0	0.0
416402	Trade & Professions Licenses	2,470.4	2,437.6	2,539.3	0.0	2,539.3	0.0	2,539.3
422902	Other Fees	4,774.9	5,948.3	5,701.4	0.0	5,701.4	0.0	5,701.4
496901	Miscellaneous Revenue	0.0	463.4	0.0	0.0	0.0	0.0	0.0
130	Other Revenues	7,245.3	8,854.2	8,240.7	0.0	8,240.7	0.0	8,240.7
TOTAL REVENUE		65,965.9	84,560.6	69,498.8	0.0	71,780.7	360.0	72,140.7
520100	Exempt Perm Positions P/T&F/T	1,293.6	1,853.0	1,293.6	2,293.9	1,423.6	0.0	1,423.6
520200	Term Positions	14,337.6	10,562.9	14,023.2	29.1	14,699.3	0.0	14,699.3
520300	Classified Perm Positions F/T	9,967.7	11,317.7	12,361.1	19,405.8	11,929.0	246.8	12,175.8
520500	Temporary Positions F/T & P/T	130.0	0.0	130.0	0.0	0.0	0.0	0.0
520600	Paid Unused Sick Leave	0.0	12.0	0.0	0.0	0.0	0.0	0.0
520700	Overtime & Other Premium Pay	0.0	28.5	0.0	0.0	0.0	0.0	0.0
520800	Annl & Comp Paid At Separation	0.0	136.8	0.0	0.0	0.0	0.0	0.0
521100	Group Insurance Premium	2,029.5	1,907.2	3,184.8	2,475.5	4,222.8	21.7	4,244.5
521200	Retirement Contributions	4,163.4	4,497.6	4,454.4	4,075.0	4,422.7	52.4	4,475.1
521300	F I C A	1,706.8	1,745.5	1,811.0	1,333.8	1,811.1	18.8	1,829.9
521400	Workers' Comp Assessment Fee	3.5	2.7	3.3	0.0	3.3	0.0	3.3
521410	GSD Work Comp Insur Premium	42.4	42.3	75.9	0.0	82.6	0.0	82.6
521500	Unemployment Comp Premium	19.1	19.0	10.7	0.0	10.6	0.0	10.6
521600	Employee Liability Ins Premium	255.3	255.3	529.2	0.0	1,052.9	0.0	1,052.9
521700	RHC Act Contributions	422.7	473.9	450.2	449.4	450.2	5.3	455.5
523200	COVID Related Time Worked	0.0	5.0	0.0	0.0	0.0	0.0	0.0
200	Personal services and employee benef	34,371.6	32,859.4	38,327.4	30,062.6	40,108.1	345.0	40,453.1
535200	Professional Services	1,942.5	2,737.5	1,921.3	0.0	1,874.5	0.0	1,874.5

Public Education Department

State of New Mexico

S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

BU 92400 PCODE P527 DEPARTMENT 000000

		2024-25	2024-25	2025-26	2026-27	FY 2027 Agency Request		
		Opbud	Actuals	Opbud	PCF Proj	Base	Expansion	Total
535209	Professional Svcs - Interagenc	0.0	64.6	0.0	0.0	0.0	0.0	0.0
535300	Other Services	19,394.7	38,158.4	18,711.7	0.0	18,711.7	0.0	18,711.7
535309	Other Services - Interagency	534.1	23.9	534.1	0.0	534.1	0.0	534.1
535400	Audit Services	250.0	298.4	301.0	0.0	301.0	0.0	301.0
535500	Attorney Services	607.2	463.9	607.2	0.0	607.2	0.0	607.2
535600	IT Services	3,021.5	4,385.0	3,021.5	0.0	3,021.5	0.0	3,021.5
300	Contractual services	25,750.0	46,131.7	25,096.8	0.0	25,050.0	0.0	25,050.0
542100	Employee I/S Mileage & Fares	494.0	77.0	494.0	0.0	499.0	0.0	499.0
542200	Employee I/S Meals & Lodging	106.7	127.7	106.7	0.0	141.7	0.0	141.7
542300	Brd & Comm Mbr Meals & Lodging	137.0	48.0	274.0	0.0	137.0	0.0	137.0
542310	Brd & Comm Mbr Mileage & Fares	59.0	24.2	118.0	0.0	59.0	0.0	59.0
542500	Transp - Fuel & Oil	40.1	4.0	40.1	0.0	40.1	0.0	40.1
542600	Transp - Parts & Supplies	5.0	1.5	5.0	0.0	5.0	0.0	5.0
542700	Transp - Transp Insurance	0.4	0.4	0.5	0.0	0.4	0.0	0.4
542800	State Transp Pool Charges	17.2	43.6	23.1	0.0	19.8	0.0	19.8
543200	Maint - Furn, Fixt, Equipment	213.1	0.0	213.1	0.0	143.6	0.0	143.6
543300	Maint - Buildings & Structures	20.0	47.9	20.0	0.0	20.0	0.0	20.0
543400	Maint - Property Insurance	0.1	0.0	0.1	0.0	0.1	0.0	0.1
543500	Maint - Supplies	15.9	0.0	31.8	0.0	15.9	0.0	15.9
543700	Maintenance Services	2.0	0.0	2.0	0.0	0.0	0.0	0.0
543820	Maintenance IT	0.7	80.3	0.7	0.0	3.0	0.0	3.0
543830	IT HW/SW Agreements	1,405.1	417.6	1,405.1	0.0	1,470.3	0.0	1,470.3
544000	Supply Inventory IT	329.8	82.8	264.5	0.0	378.1	7.5	385.6
544100	Supplies-Office Supplies	301.3	27.2	304.4	0.0	294.3	7.5	301.8
544200	Supplies-Medical,Lab,Personal	0.0	0.0	95.8	0.0	0.0	0.0	0.0
544400	Supplies-Field Supplies	4.0	0.0	16.6	0.0	2.6	0.0	2.6
544800	Supplies-Education&Recreation	0.0	50.0	0.0	0.0	0.0	0.0	0.0
544900	Supplies-Inventory Exempt	50.5	79.2	50.5	0.0	74.9	0.0	74.9
545600	Reporting & Recording	124.9	85.0	124.9	0.0	124.9	0.0	124.9
545700	ISD Services	229.2	396.1	84.1	0.0	408.5	0.0	408.5
545710	DOIT HCM Assessment Fees	135.0	98.1	24.3	0.0	135.3	0.0	135.3
545900	Printing & Photo Services	226.3	65.7	231.3	0.0	298.1	0.0	298.1
546100	Postage & Mail Services	65.0	32.7	65.0	0.0	110.0	0.0	110.0
546300	Utilities	56.0	0.0	45.0	0.0	0.0	0.0	0.0

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Public Education Department

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S-9 Account Code Revenue/Expenditure Summary
(Dollars in Thousands)

	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	FY 2027 Agency Request		
					Base	Expansion	Total
546310 Utilities - Sewer/Garbage	0.0	0.0	11.0	0.0	0.0	0.0	0.0
546400 Rent Of Land & Buildings	361.6	443.0	440.9	0.0	396.0	0.0	396.0
546500 Rent Of Equipment	29.4	103.5	106.5	0.0	94.0	0.0	94.0
546600 Communications	0.7	5.4	0.7	0.0	0.7	0.0	0.7
546610 DOIT Telecommunications	303.7	253.3	350.0	0.0	370.5	0.0	370.5
546700 Subscriptions/Dues/License Fee	359.4	431.1	359.4	0.0	505.7	0.0	505.7
546800 Employee Training & Education	124.1	152.4	124.1	0.0	139.1	0.0	139.1
546810 Board Member Training	0.9	4.3	1.8	0.0	0.9	0.0	0.9
546900 Advertising	36.7	3.5	36.7	0.0	26.7	0.0	26.7
547000 Legal Settlements	28.1	0.0	28.1	0.0	25.0	0.0	25.0
547410 Grants To Public Schools&Univ	0.0	112.9	382.9	0.0	382.9	0.0	382.9
547450 Grants to Other Agencies	317.9	0.0	0.0	0.0	0.0	0.0	0.0
547900 Miscellaneous Expense	0.4	9.3	0.4	0.0	0.2	0.0	0.2
547999 Request to Pay Prior Year	112.8	176.2	112.8	0.0	2.8	0.0	2.8
548200 Furniture & Fixtures	10.0	137.3	0.0	0.0	200.3	0.0	200.3
548300 Information Tech Equipment	15.0	0.0	0.0	0.0	0.0	0.0	0.0
549600 Employee O/S Mileage & Fares	46.3	82.0	26.3	0.0	39.3	0.0	39.3
549700 Employee O/S Meals & Lodging	45.6	130.0	25.6	0.0	43.6	0.0	43.6
549800 Brd & Comm O/S Mileage & Fares	7.1	5.9	14.2	0.0	7.0	0.0	7.0
549900 Brd & Comm O/S Meals & Lodging	6.3	10.0	12.6	0.0	6.3	0.0	6.3
400 Other	5,844.3	3,849.1	6,074.6	0.0	6,622.6	15.0	6,637.6
555106 OFU - INTRA-Agency	0.0	0.0	0.0	0.0	0.0	0.0	0.0
500 Other financing uses	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL EXPENSE	65,965.9	82,840.2	69,498.8	30,062.6	71,780.7	360.0	72,140.7
810 Permanent	195.00	0.00	200.00	231.21	200.00	3.00	203.00
810 Permanent	195.00	0.00	200.00	231.21	200.00	3.00	203.00
820 Term	160.00	0.00	160.00	0.00	160.00	0.00	160.00
820 Term	160.00	0.00	160.00	0.00	160.00	0.00	160.00
TOTAL FTE POSITIONS	355.00	0.00	360.00	231.21	360.00	3.00	363.00

Public Education Department

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S-9 Account Code Revenue Summary
(Dollars in Thousands)

		Provider PCode	2024-25 Opbud	2024-25 Actuals	2025-26 Opbud	2026-27 PCF Proj	FY 2027 Agency Request		Total
							Base	Expansion	
499105	General Fd. Appropriation		24,521.6	23,940.6	0.0	0.0	28,592.4	360.0	28,952.4
111	General Fund Transfers		24,521.6	23,940.6	26,263.7	0.0	28,592.4	360.0	28,952.4
425909	Other Services - Interagency		0.0	19.9	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency		0.0	0.0	0.0	0.0	0.0	0.0	0.0
451909	Federal Contract - Interagency	P524	45.0	0.0	0.0	0.0	45.0	0.0	45.0
499905	Other Financing Sources		0.0	775.2	0.0	0.0	0.0	0.0	0.0
499905	Other Financing Sources	P544	200.0	0.0	0.0	0.0	0.0	0.0	0.0
499906	OFS - INTRA-Agency	p544	0.0	0.0	0.0	0.0	0.0	0.0	0.0
112	Other Transfers		245.0	795.2	91.8	0.0	45.0	0.0	45.0
451903	Federal Direct - Operating		33,954.0	50,970.6	0.0	0.0	34,902.6	0.0	34,902.6
120	Federal Revenues		33,954.0	50,970.6	34,902.6	0.0	34,902.6	0.0	34,902.6
416102	Hunting & License Fees		0.0	4.9	0.0	0.0	0.0	0.0	0.0
416402	Trade & Professions Licenses		2,470.4	2,437.6	0.0	0.0	2,539.3	0.0	2,539.3
422902	Other Fees		4,774.9	5,948.3	0.0	0.0	5,701.4	0.0	5,701.4
496901	Miscellaneous Revenue		0.0	463.4	0.0	0.0	0.0	0.0	0.0
130	Other Revenues		7,245.3	8,854.2	8,240.7	0.0	8,240.7	0.0	8,240.7
TOTAL REVENUE			65,965.9	84,560.6	69,498.8	0	71,780.7	360.0	72,140.7

State of New Mexico

S-13 Line Items by Business Unit Expenditures

(Dollars in Thousands)

BusUnit	Line Item			2024-25	2025-26	Request		Recommendation		Opbud		
				Actuals	Opbud	Base	Expansion	Base	Expansion			
92400	P527-R	Public Education Department	521400	Workers' Comp Assessment Fee	3.68	3.3	3.3	0	0	0	0.0	
			521410	GSD Work Comp Insur Premium	42.27	75.9	82.6	0	0	0	0.0	
			521500	Unemployment Comp Premium	18.96	10.7	10.6	0	0	0	0.0	
			521600	Employee Liability Ins Premium	255.35	529.2	1,052.9	0	0	0	0.0	
			535400	Audit Services	298.49	301	301	0	0	0	0.0	
			542700	Transp - Transp Insurance	0.41	0.5	0.4	0	0	0	0.0	
			542800	State Transp Pool Charges	71.35	23.1	19.8	0	0	0	0.0	
			543400	Maint - Property Insurance	0	0.1	0.1	0	0	0	0.0	
			545700	ISD Services	659.77	84.1	408.5	0	0	0	0.0	
			545710	DOIT HCM Assessment Fees	196.2	24.3	135.3	0	0	0	0.0	
			546610	DOIT Telecommunications	253.37	350	370.5	0	0	0	0.0	
Subtotal for:						1,799.86	1,402.2	2,385	0	0	0	0.0
92400						1,799.86	1,402.2	2,385	0	0	0	0.0

Totals by Line Item

BusUnit	Line Item			2024-25	2025-26	Request		Recommendation		Opbud
				Actuals	Opbud	Base	Expansion	Base	Expansion	
92400	521400	Workers' Comp Assessment Fee		3.68	3.3	3.3	0	0	0	0.0
				42.27	75.9	82.6	0	0	0	0.0
				18.96	10.7	10.6	0	0	0	0.0
				255.35	529.2	1,052.9	0	0	0	0.0
				298.49	301	301	0	0	0	0.0
				0.41	0.5	0.4	0	0	0	0.0
				71.35	23.1	19.8	0	0	0	0.0
				0	0.1	0.1	0	0	0	0.0
				659.77	84.1	408.5	0	0	0	0.0
				196.2	24.3	135.3	0	0	0	0.0
				253.37	350	370.5	0	0	0	0.0

State of New Mexico
S-13 Line Items by Business Unit Expenditures
(Dollars in Thousands)

Grand Total	1,799.86	1,402.2	2,385	0	0	0	0.0
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Program Description:

The New Mexico Public Education Department (NMPED) is the state agency responsible for establishing a quality public education system in New Mexico. NMPED's roles and responsibilities include requesting funding for public education, distributing funds to school districts, determining curriculum standards, implementing effective educational programs, determining minimum educator qualifications, and managing federal education programs, transportation, capital outlay, and other duties as outlined in the Public School Code.

Major Issues and Accomplishments:**Equity**

Equity in education means giving every child the support they need to succeed, no matter who they are or where they come from. It recognizes that some students face additional challenges, whether it's because of their language, disability, or family income. Equity in education leads to better opportunities for our students, ensuring they can pursue higher education, get good jobs, and contribute to a healthy economy. The New Mexico Public Education Department (PED) is committed to supporting the appropriate conditions where every student receives the best possible education. Our efforts focus on addressing the specific needs of historically underserved student groups, such as Native American students, Hispanic students, English language learners, students with disabilities, and students from low-income families.

Literacy

The 2024 inaugural New Mexico Summer Reading Program provided structured literacy instruction aligned with the Science of Reading to students in kindergarten to 8th grade. In partnership with higher education institutions, tribal entities, schools, and early childhood providers, the PED established 117 reading program sites and enrolled more than 9,500 students. Over 1,000 instructors were trained in structured literacy and provided high impact literacy instruction to students in small group settings. During the 2024–2025 school year, the PED provided structured literacy training for secondary educators so they are prepared to teach the foundational literacy skills for students who are not reading at grade level. As we focus on literacy skills for all grades, the PED partners with districts, schools, and charter schools to directly support our vision that all students will be guaranteed the access to literacy education, empowering them to access their full potential and future choices.

Math

During the 2023–24 school year, the PED contracted with the Teaching Lab to provide teachers from Cuba and Pecos elementary schools professional development and coaching in mathematical practices, standards, and instruction. Coaches provided weekly instructional coaching with feedback cycles for every teacher in grades K–6. The results were overwhelmingly positive. Also during the 2023–2024 school year, the PED implemented the Focus on Algebra initiative for 6th through 9th grade educators. The two-year project focuses on building teachers' algebraic content knowledge and on integrating social-emotional and culturally and linguistically responsive instruction. A total of 150 educators from 18 school districts engaged in this learning series.

Attendance

The PED has taken a multifaceted approach to decreasing statewide chronic absenteeism rates. This approach includes providing additional support and resources for educators and families, targeted interventions for at-risk students, and awarding \$2.5 million to school districts to implement comprehensive support systems. The PED also invested \$1 million in professional learning and coaching for schools seeking to improve attendance and graduation rates during the 2023–2024 school year. These targeted investments have demonstrated measurable outcomes, decreasing the statewide chronic absenteeism rate by more than 10 percentage points since the 2021–2022 school year.

Shared Accountability

Common IEP Template - In 2024, the Office of Special Education met with a diverse coalition of stakeholders, including school leaders, special education experts, and community representatives, to address the challenges associated with the Individual Education Program (IEP) template—a document which outlines the necessary services and supports for students in special education. The need for a standardized approach became clear due to the existing variations in multiple versions of IEPs, with lengths exceeding 50 pages, resulting in confusion, inconsistency, and students not receiving the necessary services to be successful. With the goal of streamlining the IEP process, we gathered extensive feedback to develop a more cohesive and effective framework. The

implementation of this unified IEP template is scheduled for implementation during the 2025–2026 school year, marking a significant milestone in the PED's ongoing commitment to enhancing educational outcomes for students with disabilities across New Mexico.

School Improvement – The agency's leadership development program has fostered remarkable improvements in schools across New Mexico. One striking example is Blanco Elementary School, where Principal Lynda Spencer partnered with the Math Teacher Leader Network and secured funding for dedicated math instructional planning time and professional development opportunities, including coaching and modeling. This focused initiative yielded substantial gains, with Blanco Elementary students increasing their math proficiency by an impressive 25–30% in just one year. This success underscores the profound impact that dedicated resources and targeted professional development can have on student outcomes.

Cradle to Career - In the spring of 2024, the PED, in partnership with the Early Childhood Education and Care Department (ECECD) and districts and state charters, established the first statewide measure of kindergarten readiness with the creation of the Early Development Instrument (EDI). The EDI measures kindergarten readiness using five domains: 1) physical health and well-being, 2) social competence, 3) emotional maturity, 4) language and cognitive development, 5) communication skills and general knowledge. The EDI results provide the percent of children who are developmentally vulnerable and developmentally on track in each neighborhood and for each of the five EDI domains. EDI results are shared with the local communities to describe how well the early childhood system has been supporting children in the lead up to kindergarten. The PED's work in school readiness demonstrates our commitment to delivering a world class education to all New Mexico students.

Indian Education - School districts across New Mexico are implementing diverse strategies to improve education outcomes for Native American students, as evidenced by end-of-year reports submitted by school districts, charter schools, Pueblos, Tribes, and Nations that received funding through IED grants. Several districts are emphasizing culturally relevant learning experiences to foster student engagement and a stronger sense of cultural identity. For example, Gallup McKinley County Schools offers a Heritage Language & Culture program in which fifth grade students research and deliver presentations in their heritage language (Navajo, Zuni, and Spanish). Dzit Dit Lool School of Empowerment Action and Perseverance (DEAP) has also set a goal that 90% or more of its students will complete a Diné studies course that incorporates core cultural competencies. These programs aim to connect learning to students' cultural backgrounds, promoting a sense of belonging and pride.

Overview of Request:

The New Mexico Public Education Department (PED) is committed to delivering a high-quality education for every student by aligning its FY27 budget increases with the agency's strategic plan and key student outcomes. Consequently, NMPED submits this budget request to serve all the state's students and promote strong outcomes.

Programmatic Changes:

The NMPED is requesting an increase for Fiscal Year 2027 (FY27) in the following areas:

- \$244,000 from the General Fund is requested to fill two vacancies and increase the number of funded positions from 340 to 342 (of 361);
- \$396,000 is requested from the General Fund to pay rent for offices in Albuquerque and Las Cruces;
- \$360,000 is requested from the General Fund for three new FTE in three critical areas, licensure, special education, and school budget;
- \$1,006,300 is requested from the general fund for the health benefits swap; and
- \$682,400 is requested from the General Fund to cover DoIT and GSD rate increases.

BU PCode
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Base Budget Justification: Reducing Funded Vacancy Rate: The PED has filled many positions and has had to stall hiring during the year to ensure that there is sufficient funding to pay salaries. This funding will allow the agency to hire employees into two more of its current positions.

There is insufficient space in the Public Education Department's Santa Fe office for all of the agency's employees. Additionally, having office space in Albuquerque and Las Cruces has helped reduce the agency's vacancy rate.

New positions: A new position in licensure is needed as recent legislation requires the creation of new administrative licenses; this work cannot be accomplished with existing staff. Similarly, the office of special education is rolling out a common individualized education plan template across the state and the office needs additional staff to support that move and for professional development on special education topics generally. Additionally, the school budget bureau needs a staff member to support the accreditation process, which involves detailed evaluation of operating budgets, school-level expenditure reporting, and alignment with SEG program units across all districts and charters.

The health benefits swap and DoIT and GSD rate increases are fixed costs that the agency is responsible for.

