FY27 Public School Support Request

	RECURRING			
	School Year 2025-2026 Initial Unit Value = $6,801.35	**FY26**	**FY27**	
	STATE EQUALIZATION GUARANTEE **This is base funding (operational funding) for schools. Schools have broad authority on expenditures, regardless of how the funds are generated. This is the only section of the budget in which only increase amounts are displayed.**			
1	**PROGRAM COST**	**$ 4,171,971.2**	**$ 4,499,235.5**	1
2	Fixed Costs Increase (maintenance of buildings, furniture, equipment, vehicles, energy, water, etc.)	$ 1,934.7	$ 5,050.0	2
3	Instructional Materials from $55M (textbooks, software, consumables, manipulatives, etc.)	$ -	$ 10,050.0	3
4	NUMeROS (2,500 K-12 teachers - substitutes and stipends for math PD)	$ -	$ 9,800.0	4
5	Less other state funds (from driver's license fees)	$ (1,500.0)	$ (1,500.0)	5
6	**TOTAL STATE EQUALIZATION GUARANTEE**	**$ 4,497,735.5**	**$ 4,522,635.5**	6
	CATEGORICAL PUBLIC SCHOOL SUPPORT **Appropriations in categorical are recurring and must be spent on specific programs. These appropriations are typically for items that are critical for educational programs and that flow to LEAs based on a formula.**			
7	Transportation (transporting students to and from school)	$ 138,667.9	$ 145,098.0	7
8	Emergency Supplemental (financial support for LEAs with low cash reserves)	$ 1,000.0	$ 1,000.0	8
9	Indian Education Fund	$ 20,000.0	$ 20,000.0	9
10	Out-of-State Tuition (funding for Deming to pay AZ for students without a nearby school in NM)	$ 393.0	$ 393.0	10
11	Standards-Based Assessments (funding for assessments such as SAT, NMSQT, AP, IB, etc.)	$ 12,770.0	$ 16,320.8	11
12	**TOTAL CATEGORICAL**	**$ 175,171.7**	**$ 182,811.8**	12
	RELATED REQUESTS: RECURRING **These appropriations are recurring and must be spent on specific programs.**			
13	Bilingual Multicultural Education Act	Moved from Non-Recurring	$ 1,100.00	13
14	Black Education Act	Moved from Non-Recurring	$ 500.00	14
15	District and School Leaders Programs (HB157: new administrative licenses)	$ -	$ 5,600.00	15
16	Early Literacy and Reading Support (instructional coaches and monitoring of implementation)	$ 14,000.00	$ 14,000.00	16
17	GRADS (teen parent interventions)	$ 1,250.00	$ 1,250.00	17
18	Hispanic Education Act	Moved from Non-Recurring	$ 1,500.00	18
19	Learning Management System and Micro Credentials (online learning platform)	Moved from Non-Recurring	$ 4,000.00	19
20	National Board Certification Teachers Scholarship	$ 500.00	$ 500.00	20
21	Operations: Literacy Institute (start-up costs)	$ -	$ 5,000.00	21
22	Professional Development (teachers, administrators, and school boards)	$ 9,000.00	$ 16,500.00	22
23	Regional Education Cooperatives	$ 1,500.00	$ 1,500.00	23
24	School Safety (panic buttons, safety summit, and interoperable communications)	$ 1,500.00	$ 3,200.50	24
25	Special Education Initiatives (IEP template training, positive behavior supports, leadership PD)	Moved from Non-Recurring	$ 4,000.00	25
26	Statewide Student Information System and Related Systems (including IEP system and teacher eval)	Moved from Non-Recurring	$ 8,500.00	26
27	STEAM, Artificial Intelligence, and Outdoor Classrooms	Moved from Non-Recurring	$ 7,700.00	27
28	Student Nutrition and Wellness (universal free meals)	$ 42,201.00	$ 42,201.00	28
29	**PUBLIC EDUCATION DEPARTMENT (BU 92400)**	**$ 26,263.7**	**$ 28,952.4**	29
30	**GRAND TOTAL - SECTION 4 (RECURRING)**	**$ 4,770,371.9**	**$ 4,851,451.2**	
31	**Dollar Change Over Prior Year Appropriation**		$ 81,079.3	31
32	**Percent Change**		1.70%	32
	NONRECURRING			
33	**RELATED REQUESTS: NONRECURRING** **A non-recurring appropriation is a one-time appropriation, sometimes for a special project.**			33
34	**SECTION 5 (SPECIALS)**			34
35	Community Schools and Family Engagement	$ 6,000.0	$ 7,000.0	35
36	CTE (IZ, CTSO, counselor supports, near peer tutoring, next step plans, early college high schools)	$ 38,500.0	$ 45,000.0	36
37	Educator Pipeline and Quality (ed fellows, grow your own, EPP Accreditation, teacher induction)	$ 20,300.0	$ 20,807.0	37
38	LEA Administrative Burden Reduction (unified LEA applications and unified LEA plans)	$ -	$ 2,500.0	38
39	Martinez/Yazzie Legal Expenses	$ 500.0	$ 500.0	39
40	Potential Cost Overrun for Student Nutrition and Wellness FY26 (universal free meals)	$ 5,000.0	$ 5,179.3	40
41	Reading and Math Summer and School Time Programs	$ 29,000.0	$ 35,000.0	41
42	Summer Internships for High School Students	$ 10,000.0	$ 10,000.0	42
43	**SECTION 9 (GRO Fund)**			43
44	High-Impact Tutoring ($15M: $5M/year FY27 - FY29)	Moved from Non-Recurring	$ 15,000.0	44
45	Out-of-School Learning ($42M: $14M/year FY27 - FY29)	Moved from Non-Recurring	$ 42,000.0	45
46	**Capital Outlay**			46
47	Bus Replacement		$ 18,880.0	47
48	**GRAND TOTAL SECTIONS NONRECURRING**	**$ 408,428.3**	**$ 239,986.3**	48
49	**Dollar Change Over Prior Year Appropriation**		$ (168,442.0)	49
50	**Percent Change**		-41%	50
51	**ADJUSTED GRAND TOTAL RECURRING AND NONRECURRING**	**$ 5,178,800.2**	**$ 5,091,437.5**	51
52	**Dollar Change Over Prior Year Appropriation**		$ (87,362.7)	52
53	**Percent Change**		-1.7%	53