REV EXP COMPARISON

(Dollars in Thousands)

92400 - Public Education Department

	General Fund	Other Funds	Other Transfers	Federal Funds	Total
SOURCES	28,952.4	8,240.7	45.0	34,902.6	72,140.7
Personal services and employee benefits	23,496.0	5,213.5	45.0	11,698.6	40,453.1
Contractual services	3,237.7	2,180.4	0.0	19,631.9	25,050
Other	2,218.7	846.8	0.0	3,572.1	6,637.6
Other financing uses	0.0	0.0	0.0	0.0	0
USES Total:	28,952.4	8,240.7	45.0	34,902.6	72,140.7
Net:	0.0	0.0	0.0	0.0	0.0

Detail of Federal Funds Revenue (numbers in thousands)

Agency: NM Public Education Department
 BU: 92400
 Program: ASD
 Program Code: P527

FUND	REVENUE ACCOUNT	GRANT NAME	MATCH RATIO	EXP. DATE	GY25 Fed grant budget set up			FY27 REQUEST		
					TOTAL GRANT AMOUNT	FY25 ACTUALS	FY26 OPBUD	BASE	EXPANSION	TOTAL
84400	451903	21st Century Admin	100% FF	9/30/2027	\$ 495.5	\$ 545.4	\$ 495.5	\$ 495.5		495.5
84400	451903	Career-Connected Learning New Mexico	100% FF	9/30/2027	\$ 2,071.2	\$ 2,654.7	\$ 2,071.2	\$ 2,071.2		2,071.2
84400	451903	Carl Perkins Admin	5% GF/ 95% FF	9/30/2027	\$ 1,177.3	\$ 1,393.7	\$ 1,177.3	\$ 1,177.3		1,177.3
84400	451903	CDC Grant	100% FF	9/30/2027	\$ 350.0	\$ 333.3	\$ 350.0	\$ 350.0		350.0
84400	451903	CLSD Grant Admin	100% FF	9/30/2027	\$ 350.0	\$ 532.5	\$ 350.0	\$ 350.0		350.0
84400	451903	ECLIPSE/RDA	100% FF	9/30/2027	\$ 2,140.5	\$ 552.8	\$ 2,140.5	\$ 2,140.5		2,140.5
84400	451903	Education for Homeless Children & Youth- ADMIN	100% FF	9/30/2027	\$ 233.4	\$ 275.1	\$ 233.4	\$ 233.4		233.4
84400	451903	Educator Apprenticeships New Mexico	100% FF	9/30/2027	\$ 1,003.1	\$ 286.8	\$ 1,003.1	\$ 1,003.1		1,003.1
84400	451903	IDEA B Pre-School	100% FF	9/30/2027	\$ 817.4	\$ 441.2	\$ 817.4	\$ 817.4		817.4
84400	451903	IDEA B Special Education	100% FF	9/30/2027	\$ 11,612.5	\$ 13,007.0	\$ 11,612.5	\$ 11,612.5		11,612.5
84400	451903	National Assessment of Educational Progress (NAEP)	100% FF	9/30/2027	\$ 162.1	\$ 131.1	\$ 162.1	\$ 162.1		162.1
84400	451903	NM Ready & Equitable (RECTE)	100% FF	9/30/2027	\$ 1,802.2	\$ 2,152.7	\$ 1,802.2	\$ 1,802.2		1,802.2
84400	451903	NM Teacher Residencies	100% FF	9/30/2027	\$ 1,214.4	\$ 1,134.6	\$ 1,214.4	\$ 1,214.4		1,214.4
84400	451903	Rural & Low Income	100% FF	9/30/2027	\$ 127.3	\$ 104.9	\$ 127.3	\$ 127.3		127.3
84400	451903	SLDS-State of The Art-Longitudal Data System	100% FF	9/30/2027	\$ 1,011.3	\$ 994.6	\$ 1,011.3	\$ 1,011.3		1,011.3
84400	451903	SSAE	100% FF	9/30/2027	\$ 502.1	\$ 359.6	\$ 502.1	\$ 502.1		502.1
84400	451903	State Assessment	100% FF	9/30/2027	\$ 3,347.2	\$ 5,930.2	\$ 3,347.2	\$ 3,347.2		3,347.2
84400	451903	StrongerConnections Grant 7705 & 7706	100% FF	9/30/2027	\$ 324.2	\$ 309.9	\$ 324.2	\$ 324.2		324.2
84400	451903	Title I Basic	100% FF	9/30/2027	\$ 1,001.1	\$ 1,498.7	\$ 1,001.1	\$ 1,001.1		1,001.1
84400	451903	Title I Part C - Unique MEP Program	100% FF	9/30/2027	\$ 502.1	\$ 949.5	\$ 502.1	\$ 502.1		502.1
84400	451903	Title I School Improvement	100% FF	9/30/2027	\$ 411.3	\$ 193.0	\$ 411.3	\$ 411.3		411.3
84400	451903	Title II Spt. Eff. Inst. Admin	100% FF	9/30/2027	\$ 1,160.2	\$ 1,779.5	\$ 1,160.2	\$ 1,160.2		1,160.2
84400	451903	Title III Part A - Language Acquisition	100% FF	9/30/2027	\$ 291.1	\$ 323.6	\$ 291.1	\$ 291.1		291.1
84400	451903	USDA - SAE	3% GF/98% FF	9/30/2027	\$ 1,695.1	\$ 2,185.2	\$ 1,695.1	\$ 1,695.1		1,695.1
84400	451903	USDA Fresh Fruit & Vegetable	100% FF	9/30/2027	\$ 100.0	\$ 519.6	\$ 100.0	\$ 100.0		100.0
84400	451903	ARP EANS	100% FF	1/30/2025	\$ -	\$ 5,941.6				0.0
84400	451903	Project Aware	100% FF	1/30/2025	\$ -	\$ 1,339.8				0.0
84400	451903	School-Based Mental Health	100% FF	1/30/2026	\$ -	\$ 2,260.7				0.0
84400	451903	EANS	100% FF	1/30/2025	\$ -	\$ 774.4				0.0
84400	451903	ESSER III	100% FF	12/30/2024	\$ -	\$ 2,051.1				0.0
84400	451903	PEDA-IDC	100% FF		\$ 1,000.0	\$ 13.8	\$ 1,000.0	\$ 1,000.0		1,000.0
Totals					\$ 34,902.6	\$ 50,970.6	\$ 34,902.6	\$ 34,902.6		34,902.6

Public Education Department

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State of New Mexico
EB-1 Expansion Justifications
(Dollars in Thousands)

Educator Quality

Rank: 1

New Initiative	2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/ IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
General Fund Transfers	131.2	0.0	0.0	0.0	131.2	0.0
REVENUE, TRANSFERS	131.2	0.0	0.0	0.0	131.2	0.0
Personal services and employee t	126.2	0.0	0.0	0.0	126.2	0.0
Other	5.0	0.0	0.0	0.0	5.0	0.0
EXPENDITURES	131.2	0.0	0.0	0.0	131.2	0.0
Permanent	0	0	0	0	1	
FTEs	0	0	0	0	1	0

Brief Description:

The Manager for the requested position will:

The School and district administrator Pathways manager oversees the approval and re-authorization of Educator Preparation Programs (EPPs) to ensure high-quality school principal and superintendent education. The bureau will set standards for educator preparation and support the development of new school and district leaders.

Key responsibilities include:

- Overseeing program approval and re-authorization for educator preparation programs leading to licensure for both school administration and superintendency in New Mexico.
- Promoting recruitment and retention of school leaders and promote the principal residency program as well as recruit and retain district level administrators and superintendents
- Supporting efforts to improve the depth and quality of preparation for new leaders, which in turn enhances retention rates and student outcomes, particularly for underserved populations.

Legislative Change: —

Session Law Citation:

Legal Settlement: —

Case Number or Citation:

Special Education

Rank: 2

New Initiative	2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/ IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
General Fund Transfers	129.7	0.0	0.0	0.0	129.7	0.0
Other Transfers	0.0	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS	129.7	0.0	0.0	0.0	129.7	0.0
Personal services and employee t	124.7	0.0	0.0	0.0	124.7	0.0
Other	5.0	0.0	0.0	0.0	5.0	0.0
EXPENDITURES	129.7	0.0	0.0	0.0	129.7	0.0
Permanent	0	0	0	0	1	
FTEs	0	0	0	0	1	0

State of New Mexico
EB-1 Expansion Justifications
(Dollars in Thousands)

Brief Description:

This position exists to support professional development across the state of New Mexico on special education topics and requirements of the IDEA to school employees, instructional support providers, related service providers, public school officials, governing boards, administrators, special education directors, superintendents, and teachers to improve performance, student outcomes, and transitional services for students with disabilities across the state of New Mexico.

Legislative Change:

Session Law Citation:

Legal Settlement:

Case Number or Citation:

School Budget

Rank: 3

New Initiative	2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/ IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
General Fund Transfers	99.1	0.0	0.0	0.0	99.1	0.0
REVENUE, TRANSFERS	99.1	0.0	0.0	0.0	99.1	0.0
Personal services and employee b	94.1	0.0	0.0	0.0	94.1	0.0
Other	5.0	0.0	0.0	0.0	5.0	0.0
EXPENDITURES	99.1	0.0	0.0	0.0	99.1	0.0
Permanent	0	0	0	0	1	
FTEs	0	0	0	0	1	0

Brief Description:

To meet the demands of the new accreditation matrix, the School Budget Bureau requires a high-level supervisor dedicated to overseeing this work. The accreditation process involves detailed evaluation of operating budgets, school-level expenditure reporting, and alignment with SEG program units across all districts and charters. These components require rigorous review, consistent scoring, and timely public reporting on a quarterly and annual basis. A supervisor in this role would provide the oversight needed to manage the workload across analysts, ensure uniform application of rubric criteria, and maintain the accuracy and transparency essential for accreditation determinations. Strengthening supervisory capacity is critical to successfully implement and sustain the Bureau's role in the statewide accreditation framework.

Legislative Change:

Session Law Citation:

Legal Settlement:

Case Number or Citation:

Public Education Department

BU PCode Department
92400 P527 000000

State of New Mexico
EB-2 Expansion Fiscal Summary
(Dollars in Thousands)

Educator Quality

Rank: 1

		2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/ IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
111	General Fund Transfers	131.2	0.0	0.0	0.0	131.2	0.0
REVENUE, TRANSFERS		131.2	0.0	0.0	0.0	131.2	0.0
200	Personal services and employee benefits	126.2	0.0	0.0	0.0	126.2	0.0
400	Other	5.0	0.0	0.0	0.0	5.0	0.0
EXPENDITURES		131.2	0.0	0.0	0.0	131.2	0.0
810	Permanent	0	0	0	0	1	0.0
FTEs		0	0	0	0	1	0

Special Education

Rank: 2

		2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/ IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
111	General Fund Transfers	129.7	0.0	0.0	0.0	129.7	0.0
112	Other Transfers	0.0	0.0	0.0	0.0	0.0	0.0
REVENUE, TRANSFERS		129.7	0.0	0.0	0.0	129.7	0.0
200	Personal services and employee benefits	124.7	0.0	0.0	0.0	124.7	0.0
400	Other	5.0	0.0	0.0	0.0	5.0	0.0
EXPENDITURES		129.7	0.0	0.0	0.0	129.7	0.0
810	Permanent	0	0	0	0	1	0.0
FTEs		0	0	0	0	1	0

School Budget

Rank: 3

		2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/ IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
111	General Fund Transfers	99.1	0.0	0.0	0.0	99.1	0.0
REVENUE, TRANSFERS		99.1	0.0	0.0	0.0	99.1	0.0
200	Personal services and employee benefits	94.1	0.0	0.0	0.0	94.1	0.0
400	Other	5.0	0.0	0.0	0.0	5.0	0.0
EXPENDITURES		99.1	0.0	0.0	0.0	99.1	0.0
810	Permanent	0	0	0	0	1	0.0
FTEs		0	0	0	0	1	0

Public Education Department

State of New Mexico

BU PCode Department
92400 P527 000000

EB-3 Expansion Line Item Detail
(Dollars in Thousands)

Educator Quality

Rank: 1

		2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
520300	Classified Perm Positions F/T	92.0	0.0	0.0	0.0	92.0	0.0
521100	Group Insurance Premium	7.5	0.0	0.0	0.0	7.5	0.0
521200	Retirement Contributions	17.7	0.0	0.0	0.0	17.7	0.0
521300	F I C A	7.0	0.0	0.0	0.0	7.0	0.0
521700	RHC Act Contributions	2.0	0.0	0.0	0.0	2.0	0.0
200	Personal services and employee benefits	126.2	0.0	0.0	0.0	126.2	0.0
544000	Supply Inventory IT	2.5	0.0	0.0	0.0	2.5	0.0
544100	Supplies-Office Supplies	2.5	0.0	0.0	0.0	2.5	0.0
400	Other	5.0	0.0	0.0	0.0	5.0	0.0
Total for Educator Quality		131.2	0.0	0.0	0.0	131.2	0.0

Special Education

Rank: 2

		2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
520300	Classified Perm Positions F/T	92.0	0.0	0.0	0.0	92.0	0.0
521100	Group Insurance Premium	6.0	0.0	0.0	0.0	6.0	0.0
521200	Retirement Contributions	17.7	0.0	0.0	0.0	17.7	0.0
521300	F I C A	7.0	0.0	0.0	0.0	7.0	0.0
521700	RHC Act Contributions	2.0	0.0	0.0	0.0	2.0	0.0
200	Personal services and employee benefits	124.7	0.0	0.0	0.0	124.7	0.0
544000	Supply Inventory IT	2.5	0.0	0.0	0.0	2.5	0.0
544100	Supplies-Office Supplies	2.5	0.0	0.0	0.0	2.5	0.0
400	Other	5.0	0.0	0.0	0.0	5.0	0.0
Total for Special Education		129.7	0.0	0.0	0.0	129.7	0.0

School Budget

Rank: 3

		2026-27 GF Sources	2026-27 OSF Sources	2026-27 ISF/IAT Sources	2026-27 FF Sources	2026-27 Total Request	2026-27 Exec Recommendation
520100	Exempt Perm Positions P/T&F/T	0.0	0.0	0.0	0.0	0.0	0.0
520300	Classified Perm Positions F/T	62.8	0.0	0.0	0.0	62.8	0.0
521100	Group Insurance Premium	8.2	0.0	0.0	0.0	8.2	0.0
521200	Retirement Contributions	17.0	0.0	0.0	0.0	17.0	0.0
521300	F I C A	4.8	0.0	0.0	0.0	4.8	0.0
521700	RHC Act Contributions	1.3	0.0	0.0	0.0	1.3	0.0
200	Personal services and employee benefits	94.1	0.0	0.0	0.0	94.1	0.0

Public Education Department

State of New Mexico

BU PCode Department
92400 P527 000000

EB-3 Expansion Line Item Detail
(Dollars in Thousands)

544000	Supply Inventory IT	2.5	0.0	0.0	0.0	2.5	0.0
544100	Supplies-Office Supplies	2.5	0.0	0.0	0.0	2.5	0.0
400	Other	5.0	0.0	0.0	0.0	5.0	0.0
Total for School Budget		99.1	0.0	0.0	0.0	99.1	0.0



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency’s recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC’s [Legislating for Results Framework](#).

1 Program Premise

What public problem does this program seek to address? How will this program address the problem? Does the proposed program link to a goal in the agency’s strategic plan?

What is the extent of the problem stated in numerical, geographic, and equity terms? What portion of the total need identified does this program seek to address?

2 Needs Assessment

3 Program Description

What specific activities in the program will achieve these expected program outcomes? What are costs per person or activity? Once the program is fully operational, what are the estimated ongoing annual costs?

Is the program based on evidence or research or a promising practice? Will it need formal evaluation?

4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: New Mexico Public Education Department

Short Title of Request: Request for one Full Time Employee- Education Admin Specialist

Point of contact for follow-up information:

Name: Amanda DeBell

Title: Deputy Cabinet Secretary

Phone: 505-670-3476

E-Mail: amanda.debell@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency's recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC's [Legislating for Results Framework](#).

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What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: New Mexico Public Education Department

Short Title of Request: Request for one Full Time Employee- Education Admin Specialist

Point of contact for follow-up information:

Name: Jill Vice

Title: Deputy Cabinet Secretary

Phone: 505-618-0037

E-Mail: jill.vice@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.



Agency Expansion Request Justification

New Mexico agencies making significant requests to expand agency budgets, other than workload changes, or for large special appropriations that appear to expand an agency’s recurring budget are being asked to assess the proposals and report on their purpose, potential for success, and plans for implementation and accountability in accordance with the [Budget Guidelines of the New Mexico Legislative Finance Committee \(LFC\)](#) and LFC’s [Legislating for Results Framework](#).

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3 Program Description

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4 Research and Evidence

5 Implementation Plan

What activities are needed to implement the program? How much will it cost? What is the timeline for each startup activity?

Will the program be implemented with equity and fidelity? Do you have a checklist of the program components need to achieve the impacts?

6 Fidelity Plan

7 Measurement and Evaluation

What specific outcomes are expected? What are key performance measures? How often will the program be measured and evaluated?

Agency and Expansion Request Information

Agency: New Mexico Public Education Department

Short Title of Request: Request for one Full Time Employee- Financial Analyst

Point of contact for follow-up information:

Name: Sara Cordova

Title: Senior Manager, School Budget

Phone: 505-551-4170

E-Mail: sara.cordova3@ped.nm.gov

Is the requested expansion solely the result of a workload change? Yes

If yes, no further information is needed. If no, please provide narrative responses addressing item below.

**FY27
APPROPRIATION REQUEST
EXPENDITURE ACCOUNT CODE DETAIL
FORM E-4
(Dollars in Thousands)**

Agency Name: PUBLIC EDUCATION DEPARTMENT
 Program Name: PED OPERATIONS
 Department (optional): _____

Business Unit: 92400
 Program Code: P527
 Department Code (optional): _____

Read "Instructions" carefully when completing this form

Reporting Category	Account Code	FY25 Actuals	FY26 OPBUD	FY27 APPROPRIATION BASE REQUEST					TOTAL	DETAILED Justification/Description
				GF	OSF	ISF/IAT	FF			
Personal Services and Employee Benefits										
Exempt Perm	520100	1,853.0	1,293.6	1,348.6	75.0	-	-	1,423.6	The FY 2027 salary and benefit request reflects full PSEB funding request for Federal Funds. This request includes \$3,312.2 from Other State revenues generated from the 2% Charter School Division and \$1,901.3 from the Other State revenues from the Licensure bureau.	
Term	520200	10,562.9	14,699.3	3,866.9	1,990.1	28.0	8,814.3	14,699.3		
Perm/Full	520300	11,317.7	11,685.0	9,389.9	1,938.3	-	847.6	12,175.8		
Perm/Part	520400	-	-	-	-	-	-	-		
Temporary	520500	-	130.0	-	-	-	-	-		
Pd Sick Leave	520600	12.0	-	-	-	-	-	-		
Overtime	520700	28.5	-	-	-	-	-	-		
Annl/Comp Pd	520800	136.7	-	-	-	-	-	-		
Shift Diff	520900	-	-	-	-	-	-	-		
Group Ins	521100	1,907.2	3,216.5	3,166.8	481.7	5.0	591.0	4,244.5		
Retirement	521200	4,497.6	4,422.7	3,072.2	467.5	8.0	927.4	4,475.1		
FICA	521300	1,745.5	1,811.0	1,213.0	206.7	3.0	407.2	1,829.9		
Workers' Comp	521400	2.7	3.3	3.3	-	-	-	3.3		
GSD Workers' Comp	521410	42.3	75.9	82.6	-	-	-	82.6		Amount requested is based on the FY27 consolidated rates sheets. The FY27 Appropriation request amount has increased from prior year actuals by \$40,300 and from the Operating budget by \$6,700.
Unempl Lbly	521500	19.0	10.7	10.6	-	-	-	10.6	Amount requested is based on the FY27 consolidated rates sheets and is consistent with prior years actuals and Operating budget.	
Empl Lbly	521600	255.3	529.2	1,052.9	-	-	-	1,052.9	Amount requested is based on the FY27 consolidated rates sheets. The FY27 Appropriation request amount has increased from prior year actuals by \$796,600 and from the Operating budget by \$523,700.	
Retiree Health Care	521700	479.0	450.2	289.2	54.2	1.0	111.1	455.5		
Other Emp Bnft	521900	-	-	-	-	-	-	-		
Total PS&EB		32,859.4	38,327.4	23,496.0	5,213.5	45.0	11,698.6	40,453.1		
Contractual Services										
Med Services	535100	-	-	-	-	-	-	-	See Form E-5 for detail of Contractual Services.	
Prof Services	535200	2,737.5	1,921.3	614.0	450.0	-	810.5	1,874.5		
Prof Services - Interagency	535209	64.6	-	-	-	-	-	-		
Other Contractual	535300	38,158.4	18,711.7	1,010.0	700.0	-	17,001.7	18,711.7		
Other Services - Interagency	535309	23.9	534.1	34.1	-	-	500.0	534.1		
Other Services - Comp U	535310	-	-	-	-	-	-	-		
Audit	535400	298.4	301.0	301.0	-	-	-	301.0		
Auditing Services - Interagency	535409	-	-	-	-	-	-	-		
Attorney Fees	535500	463.9	607.2	37.7	465.4	-	104.1	607.2		
IT Services	535600	4,385.0	3,021.5	1,240.9	565.0	-	1,215.6	3,021.5		
IT Services- Interagency	535609	-	-	-	-	-	-	-		
Capital Professional Contracts	535800	-	-	-	-	-	-	-		
Insurance Contract Premiums	535900	-	-	-	-	-	-	-		

Check _____ if this form is a revision

Revision No. _____ Revision Date _____

PAGE _____

APPROPRIATION REQUEST
EXPENDITURE ACCOUNT CODE DETAIL
FORM E-4
(Dollars in Thousands)

Agency Name: PUBLIC EDUCATION DEPARTMENT
 Program Name: PED OPERATIONS
 Department (optional): _____