This is a simplified budget document that does not differentiate among state funds. It does not include a compensation increase or benefits adjustment as may be included in the executive recommendation. Additionally, this document does not include increases to the cost of insurance or budget authority for federal funds.

FY27 Public School Support Request

Mariana D. Padilla, Secretary of Public Education

NEW MEXICO Public Education Department

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:

- *Reading and Math Programming* — *$35M (+ $6M)*
- *STEAM, AI, and Outdoor Classrooms* — *$7.7M (+ $1.7M)*
- *Tutoring and Out-of-School Learning* — *$19M (+ $4M)*
- *Improving Graduation Rates and CTE* — *$45M (+ $6.5M)*
- *Standards-Based Assessments* — *$16.3M (+ $2.3M)*
- *Instructional Materials* — *$65M (+ $10M)*

Public School Support Request: Year-Over-Year Change			
Recurring impact on the General Fund			
GF Increase	*$81 million*	Percent Increase	*1.7%*
Non-recurring impact on the General Fund			
GF Decrease	***$-143 million***	Percent Decrease	***-44%***
Overall percent changes to the General Fund and all funds			
Decrease to PSSR: GF	***-1.2%***	Decrease to PSSR: All Funds	***-1.5%***

Proposals for the Public Education Reform Fund (PERF)			
High Impact Tutoring	$15 million ($5M/Year)	Out-of-School Learning	$42 million ($14M/Year)

Note: The calculations above do not include a compensation increase or an insurance increase.