Business Unit: 92400
 Program Code: P527
 Department Code (optional): _____

Read "Instructions" carefully when completing this form

Reporting Category	Account Code	FY25 Actuals	FY26 OPBUD	FY27 APPROPRIATION BASE REQUEST					TOTAL	DETAILED Justification/Description
				GF	OSF	ISF/IAT	FF			
General Administrative Insurance	536000	-	-	-	-	-	-	-	-	
Total Contracts		46,131.7	25,096.8	3,237.7	2,180.4	-	19,631.9	25,050.0		
Other Costs										
Instate M & F	542100	77.0	489.0	30.0	23.1	-	445.9	499.0	Amount requested provides support for the PED's reform initiatives. This amount also includes funds to assist in the oversight, reporting and technical assistance of Federal Grant funds.	
Instate M & L	542200	127.7	127.7	40.0	92.5	-	9.2	141.7	Amount requested provides support for the PED's reform initiatives. This amount also includes funds to assist in the oversight, reporting and technical assistance of Federal Grant funds.	
Brd/Comm Exp	542300	48.0	137.0	-	137.0	-	-	137.0	Amount requested provides funding for board members costs associated with mileage and fares to attend required meetings	
Board/Comm Mbr In-State	542310	24.2	59.0	-	-	-	-	-		
EE Non Routine Part Per Diem	542400	-	-	-	59.0	-	-	-		
Trans Fuel-Oil	542500	4.0	40.1	5.1	35.0	-	-	40.1	Amount requested provides funding for purchase of oil and gas for state leased vehicles	
Trans Parts	542600	1.5	5.0	5.0	-	-	-	5.0	Amount requested covers maintenance costs and supplies associated with transportation	
Trans Ins	542700	0.4	0.5	0.4	-	-	-	0.4	Amount requested covers insurance costs associated with transportation	
Trans Pool	542800	43.6	28.1	16.6	3.2	-	-	19.8	See Form E-6B for detail	
Trans Other	542900	-	-	-	-	-	-	-		
DGF Habitat Land	543000	-	-	-	-	-	-	-		
DGF Habitat Land - Interagency	543009	-	-	-	-	-	-	-		
Grounds/Rdways	543100	-	-	-	-	-	-	-		
Furn/Fix/Equip	543200	-	120.8	-	27.7	-	115.9	143.6	Amount requested is associated with the repairs of aging furniture, fixtures and equipment used by PED in daily operations and program support. The increase in the request is attributed to the need to replace outdated furniture throughout ASD.	
Bldgs/Structure	543300	47.9	20.0	-	-	-	20.0	20.0	Amount requested is associated to building useage.	
Property Ins	543400	-	0.1	0.1	-	-	-	0.1	Amount requested is based on the FY27 consolidated rates sheets and is consistent with prior years actuals and Operating budget.	
Maint Supplies	543500	-	15.9	-	15.9	-	-	15.9	Amount requested is associated to the purchase of maintenance supplies not provided from GSD.	
Lndry/Dry Clang	543600	-	-	-	-	-	-	-		
Manit Svcs	543700	-	-	-	-	-	-	-		
IT Maintenance	543820	80.3	3.0	3.0	-	-	-	3.0	Amount requested is associated to server maintenance.	
IT Hardware/Software Agreements	543830	417.6	1,405.1	400.0	-	-	1,070.3	1,470.3	Amount requested is based on the FY26 operating budget and is mostly supported by Federal funding for continual hardware/ software agreements. The increase is based on an annual rate increase for these services.	
Other Maint	543900	-	-	-	-	-	-	-		

**APPROPRIATION REQUEST
EXPENDITURE ACCOUNT CODE DETAIL
FORM E-4**

(Dollars in Thousands)

Agency Name: PUBLIC EDUCATION DEPARTMENT
 Program Name: PED OPERATIONS
 Department (optional): _____

Business Unit: 92400
 Program Code: P527
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Reporting Category	Account Code	FY25 Actuals	FY26 OPBUD	FY27 APPROPRIATION BASE REQUEST					TOTAL	DETAILED Justification/Description
				GF	OSF	ISF/IAT	FF			
Suppl-Inv Exempt IT	544000	82.8	279.5	30.0	45.1		303.0	378.1	Amount requested are related to IT supplies necessary for PED's operations and program support and is mostly supported by Federal funding. The appropriation request increase is based on annual software price increases. Amount requested are related to general office supplies necessary for PED's operations and program support.	
Office Supplies	544100	27.2	258.0	35.0	33.7		225.6	294.3		
Med/Lab/Prsnl	544200	-	-	-	-		-	-	Amount requested are related to annual school bus inspections as required.	
Drugs	544300	-	-	-	-		-	-		
Field Supplies	544400	-	2.6	-	1.9		0.7	2.6		
Food	544500	-	-	-	-		-	-		
Kitchen Supplies	544600	-	-	-	-		-	-		
Clothing/Unif	544700	-	-	-	-		-	-		
Educ/Rec Spls	544800	50.0	-	-	-		-	-		
Invent Exempt	544900	79.2	50.5	4.7	20.2		50.0	74.9	Amount requested is to replace non-functional furniture and to reconfigure office space for more efficient use.	
Rep/Recording	545600	85.0	124.9	39.8	85.1		-	124.9	Amount requested covers costs related to hearing officer reporting and recording for hearings.	
Rep/Recording- Interagency	545609	-	-	-	-		-	-	Amount requested is based on the FY27 consolidated rates sheets. The FY27 Appropriation request amount has increased from prior year actuals by \$87,600 and from the Operating budget by \$199,600. Amount requested is based on the FY27 consolidated rates sheets. The FY27 Appropriation request amount has increased from prior year actuals by \$33,300 and from the Operating budget by \$7,100.	
DOIT ISD Services	545700	396.1	284.1	333.3	-		75.2	408.5		
DOIT HRMS Fee	545710	98.1	124.3	135.3	-		-	135.3		
Radio Comm Services	545800	-	-	-	-		-	-		
DOIT Radio Comm	545810	-	-	-	-		-	-	Amount requested is to cover costs associated with licensure certificates, printing of program pamphlets and brochures, photo ID badges and other misc printing needs. The appropriation request increase is based on annual printing cost increases.	
Printing/Photo	545900	65.7	231.3	40.0	8.1		250.0	298.1		
Building Use Fee GSD	546000	-	-	-	-		-	-	Amount requested is related to costs for regular postage, overnight postage, and any other postage item. The request is based on the Operating budget.	
Postage/Msgr	546100	32.7	80.0	50.0	-		60.0	110.0		
Postage/Msgr- Interagency	546109	-	-	-	-		-	-		
Bond Assurity for Employees	546200	-	-	-	-		-	-		
Utilities	546300	-	-	-	-		-	-		
Utilities - Sewer	546310	-	-	-	-		-	-		
Utilities - Elect	546320	-	-	-	-		-	-		
Utilities - Water	546330	-	-	-	-		-	-		
Utilities - Ngas	546340	-	-	-	-		-	-		
Utilities - Propn	546350	-	-	-	-		-	-		
Rent/Bldg/Land	546400	443.0	633.6	396.0	-		-	396.0		
Rent/Bldg/Land- Interagency	546409	-	-	-	-		-	-		

Check _____ if this form is a revision

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**APPROPRIATION REQUEST
EXPENDITURE ACCOUNT CODE DETAIL
FORM E-4**

(Dollars in Thousands)

Agency Name: PUBLIC EDUCATION DEPARTMENT
 Program Name: PED OPERATIONS
 Department (optional): _____

Business Unit: 92400
 Program Code: P527
 Department Code (optional): _____

Read "Instructions" carefully when completing this form

Reporting Category	Account Code	FY25 Actuals	FY26 OPBUD	FY27 APPROPRIATION BASE REQUEST					TOTAL	DETAILED
				GF	OSF	ISE/IAT	FF	Justification/Description		
Rent of Equip	546500	103.5	106.5	52.8	11.2		30.0	94.0	Amount requested is to cover rental costs of the postage meter, color copiers, and print shop operations. An annual price increase is included in the appropriation request.	
Telecomm	546600	5.4	0.7	-	0.7		-	0.7	Amount requested is to cover telecommunication costs.	
DOIT Telecomm	546610	253.3	350.0	311.6	-		58.9	370.5	Amount requested is directed to be consistent with the published schedule.	
Subs and Dues	546700	431.1	359.4	200.0	105.7		200.0	505.7	Amount requested is to cover renewal of professional dues such as CCSSO and professional subscriptions. Request is based off FY25 actual expenditures	
Subs and Dues- Interagency	546709	-	-	-	-		-	-	Amount requested is to provide staff professional development and public school transportation workshops and training services to school districts and charter schools.	
Empl Trng/Educ	546800	152.4	124.1	40.0	72.5		41.6	154.1	Amount requested is to provide training to board members.	
Empl Trng/Educ- Interagency	546809	-	-	-	-		-	-	Amount requested is to cover agency advertisements for employment opportunities, public notices for meetings, RFP advertisements, and communications with the public.	
Board Member Training	546810	4.3	0.9	-	0.9		-	0.9	Amount requested is to pay for legal settlements.	
Advertising	546900	3.5	26.7	5.0	5.0		16.7	26.7		
Legal Settlements	547000	-	25.0	-	25.0		-	25.0		
Grants/Individual	547200	-	-	-	-		-	-		
Care/Support	547300	-	-	-	-		-	-		
Care/Support- Interagency	547309	-	-	-	-		-	-		
Grants-to Local Governments	547400	-	-	-	-		-	-		
Grants-to Public Schools-Univ	547410	112.9	382.9	-	-		382.9	382.9	Amount requested is to cover grant awards to LEA's and is fully Federal funded	
Grants to Local Govt - Nonoper	547415	-	-	-	-		-	-		
Grants-Higher Ed Institution	547420	-	-	-	-		-	-		
Grants to Native Amer Indians	547430	-	-	-	-		-	-		
Grants To Other Entities	547440	-	-	-	-		-	-		
Grants to Other Agencies	547450	-	-	-	-		-	-		
Purch/Resale	547500	-	-	-	-		-	-		
Commissions Paid to	547600	-	-	-	-		-	-		
Debt Svc/Principle	547700	-	-	-	-		-	-		
Debt Svc/Interest	547800	-	-	-	-		-	-		
Misc Other Exp	547900	9.3	0.2	-	0.1		0.1	0.2	Amount requested is for non-categorical expenditures.	
Misc Other Exp-Interagency	547909	-	-	-	2.8		-	2.8		
Prior Year Exp	547999	176.2	2.8	-	-		-	-		
Land	548100	-	-	-	-		-	-	Amount requested to improve furniture and fixtures for staff and is fully Federally funded	
Land-Improvements	548110	-	-	-	-		-	-		
Furn/Fixtures	548200	137.3	110.0	-	-		200.3	200.3		
IT Equip	548300	-	-	-	-		-	-		
Other Equip	548400	-	-	-	-		-	-		
Animals	548600	-	-	-	-		-	-		
Lbry/ Museum Acq	548700	-	-	-	-		-	-		
Auto/Aircraft	548800	-	-	-	-		-	-		

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**APPROPRIATION REQUEST
EXPENDITURE ACCOUNT CODE DETAIL
FORM E-4**

(Dollars in Thousands)

Agency Name: PUBLIC EDUCATION DEPARTMENT
 Program Name: PED OPERATIONS
 Department (optional): _____

Business Unit: 92400
 Program Code: P527
 Department Code (optional): _____

Read "Instructions" carefully when completing this form

Reporting Category	Account Code	FY25 Actuals	FY26 OPBUD	FY27 APPROPRIATION BASE REQUEST					TOTAL	DETAILED Justification/Description
				GF	OSF	ISF/IAT	FF			
Bldgs/Structure	548900	-	-	-	-	-	-	-	-	Amount requested is for Out of State travel requests to obtain professional development and attend required seminars and conferences. Amount requested is for Out of State travel requests to obtain professional development and attend required seminars and conferences. Amount requested is for Out of State travel requests to obtain professional development and attend required seminars and conferences. Amount requested is for Out of State travel requests to obtain professional development and attend required seminars and conferences. Amount requested is for Out of State travel requests to obtain professional development and attend required seminars and conferences.
O/S M & F	549600	82.0	26.3	20.0	10.9	-	8.4	39.3		
O/S M & L	549700	130.0	25.6	25.0	11.2	-	7.4	43.6		
O/S Board M/F	549800	5.9	7.1	-	7.0	-	-	7.0		
O/S Board M/L	549900	10.0	6.3	-	6.3	-	-	6.3		
Total Other		3,849.1	6,074.6	2,218.7	846.8	-	3,572.1	6,637.6		
Other Financing Uses										
Other Financing Uses-Int	555100	-	-	-	-	-	-	-	-	
Other Financing Uses-Int	555106	-	-	-	-	-	-	-	-	
Other Financing Uses-Com	555200	-	-	-	-	-	-	-	-	
Program Total		82,840.2	69,498.8	28,952.4	8,240.7	45.0	34,902.6	72,140.7		

Codes: GF=General Fund OSF=Other State Funds IAT/ISF=Interagency Transfers and Internal Service Funds FF=Federal Funds

Revision no: _____ Revision Date: _____ Page _____

Check Box if this form is a revision

**FY27 APPROPRIATION REQUEST
DETAIL OF CONTRACTUAL SERVICES
FORM E-5**

(Dollars in thousands)

Business Unit 92400
Program Code P527

Agency Name PUBLIC EDUCATION DEPARTMENT
Program Name PED OPERATIONS

CONTRACT PURPOSE	FUND	FISCAL YEAR 25 ACTUALS						FISCAL YEAR 26 OPERATING BUDGET						FISCAL YEAR 27 APPROPRIATION REQUEST						
		CF	OSF	IAT/ISF	FF	FB	TOTAL	CF	OSF	IAT/ISF	FF	FB	TOTAL	CF	OSF	IAT/ISF	FF	FB	TOTAL	
Agency General Operations	05700																			
Agency-wide activities to include: audit, legal guidance, temporary staffing, document destruction, moving services, preparation of the indirect cost proposal, etc.			2,912.7				2,912.7	2,900.0					2,900.0	2,900.0						2,900.0
General Counsel	05700																			
Legal support	1900		162.2				162.2	147.7					147.7	147.7						147.7
Information Technology	05700 & 84400																			
Software maintenance, technical support, web design and development, disaster recovery, security assessment, NCES, etc.	2900-2305		34.5				34.5	50.0					50.0	50.0						50.0
Charter Schools/Public Ed Comm	Charter 2% 05700																			
Provide support to CSD and newly authorized charter schools in SB446, including legal services, facilitate work-shops and trainings for reviewers of charter applications, etc.	1000, 2130, 4320, 5500			1,503.3			1,503.3	1,650.4					1,650.4	1,650.4						1,650.4
Educator Ethics	39700																			
Hearing officers for revocation of educator license, dossier reviewers, legal services, maintenance and support of on-base software, fees for licensure revenue account, temporary staffing, Security Posture Assessment, etc.	4000			479.4			479.4	530.0					530.0	530.0						530.0
Professional Licensure	05700																			
Coordination of services for invoicing and reviewer payments, support for Three Tier Licensure support for advance of educator licensure, etc.	4020, 4120		102.0				102.0	140.0					140.0	140.0						140.0
Title II	84400																			
Provide training and calibration for dossier reviewers for licensure advancement, etc.	7301, 7303, 7501, 7601, 7901				2,709.9		2,709.9				650.0		650.0				650.0			650.0
IDEA-B Special Education	84400																			
Provide support for Special Education services to include program development, professional development and technical assistance, legal guidance, audit services, hearing officers, data support, etc.	5201-4, 5707				10,496.0		10,496.0				7,042.0		7,042.0				7,042.0			7,042.0
Title I	84400																			
Technical support for Title I monitoring, data collection and analysis, legal services, technical assistance on fiscal and programmatic aspects of administration of Federal grant programs, etc.	3034, 3035, 3203, 6101				893.9		893.9				800.0		800.0				800.0			800.0
Title III	84400																			
State Directed Accountability grant	5600-2				219.0		219.0				100.0		100.0				100.0			100.0
Migrant/Micrant Consortium	84400																			
Technical support for implementation of federal migrant grant provide software and database for districts to report required data, etc.	3034, 3044				875.8		875.8				300.0		300.0				300.0			300.0

**DETAIL OF CONTRACTUAL SERVICES
FORM E-5**

(Dollars in thousands)

Agency Name PUBLIC EDUCATION DEPARTMENT
Program Name PED OPERATIONS

Business Unit 92400
Program Code P527

CONTRACT PURPOSE	FUND	FISCAL YEAR 25 ACTUALS					FISCAL YEAR 26 OPERATING BUDGET					FISCAL YEAR 27 APPROPRIATION REQUEST								
		GF	OSF	IAT/ISF	FF	FB	TOTAL	GF	OSF	IAT/ISF	FF	FB	TOTAL	GF	OSF	IAT/ISF	FF	FB	TOTAL	
Homeless Education/Rural Low Income	84400																			
Provide technical assistance and training to grant sites, etc	4037				105.4		105.4				100.0		100.0				100.0		100.0	
Carl Perkins Admin	84400																			
	5301-5305				2,417.8		2,417.8				1,000.0		1,000.0				1,000.0		1,000.0	
College and Career Readiness	84400																			
Provide state-wide training and assistance to encourage enrollment and completion of non-traditional programs, provide technical assistance for NM JAG drop-out prevention programs, implement and administer CTE student organizations state-wide, provide reduced AP test fees, legal services, etc	5915				1,178.3		1,178.3				958.0		958.0				958.0		958.0	
State Assessments	05700 + 84400																			
Develop and deploy the alternative and ELL assessments, accommodation of test materials, collect and report data, preparation of school report cards, maintain GED Test Score Database, NAEP, etc	(Apt 4210 + (PI)A4301)	100.0			5,677.1		5,777.1				5,021.9		5,021.9				5,021.9		5,021.9	
Title IV Student Support/21st Century	84400																			
Technical assistance for 21st Century after-school programs, safe schools, etc	4200-2				461.2		461.2				290.0		290.0				290.0		290.0	
USDA - SAE	84400																			
Support for web-based technology for food service system, facilitate workshops and training on USDA policies, requirements, verification and certification, conduct site compliance reviews, legal services, etc	5100-1, 5105				596.6		596.6				250.0		250.0				250.0		250.0	
USDA - Farm to Schools	84400																			
	5102-5103				431.2		431.2				50.0		50.0				50.0		50.0	
CDC/Healthy Schools	84400																			
Wellness rooms from Opioid funding	47200										46.8		46.8							
CDC-Health & Academic	84400																			
Improving Health & Academic Support	7701-7702				222.5		222.5				200.0		200.0				200.0		200.0	
CDC- Mental Health	84400																			
School Based Mental Health	7703				2,109.8		2,109.8				2,100.0		2,100.0				2,100.0		2,100.0	
Comprehensive Literacy State Development (CLSD)	84400																			
	5915-5916				993.0		993.0				275.0		275.0				275.0		275.0	
NM Ready & Equitable	84400																			
To provide academic, content, course delivery, assessment, marketing, research, and staffing for NM Ready and Equitable CTE program	5311				1,999.9		1,999.9				495.0		495.0				495.0		495.0	
NM Project Aware	84402																			
	7704				1,339.3		1,339.3													
RDA Eclipse	84400																			
State Program Improvement grants for children with disabilities	5709				185.2		185.2													

**DETAIL OF CONTRACTUAL SERVICES
FORM E-5**

(Dollars in thousands)

Agency Name PUBLIC EDUCATION DEPARTMENT
Program Name PEO OPERATIONS

Business Unit 92400
Program Code P527

CONTRACT PURPOSE	FUND	FISCAL YEAR 25 ACTUALS						FISCAL YEAR 26 OPERATING BUDGET						FISCAL YEAR 27 APPROPRIATION REQUEST						
		GF	OSF	IAT/ISF	FF	FB	TOTAL	GF	OSF	IAT/ISF	FF	FB	TOTAL	GF	OSF	IAT/ISF	FF	FB	TOTAL	
ESSER III Elementary and Secondary School Emergency Relief Fund	84400 2181				969.7		969.7													
EANS Emergency Assistance for Non-Public Schools	84400 2011GY201				774.4		774.4													
ARP ESSER HCY American Rescue Plan Elementary and Secondary Schools Emergency Relief Fund - Homeless Children and Youth (ARP- HCY)	84400 2022 3040				5,941.6		5,941.6													
ARP ESSER Rural & Low Income	84400				58.5		58.5													
Stronger Connections	84400 7705-7706				181.5		181.5													
TOTAL		3,311.4	1,982.7		40,837.6		46,131.7	3,237.7	2,180.4	46.8	19,631.9		25,096.8	3,237.7	2,180.4		19,631.9		25,050.0	

Codes: GF=General Fund OSF=Other State Funds IAT/ISF=Interagency Transfers and Internal Service Funds FF=Federal Funds

Check Box if this form is a revision

Revision no _____

Revision Date _____

**FY27 APPROPRIATION REQUEST
FORM E-6B LEASED PASSENGER-RELATED VEHICLES**

Account code 542800

LEASED VEHICLE INFORMATION as of 7/1/25

Agency Name: Public Education Department
Program Name: PED Operations

Business Unit: 92400
Program Code: P527

Item No.	LONG TERM LEASES ONLY						Lease Type Operational (O) or Standard (S)	Long Term Only			SHORT TERM ONLY			Put (x) if Fed \$
	Year	Make/Model	Vehicle Type	A** R C	License Plate Number	Mileage As of 7/1/25		A	B	A x B = C	D	E	D x E = F	
								FY24 Monthly Rate S= Rate Schedule	Number of months to lease	Total cost Rate FY25	Daily Rate Based On Vehicle Type	No. of Days	Total Lease Rate	
1	2009	Dodge/Caravan	05AO	C	001387SG	126,886	Operational (O)	293.22	12	3,518.64	22.86	165	3,771.90	
2	2005	Dodge/Dakota	04BO	C	G61651	136,582	Operational (O)	293.22	12	3,518.64			-	
3	2005	Dodge/Dakota	04BO	C	G61652	148,199	Operational (O)	293.22	12	3,518.64			-	
4	2023	Ram 1500	04F	C	010140SG	9,071	Standard (S)	459.00	12	5,508.00			-	
										-			-	
										-			-	
TOTAL LONG TERM:										16,063.92	TOTAL SHORT TERM:		3,771.90	

Operational(O) rate for FY25

** Code A = additional leased vehicle request C = vehicle currently leased R = request to replace previously purchased vehicle

Page _____

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Antonio Ortiz
Phone: 505-677-6693

Request Type: Special (FY 27)

Rank: 2

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	500.0	Contractual Services	500.0
Total Sources	500.0	Total Uses	500.0
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For legal fees related to defending the state in Martinez v. state of New Mexico No. D-101-CV-2014-00793 and Yazzie v. state of New Mexico No. D-101-CV-2014-02224.