Educator Recruitment and Quality

$37.3 million

- Teacher, Administrator, and School Board PD – **$16.5M** (+9%)
- Teacher Pipeline Programs – **$20.8M** (+1%)

Educator Prep Programs

More than 1,100 educators graduated from EPP programs last year

Vacancies

In FY25 there were 681 teacher vacancies across New Mexico

Literacy

$62 million

- Structured Literacy Implementation, Monitoring, Coaches, and Training (LETRS) – **$14**
- LETRS Substitutes and Stipends - **$8M** (SEG)
- Reading and Math Summer Programs and In-School Tutoring – **$35M** (+21%)
- Literacy Institute Operations – **$5M** (new)

Literacy

6,009 educators have completed training in the science of reading (LETRS)

Student Nutrition

$47.4 million

- New Mexico Grown and Universal, Quality Meals *recurring* – **$42.2M**
- Universal, Quality Meals *potential cost overrun* – **$5.2M** (+3.6%)

Meals Served
FY25: 55M (+4% breakfast and +5% lunches)

FY26: 58M projected

Scratch Cooking
90 kitchens were awarded $20.1M for scratch cooking

Accountability

$24.8 million

- Student Assessment – **$16.3M** (+14%)
- Statewide Student Information System – **$8.5M**

School Accreditation
Evidence collected in FY26 provides for new accreditation statuses for FY27

Academic Interventions and Supports

$26 million

- Student Out of School Programs – **$14M**
- High-Impact Tutoring – **$5M** (+400%)
- Community Schools – **$7M** (+16.7%)

High-Impact Tutoring
Students who received math tutoring learned 43% more in one year than students who did not receive tutoring

Math and STEAM

$17.5 million

- Middle school math training (2,500 K-12 teachers) – **$9.8M** (new - SEG)
- STEAM, Artificial Intelligence, and Outdoor Classrooms– **$7.7M** (+15.6%)

Building Science Leaders
80 hours of PD for 2,500 teachers

Focus on Algebra
Engaged 150 teachers from 18 school districts

Special Education

$4 million

- Special Education Leadership Training – **$1.5M**
- Positive Behavioral Supports – **$1.5M**
- Training on Streamlined, Statewide IEP – **$1M** (new)

Special Education Supports
More than 4,000 participants in special education trainings (parents, educators, and administrators) across 92 offerings

Graduation

$55 million

- Summer Internships – **$10M**
- Career and Technical Education (CTE) and Work-Based Learning – **$45M** (+17%)

New Requirement
Schools will use CTE funds for serving at-risk students to increase student engagement and graduation rates

School Safety

$3.2 million

- Lt. Governor's School Safety Summit – **$200,500**
- Panic Buttons and Interoperable Communications – **$3M** (+113%)

Mobile Panic Buttons
More than 800 schools have a panic button system in place

Programs Funded in PERF/GRO			
Educator Clinical Practice	$60M	$20M/year	FY25 - FY27
Special Education Stipends/Differentials	$15M	$5M/year	FY25 - FY27
Attendance Improvement Interventions	$18.6M	$6.2M/year	FY26 - FY28
Innovative Staffing Strategies	$7.8M	$2.6M/year	FY26 - FY28
Math Improvement Initiatives	$13.5M	$4.5M/year	FY26 - FY28
Secondary Literacy	$15.6M	$5.2M/year	FY26 - FY28
Supports for Students Who are Unhoused	$6.3M	$2.1M/year	FY26 - FY28

FY27 Agency Budget Request Total: $28,785,300 (+10%)

FY26 Agency Budget: $26,096,600

Base Increase

$2.33 million

- Rent – **$396,000**
- Health Benefits Swap (required due to legislative changes in 2025) – **$1M**
- Fixed Costs Increases (GSD) – **$682,400**
- Increase Funded Positions at PED by 2 FTE – **$244,000**
  PED has 361 positions, but funding for only 340

Expansion Request

$360,000

- 3 New FTE (special education, school budget, and licensure) – **$345,000**
- Hardware and Supplies for New Staff – **$15,000**