Justification Quantitative Data (Description)

Fiscal Year Appropriation Amount
 FY26 ZJ5253 \$500,000.00
 FY25 ZI6036 \$250,000.00
 FY24 ZH5197 \$500,000.00
 FY23 ZG5117 \$500,000.00
 FY22 ZF5101 \$1,250,000.00
 FY21 ZE5130 \$750,000.00

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The problem that the agency is addressing is a decade long litigation involving the students' right to a free and uniform public education. The Court in 2018 issued findings of facts hundreds of pages, as well as a final order requiring the State of New Mexico to provide this character of education to students in New Mexico. Plaintiffs have the ability to continue submitting motions with the court alleging that the State is not providing this service as the case remains pending in court.

Request: How the dollars will be spent.

The money will be spent for litigation fees for counsel of record. The money will also be spent for a special master in the event one is appointed by the court. These efforts will be in response to plaintiff's counsels' submission of pleadings and requests to the court.

Request: Explain why request is nonrecurring need.

The request is of a non-recurring need because it is based not on specific programs, but rather, based on a litigation, that the State has made efforts to conclude. Plaintiffs have been successful in maintaining in the Court system. However, the intention for any litigation is to eventually be removed from the court system.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The consequences of not funding this special appropriation are, as referenced above, the reallocation of funds from critical educational programs, to be instead utilized in court for payment of attorney's fees. Such litigation expenses are expected increase based off of Plaintiffs desire to continue contesting that the State is not meeting its constitutional obligations.

Performance: How will agency performance be affected.

The agency performance will be improved by ensuring that expenditures for the litigation and its defense are based on funding that is not dedicated to programs. Such funding for programs is critical for the agency's ability to ensure that educational outcomes are improved, and to serve the State's students.

Performance: How will agency performance will be improved.

The agency performance will be improved by ensuring that expenditures for the litigation and its defense are based on funding that is not dedicated to programs. Such funding for programs is critical for the agency's ability to ensure that educational outcomes are improved, and to serve the State's students.

Brief description of problem agency is addressing.

The problem that the agency is addressing is a decade long litigation involving the students' right to a free and uniform public education. The Court in 2018 issued findings of facts hundreds of pages, as well as a final order requiring the State of New Mexico to provide this character of education to students in New Mexico. Plaintiffs have the ability to continue submitting motions with the court alleging that the State is not providing this service as the case remains pending in court.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Simone Vann
Phone: 505 470-5285

Request Type: Special (FY 27)

Rank: 5

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	7,000.0	Contractual Services	3,520.0
Total Sources	7,000.0	Other	3,360.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	120.0
Type	Amount of FTE	Total Uses	7,000.0
Term	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For community school and family engagement initiatives.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

Community schools in New Mexico transform schools into collaborative hubs, implementing six key practices—student and family engagement, collaborative leadership, shared power, culturally enriched learning, community-connected instruction, and integrated support—to improve academic outcomes, attendance, and school climate for underserved students. The Family Engagement program enhances statewide impact by promoting culturally responsive strategies and providing curriculum development, resources, and year-round training on evidence-based practices for families, educators, and community partners

Request: How the dollars will be spent.

\$230,000 will be used to hire a Community Schools and Family Engagement Coordinator and a Senior Manager.
 \$1,685,000 is allocated for intergovernmental agreements for community schools and family engagement.
 \$5,085,000 will be provided to grant recipients.

Request: Explain why request is nonrecurring need.

This request is to add family engagement programs to the community schools program alongside an expansion of said program.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Community school programs have reduced chronic absenteeism for all students and improved graduation rates. Similarly, there have been modest gains in academic achievement in areas such as English language arts and localized improvements up to ten percentage points on district scales. Without this funding, these gains are likely to be eliminated and schools would be unable to seek some grants.

Performance: How will agency performance be affected.

Agency performance will have increased capacity to deliver grants for community schools alongside planning, implementation, and renewal grants for continued success.

Performance: How will agency performance will be improved.

The Family Engagement program will enhance family leadership and educator capacity by offering targeted training, resources, and peer-to-peer support through initiatives like the PED Family Cabinet, Parent Ambassador Program, and Kin Raising Kids, embedding culturally responsive practices with measurable impacts on leadership, training, and policy.

Brief description of problem agency is addressing.

The New Mexico Public Education Department seeks to expand the Community Schools strategy through competitive grants that promote six key practices while using evidence-based evaluations and professional development to ensure equitable implementation and improved academic outcomes, attendance, and school climate for underserved students.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Alexandra Lutz
Phone: (505) 490-3648

Request Type: Special (FY 27)

Rank: 4

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	45,000.0	Contractual Services	8,265.0
Total Sources	45,000.0	Other	36,600.0
Full Time Equivalents (FTE)		Personal Services & Employee Be	135.0
		Total Uses	45,000.0
Type	Amount of FTE	Request is related to a capital request No	
Term	0.00		
Total FTE	0.00		
		Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For career technical education, including pilot programs, and advanced placement support.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

Career Technical Education (CTE) provides students of all ages with the academic and technical skills necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies and making academic content accessible to students by providing hands-on experiences in various industry sectors.

Request: How the dollars will be spent.

\$378,000 will be spent on 3 FTE.
 \$9,355,000 will be spent on contracted services with a breakdown as follows:
 CTSO Support - \$1,500,000.00
 Counselor Support and PD - \$120,000.00
 ECHS Support and PD - \$225,000.00
 CTE Leadership Workshops - \$110,000.00
 Graduation Rate Increase - \$4,500,000.00
 CTE Resource Hub - \$500,000.00
 Near Peer Tutoring - \$1,200,000.00
 Project Management - \$1,200,000.00
 \$35,267,000 will be spent on flowthrough funding for LEAs, staff travel, and technical assistance support.

Request: Explain why request is nonrecurring need.

CTE is both a successful and rapidly expanding area of education in New Mexico. In the state, CTE concentrators graduate at a rate of 95.77% with the lowest federal subpopulation (Caucasian) at 93.75%. The nonrecurring funding is focused on building greater capacity for CTE education in schools, specifically targeting improving graduation rates and opportunities for groups such as those represented in Martinez/Yazzie.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Schools will have considerably less funding for CTE programs, one of the most successful ways of improving graduation rates and participation among students, as well as reduced capacity for tutoring and technical support.

Performance: How will agency performance be affected.

Agency performance will be affected by having greater capacity to consult with HED on building and determining what constitutes high-quality CTE education and helping schools maintain those programs throughout the state.

Performance: How will agency performance will be improved.

The ability to fund high-quality career technical education programs and monitor their effect on student outcomes, including achievement scores, academic growth, remediation rates and graduation rates will be improved.

Brief description of problem agency is addressing.

This funding is to strengthen the CTE system by aligning CTE programs with labor market needs, promoting high-quality education and skill development, and preparing students for postsecondary educations and careers.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Candice Flint
Phone: (505) 490-3896

Request Type: Special (FY 27)

Rank: 3

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	20,507.0	Contractual Services	20,807.0
Other Revenues	300.0	Total Uses	20,807.0
Total Sources	20,807.0		
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For the recruitment, development, and retention of educators.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

Educator Pipeline and Quality prepares new teachers who understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning.

Request: How the dollars will be spent.

\$20,780,000 will be spent on 420 Ed Fellows, 7 coaches, 1 coordinator, professional development for coaches, and implementation costs (i.e. travel); 50 scholarships; data analyst professional services; contractor to support 100 mentors participating in the mentorship course.

\$27,000 will be allocated for travel expenses for Ed Prep Program accreditation visit review team members (12 members conduct 3 visits).

Request: Explain why request is nonrecurring need.

This request represents an expansion in the EPP Accreditation, Induction, and Mentorship, and the Educator Evaluation and Data Analysis side of the Educator Pipeline program. Similarly, with the increasing participation in the program, this funding is needed to ensure that educators that want to participate are able to.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Since its inception in 2021-2022, the Educator Fellows program has grown from 20 participants to 500 participants with NMPED partnering with 78 LEAs. Without this funding, participation would see a substantial decline.

Performance: How will agency performance be affected.

This program supports agency performance by affecting recruitment and retention of educators in New Mexico. It includes Ed Fellows, Grow your Own, EPP accreditation, induction and mentorship, and educator eval data analysis.

Performance: How will agency performance will be improved.

Agency performance will be improved by greater recruitment and retention through the educator fellows program and the grow your own teacher scholarship pursuant to the Grow Your Own Teachers Act, including one million dollars for teacher recruitment pilots and programs to improve the teacher workforce pipeline. The public education department shall prioritize awards to school districts and charter schools that provide local matching funds for participating educators. The other state funds appropriation is from the grow your own teachers fund.

Brief description of problem agency is addressing.

In FY25, there were 681 teacher vacancies across New Mexico. The Educator Pipeline and Quality program both helps to address this shortage by recruiting new teachers, and also ensures that these teachers are well-trained and ready to deliver a high-quality education to students.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program: _____
Analyst: Gregory Frostad
Phone: (505) 470-5752

Request Type: Special (FY 27)

Rank: 7

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	2,500.0	Contractual Services	1,450.0
Total Sources	2,500.0	Other	1,050.0
Full Time Equivalents (FTE)		Total Uses	2,500.0
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

To create a unified application for state and federal grants and plans, streamlining systems and eliminating work redundancies.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The Unified Application improves the LEA planning and application process for federal funds. The UA creates one streamlined timeline for all included federal grants, consolidates common requirements across federal programs, and automates data entry and calculations to ensure accuracy and compliance with federal requirements.

Request: How the dollars will be spent.

Contractual services with RESPEC (OBMS) for requirement building, system coding, and system testing.

Request: Explain why request is nonrecurring need.

The Unified Application has already been established and a success but requires nonrecurring additional funding to expand it to cover state grants and further streamline the process for schools in the state.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The unified application will not be improved and schools will see greater cost in time for a variety of processes including grant applications and planning documentation.

Performance: How will agency performance be affected.

This project provides maintenance funding for the unified application for schools to complete one application for multiple federal grants. This funding will add state grants to the unified application as well.

Performance: How will agency performance will be improved.

The agency will be better able to support LEAs with their strategic use of funding across both federal and state funding sources.

Brief description of problem agency is addressing.

This funding addresses burdensome reporting requirements in the process of applying for grants and other documentation. This project also includes combining multiple required planning documents into a single school district and charter school plan.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program: _____
Analyst: Michael Chavez
Phone: (505) 827-7592

Request Type: Special (FY 27)

Rank: 8

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	5,179.3	Other	5,179.3
Total Sources	5,179.3	Total Uses	5,179.3
Full Time Equivalents (FTE)			
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For a potential cost overrun for student nutrition and wellness (healthy universal free meals).

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The Summer Reading Program is a literacy instruction and intervention program that will support 10,000 New Mexico students from incoming kindergarteners through outgoing eighth graders and a similar effort will be implemented for math, including teacher professional development and coaching.

Request: How the dollars will be spent.

\$35,000,000 will be used to support 117 summer reading and math instructional sites, targeted literacy and math support to over 6,700 students, professional development trainings for teachers, and additional coaching in structured literacy and instructional strategies to support understanding of math concepts.

Request: Explain why request is nonrecurring need.

The Summer Reading Program is still being expanded and improved, and funding expectations are not yet stabilized. Similarly, the agency plans to expand summer and school time programs to include a math-focused pilot which will assist in improving students' math proficiency across the state.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The Summer Reading Program has grown each year that it has been running, without expanded funding, further growth will not be able to be accommodated and fewer teachers will be able to participate in professional development. Additionally, one focus has been to increase program availability for more rural districts which would be difficult without additional funding.

Performance: How will agency performance be affected.

The agency will be able to provide professional development for more teachers, expand summer reading to more sites across the state, and implement a new math-centric version of the successful summer reading program to provide students a more well-rounded summer academic experience and improve both literacy and math gains.

Performance: How will agency performance will be improved.

The agency will be able to support 4 week programs during the months of June and July. Training and professional development will be available to a greater number of teachers and at more locations than in previous years. Importantly, the agency will be able to expand summer and school time programs to include math which is an area of particular focus with the goal of improving proficiency by a similar amount to that of the previous Summer Reading Programs.

Brief description of problem agency is addressing.

Concerns about summer learning loss go back at least a century with evidence suggesting that summer break helps contribute to large disparities in student outcomes. Along these lines, both literacy and math are areas of particular need for New Mexico students during summer break and otherwise.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program: _____
Analyst: Amanda DeBell
Phone: (505) 670-3476

Request Type: Special (FY 27)

Rank: 1

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	35,000.0	Contractual Services	33,950.0
Total Sources	35,000.0	Other	1,050.0
Full Time Equivalents (FTE)		Total Uses	35,000.0
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For student reading and math intervention programs.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The Summer Reading Program is a literacy instruction and intervention program that will support 10,000 New Mexico students from incoming kindergarteners through outgoing eighth graders and a similar effort will be implemented for math, including teacher professional development and coaching.

Request: How the dollars will be spent.

\$35,000,000 will be used to support 117 summer reading and math instructional sites, targeted literacy and math support to over 6,700 students, professional development trainings for teachers, and additional coaching in structured literacy and instructional strategies to support understanding of math concepts.

Request: Explain why request is nonrecurring need.

The Summer Reading Program is still being expanded and improved, and funding expectations are not yet stabilized. Similarly, the agency plans to expand summer and school time programs to include a math-focused pilot which will assist in improving students' math proficiency across the state.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

The Summer Reading Program has grown each year that it has been running, without expanded funding, further growth will not be able to be accommodated and fewer teachers will be able to participate in professional development. Additionally, one focus has been to increase program availability for more rural districts which would be difficult without additional funding.

Performance: How will agency performance be affected.

The agency will be able to provide professional development for more teachers, expand summer reading to more sites across the state, and implement a new math-centric version of the successful summer reading program to provide students a more well-rounded summer academic experience and improve both literacy and math gains.

Performance: How will agency performance will be improved.

The agency will be able to support 4 week programs during the months of June and July. Training and professional development will be available to a greater number of teachers and at more locations than in previous years. Importantly, the agency will be able to expand summer and school time programs to include math which is an area of particular focus with the goal of improving proficiency by a similar amount to that of the previous Summer Reading Programs.

Brief description of problem agency is addressing.

Concerns about summer learning loss go back at least a century with evidence suggesting that summer break helps contribute to large disparities in student outcomes. Along these lines, both literacy and math are areas of particular need for New Mexico students during summer break and otherwise.

State of New Mexico
SPECIALS, SUPPLEMENTALS AND DEFICIENCIES DFA

(Prepare separate forms for each request)

BU: 92400
Agency: Public Education Department
Program:
Analyst: Amanda DeBell
Phone: (505) 670-3476

Request Type: Special (FY 27)

Rank: 6

TOTAL SOURCES MUST EQUAL TOTAL USES

(Dollars in Thousands)

Sources		Uses	
Revenue Account	Amount	Uses Account	Amount
General Fund Transfers	10,000.0	Contractual Services	9,500.0
Total Sources	10,000.0	Other	500.0
Full Time Equivalents (FTE)		Total Uses	10,000.0
Type	Amount of FTE	Request is related to a recurring expense	No
	0.00	Request is related to a capital request	No
Total FTE	0.00	Request is related to proposed legislation	No

Language requested for inclusion in General Appropriations Act (Please Follow Legislative Bill Drafting Conventions - See Instructions)

For summer internship opportunities for working-age high school students.

Justification Quantitative Data (Description)

Request: Provide a brief description of what the request does, how the dollars will be spent and explain why it is a nonrecurring need.

The Summer Enrichment Internship Program provides high school students with the opportunity to participate in high-quality internships in agencies, including county, tribal, and/or municipal placements.

Request: How the dollars will be spent.

Funds requested will be used to identify a single vendor to subcontract administration of the SEIP per NM PED program requirements. Funding will also be used to provide stipends to adult internship coordinators within county, nonprofit, pueblo, and tribal governments. Funds will also be used to support program training costs in employability skills, career exploration, financial skills and digital skills. Funding may also be used to support discretionary program expenditures, i.e.. background checks, administrative support including payroll subcontracting.

Request: Explain why request is nonrecurring need.

This funding will build capacity at the school level to provide for high-quality and paid internships for students across the state given the success of the program alongside the ability to help gauge the causal effectiveness of the program.

Consequences: Provide a brief description of consequences of not funding a performance and accountability task.

Summer internships will be constrained by funding and there will likely be far fewer paid opportunities for students.

Performance: How will agency performance be affected.

Quantitative metrics will be added to the data capture requirements for participation in the program and will likely add additional confirmation that the investment in this initiative is a worthwhile outlay of the public purse.

Performance: How will agency performance will be improved.

The agency will be able to provide a greater number of paid internships to high school aged youth at varying rates of internship pay no less than the NM minimum wage of \$12.00 per hour.

Brief description of problem agency is addressing.

This funding is designed to reduce summertime academic slowdown and by supporting students in learning new and maintaining current academic and soft skills. Similarly, the program will provide gainful employment during the summer months for participants.

DFA Performance Based Budgeting Data System

Annual Performance Report

Agency: 92400 Public Education Department

Program: P527 Public Education Department

The purpose of the public education department program is to provide a public education to all students. The secretary of public education is responsible to the governor for the operation of the department. It is the secretary's duty to manage all operations of the department and to administer and enforce the laws with which the secretary of the department is charged. To do this, the department is focusing on leadership and support, productivity, building capacity, accountability, communication and fiscal responsibility.

Performance Measures:		2024-25 Target	2024-25 Result	Met Target	Year End Result Narrative
Explanatory	Number of eligible children served in K-5 plus	N/A	Discont	N/A	
Explanatory	Number of eligible children served in state-funded prekindergarten	N/A	Discont	N/A	
Explanatory	Percent of eligible children served in kindergarten-five-plus	N/A	0.0%	N/A	
Explanatory	Percent of eligible children served in state-funded prekindergarten	N/A	Discont	N/A	
Explanatory	Percent of students in K-5 plus meeting benchmark on early reading skills	N/A	Discont	N/A	
Explanatory	Percent of teachers passing all strands of professional dossiers on the first submittal	N/A	Discont	N/A	
Outcome	Average number of days to process federal reimbursements to grantees after receipt of complete and verified invoices	22.00	16.00	Yes	Decrease in average number of days is due to several expiring grants for which RfRs were submitted early in the year.
Outcome	Average number of days to process school district budget adjustment requests processed	6.00	7.80	No	Average number of days peaked in quarter 4 due to expiring grants, and final and carryover awards being issued.
Outcome	Number of local education agencies and charter schools audited for program compliance and funding formula components including at-risk, English learner, special education and gifted education funding	30	15	No	PED suffered from staff turnover as well as overall short staffing. Subsequently, training of newly hired staff was limited as there was no director hired until the last quarter of the fiscal year. Additionally, the supervisor position is currently vacant.
Outcome	Number of local education agencies and charter schools audited for program compliance and funding formula components including at-risk, English learner, special education and gifted education funding	New	New	Yes	PED suffered from staff turnover as well as overall short staffing. Subsequently, training of newly hired staff was limited as there was no director hired until the last quarter of the fiscal year. Additionally, the supervisor position is currently vacant.
Outcome	Number of local education agencies and charter schools with annual funding formula and program compliance audit findings	Discont	Discont	Yes	
Outcome	Number of students with access to a digital device	310,205	290,166	No	
Outcome	Number of students with a high-speed internet connection	310,205	205,106	No	
Outcome	Percent of elementary teachers who have completed the science of reading training	New	18.9%	No	The most recent complete training data are for calendar year 2024: 1,581 teachers completed the training. If all were elementary teachers and assuming this is a request for current teachers assignment code 21 elementary (n = 8,351).

DFA Performance Based Budgeting Data System

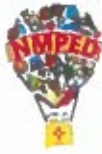
Annual Performance Report

Program: P527 Public Education Department

Performance Measures:		2024-25 Target	2024-25 Result	Met Target	Year End Result Narrative
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act that revert annually	1.00%	TBD	Undef	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act to the public education department for the current fiscal year awarded by September 30 annually	95.00%	85.00%	Undef	
Outcome	Percent of state flow-through grants that are awarded to districts and charters prior to September 30th annually.	New	New	Yes	
Outcome	Percent of students with access to a digital device	100.0%	95.0%	No	
Outcome	Percent of students with a high-speed internet connection	100.0%	67.0%	No	

Performance Measures Summary

P527 Public Education Department		2023-24	2024-25	2025-26	2026-27	2026-27
Performance Measures:		Actual	Actual	Budget	Request	Recomm
Purpose:	The purpose of the public education department program is to provide a public education to all students. The secretary of public education is responsible to the governor for the operation of the department. It is the secretary's duty to manage all operations of the department and to administer and enforce the laws with which the secretary of the department is charged. To do this, the department is focusing on leadership and support, productivity, building capacity, accountability, communication and fiscal responsibility.					
Outcome	Average number of days to process school district budget adjustment requests processed	7.80	7.80	6.00	10.00	
Outcome	Average number of days to process federal reimbursements to grantees after receipt of complete and verified invoices	35.00	16.00	22.00	22.00	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act that revert annually	2.4%	TBD	1.0%	1.0%	
Outcome	Percent of public education special funds appropriated through section four of the General Appropriation Act to the public education department for the current fiscal year awarded by September 30 annually	53.7%	85.0%	95.0%	95.0%	
Outcome	Percent of students with access to a digital device	89.7%	95.0%	100.0%	100.0%	
Outcome	Percent of students with a high-speed internet connection	79.8%	67.0%	100.0%	100.0%	
Outcome	Number of students with access to a digital device	278,054	290,166	300,000	300,000	
Outcome	Number of students with a high-speed internet connection	247,242	205,106	300,000	300,000	
Outcome	Percent of elementary teachers who have completed the science of reading training	91.4%	18.9%	New	20.0%	
Outcome	Number of local education agencies and charter schools with annual funding formula and program compliance audit findings	0	Discont	Discont	Discont	
Outcome	Number of local education agencies and charter schools audited for program compliance and funding formula components including at-risk, English learner, special education and gifted education funding	New	New	New	15	
Outcome	Percent of state flow-through grants that are awarded to districts and charters prior to September 30th annually.	New	New	New	95.0%	
Explanatory	Percent of teachers passing all strands of professional dossiers on the first submittal	67.9%	Discont	N/A	N/A	
Explanatory	Percent of eligible children served in state-funded prekindergarten	59.2%	Discont	N/A	N/A	
Explanatory	Number of eligible children served in state-funded prekindergarten	12,777	Discont	N/A	N/A	



Education is Calling

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Strategic Plan for Success



Education is Calling

As the Secretary Designate of the Public Education Department (PED), I am honored to present our **Strategic Plan for Success**. This plan represents our collective commitment to providing a high-quality, equitable education for every student in New Mexico. It is a testament to our belief in the potential of our children and the unwavering dedication of our educators, families, and communities.