FY27 Special Appropriations Requests

$.5 million

- Martinez/Yazzie Legal Expenses – **$500,000**

Legislative Actions in MY Action Plan

CRITICAL AREA 1:
Equitable Access to High-Quality Instruction

Goal 1.1
Districts and schools statewide provide culturally and linguistically responsive education through culturally relevant curricula, instructional programs, and student assessment from preschool through secondary school.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Access to High-Quality Instruction	Provide technical assistance and professional development for HQIM implementation, utilizing pedagogical strategies aligned with HQIM to ensure CLRI.	Pass legislation to require districts and charter schools to purchase High-Quality Instructional Materials (HQIM.)	Monitor implementation of HQIM and the impact on student outcomes.
Improve Literacy Outcomes	Pass legislation that will require structured literacy instruction, parent notification, and student interventions.	Train school leaders to use structured literacy classroom observation rubrics.	Monitor and enforce implementation of structured literacy
Improve Mathematics Instruction	Pass legislation that will require math screening, parent notification, student interventions, and math courses for teacher candidates.	Implement legislation that includes expanding PED's math professional development.	Monitor and enforce the implementation of math legislation, including EPP coursework.
Access to High-Quality, Culturally Relevant Assessments	Provide universal access to pre-K for 4-year-olds.	Provide universal access to pre-k for 3-year-olds.	Continue Year 2 actions.

Gray text refers to actions by other agencies.

Goal 1.3
Students with disabilities receive a high-quality, inclusive education with sufficient supports.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Office of Special Education	Pass legislation to codify the Special Education Act to make the OSE permanent and to provide consistent training, resources, and accountability for special education services.	Expand training, technical assistance, monitoring, and enforcement of corrective action plans to ensure compliance with the Individuals with Disabilities Education Act (IDEA), including timely identification and evaluation of students with disabilities, adequate provision of services, reduction of restraint and seclusion and disciplinary removals, parent participation and engagement in the IEP process, and early childhood and high school to college or career transitions.	Continue Year 2 actions.

Gray text refers to actions by other agencies.

Goal 1.4
MY students and families have equitable access to opportunities outside of traditional academic experiences.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Extended Learning and Enrichment Opportunities	Pass legislation that requires the creation of individualized academic plans to provide appropriate interventions for students who are not proficient in reading and math.	Implement legislation.	Monitor and enforce legislation and academic plans.

Enhance Summer Enrichment Programs	Increase MY student participation in summer enrichment internship programs.	Evaluate program effectiveness.	Continue Year 2 actions.

Gray text refers to actions by other agencies.

CRITICAL AREA 2:
Equitable Access to Well-Prepared, Culturally, and Linguistically Responsive Educators

Goal 2.1
New Mexico has highly effective teachers, administrators, and support professionals who serve MY students.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Improve Educator Recruitment and Retention	Increase the proportion of Native American and Hispanic aspiring teachers in teacher residency and Educator Fellows programs.	Pass legislation to require the completion of a residency program for all preservice educators.	Evaluate implementation of the residency framework, including a survey of first-year teachers to learn about the effectiveness of the residency program.

Gray text refers to actions by other agencies.

Goal 2.2
All schools serving MY students have enough teachers certified in bilingual education and special education, and all teachers are trained to support English Learners and students with disabilities.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Improve Bilingual and Special Education Teacher Preparation and Support		Pass legislation to require all educator candidates to graduate with a teaching English to speakers of other languages endorsement.	Review and consider approval of administrator preparation programs.

	Create a competitive salary structure for EPP faculty.	Secure funding to implement the salary structure.	Increase EPP faculty salaries to align with the updated salary structure.
	Provide special education teacher retention stipends.	Evaluate the impact of the stipends on retention rates and develop recommendations for sustaining or adjusting the program based on results.	Secure recurring funding to continue special education teacher retention programs.

Gray text refers to actions by other agencies.

CRITICAL AREA 3:

Equitable Access to Academic, Social, Well-Being, and Behavioral Services

Goal 3.1

MY students have sufficient access to transportation and technology in order to implement a whole-child learning approach with access to academic, health, and well-being supports.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Access to Transportation	Determine the cost of before- and after-school programming for all schools, including transportation costs.	Pass legislation to fund transportation for before- and after-school programs.	Implement transportation for before- and after-school legislation.
Access to Internet Connectivity	Provide free at-home high-speed internet to eligible students through the Student Connect grant.	Continue Year 1 actions.	Subsidize broadband service for low-income households in NM.
	Double the number of schools on the statewide education network to increase broadband access and cybersecurity and to facilitate sharing of high-quality instructional material and	Continue Year 1 actions.	Provide all schools access to the statewide education network to increase broadband access and cybersecurity and to facilitate sharing of high-quality instructional material and

	professional development resources.		professional development resources.
	Refurbish educational devices and provide them to schools.	Provide recurring and sufficient funding for MY student groups to receive a 1:1 educational device at least every 5 years.	Continue Year 1 and Year 2 actions.