This plan is grounded in the deeply held belief that **New Mexico's students deserve a world-class education and ALL students are capable of achieving** anything they set their minds to. It is our responsibility to provide them with the tools and opportunities to thrive.

Our vision is clear: **To create a culturally and linguistically responsive education system that meets the social, emotional, and academic needs of all students**. This vision is brought to life through the **Big 5 Goals** which serve as the foundation of our strategic plan:



Mariana D. Padilla

- 1. Accelerate Literacy Achievement:** Improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and that every student graduates with the literacy foundation essential for lifelong learning and success in college and career.
- 2. Accelerate Mathematics Achievement:** Improve mathematics proficiency across all grade levels by fostering critical thinking, problem-solving skills, and mathematical reasoning. This goal ensures that all students graduate with a strong mathematical foundation essential for success in higher education or the modern workforce in New Mexico.
- 3. Improve Student Attendance:** Improve student attendance across all grade levels by fostering a culture of engagement and accountability, ensuring that every student in New Mexico has the opportunity to fully participate in their education and achieve their academic potential.
- 4. Increase Graduation Rates:** Increase graduation rates by providing comprehensive support and resources to ensure that every student is equipped to complete their educational journey and graduate ready for success in higher education, careers, and civic life in New Mexico.
- 5. Foster Shared Accountability:** All stakeholders—students, educators, families, school administrators, communities and the PED—share responsibility for educational outcomes, working collaboratively to support each other's growth and success, ultimately strengthening the educational system across New Mexico.

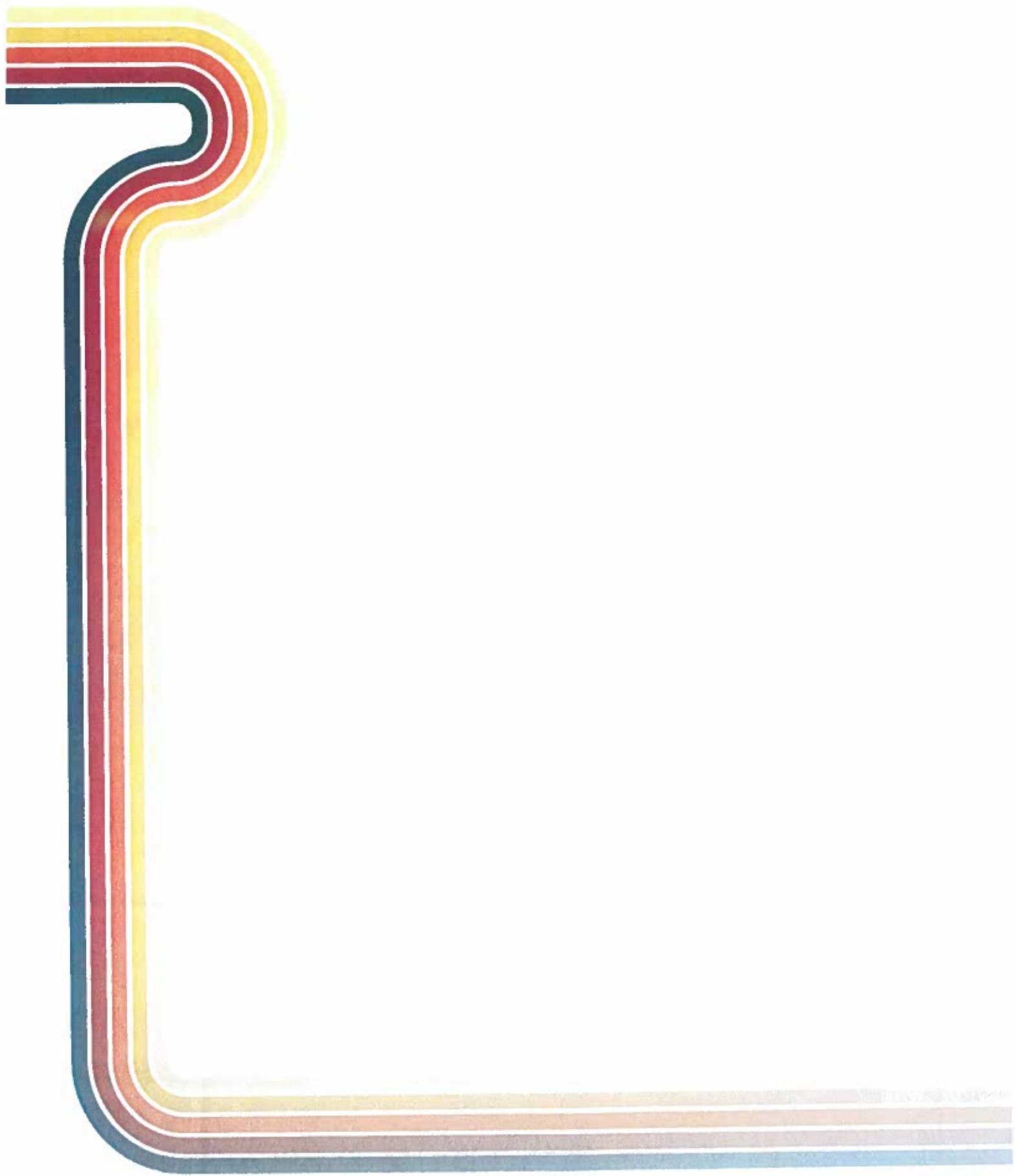
I am confident that together we can achieve these goals. This plan is a living document, a testament to our commitment to continuous improvement and adaptability. It will evolve as we learn and grow, guided by data, evidence, and the voices of our communities. I invite you to **join us on this journey to transform education in New Mexico and empower every student to reach their full potential**.

Thank you,

Mariana D. Padilla
Secretary of Public Education

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Driving Student-Centered Equity by Fully Implementing the New Mexico Education Acts & Initiatives

What is equity?

Equity in education means giving every child the support they need to succeed, no matter who they are or where they come from. It recognizes that some students face additional challenges, whether it's because of their language, disability, or family income. Equity ensures that each student gets the right resources and opportunities to thrive in school and life.

Why does equity matter?

When we place equity at the center of our efforts, we are not just helping students graduate from school—we're helping build stronger communities. Equity in education leads to better opportunities for our kids, ensuring they can pursue higher education, get good jobs, and contribute to a healthy economy. More importantly, equity is about fairness. It's about making sure every student—no matter their family's income, their language, or their abilities—has the same opportunity to achieve success.

PED's commitment to educational equity

The New Mexico Public Education Department (PED) is committed to supporting the appropriate conditions where every student receives the best possible education. We recognize that equity is not just an ideal—it's a responsibility. Our efforts focus on addressing the specific needs of historically underserved student groups, such as Native American students, Hispanic students, English language learners, students with disabilities, and students from low-income families.

Equity in action for our students and schools

For students, equity in action means their diversity is their strength and it is celebrated and supported. It means that their culture and language are honored and encouraged as part of their learning experience, as evidenced by the Indian Education Act, Hispanic Education Act, Bilingual Multicultural Education Act, and Black Education Act. It means that their exceptionality is seen as an opportunity to receive personalized support for their learning ability and that their basic needs are met. Whether it's extra

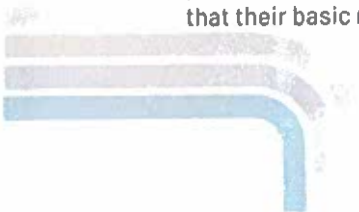


help in the classroom, programs celebrating their culture and language, or ensuring no child is left hungry, equity touches all areas of a student's school experience. For families, equity in action means they can trust that schools are actively working to support their child's unique needs and that schools receive the necessary resources to support students facing economic disadvantages, so they can overcome barriers to learning.

In all these efforts, the PED values students' identities and ensures they receive the comprehensive support they need to thrive academically and personally. The journey toward equity in New Mexico's schools is ongoing, and the PED is committed to ensuring every child has a fair chance of success. With strong initiatives and support systems in place, we are moving closer to a future where every student can thrive.

Key Legislation and Initiatives

- Indian Education Act
- Hispanic Education Act
- Black Education Act
- Bilingual Multicultural Education Act
- Office of Special Education
- At-Risk Intervention Response
- English Language Development



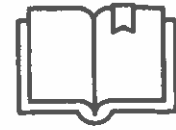
The Four Strategic Pillars

The PED's Four Strategic Pillars serve as a foundational element of the strategic plan focused on vastly improving educational outcomes for all students in New Mexico by 2027. These pillars align with the Martinez/Yazzie findings and are intended to guide the work of the PED, as well as inform its budgetary and programmatic decision-making.

			
1	2	3	4
<p>Educator Ecosystem</p> <p>Ensure every student has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development.</p> <p>KEY COMPONENTS</p> <ul style="list-style-type: none"> • Recruitment and retention of educators • High-quality teacher preparation • Professional development • Principal and superintendent leadership development 	<p>Whole Student & Culturally Responsive Education</p> <p>Support schools and classrooms in providing students with deeper, enriched academic learning that is integrated with social-emotional learning and is culturally and linguistically responsive.</p> <p>KEY COMPONENTS</p> <ul style="list-style-type: none"> • Culturally responsive instruction • Social-emotional learning • Positive school climates 	<p>College & Career Readiness</p> <p>Increase students' successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college- and career-ready and to contribute as productive members of their communities.</p> <p>KEY COMPONENTS</p> <ul style="list-style-type: none"> • Career-connected learning • Community-centered opportunities • College acceleration programs • Post-secondary readiness 	<p>Student Supports & Opportunities</p> <p>Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or disability status.</p> <p>KEY COMPONENTS</p> <ul style="list-style-type: none"> • Health services • Attendance supports • Extended learning opportunities

Goal I:

Accelerate Literacy Achievement



Improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and graduates with the literacy foundation essential for lifelong learning and success in college and career.

	Strategies	Outcomes
1	Provide high-impact tutoring for literacy	By 2027, increase the percentage, of students scoring proficient or advanced in Early Literacy and Reading from 38% (2022) to 42% in kindergarten, 32% (2022) to 36% in first grade, and 37% (2022) to 42% in second grade.
2	Train all elementary and middle school teachers in the Science of Reading and structured literacy	All kindergarten through eighth grade teachers will be trained in the Science of Reading and structured literacy by the end of the 2027 school year.
3	Provide coaching to all K-6 teachers in the implementation of high-quality instructional materials	At least 90% of all LEAs will utilize high-quality instructional materials with professional learning for teachers by 2027.
4	Ensure all educator preparation programs (EPPs) are fully aligned with the principles and best practices of the Science of Reading	Conduct a Science of Reading review of all NM approved EPPs to ensure syllabi and primary text alignment with evidence-based reading instruction by 2027. Set high-quality standards so that all new educators are adequately prepared with the necessary evidence-based literacy competencies. Increase first time pass rates of the Praxis 5205: Elementary Teaching of Reading exam from 60% in 2022 to 80% by 2027.

Literacy Highlights

New Mexico's Summer Reading Program

The 2024 inaugural New Mexico Summer Reading Program provided structured literacy instruction aligned with the Science of Reading to students in kindergarten to 8th grade. In partnership with higher education institutions, tribal entities, schools, and early childhood providers, the PED established 117 reading program sites and enrolled more than 9,500 students. Over 1,000 instructors were trained in structured literacy and provided high impact literacy instruction to students in small group settings. Families from across the state were eager for their children participate in a free literacy program that demonstrated meaningful outcomes for students.



Literacy Supports for All Students

During the 2024–2025 school year, the PED is providing structured literacy training for secondary educators so they are prepared to teach the foundational literacy skills for students who are not reading at grade level. This professional learning focuses on disciplinary or content area literacy strategies that build community by guiding participants through inquiry, collaboration, and reflection with their colleagues around reading that will support readers as their content area reading becomes increasingly important to their academic success.

As we focus on literacy skills for all grades, the PED partners with districts, schools, and charter schools to directly support our vision that all students will be guaranteed the access to literacy education, empowering them to access their full potential and future choices. This starts with our dyslexia screening in first grade and continues with our work with structured literacy supports and coaching. Model schools can offer a path to other schools for holistic literacy implementation via coaching and structured literacy training. We support schools with our Literacy Support Model, where schools have access to regional coaches and administrator communities of practice. Our belief is that by making transformational systemic change, the work around structured literacy is sustainable and improves literacy for all students.



Goal II:

Accelerate Mathematics Achievement



Improve mathematics proficiency across all grade levels by fostering critical thinking, problem-solving skills, and mathematical reasoning. This goal ensures that all students graduate with a strong mathematical foundation essential for success in higher education or the modern workforce in New Mexico.

	Strategies	Outcomes
1	Improve mathematics proficiency for ALL students	By 2027, increase the percentage of students scoring proficient or advanced in mathematics from 24% (2022) to 31%.
2	Provide elementary teachers professional development to support mathematics instruction	Provide yearly professional development to 2,500 math educators, focusing on up-to-date research and evidence to enhance mathematics teaching and learning with the best curriculum materials for all students.
3	Reduce mathematics content area teacher vacancies	By 2027, reduce mathematics content area teacher vacancies by 50%.
4	Boost adoption of high-quality instructional materials for mathematics	By 2027, increase the percentage of local educational agencies adopting high-quality instructional materials (HQIM) for mathematics from the state-adopted list from 43% (2022) to 60%, ensuring that students in grades K-12 engage in standards-aligned instruction.
5	Ensure all educator preparation programs are fully aligned with the principles and best practices of teaching mathematics	Incorporate rigorous teacher preparation competencies for the teaching of mathematics that are aligned to standards and based on up-to-date research, and ensure a robust mathematics methods course is added to coursework for all teacher candidates by 2027.

Mathematics Highlights

Math Coaching

During the 2023–24 school year, the PED contracted with the Teaching Lab to provide teachers from Cuba and Pecos elementary schools professional development and coaching in mathematical practices, standards, and instruction. Coaches provided weekly instructional coaching with feedback cycles for every teacher in grades K–6. The results were overwhelmingly positive. The PED will be extending this strategy to 50 additional schools over the next three years. The below data demonstrates the impact the mathematics coaching had on student academic performance.

	Strategies		Outcomes	
	BOY Beginning of year	EOY End of year	BOY Beginning of year	EOY End of year
Core Action 1 Standards-aligned content and rigor	69%	100%	67%	94%
Core Action 2 Effective instructional strategies	30%	87%	26%	65%
Core Action 3 Students engaging in math practices and lessons	20%	83%	23%	63%
Overall	41%	89%	37%	72%

Focus on Algebra

During the 2023–2024 school year, the PED implemented the Focus on Algebra initiative for 6th through 9th grade educators. The two-year project focuses on building teachers' algebraic content knowledge and integration of social-emotional and culturally and linguistically responsive instruction. A total of 150 educators from 18 school districts engaged in this learning series. We aim to engage 54 additional schools in the next three years. You can hear more from school leaders and teachers on the impact of this work in their everyday instructional practice through the video code to the right.



Goal III:

Improve Student Attendance



Improve student attendance across all grade levels by fostering a culture of engagement and accountability, ensuring that every student in New Mexico has the opportunity to fully participate in their education and achieve their academic potential.

	Strategies	Outcomes
1	Reduce the statewide student chronic absenteeism rate	By 2027, reduce the chronic absenteeism rate from 39.22% (2022) to 22%.
2	Increase family and community engagement opportunities	Support family engagement by increasing access and opportunities to help parents support their child's success in school, from less than 100 participants per year in 2022 to at least 3,000 participants from across the state in 2027.
3	Improve the sense of belonging for all students	By 2027, increase the percentage of students with a strong sense of belonging at their school from 36% (2022) to 50%.



Attendance Highlights

Stunning Attendance Improvement in Santa Fe Public Schools

Santa Fe Public Schools reduced their chronic absenteeism rate by 20 percentage points in 2023-2024 by prioritizing attendance and leveraging attendance coaches to collaborate with families of students with a 10% or more absence rate to create student success plans. Additionally, Santa Fe Public Schools provides a social services specialist to support high-needs schools and facilitate smooth transitions for students returning to class. Best practices showing results:

- Ensure consistent implementation of attendance interventions and support.
- Stipends for attendance teams with additional duties to tackle attendance challenges.
- Attendance coaches to build relationships with individual students and their families.

Manzano High School Leading with Student Success Systems

Manzano High School in Albuquerque Public Schools (APS) integrated attendance and academic supports into the school's attendance teams. School staff get trained and certified in brain development, trauma-informed instruction, and restorative practices to support the complex needs of students. APS has recently expanded Student Success Systems training districtwide.

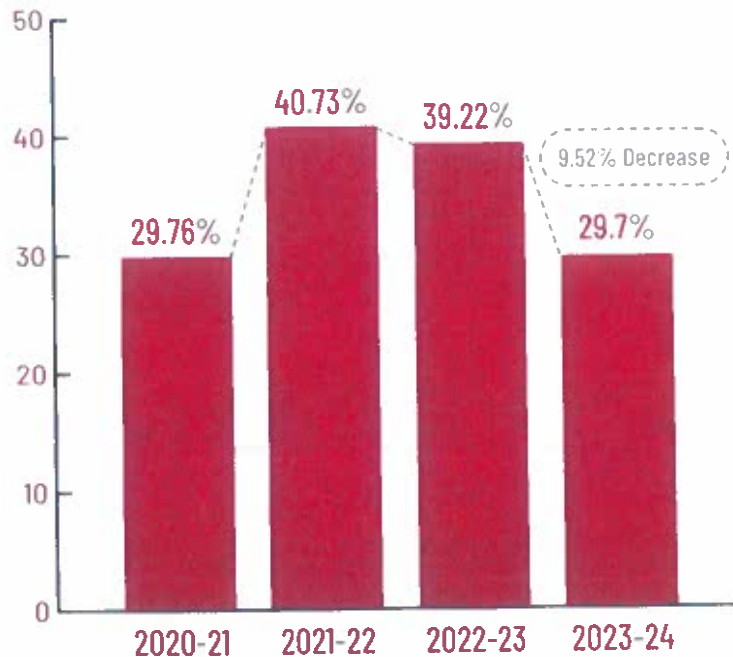
From a Parent's Voice:

- *Thank You! Manzano High School has really helped my family. I didn't want to ask for help, but when I did, you were there. I never expected to get this much help.* – Parent at Manzano HS
- *Thank you for helping my son get back on track and believing in himself. He really is smart and can do this!* – Parent at Manzano HS

Statewide Improvements in Chronic Absenteeism

The PED has taken a multifaceted approach to decreasing statewide chronic absenteeism rates. This approach includes providing additional support and resources for educators and families, targeted interventions for at-risk students, and awarding \$2.5 million to school districts to implement comprehensive support systems. The PED also invested \$1 million in professional learning and coaching for schools seeking to improve attendance and graduation rates during the 2023-2024 school year. These targeted investments have demonstrated measurable outcomes, decreasing the statewide chronic absenteeism rate by 6.4 percentage points since the 2021-2022 school year.

Percent of Chronically Absent Students by Year



Goal IV:

Increase Graduation Rates



Increase graduation rates by providing comprehensive support and resources to ensure that every student is equipped to complete their educational journey and graduate ready for success in higher education, careers, and civic life in New Mexico.

	Strategies	Outcomes
1	Increase the four, five, and six year graduation rate	By 2027, increase 4-year, 5-year, and 6-year graduation rates for all students from 76.2% (2022) to 80.0%.
2	Improve participation in CTE programs	By 2027, increase participation in career and technical education (CTE) programs from 66.8% (2022) to 70.1% (2027).
3	Increase preparation for and enrollment in postsecondary education	By 2027, increase the percentage of students who enroll in postsecondary education after graduation from 51% (2022) to 53.6% (2027).
4	Increase student enrollment in early college coursework	By 2027, increase the percentage of students who complete their high school degree with credit from at least one college course to 75%.

Graduation Highlights

Spotlight: Gadsden Independent School District's Approach to Career and Technical Education

Gadsden Independent Schools (GISD) has participated in career and technical education (CTE) programming for two decades. GISD has nearly 4,200 students enrolled in the four high schools offering CTE programming. Minority student enrollment is 97% districtwide. GISD boasts an 83% graduation rate across all high schools, placing them in the top 20% of NM.

GISD offers 17 CTE pathways across all 16 career clusters. Programming includes Agriculture, Creative Media, Architecture, Computer Science, Automotive Technology, Engineering, Culinary Arts, Law Enforcement, Construction Trades, Welding, Marketing, and more. Within the 17 CTE pathways, 85% of all high school students participate and 98.8% of CTE concentrators in the district graduate in four years. In one year, students participating in CTE programs earned 195 industry-recognized certifications.

GISD hosts eight career and technical student organizations (CTSOs), including Business Professionals of America (BPA), DECA Inc., SkillsUSA, Technology Student Association (TSA), EdRising, FCCLA, FFA, and HOSA. Providing access to the CTOS that align with the career pathways creates opportunities for students to gain hands-on and real-world work experiences that supplement what they learn in the classroom.

Stay in School Project in Deming

The Stay in School Project was an Office of Special Education homegrown project based on evidence-based education practices and supports to students with disabilities, which included:

- Attendance supports
- Interventions for failing grades
- Behavioral interventions
- Work study opportunities
- Job exploration opportunities

Deming Public Schools—one of the program's participating districts—hired a transition coordinator who served as a graduation interventionist for students with disabilities. This individual monitored students' grades, attendance, and behavior. Participating students note that project staff enriched their sense of belonging and helped them through their academic and personal struggles.

Four Year Cohort Graduation Rates for Deming:

Graduation rates before the project: **42.6%**
Graduation rates after the project: **74.0%**

School Spotlight: Charlie Y. Brown High School in Bloomfield

Between 2018–2022, Charlie Y. Brown High School in Bloomfield increased graduation rates from 37.8% to 74%. This alternative school's focus on providing a positive and supportive learning environment contributes to overall student success by offering resources such as small class sizes, dual-credit and college courses, and a friendly, supportive staff. By offering a variety of support services, the school can help students overcome challenges that typically get in the way of graduation and academic success.

Charlie Y. Brown High School demonstrates how a school can improve graduation rates by utilizing a solid school improvement plan and data, while working alongside students and families.



Goal V:

Shared Accountability



All stakeholders—students, educators, families, and communities—share responsibility for educational outcomes, working collaboratively to support each other’s growth and success, ultimately strengthening the educational system across New Mexico.

	Strategies	Outcomes
1	School improvement	Increase the number of schools with a spotlight or traditional designation to 300 and reduce the number of schools in need of improvement (CSI and MRI) by 100 by 2027.
2	Office of Special Education	The Office of Special Education will implement a statewide monitoring system to accomplish the below outcomes within two years: <ol style="list-style-type: none"> 1. Reduce the number of schools requiring corrective action plans by 30%. 2. Decrease parental and state complaints related to students with disabilities by 25%. 3. Facilitate regular training sessions for educators and establish collaborative feedback loops with all stakeholders.
3	Indian Education Act	By the end of school year 2027, the New Mexico Public Education Department will assist districts and charter schools achieve the following outcomes for Native American students: <ul style="list-style-type: none"> • The four-year graduation rate for Native American students shall meet or surpass the state average four-year graduation rate. • Each school year, at least 100 Native American students shall earn a state bilingual seal upon graduating from high school. • Reading, math, and science proficiency rates for Native American students shall meet or surpass the state average. • The number of 520-certified Native American language and culture teachers shall increase to 200.
4	Cradle to Career	Create systems working alongside of preschool programming to evaluate at least 95% of all kindergarten students for school readiness. The programming will contain developmental domains of preschool children entering kindergarten: physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills, and general knowledge.
5	Educator mentorship and retention	Increase the percentage of teachers receiving mentorship during their first year to 100% with a viable measurement tool by 2027.

Shared Accountability Highlights

Office of Special Education's Unified IEP Template

In 2024, the Office of Special Education met with a diverse coalition of stakeholders, including school leaders, special education experts, and community representatives, to address the challenges associated with the Individual Education Program (IEP) template—a document which outlines the necessary services and supports for students in special education. The need for a standardized approach became clear due to the existing variations in multiple versions of IEPs, with lengths exceeding 50 pages, resulting in confusion, inconsistency, and students not receiving the necessary services to be successful. With the goal of streamlining the IEP process, we gathered extensive feedback to develop a more cohesive and effective framework.

The proposed unified IEP template is designed to:

- Streamline the IEP process: Simplify the process so that the IEP is easier to implement.
- Promote ease of use and interpretation: Standardize the format to improve communication and collaboration among educators, parents, and students.
- Facilitate clear measurable goal setting: Establish goals that are measurable and tailored to student needs, improving the ability to track a student's progress.
- Provide a unified approach across districts: Adopt a consistent IEP template to ensure equal access to quality education, expedite services for transferring students, and prevent any loss of services during transitions.

The implementation of this unified IEP template is scheduled for implementation during the 2024–2025 school year, marking a significant milestone in the PED's ongoing commitment to enhancing educational outcomes for students with disabilities across New Mexico.

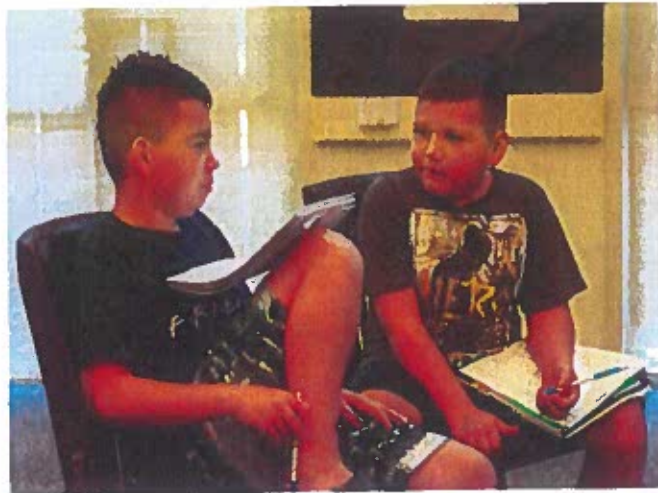
This initiative exemplifies the power of shared accountability and collaboration, bringing together diverse perspectives to create a solution that addresses the needs of our students and families. Together, we are fostering a more inclusive and more supportive educational environment where every student can thrive.



Shared Accountability Highlights

Supporting School Improvement and Leadership Development

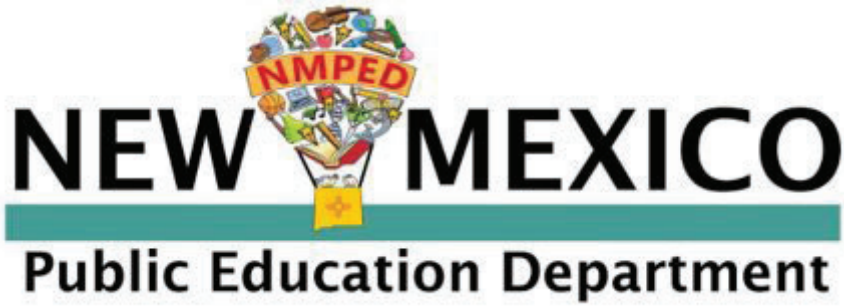
Priority Schools Bureau leadership development program has fostered remarkable improvements in schools across New Mexico. One striking example is Blanco Elementary School, where Principal Lynda Spencer sought to address learning loss in math stemming from the COVID-19 pandemic. Partnering with the Math Teacher Leader Network through Los Alamos National Lab, Principal Spencer secured funding for dedicated math instructional planning time and professional development opportunities, including coaching and modeling. This focused initiative yielded substantial gains, with Blanco Elementary students increasing their math proficiency by an impressive 25-30% in just one year. This success underscores the profound impact that dedicated resources and targeted professional development can have on student outcomes.



Beyond academic achievements, this leadership development program cultivates a culture of ambition and excellence. At East Picacho Elementary, Principal Michael Chaires, along with his staff and students, embraced a shared vision encapsulated in their inspiring motto: “We are educated, empowered, and persistent.” This collective commitment translated into tangible results, with the school boosting its 2023-24 School Accountability Score (www.NMVISTAS.org) by 10 points in a single school year. Their dedication was further acknowledged by the broader community, as East Picacho was honored as the “Best Elementary School” by the Las Cruces Bulletin. Principal Chaires also received well-deserved recognition as the NM Elementary School Principal of the Year for 2024. These accomplishments illustrate the transformative power of a shared vision and dedicated leadership in driving both academic progress and community recognition.

Cradle to Career

In the spring of 2024, the PED, in partnership with the Early Childhood Education and Care Department (ECECD) and districts and state charters, established the first statewide measure of kindergarten readiness with the creation of the [Early Development Instrument \(EDI\)](#). The EDI measures kindergarten readiness using five domains: 1) physical health and well-being, 2) social competence, 3) emotional maturity, 4) language and cognitive development, 5) communication skills and general knowledge. EDI results reflect 98% of all kindergarteners in New Mexico. The EDI results provide the percent of children who are developmentally vulnerable and developmentally on track in each neighborhood and for each of the five EDI domains. EDI results are shared with the local communities to describe how well the early childhood system has been supporting children in the lead up to kindergarten. The PED’s work in school readiness demonstrates our commitment to delivering a world class education to all New Mexico students.



Fiscal Year 2027

PUBLIC EDUCATION DEPARTMENT

IT STRATEGIC PLAN

September 4, 2025

William Wanker
Chief Information Officer

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EXECUTIVE SUMMARY

The New Mexico Public Education Department (PED) is committed to ensuring a high-quality, equitable education for every student in New Mexico. It is a testament to our belief in the potential of our children and the unwavering dedication of our educators, families, and communities. This plan is grounded in belief that New Mexico’s students deserve a world-class education. It is our responsibility to provide them with the tools and opportunities to thrive.

Our vision is clear: To create a culturally and linguistically responsive education system that meets the social, emotional, and academic needs of all students. This vision is brought to life through the Big 5 Goals, which serve as the foundation of our strategic plan:

1. **Accelerate Literacy Achievement:** Improve reading proficiency across all grade levels, ensuring that every student is proficient in reading at grade level and that every student graduates with the literacy foundation essential for lifelong learning and success in college and career.
2. **Accelerate Mathematics Achievement:** Improve mathematics proficiency across all grade levels by fostering critical thinking, problem-solving skills, and mathematical reasoning. This goal ensures that all students graduate with a strong mathematical foundation essential for success in higher education or the modern workforce in New Mexico.
3. **Improve Student Attendance:** Improve student attendance across all grade levels by fostering a culture of engagement and accountability, ensuring that every student in New Mexico has the opportunity to fully participate in their education and achieve their academic potential.
4. **Increase Graduation Rates:** Increase graduation rates by providing comprehensive support and resources to ensure that every student is equipped to complete their educational journey and graduate ready for success in higher education, careers, and civic life in New Mexico.
5. **Foster Shared Accountability:** All stakeholders—students, educators, families, school administrators, communities, and the PED—share responsibility for educational outcomes, working collaboratively to support each other’s growth and success, ultimately strengthening the educational system across New Mexico.

The department recognizes that equity is not just an ideal—it’s a responsibility. Our efforts focus on addressing the specific needs of historically underserved student groups. PED is committed to addressing the Martinez/Yazzie (M/Y) Consolidated Lawsuit as a core component of the four strategic pillars outlined below. The PED’s Four Strategic Pillars serve as a foundational element of the strategic plan focused on vastly improving educational outcomes for all students in New Mexico by 2027. These pillars are intended to guide the work of the PED, as well as inform its budgetary and programmatic decision-making. To achieve these goals, PED relies on data collection from the state public school districts and charter schools. It is by collecting and reviewing data that we gain insight into the health, success, and challenges of programs and policies.

1. Educator Ecosystem
2. Whole Student & Culturally Responsive Education
3. College & Career Readiness
4. Student Supports & Opportunities

In alignment with PED’s goals, our key strategies continue to focus on digital equity, transparency, and data collection. Not only did we fulfill our FY25 strategic goals to improve Digital Equity, Transparency, and Data Collection efforts, but we also made great strides in enhancing processes within PED in support of internal staff and LEAs. This was achieved by opening satellite offices in Albuquerque and Las Cruces, which increased the agency’s ability to become more fully staffed. Within IT, our vacancy rate decreased from 17.4% to only 4.3%. We also enhanced our customer service and data collection/reporting processes by implementing a new Nova Helpdesk to support LEAs, a weekly Nova news bulletin, a data validation dashboard to identify and correct data discrepancy issues in the Nova collection process, and a transition to a new tool (Generate) that streamlines federal reporting.

Although we are nearly fully staffed (22/23 positions), staffing continues to be a great challenge. IT does not have sufficient staff positions to support the agency and to provide tech support to nearly 200 LEAs, fulfill data sharing requests, create ad hoc data reports, and to complete more than 300 Inspection of Private Records Act (IPRA) requests. As a result, IT must rely on 13 contracted FTE to fulfill our operational support duties. A second great challenge is being able to secure funding to pay for recurring infrastructure costs despite funding requests to increase our operational budget.

I. AGENCY OVERVIEW

A. AGENCY MISSION

Our Mission: The New Mexico Public Education Department partners with educators, communities, and families to ensure that all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

The IT plan supports the agency’s mission by enhancing and securing our data collection processes; using business intelligence tools to monitor and measure progress; using technology to identify trends and promote areas of improvement; and connecting New Mexico with accurate and actionable education data. We create and improve systems, rules, and processes that provide broader access to better information, necessary to support PED in achieving its mission and goals.

B. AGENCY GOALS

PED is committed to meeting the needs of all students. The PED’s Four Strategic Pillars serve as a foundational element of the strategic plan focused on vastly improving educational outcomes for all students in New Mexico by 2027. PED has developed the pillars below to support our mission. It is through data stewardship, analysis, technology, and innovation that PED IT works to support each of these pillars and helps the agency bureaus achieve our collective goals.

Pillar	Overarching Goal
Educator Ecosystem	Ensure every student has well prepared, well supported, highly effective educators who use culturally and linguistically responsive pedagogy to guide their learning and development. Key Components: <ul style="list-style-type: none"> Recruitment and retention of educators

	<ul style="list-style-type: none"> • High-quality teacher preparation • Professional development • Principal and superintendent leadership development
Whole Student & Culturally Responsive Education	<p>Support schools and classrooms in providing students with deeper, enriched academic learning that is integrated with social-emotional learning and is culturally and linguistically responsive.</p> <p>Key Components:</p> <ul style="list-style-type: none"> • Culturally responsive instruction • Social-emotional learning • Positive school climates
College & Career Readiness	<p>Increase students’ successful completion of high school with research-based, relevant, applied, and experiential learning opportunities that support all students to become college-and career-ready and to contribute as productive members of their communities.</p> <p>Key Components:</p> <ul style="list-style-type: none"> • Career-connected learning • Community-centered opportunities • College acceleration programs • Post-secondary readiness
Student Supports & Opportunities	<p>Provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting, regardless of their demographics, family income level, or disability status.</p> <p>Key Components:</p> <ul style="list-style-type: none"> • Health services • Attendance supports • Extended learning opportunities

C. VISION AND PRIORITIES

Our Vision: 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.

Our core values guide our principles and priorities. These values are outlined below. The IT Strategic Plan is built by keeping these values at heart and the vision in focus. It is through bolstering our collection and security processes that we enable the agency to plan and succeed in fulfilling the vision.

CORE VALUE	NARRATIVE
Student-Centered	We center our decision-making process and policy platform on providing relevant educational pathways for every student’s chosen future.

Responsive	We recognize students in New Mexico have varying social and cultural backgrounds, and individual communities in New Mexico have different assets and unique needs.
Collaborative	We value partnerships with the Legislature, other state agencies, non-profits, local businesses, labor organizations, educators, parents, students, families, and communities.
Innovative	We value creating spaces for educators to design, develop, and create new ways of thinking about education. We aim to provide support and resources for new policies that promote innovative learning models rooted in the strengths of New Mexico that meet the needs of all students.
Reflective	We believe learning is a continuous improvement process involving intentional self-awareness and reflective practice to encourage thoughtfulness, personal growth, profound learning, and meaningful change.

D. AGENCY DESCRIPTION AND ORGANIZATION STRUCTURE

In order for New Mexico and its students to realize their full potential, the department’s leaders and staff believe it is incumbent on us to provide school districts and charter schools the support and resources they need to ensure educational equity, excellence, and relevance for all students. We have structured ourselves into strategic teams to provide this support to our schools and students and to best support agency bureaus and priorities.

The PED organization chart outlines our bureaus and programs, including the number of staff in each team, and is included in Appendix A-I. Likewise, Appendix A-II displays how our IT Division is organized into four key teams to support the department and its goals.

II. IT ENVIRONMENT

1. Major Applications

IT provides project management, application development, and maintenance for many of PED’s systems, but the primary business processes we support are the collection and centralization of data for federal and state reporting. This includes student, instructor, and class data collected from all local education agencies (LEAs). PED has six major applications, outlined below.

- **Nova**
Custom application that allows LEAs to provide data to PED.
- **Licensure**
Custom developed application that allows the Educator Quality bureau to assess teacher qualifications.
- **Operating Budget Management System (OBMS)**
Custom developed application that allows for financial tracking.

- **Attendance Improvement Plan (AIP)**

Custom application that allows LEAs to review reported absentee rates for their schools and submit remediation plans for chronic absenteeism rates. The product also allows PED to review the LEA plans and monitor their efficacy. It furthermore promotes transparency as parents are able to monitor absentee rates via a public-facing dashboard.

- **Nova Space Telescope**

Custom application that integrates data from the following data sources and builds integrated dashboards:

Nova (Primary Data Source), Open Books (Financials), Vistas (Student Assessments), and High Quality Instructional Materials (Classroom curricular materials)

- **Statewide Student Information System (SSIS)**

Currently, the PED and LEAs work with 7 different Student Information System (SIS) vendors to code, test, and deploy data collection requests to comply with legislative mandates. This project will support aligning PED and LEAs onto a singular Statewide SIS (SSIS), utilizing a current commercial off-the-shelf system, which continues to utilize the Ed-Fi Data Standard that was implemented with Nova.

2. Infrastructure

IT is heavily involved in Microsoft and Google platforms. PED maintains:

- Multiple database types, including but not limited to, MS Access, SQL Server, Google Big Query, and SharePoint Tables
- Multiple development architecture including but not limited to, SharePoint, .NET, SSIS, SSRS, ASPX, MS Access, WordPress.

Details on our hardware and cloud infrastructure have been provided within the DoIT portal for Agency application and infrastructure inventory.

3. Security

During the fiscal year, PED IT made progress in advancing its cybersecurity program. Network and asset monitoring, and patch management continues to safeguard against unauthorized access and threats. PED IT also participates in monthly vulnerability scans and penetration testing coordinated by the state's Office of Cybersecurity (OCS) and consistently meets Payment Card Industry (PCI) compliance through routine scans and audits. PED IT created cybersecurity policies and procedures aligned with NIST 800-53 Moderate controls.

In parallel, PED IT focused on building a cybersecurity awareness and responsibility among staff. All staff are required to complete annual cybersecurity training through OCS, reinforcing best practices in data protection and incident prevention. Alongside training, PED IT participates in a data governance program to improve the classification, protection, and monitoring of sensitive information. Together, these efforts strengthened operational resilience, improved regulatory compliance, and fostered a culture that is both informed and security-conscious.

4. Agency IT Certified Projects

All certified projects support the agency’s purpose by providing improved collection, analysis, reporting, and sharing of data.

Educator Preparation Program (EPP) Data Collaboration Project	
Project Description	Eliminate the manual data movement process of 13 post-secondary schools participating in the EPP. It will improve accreditation and programs via a data feedback loop, offer greater transparency for program support and accountability, and provide additional opportunities for data sharing between EPP and PED.
Estimated Project Costs	254,253
Current Funding	254,253
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	Educator Ecosystem
Statewide Real-Time Data Management Solution (Nova)	
Project Description	Implementation of Data Management System tools to be used for real-time collection and validation of data from Student Information Systems at New Mexico School Districts and Charter Schools.
Estimated Project Costs	1,144,600
Current Funding	1,144,600
Certified Project Phase	Closeout
Estimated Completion	31 October 2024
Strategic Priority	College & Career Readiness
Supplemental Collection Portal: Attendance Improvement Plan (AIP)	
Project Description	To replace our Attendance Improvement Plan application with a version using the SharePoint Online platform. The replacement will enable Local Education Agencies (LEAs) to review absentee rates for their schools and implement remediation plans for chronic absenteeism rates. The product would also allow PED to review the LEA plans and monitor their efficacy. It will furthermore promote transparency as parents will be able to monitor absentee rates via a public facing dashboard.
Estimated Project Costs	1,405,000
Current Funding	7,164
Certified Project Phase	Implementation
Estimated Completion	30 June 2025

Strategic Priority	College & Career Readiness
Nova Space Telescope	
Project Description	Utilize Google Cloud Platform tools to integrate data systems into a single portal/dashboard that allows users to see longitudinal metrics and trends across space and time. The project builds on work completed from previous projects and includes data/work from: Nova (STARS replacement); Open Books (financial transparency); BIIR (Looker Reporting); Vistas, Assessment Data; High Quality Instructional Materials.
Estimated Project Costs	3,041,240
Current Funding	1,200,000
Certified Project Phase	Implementation
Estimated Completion	30 June 2026
Strategic Priority	College & Career Readiness
Licensure System	
Project Description	<p>To replace our existing Licensure Portal with a new system:</p> <ul style="list-style-type: none"> • To utilize existing technology (Salesforce) for our new Licensure platform to create an intuitive and dynamic solution that is easier to navigate, automates mundane tasks, reduces the margins of error, provides real-time data and reports for both internal and external users (licensure applicants and school/district administrators) and provides a secure space to store data. • To address the needs of the Office of General Counsel (OGC)’s Investigations team. This team directly supports the Licensure Bureau and complaints submitted with regards to licensed educators and staff. The Investigations team needs a system to manage their caseloads and provide secure data storage. They currently do not have a system which provides these functions. • To publish a public-facing dashboard to allow New Mexico constituents the ability to look up what licenses/endorsements are held by district and school staff.
Estimated Project Costs	4,000,000
Current Funding	1,100,000
Certified Project Phase	Initiation/Planning
Estimated Completion	31 July 2027
Strategic Priority	Educator Ecosystem
Statewide Student Information System (SSIS)	
Project Description	To align PED and all LEAs onto a singular Statewide SIS (SSIS), which continues to utilize the Ed-Fi Data Standard (that was implemented with Nova).
Estimated Project Costs	12,000,000

Current Funding	1,000,000
Certified Project Phase	Initiation/Planning
Estimated Completion	31 July 2026
Strategic Priority	College & Career Readiness

TABLE II.1: Current Certified IT Projects

5. Workforce

A. Full Time IT Employees

PED IT contains a total of 23 positions, 22 of which are filled and 1 is vacant. Our division is comprised of four strategic teams: the Project Management Office; IT Operations; Data Warehouse and System Integration (Application Development); and the Information Security Office. An outline of positions within these teams can be found in Appendix A-II.