Gray text refers to actions by other agencies.

Goal 3.2

Families and communities of MY students have access to educational and health supports.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Wraparound Services for Students Experiencing Homelessness	Implement a pilot program that provides students experiencing homelessness with tutoring, academic supports, wraparound services, and stipends.	Continue the pilot program and use interim evaluation data to determine expansion and refinement goals.	Evaluate the pilot program's effectiveness.

Gray text refers to actions by other agencies.

Goal 3.3

Social, behavioral, and well-being supports reflect the cultural and linguistic needs of MY students and communities.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Revise Attendance for Success Act	Amend the Attendance for Success Act to better support MY students, including addressing exclusionary practices.	Implement the revised act.	Monitor impact of the act on improved attendance rates.

Gray text refers to actions by other agencies.

CRITICAL AREA 4:
Effective Funding, Support, and Accountability to Drive Systemic Improvement

Goal 4.1
New Mexico has an equitable school finance system that provides coherent, recurring, and responsive funding that prioritizes and targets the needs of MY students.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Evaluate Impact of Funding on Student Outcomes	Evaluate the State Equalization Guarantee factors related to MY student groups to see whether funding is appropriately targeted and how the funding impacts MY students.	Continue Year 1 action.	Based on the evaluation, pass legislation to improve MY student group funding and accountability.
Evaluate Impact of Indian Education Funding on Student Outcomes	Evaluate the Indian Education Act impact and outcomes for Native American students.	Continue Year 1 action.	Based on the evaluation, make appropriate changes to ensure Indian Education Act funding positive impacts Native American students.
Funding and Program Accountability	Develop an accountability and transparency tool that cross-references funding, program implementation, and MY student outcomes.	Publish an accountability and transparency tool and use the information to inform accreditation.	Expand the accountability and transparency tool to allow for longitudinal comparison of MY student group outcomes.
Access to Equitable Instructional Spaces	Continue to implement the new adequacy standards for building schools.	Evaluate the effectiveness of the new adequacy standards in that provide equitable access for MY students to fundamental educational experiences in areas such as drama, music, athletics, and CTE.	Pass legislation as appropriate to address the findings of the evaluation.

Gray text refers to actions by other agencies.

Goal 4.2
New Mexico has an accountability and enforcement system that tracks local district expenditure of state and federal funds to ensure funds are spent in schools on MY students.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Align Fiscal Data Systems	Require school districts and charter schools that apply for federal funds to use the unified application to align school spending and maximize the use of funds.	Incorporate remaining federal and state grants into the unified application for federal and state funds.	Increase monitoring of school expenditures to ensure the use of funds is maximized.
Implement School Accreditation Process	Collect and analyze data, including school budget data, for accreditation determination.	Implement annual accreditation processes, including supporting and enforcing consequences of non-accreditation.	Analyze the effectiveness of the school accreditation process and, if necessary, amend the state statutes or rules for accreditation.
Increase Financial Transparency	Publish school district and charter school cash reserves on the NM Vistas website so that families and communities know the available funding for a school district or charter school (outside of operational funds) that is available for instructional purposes.	Require school districts and charter schools to publish their cash reserve balances on their websites so that families and communities know the available funding for a school district or charter school (outside of operational funds) that is available for instructional purposes.	Continue Year 1 and Year 2 actions.

Gray text refers to actions by other agencies.