All IT staff are required to work on-site unless they have an approved accommodation. Below is the percentage of those who are currently teleworking.

Category	Ratio	Percent
Onsite	20/22	91%
Telework	02/22	9%
Hybrid	00/22	0%

B. IT Professional Services Contractors

PED IT contracts professional services to backfill and augment staffing needs for operational maintenance and enhancement of systems. An overview of these services are outlined below.

Agency Code	Agency Acronym	Contractor Name	IT Professional Services Category	Number of Personnel
924	PED	BVM	Application Support and Development Services	5
924	PED	BVM	Database Management Services and Business Intelligence	2
924	PED	RESPEC	Database Management Services and Business Intelligence	1
924	PED	Real Time Solutions	Application Support and Development Services	2
924	PED	TEK Systems	End User Support Services	1
Total				11

We also rely on 2 contractors to provide administrative support. Combined, our reliance on staff augmentation for operations equates to 13 FTE.

PED IT may also contract temporary professional services to support the planning and implementation of certified projects acquired through the C2 process.

6. Challenges

Staffing had traditionally been PED's greatest challenge regarding information technology. During FY24, PED IT highly focused on filling vacancies and is pleased to report we are now 95.7% fully staffed. Fulfilling staff positions is often a challenge because the pool of qualified applicants in New Mexico is small. The return to office has also been a challenge because it is difficult to recruit qualified applicants when they can work remotely or on a hybrid schedule in the private sector for jobs both in-and-out of state.

However, although we are almost fully staffed, we still do not have sufficient staff positions to support the agency and must continue to augment staff with contracting talent. PED IT must rely on our small team to provide technical support not only to the Department but to also provide technical support to nearly 200 public school districts and charter schools.

We are also challenged by our need to fulfill more than 300 Inspection of Private Records Act (IPRA) via custom-made table queries without a dedicated IT staff member. This along with the dozens of data sharing agreements, ad hoc data requests, and federal reporting requirements prove challenging for IT staff.

The agency continues to undergo organizational restructurings to optimize reporting and service to the public. Likewise, IT also continuously reviews our own structure so that we may best organize ourselves to serve the agency and our shared goals.

Other challenges include:

Transition from project implementation costs to operations.

This challenge is twofold. With limited hours and competing priorities, it's been a challenge for existing IT staff to actively participate in new projects that are often staffed by contractors. This results in a difficult transition to operations once the project is implemented.

It has also been a challenge securing funding to pay for recurring software and hardware licensing after project funding is expended. Despite increased funding requests for our operational budget, it has proven difficult to get the budget increases to support the software and hardware required to maintain the developed solutions.

Training of staff in cloud-based tools. With the deployment of new software and applications, we need to ensure the end-users know how to utilize their new tools. We have begun including trainer services in projects and product design. We previously filled a specialized Business Analyst position with the working title of Cloud Adoption Analyst to provide training and support to new and existing staff; we also filled a Business Analyst II position with the working title of Business Intelligence Analyst (BIA) to provide training and support regarding the use of Google Looker reports and dashboards.

Cybersecurity, digital equity, and being able to respond to heightened demands. As students and schools continuously move to virtual classrooms, we are invested in helping LEAs instill best practices.

Data collection and urgent need for information. This has especially been a challenge since the Covid pandemic. There have been urgent requests for new data and/or reports to monitor and assess performance and needs. Our implementation of Nova, BIIR, and Open Books helps to alleviate these needs.

Data Integration. We need to have a more data-driven integration with our applications. We received C2 funding for the Nova Space Telescope project, which serves to integrate four key data sources together. Data Integration is vital as it allows us to see the bigger picture, identify efforts needed, and predict the impact of those efforts. We are also moving forward with our partnership with four state agencies (Early Childhood Education and Department (ECECD); Higher Education Department (HED); Department of Workforce Solutions (DWS); and the Division of Vocational Rehabilitation (DVR) to create an early childhood through workforce Statewide Longitudinal Data System.

Data Governance. We are continuously working to identify which pieces of data are regulatory required and assigning a data owner for that data element; the Data Governance Council meets weekly. We are also continuing to identify the appropriate use of data as well as adhering to security and privacy compliance requirements. In late FY24, we partnered with SAS to gain insight and best practices for establishing Data Governance. PED has a strong data-centered culture, and people understand and value data. Much of the work ahead is formalizing processes and Data Governance committees. IT worked on establishing a data ownership document, data dictionary, governance charter, responsibility matrix, and swim lane diagrams to assist with the Data Governance implementation.

III. FY25 KEY ACCOMPLISHMENTS

PED IT had a busy year and made considerable advancements on each of our certified projects and the goals we set forth for FY25:

- Improve **Digital Equity** for our Schools and Students
- Improve **Transparency** by spreading knowledge to NM families and sister agencies.
- Improve **Data Collection** through automation, business intelligence, data sharing and consolidation.

A. FY25 STRATEGIC IT ACCOMPLISHMENTS

STRATEGIC PRIORITY 1 – Digital Equity	
Goal Statement: To create ongoing digital equity for our schools and students.	
FY25 Strategy 1	Bolster cyber security for PED and across LEAs
Accomplishments	The office of Cyber Security (OCS) at DoIT took over cyber security for LEA’s, however PED bolstered security at PED by augmenting OCS scanning with our implementation of Tanium to scan and remediate vulnerabilities.

Outcomes/Metrics	Higher level of cyber security for PED and LEAs
FY25 Strategy 2	Higher level digital access for PED and LEAs
Accomplishments	Approximately 90% of students have a computing device: <ul style="list-style-type: none"> • 10% of students use their own computing device • 80% have a school issued device. Approximately 60% of students have internet connectivity at home. PED has partnered with SETDA on the Universal Connectivity Imperative to address the need to connect all students at home. PED has also collaborated with OBAE on the Student Connect Program to identify unserved students
Outcomes/Metrics	Percentage of students who have a school-provided device Percentage of students who have school-provided connectivity
Strategy 3	Digital Citizenship
Accomplishments	Utilized feedback from the Ed Tech Council, student body, polls, and sessions to conduct in-person and virtual training sessions. We also deployed online coursework onto the Canvas system for ongoing training and support.
Outcomes/Metrics	Percentage of teachers who have completed one or more Digital Citizenship training courses in Canvas Percentage of teachers who utilize resources to create courses in digital citizenship

STRATEGIC PRIORITY 2 – Transparency	
Goal Statement: To spread knowledge to NM families and sister agencies by sharing and expanding data to them.	
FY25 Strategy 1	Expand Open Books to include school-level financial data
Accomplishments	Open Books is now displaying school financial information.
Outcomes/Metrics	Open Books provides financial data at the individual school level.
Strategy 2	Expand Open Books to include other bureau data
Accomplishments	Open Books has been expanded to include tribal consultation information. We have also successfully achieved C2 funding to initiate and begin planning for data integrations (that includes Open Books).
Outcomes/Metrics	Open Books provides additional data (e.g. integration from Indian Education Division; High Quality Instructional Materials; and Vistas)
Strategy 3	Advance Data Sharing Efforts
Accomplishments	We've implemented SFTP process for data sharing and implemented an EPP dashboard for higher education institutions. We've also continued our work with sister agencies for the implementation of NM Longitudinal Data System

Outcomes/Metrics	Data and insight are achieved from sharing data between: <ul style="list-style-type: none"> • Higher Education EPP providers and PED • ECECD, HED, and DWS for the NMLDS • HCA for the Health and Human Services 2020 initiative (HHS 2020)
------------------	--

STRATEGIC PRIORITY 3 – Data Collection	
Goal Statement: To improve our data collection processes through automation, business intelligence, and efforts in data standardization and consolidation.	
FY25 Strategy 1	Automated Data Collection
Accomplishments	The Nova System is fully implemented and collecting data from LEAs.
Outcomes/Metrics	Streamlined data collection with the implementation of Nova.
Strategy 2	Use Business Intelligence tools to enhance data analysis
Accomplishments	Interest and use of Looker dashboards have increased and we’ve helped programs to develop/enhance dashboards for internal and public use.
Outcomes/Metrics	Increase the number of dashboards and/or increasing data available to existing dashboards.
Strategy 3	Implementation of an EdFi API
Accomplishments	The EdFi API was implemented with Nova and LEAs are using it to submit data. We’re sowing the seeds for expanded use with student assessment information and with institutions of higher education for their educator preparation programs.
Outcomes/Metrics	Faster and cleaner data collection

B. OTHER KEY IT ACCOMPLISHMENTS – FY25

In addition to our strategic goals, PED IT continues to make strides in improving processes for staff, students, and LEAs. Below is a brief overview of key accomplishments we have made.

APPLICATION	
Accomplishment	During FY25, PED IT deployed the Attendance Improvement Plan application.
Value or Impact	Provides equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting, regardless of their demographics, family income level, or disability status.
DATA	
Accomplishment	During FY25, PED IT transitioned to Generate, a new United States Department of Education federal reporting tool.

Value or Impact	Streamlines processes for federal data reporting.
PROCESS IMPROVEMENT	
Accomplishment	During FY25, PED IT deployed a new data validation dashboard (DVD) to enhance the data collection process.
Value or Impact	Streamlines processes for federal and state data reporting.
WORKFORCE	
Accomplishments	During FY25, PED IT centralized the handling and tracking of issues. Enables IT to more quickly identify systematic issues with Student Information System (SIS) vendors.
Value or Impact	Increased focus and time to serve internal and external customers.
CUSTOMER SERVICE	
Accomplishments	During FY25, PED IT initiated a weekly news bulletin to LEAs.
Value or Impact	Increased LEA ability to resolve data submission problems and keep LEAs abreast of current and upcoming deadlines.
SECURITY	
Accomplishments	Started weekly cyber awareness campaigns focusing on staff and cyber training to recognize phishing emails
Value or Impact	Provides real-world guidance and practice to prevent threats from occurring.

FY27 IT STRATEGIC GOALS AND STRATEGIES

PED IT’s FY27 goals align with and support the agency’s goals. It is by providing digital equity, transparency, and data collection that we can Promote a Vibrant Educator Ecosystem; Support the Whole Child; Develop Pathways and Profiles of a New Mexico Graduate; and Close the Opportunity Gap with Asset-Based Supports.

STRATEGIC PRIORITY 1 – Digital Equity	
Goal Statement: To create ongoing digital equity for our schools and students.	
FY27 Strategy 1	Bolster cyber security for PED and across LEAs
Outcomes/Metrics	Improved cyber security risk score for PED and LEAs.
Strategy 2	Digital Access
Outcomes/Metrics	Percentage of students who have a digital device. Percentage of students who have internet connectivity at home.

Strategy 3	Digital Citizenship
Outcomes/Metrics	Higher level of citizenship trainings and ethical use of technologies. Deploy agency guidance for the use of Artificial Intelligence.

STRATEGIC PRIORITY 2 – Transparency	
Goal Statement: To increase access to information by sharing and expanding data to NM families and sister agencies.	
Strategy 1	Integrate collected data
Outcomes/Metrics	Integrate data systems together (e.g. Nova, Open Books, Vistas, High Quality Instructional Materials, etc.) into the Telescope project to allow for increased visibility into and use of the data.
Strategy 2	Increase the amount of data available to the public
Outcomes/Metrics	Use the integrated data to publish dashboard(s) on a public-facing website

STRATEGIC PRIORITY 3 – Data Collection	
Goal Statement: To improve our data collection processes through automation, business intelligence, and efforts in data standardization and consolidation	
Strategy 1	Automated Data Collection
Outcomes/Metrics	Streamline data collection and storage into a Common Education Data Standards (CEDS) data model
Strategy 2	Use Business Intelligence tools to enhance data analysis
Outcomes/Metrics	Increase the number of dashboards and/or increasing data available to existing dashboards.
Strategy 3	Increase the use of the Ed-Fi API
Outcomes/Metrics	Faster and cleaner data collection for auxiliary data collection processes

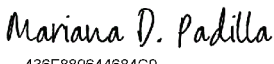
IV. IT FISCAL AND BUDGET MANAGEMENT


Agency Name		Agency Code			
Public Education Department		92400			
Base Request Operational Support of IT. Check one of the options below:		Flat Budget	Expansion from previous year		
Yes		No	No		
Revenue IT Base Budget (dollars in thousands)					
Appropriation Funding Type	FY24 Actual	FY25 Actual	FY26 OpBud	FY27 Request	FY28 Estimate
General Fund	3,142.0	3,879.5	4,133.9	5,000.0	5,000.0
Other State Funds	0.0	0.0	16,000.0	8,419.0	0.0
Federal Funds	496.2	2,416.2	1,562.3	1,562.3	1,562.3
Internal Svc Funds/Interagency Transfer	0.0	0.0	0.0	0.0	0.0
Total	3,638.2	6,295.7	21,696.2	14,981.3	6,562.3
Expenditure Categories (dollars in thousands)					
Category or Account Description	FY24 Actual	FY25 Actual	FY26 OpBud	FY27 Request	FY28 Estimate
Personnel Services & Employee Benefits	2,319.0	2,958.5	2,958.5	2,958.5	2,958.5
Contractual & Professional Services	939.4	2,883.7	2,286.4	1,000.0	1,000.0
IT Other Services	379.8	453.5	451.3	450.0	450.0
Other Financing Uses	0.0	0.0	0.0	0.0	0.0
Total	3,638.2	6,295.7	5,696.2	4,408.5	4,408.5
Title	Print Name	Phone	Email Address	Date	
Agency Cabinet Secretary/Director (Mandatory)	Mariana Padilla	505-690-5515	mariana.padilla@ped.nm.gov	9/4/2024	
Chief Information Officer or IT Lead (Mandatory)	William Wanker	505-618-0262	william.wanker@ped.nm.gov	9/4/2024	
Chief Financial Officer (Mandatory)	Marian Rael	505-695-4223	marian.rael@ped.nm.gov	9/4/2024	

Agency Cabinet Secretary/Director Signature

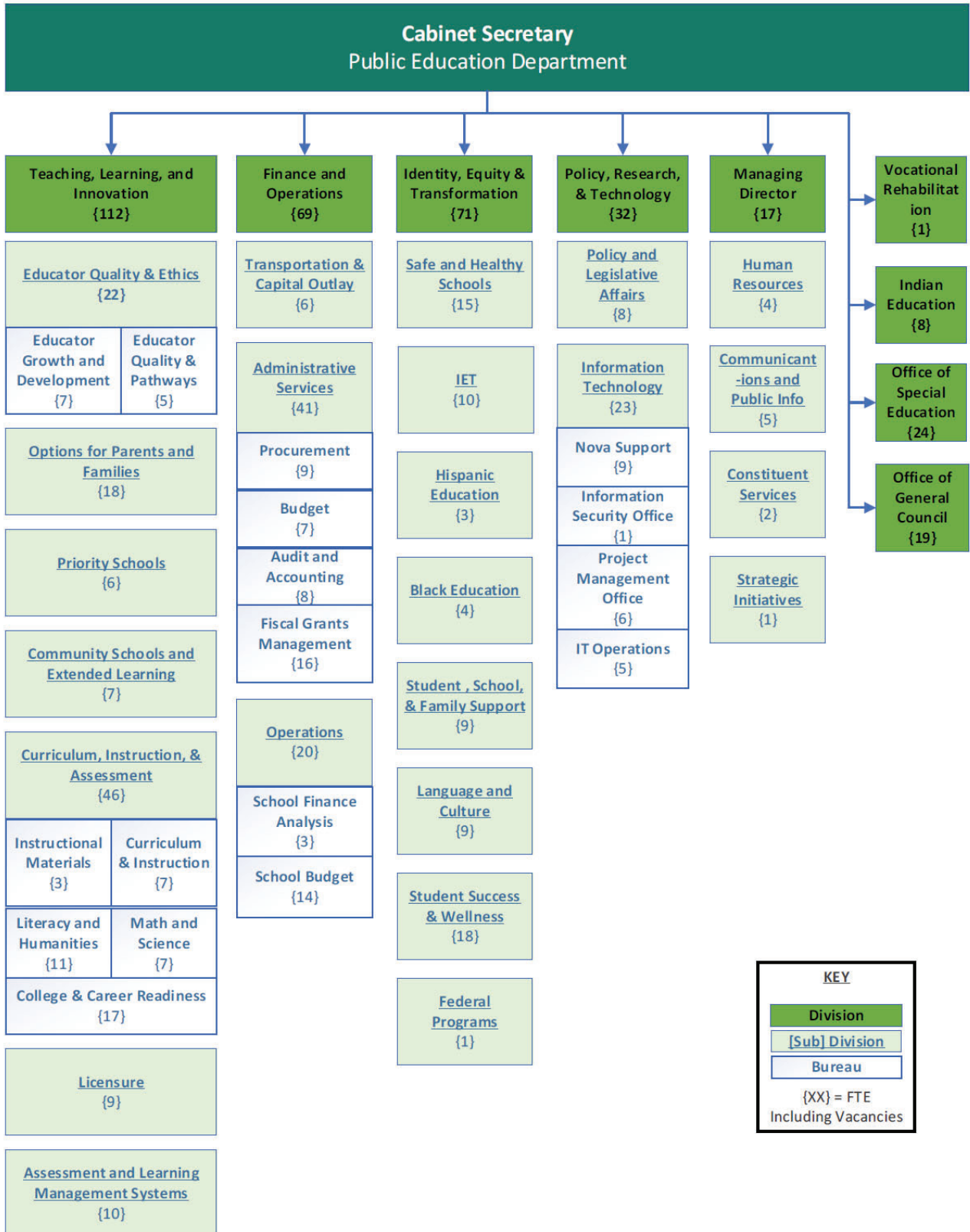
Chief Information Officer/IT Lead Signature

Chief Financial Officer Signature

Signed by:  _____
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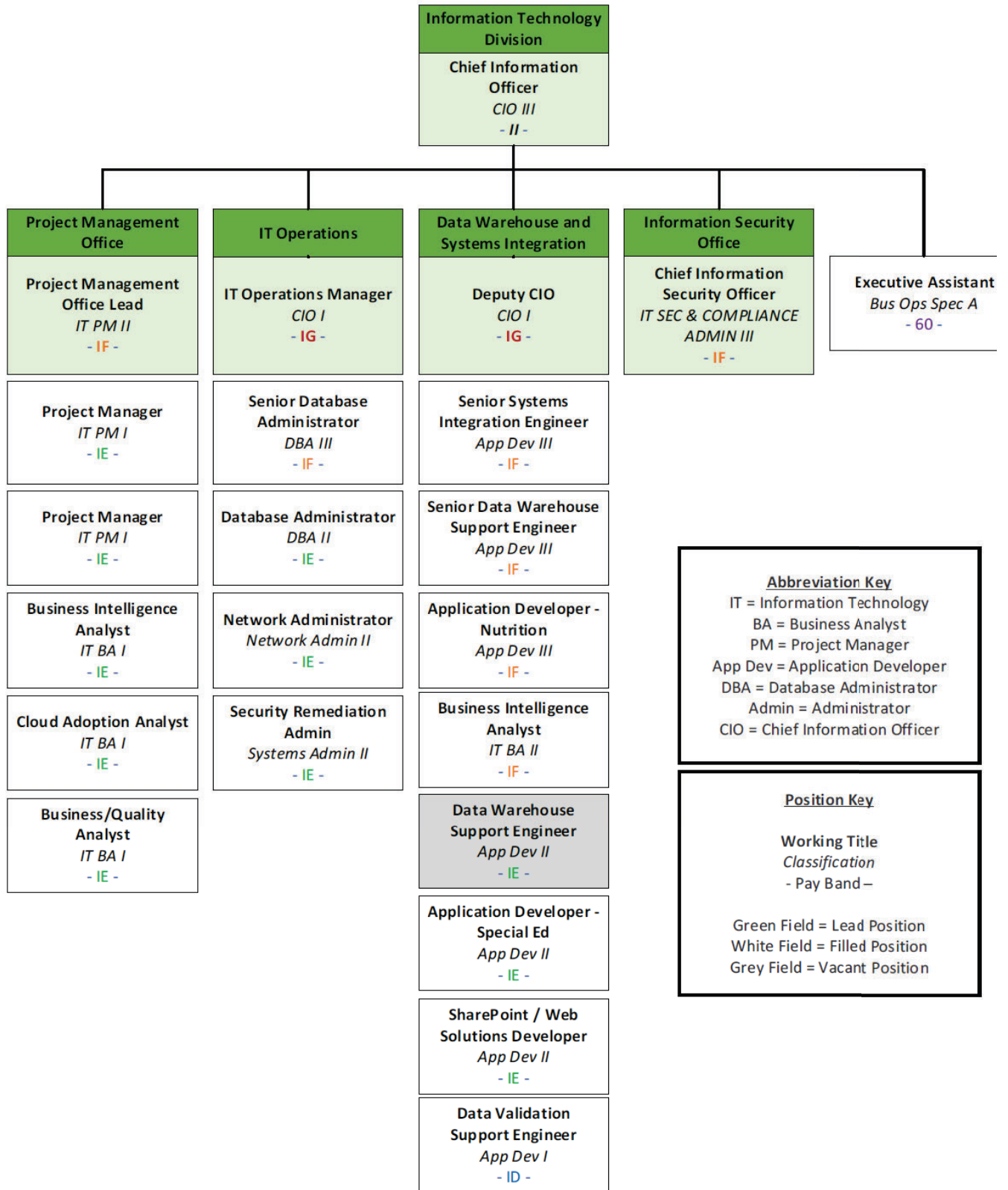
APPENDIX A-I: AGENCY ORGANIZATION CHART



KEY

- Division
- [Sub] Division
- Bureau
- {XX} = FTE Including Vacancies

APPENDIX A-II: IT ORGANIZATION CHART



Abbreviation Key
 IT = Information Technology
 BA = Business Analyst
 PM = Project Manager
 App Dev = Application Developer
 DBA = Database Administrator
 Admin = Administrator
 CIO = Chief Information Officer

Position Key
 Working Title
 Classification
 - Pay Band -
 Green Field = Lead Position
 White Field = Filled Position
 Grey Field = Vacant Position

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Public Education Department

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Managing Director

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Public Education Department

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Mariana D. Padilla

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mariana.padilla@ped.nm.gov

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Secretary of Public Education

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Agent Delivery Events	Status	Timestamp
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Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
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Agency Response

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Telephone (505) 827-8800
www.ped.state.nm.us

MARIANA D. PADILLA
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

August 18, 2025

Sent Via Electronic Mail

Re: Response to LFC Key Recommendations – Healthy Universal School Meals Program

Dear Chair and members of the Legislative Finance Committee,

On behalf of the New Mexico Public Education Department (PED), thank you for the opportunity to respond to the Legislative Finance Committee's (LFC) evaluation of the Healthy Universal School Meals (HUSM) program. We are committed to ensuring every student in New Mexico has access to nutritious, high-quality meals that support academic achievement and overall well-being. We also recognize the importance of accountability, efficiency, and continuous improvement in program operations.

It is also important to note that this evaluation occurred at least one year earlier than anticipated, while the program was still in its implementation stage. As described in the HUSM rule, School Food Authorities (SFAs) had a time period to transition operations and gradually increase the freshly prepared cooking requirements. This current year marks the first formal review cycle of the program, and the evaluation should therefore be viewed as an early snapshot rather than a full measure of program maturity.

The HUSM program has demonstrated measurable benefits in addressing childhood hunger. A recent peer-reviewed study found that households in states with statewide universal school meal policies experienced a 12 percent lower prevalence of food insecurity compared to states without such policies, with the effect most pronounced among families near the eligibility threshold for free or reduced-price meals. This underscores the importance of maintaining and strengthening universal access as part of New Mexico's broader food security strategy.

Repeated throughout the report is the finding that first-year participation gains were greatest among students who would not have qualified for free or reduced-price meals based on federal

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Response to Program Evaluation
August 18, 2025

Page 2 of 5

poverty guidelines. Many households between 185 percent and 300 percent of the federal poverty levels such as a family of four earning between approximately \$59,000 and \$96,000—still experience affordability challenges, particularly given current housing and economic conditions.

With respect to the data regarding a dearth of schools meeting the 50 percent scratch cooking requirement, it is important to note that this figure is based on an informal survey not intended to serve as a compliance measure but to gauge the transition improvements in meal quality SFAs are making in order to meet the requirements in the certification year.

The rule for freshly prepared meals is that at least 50% of all meal components will be freshly prepared weekly. This rule applies to all reimbursable meal lines for both breakfast and lunch. Meal components include Meat/Meat Alternates, Grains, Fruits, and Vegetables.

Official certification, which will occur in Spring 2026, will be based on evaluating each meal components individually, rather than the number of freshly prepared meals served each week. In the PED's informal survey, seventy seven percent of respondents said they were increasing the frequency of freshly prepared meals to meet the requirements of Healthy Universal School Meals program.

While certification will include detailed menu analysis, schools serving freshly prepared meals 3-5 times per week are well positioned to meet the scratch cooking requirements. Preliminary survey results showed that 63 percent of respondents are meeting requirements for freshly prepared entrees, 83 percent offer fresh fruit, 46 percent meet the freshly prepared grain requirement, and 78 percent meet the freshly prepared requirement for the vegetable component. The report recommends strengthening program monitoring and accountability. PED agrees with this recommendation and notes that we have a defined plan for full operationalization in school year 2025–26, with Spring 2026 set as the certification date for all SFAs.

On the subject of local food procurement, many districts far exceed their NM Grown award levels in sourcing from local producers. For example, Roswell sources 100 percent of its beef locally, and Farmington commits 10 percent of its total food budget to NM Grown products. PED is working closely with New Mexico Department of Agriculture (NMDA) to create a process to track local food purchases outside of those reimbursed through NM Grown.

Additionally, the NM Grown Program is currently undergoing a comprehensive evaluation with UNM, which will shed light on the impacts of local procurement in K-12 schools. NMDA is also expanding producer outreach and supplier certification through the NM Grown Approved Supplier Program to further strengthen the connection between New Mexico agriculture and school nutrition programs.

Data from the 2023 USDA Farm to School Census that does not appear in the LFC report show that New Mexico leads the southwest region, and more than doubles the national average, in percentage of SFAs growing or serving culturally relevant foods. Additionally, New Mexico SFAs are unique in how they are purchasing their local products, with NM leading the southwest region in sourcing local foods from individual producers, producer co-ops and food hubs. The census also shows the benefits SFAs recognize from their local procurement efforts: 68 percent of SFAs reported increased consumption of fruits and vegetables, 63 percent reported access to

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better quality foods, and 52 percent reported increased positive perception of school meals among staff.

The report acknowledges early successes in expanding access and participation and below we address each of the responses to the key recommendations from the LFC. Clarifications, context, and updates on actions provided in the response, show that many of the recommendations made by the LFC are already underway to strengthen the successful HUSM program.

Recommendation: Provide school food authorities guidance and monitor use of the SEG funds for the use of food service operations with special attention to smaller school food authorities and charter schools, to ensure state funds are supplementing – not supplanting – federal funds.

While the report highlights the importance of ensuring state funds supplement rather than supplant federal funds. Additionally, some SFAs have been using State Equalization Guarantee (SEG) funds to support their food operations prior to the implementation of HUSMs. Charter schools are primarily the SFAs that use SEG funds to support their food operations due to the higher cost in program operations when using a Food Service Management Company (FSMC). PED has consistently recognized that the program is underfunded and has requested supplemental appropriations each year.

PED agrees with the recommendation to provide SFAs with clear guidance and ongoing monitoring to ensure that SEG funds supplement, rather than supplant, federal food service funds. Considering this finding, the Department will enhance guidance and technical assistance specifically for smaller SFAs and charter schools, where capacity challenges can be more acute. Monitoring processes will be refined to verify the intended use of SEG funds in support of food service operations.

Recommendation: Review school food authorities that received less in federal funds than were budgeted to determine whether this was due to an under-projection for participation or other reasons.

This recommendation and the associated finding are insignificant. Having additional budget authority allows schools to adjust their budgets without having to submit budget adjustment requests. This is important because federal reimbursement rates are released after July 1 of each year and after district budgets are finalized. Participation increases are also difficult to predict, especially with participation increases anticipated with HUSM, and many districts include cash balances in their revenue projections. Having additional budget authority does not provide additional federal funds, only flexibility to increase budget authority as needed.

Recommendation: Monitor school food authorities' expenditures annually and provide technical assistance to districts that exceed costs of food service operations based on the federal reimbursement rate for participating students.

Per United States Department of Agriculture (USDA) guidelines, PED already monitors SFA expenditures annually and assesses whether total food service operation costs align with available federal reimbursement rates. For districts where costs exceed revenues in a way that impacts financial sustainability, PED offers focused technical assistance. This includes strategies

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for increasing participation, reducing food waste, improving menu planning, and optimizing procurement practices to better match revenue streams.

Recommendation: Work with Department of Finance and Administration and the Legislative Finance Committee to develop a statewide performance monitoring system for HUSM that aligns with the Accountability and Government Act to track expenditures, food waste, local food sourcing, scratch cooking, participation rates, and other academic and health outcomes.

The PED already tracks expenditures, participation rates, and academic outcomes. PED will develop a statewide performance monitoring system for HUSM that aligns with the Accountability and Government Act. This system will track a comprehensive set of indicators, including expenditures, food waste, local food sourcing, scratch cooking rates, participation levels, and relevant academic outcomes such as improvement of student attendance. We view this as a critical step toward continuous, data-informed improvement.

Recommendation: Launch a standardized student satisfaction survey to inform meal quality improvement efforts, and support SFAs with tools like menu feedback forms, taste test protocols, and engagement templates.

PED has developed a toolkit for schools that includes cafeteria posters, social media graphics, template letters for school use, informational guides for teachers, parents, and community that all include an embedded QR code with a standardized student satisfaction survey. This HUSM media campaign is being launched statewide this year and will be ongoing throughout the year through the various PED media platforms. This tool was designed to collect actionable feedback on meal quality and will be used to inform schools on menu adjustments and quality improvement strategies.

Recommendation: Expand technical assistance and training supports, particularly in scratch cooking, food safety, and compliance.

In school year 2024-2025, the PED in partnership with the New Mexico Department of Health - Obesity, Nutrition, and Physical Activity Program (ONAPA) conducted 17 culinary trainings across the five regions of the state and reached more than 159 schools and 418 school food service staff. PED Staff will continue to offer training and technical assistance in the 25-26 school year. The largest event will be the School Chef Symposium, hosted in October 2025, to bring together cafeteria staff and New Mexico Chefs for hands-on training on new recipes and scratch cooking techniques that can be immediately implemented in school cafeterias. Training will be conducted in a train-the-trainer model so that school nutrition leaders can return to their school districts and implement training and new recipe development with staff. Training modules will be available online and covered by PED staff during virtual gatherings. Additionally, PED staff will actively encourage school staff to participate in free online training opportunities, such as those offered by Culinary Institute of Child Nutrition. Additionally, the department will expand technical assistance in areas such as scratch cooking, food safety, and program compliance. The PED released a request for proposal on July 25, 2025, to support the PED and participating SFAs over the next two years in advancing sustainable, high-quality meals through a strategic focus on scratch cooking. The work will involve direct support, technical assistance, cohort-based school engagement trainings, and a statewide scratch cooking assessment.

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Recommendation: Require contracts with Food Service Management Companies to include clearer expectations for quality standards including percent of food that is locally sourced and that is scratch cooked.

To ensure that Food Service Management Companies (FSMCs) deliver high-quality service aligned with HUSM goals, PED has updated all FSMC registration forms to require that the FSMCs meet the requirements of the HUSM rule. In addition, the department is updating FSMC fixed price and cost reimbursable contract templates to include state language and rule requirements to ensure all schools have equal access to healthy and freshly prepared meals. Monitoring FSMC performance against these standards will be integrated into PED oversight protocols.

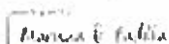
Recommendation: The Public School Capital Outlay Council should: Ensure disbursement of kitchen infrastructure funds to school districts are completed by the end of the fiscal year.

The narrative and table on page 13 list the School Kitchen Infrastructure Improvement (SKII) grant award as \$37 million; the correct total is \$20 million.

Other considerations that may support continued success of HUSM include providing an appropriation for the NM Grown program, or a sufficiently large HUSM appropriation to fund the NM Grown funding rates as provided for in statute and requiring sufficient student seat time in statute (there is no current statutory minimum).

The actions outlined above reflect PED's commitment to ensuring that the Healthy Universal School Meals program is fiscally sound, operationally effective, and capable of delivering lasting benefits to New Mexico's students.

Sincerely,



Mariana Padilla
Secretary of Public Education
New Mexico Public Education Department

Appendix A. Evaluation Scope and Methodology

Evaluation Objectives

- Evaluate program costs and funding sustainability;
- Determine if School Food Authorities are maximizing federal reimbursements vs. state funds;
- Assess program implementation and participation; and
- Evaluate progress on meal quality and local sourcing goals.

Scope and Methodology

This evaluation draws on a mixed-methods approach combining fiscal analysis, administrative data review, and stakeholder interviews to assess the implementation and performance of New Mexico's Healthy Universal School Meals program. Quantitative data sources include school meal budget, revenue, and expenditure records from the Operating Budget Management System, federal reimbursement reports, and student eligibility metrics from FY18 through FY25. These were supplemented with PED audits, vendor contract data, and participation counts across school types. Qualitative insights were gathered through interviews and site visits with school food authority staff, charter and district administrators, and PED officials. In addition, targeted case studies explored unique implementation challenges in small, rural, and newly participating schools. The evaluation pays particular attention to differences across governance models, the use of federal programs such as CEP, and the integration of local food sourcing and scratch cooking requirements. Limitations include inconsistent data availability across schools and evolving reporting systems that may affect year-to-year comparisons.

Evaluation Team

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Agency Response



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ARSENIO ROMERO, PhD
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

May 30, 2024

Sent Via Email

Dear Chairman Muñoz and members of the Legislative Finance Committee:

Thank you for the opportunity to respond to the June 2024 Program Evaluation of Student Attendance and Performance. The New Mexico Public Education Department (NMPED) would like to thank the Legislative Finance Committee (LFC) for their thoroughness, diligence, and willingness to collaborate while conducting this evaluation. NMPED is committed to removing barriers to opportunity and improving educational outcomes for all students. In the wake of the COVID-19 pandemic, student chronic absenteeism has emerged as a critical challenge to academic recovery nationwide. This negative impact has been amplified for our most vulnerable students.

While low attendance rates were a serious concern prior to COVID-19, it has become apparent that there are additional challenges and barriers that our children are facing which must be addressed if we are to reduce rates of chronic absenteeism and re-engage students in learning. NMPED is in the process of developing a comprehensive plan to address absenteeism which aligns closely with many of the recommendations in this report. This response addresses those findings and recommendations.

Finding 1: Absenteeism decreases academic proficiency and graduation rates.

NMPED concurs with this finding but is encouraged that the rate of chronic absenteeism has dropped from a high of 40.73% in the 2021-2022 school year to a rate of 30.4% at the 80-day mark for the 2023-2024 school year. NMPED would also like to echo the statement in the report about the complex nature of the absenteeism problem and the need to address the issue with multiple solutions and areas of support. While some students may face logistical challenges such as transportation or homelessness, others are not attending due to a lack of access to engaging learning opportunities or a feeling that they don't belong. NMPED's plan for improving

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attendance hinges not only on removing barriers but also on increasing student engagement and sense of connectedness to school.

Recommendation: Provide parents with information on the impact of attendance on their child's academic outcomes.

In July, NMPED will launch an attendance awareness campaign branded "Be Here NM". The driving theme of the campaign is the relationship between school attendance and career success. The advertisements invite students to imagine themselves in a high-interest career like veterinary medicine and see that the career path begins with attending school every day. The initial campaign will be featured on billboards across the state and be accompanied by radio spots and a comprehensive social media push.

In conjunction with this campaign, there is also a school "activation" strategy. Every school in the state will receive a large vinyl banner titled "Why I come to school every day!" and an assortment of permanent markers. Directions will be provided for launching a student attendance pledge campaign that begins with students writing on the banner what motivates them to come to school. The banners are intended to remain hanging in schools as a reminder to students that they benefit from attending daily. Accompanying this are attractive attendance incentives like phone pop-its for secondary students branded with the Be Here NM logo or coloring books for elementary school students with illustrations of the same high interest professions in the advertisements.

The campaign is anchored with a website that has resources for parents and "attendance kits" for schools. The kits include branded digital templates for parent letters that inform them about the importance of daily attendance, templates for recognition certificates, pledge cards, posters, career exploration lesson plans, suggested social media posts, and short articles that can be inserted into school communications.

Recommendation: Focus resources and attention on elementary and middle school.

As noted in the report, chronic absenteeism is highest in the primary and high school grades. The challenge in the early grades may be due in part to parents having the misperception that attendance in these grades is less important. Nothing could be further from the truth and much of the messaging identified in the previously mentioned attendance awareness campaign addresses these myths.

Beginning in the Fall of 2024, NMPED will launch a kindergarten attendance initiative. This initiative will consist of four 2-hour virtual workshops with a target audience of schools and districts with high rates of chronic absenteeism in kindergarten. The workshops will consist of one hour sharing developmentally appropriate best practices, and one hour of presentations by content experts on current trends and research.

Recommendation: Collect data on teacher absences.

Teachers are one of the most important factors in a student's education, and the more contact effective teachers have with students, the more likely the teachers will be able to effect positive student outcomes. The agency is interested in considering collecting teacher attendance

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information, not as part of an evaluation system, but to better understand how teacher attendance influences student achievement and to consider the factors that influence teacher attendance.

Finding 2: Inconsistent attendance practices likely undercount absences.

The Attendance for Success Act explicitly identifies in section 8 that “beginning the first day of school, a classroom teacher or that teacher’s designee shall be responsible for taking accurate attendance for every class.” Currently, it is incumbent on school administration to ensure that this has taken place. Many SIS systems include functionality that assists administrators in identifying teachers who have not taken attendance for the day. NMPED will provide supporting guidance documents and identify classroom strategies for taking attendance while students are engaged in warm-up or SEL activities.

Recommendation: Publish rules on how schools should take attendance to ensure consistent practices statewide.

The NMPED will issue guidance documents as part of a larger strategy to provide more guidance around procedures for attendance data collection and use. This will ensure that the information is available in a timely manner, and NMPED will address the question of if there is a need for additional rule after these documents are in place.

Recommendation: Consolidate the MLSS, attendance improvement, and 90-day reporting requirements into one plan to increase plan coordination and allow for more efficient allocation of staff time.

When possible, consolidating reporting requirements is key to reducing administrative burden for public schools, districts, and NMPED. NMPED is in the process of reviewing reporting requirements for these plans and considering what redundancies can be eliminated across all plans in upcoming school years. Since Governor Michelle Lujan Grisham’s executive order 2022-058, directing NMPED to reduce burdensome reporting requirements by 25 percent, NMPED has reduced reporting burdens across the agency, including reducing the number of questions in the Education Plan, eliminating the instructional materials section of the Education Plan, streamlining requirements in the school safety plan template, narrowing the requirements in the Student Assistance Team Process, and improving data collection efficiency by reducing required reporting fields and transitioning to the Nova data system.

Recommendation: Determine if Nova will meet state and district needs for reliable real-time data within the next six months. If not, PED should conduct a feasibility study to determine how to best automate real-time data collection from districts that allow for the collection of average daily attendance at the state level, including exploring a statewide student information system.

The Nova real time data system is in its first implementation year, and data collection in the Nova system is improving at each reporting period. Initial issues with student information systems aligning to Nova and the Ed-Fi data standard have been ameliorated, and schools are learning to maintain accurate data in their student information systems. Reports are available for schools and for NMPED to access data in Nova, and a new data warehouse will become available for public access of Nova data over the summer.

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Finding 3: Strategies to reduce absences are implemented inconsistently.

Recommendation: Develop and publish a strategic plan as to how PED can support districts regarding attendance. This plan should include a target for statewide chronic absenteeism rates and this target should be included in the Public Education Department's Accountability in Government Act performance measures.

NMPED is in the process of drafting a comprehensive guidance document for attendance improvement. It will include a strategic plan aligned to the larger NMPED Strategic Plan, a framework for foundational conditions to support attendance, and a model identifying tiered research-based strategies to address absenteeism. In addition to this, NMPED is developing multiple guidance documents outlined below.

Recommendations: Produce and publicly post a list of best practice interventions to improve absenteeism as well as post templates for letters home regarding student absences. Consider incorporating guidance on both how to incorporate SMART goals and performance and data measurement through their existing efforts given variable plan quality. Monitor how districts implement statute and ensure consistent implementation of statute including feedback on attendance improvement plans that focus on building district capacity.

NMPED is currently developing guidance for the creation and self-evaluation of attendance improvement plans. This includes the resources previously mentioned in the attendance awareness campaign and strategic plan as well as the creation of a rubric to evaluate plan quality. In addition to functioning as a self-assessment tool, it will form the basis of training for plan reviewers. NMPED currently has one staff member in the role of Attendance Improvement Coordinator. Moving forward, NMPED intends to require that every district in the state have at least one person trained to review and evaluate school plans and provide meaningful feedback based on the rubric and their knowledge of the community. NMPED would review and provide feedback for all district and charter school plans annually.

Recommendation: Implement rule that districts can require additional instructional time for students who are excessively absent.

The Attendance for Success Act requires that schools provide "additional opportunities to students who are struggling with attendance". This could include additional time in the evening, on a Saturday, or online. NMPED can provide guidance on possible models for providing additional instructional time for students.

Recommendation: Implement rule explaining that giving a student no credit is allowed and may be deployed when students have missed substantial days of school (greater than 20 percent of days enrolled) and have been unresponsive to other interventions.

Credit is a term, specific to high school courses, that is granted based on a grade above a certain threshold. Grades should reflect skills and knowledge mastered rather than a measure of a desired behavior. Typically, students who are chronically absent have difficulty maintaining a passing grade in an appropriately rigorous class and a denial of credit is a natural consequence rather than a policy. In grades K through 8, this would more appropriately be called "retention" to indicate that a student will be retained in the same grade for an additional year. While

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retention may be an appropriate response for some students who have missed an excessive amount of school, it should be considered on a case-by-case basis looking at all factors influencing the student's behavior and achievement. Research on the effectiveness of holding students back is mixed, with some studies indicating that retained students are much more likely to be drop-outs.

NMPED would like to express its gratitude for this work and the insight that it provides into student attendance and performance in our state.

Sincerely,

DocuSigned by:

Arsenio Romero

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Arsenio Romero, PhD
Secretary of Public Education

cc: Candice Castillo, Ed.D., Deputy Cabinet Secretary of Identity, Equity and Transformation
Charles Sallee, Director, Legislative Finance Committee
Legislative Finance Committee Staff