Goal 4.3
Accountability systems reliably assess student outcomes by using culturally relevant metrics, and these systems ensure the assessments drive improvements.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Expanded Outcome Metrics	Involve communities in identifying additional metrics that more comprehensively address student outcomes through a lens of equity and cultural diversity.	Implement changes to data collection processes to allow for use of the additional metrics.	Publicly report on additional metrics to more holistically report the student knowledge and skills identified as important by the community.
Improve Connection Between Accountability and Improvement	Assess effectiveness of the current school improvement process, including why schools opt out of receiving support or funding.	Bring required federal plans (particularly the consolidated state plan), state statutes, and regulations into alignment with policies and processes developed in Year 1.	Fully implement improved school improvement practices across the state.
	Develop policies and processes for supporting schools identified for improvement and for implementing the consolidated state plan.	Schools that were identified as needing most rigorous intervention (MRI) in FY23 and that have not exited MRI status by FY27 will be restarted, redesigned, or closed to support MY student groups who attend these schools.	Continue Year 2 actions.

Gray text refers to actions by other agencies.

Goal 4.4

New Mexico identifies clear roles and responsibilities across various educational agencies and partners and provides the necessary support to ensure coordinated planning and high-quality implementation.

Progress Area	YEAR ONE	YEAR TWO	YEAR THREE
Improve Instructional Time	Evaluate the impacts of additional instructional hours, additional instructional days, and remote instruction on MY student outcomes.	Pass legislation or amend regulation, based on the evaluation.	Provide guidance and technical assistance on implementing best practices in instructional time.

Gray text refers to actions by other agencies.

Martinez/Yazzie Action Plan

Rooted in Equity, Committed to Action

In partnership with LANL Foundation, LESC & West ED

REGIONAL COMMUNITY MEETINGS

FEEDBACK SUMMARY

Overview

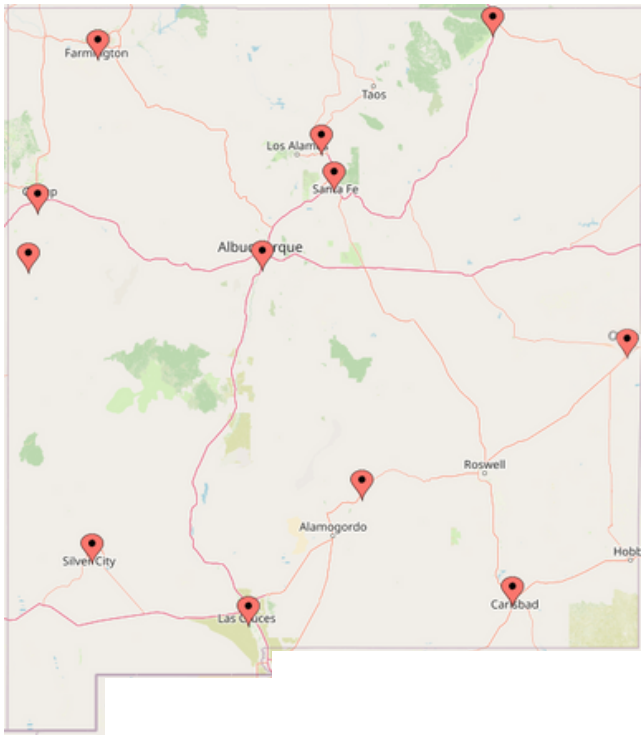
The Martinez/Yazzie regional community meetings, held August 5–27, 2025, gathered input to ensure the Martinez/Yazzie Action Plan reflects the needs of students, families, educators, and tribal communities across New Mexico. To ensure broad participation, food, childcare, and interpretation services were offered at every meeting. Additional engagement sessions were held with members of the Legislative Education Study Committee, deans and directors of New Mexico's educator preparation programs, and tribal leadership, bringing together more than 40 leaders and officials from 19 Tribes, Nations, and Pueblos.

12

Regional Community Meetings

2,141

Miles Traveled



1,000+

In-Person Participants

6

Languages Provided Interpretation: Spanish, Diné, Farsee, Arabic, Vietnamese, American Sign Language

1,200+

Virtual Survey Responses

430

Participants in 5 Virtual Feedback Sessions

What's Next

The draft plan is posted at martinezyazzieactionplan.org and is available for public comment through October 17. Feedback from both the plaintiffs and the public will guide any necessary revisions to the plan. A final version is due to the court by November 3.