As you read this newsletter, all NM school district leaders are discussing protocols in anticipation of April 6. That’s the day New Mexico students will return from the recently announced closure of public schools, announced on March 12 by the Governor. Closure begins March 16 and will last three weeks.

The NM Department of Health announced on March 13 that 10 persons in New Mexico were presumptive positive for COVID-19. Experts explain that more cases are expected worldwide, and it’s possible that our state numbers will continue to grow.

The NM PED has sent information to all superintendents that contains useful resources. As there are no vaccines currently available, prevention is key to mitigating community spread. The Public Education Department has provided preparedness procedures schools can take and the department continues to recommend promoting good hygiene as one of the most important steps districts and administrators can take right now.

Because the Coronavirus information changes daily, it’s important that everyone monitor these websites: NM Department of Health (https://cv.nmhealth.org/), or the Centers for Disease Control and Prevention (https://www.cdc.gov/coronavirus/2019-ncov/index.html).

For the rest of this school year, this newsletter will provide information for schools as we work together to combat the spread of the virus. Please review pages 12-13 for additional announcements and resources.

Silver Schools “STEAM” Ahead with CTE Initiatives

Silver Consolidated School District (SCSD), located in southwestern Grant County, houses just over 2,500 students. The district has embarked on implementing a wide range of Career and Technical programs with access to STEAM-related (Science, Technology, Engineering, Arts and Mathematics) activities in grades 7-12. There are plans for expansion to the elementary grades next school year.

Through a Community Improvement Fund Grant from Freeport-McMoRan and in partnership with STEAMing Ahead for Success, a non-profit organization dedicated to supporting teachers and students in best practices for STEAM education and exploration, the district received a $135,000 grant to fund the installation of a multimedia center in La Plata Middle School for increasing student awareness in STEAM-related careers, as well as to train our teachers to utilize 21st Century teaching practices to engage students in design-based thinking and student engagement.

Associate Supt.
Curtis M. Clough
EDUStaff

Seeking More Substitute Teachers?

EDUCATIONAL STAFFING
EDUStaff provides quality educational staffing and Human Resource services to create efficiencies.

Two Hour Interactive Face-to-Face Workshops to Provide Outstanding Subs

Two Hours of Ongoing Training Videos at www.EDUStaff.org/SubTalk

Four Hours of Online Training Modules

Higher Aesop Fill Rates

Intense Recruiting and Advertising Efforts

No ACA Liability for Classroom Staff

Extremely Satisfied Customers!

www.EDUStaff.org
877.974.6338
Stan’s Straight Talk
STAN ROUNDS, EXECUTIVE DIRECTOR

Colleagues:
This last month has been busy with many impacts to our educational system emerging. First, COVID-19 (Coronavirus) has become a significant impact to our day-to-day considerations. With more and more reports coming to bear nationally and with the significance it brings to daily practice, we are committing information and articles in this newsletter regarding the virus in an attempt to keep you current.

As you are aware, the impact of the COVID-19 Virus has many implications to in-school health protocols, transportation and events, and the delivery of day-to-day education in our schools. We have been in contact daily, even hourly, with superintendents across the state as planning is in high gear. Districts will be assisting students during the three-week shut-down, and will be planning the rest of the academic year. We will continue to have information on our website for your review and information. Should you have anything to offer your colleagues, please feel free to send it to me at stan@nmcel.org.

Second, the New Mexico Legislature has adjourned, and the Governor is reviewing her actions on legislation. We have been working with our partners at the New Mexico School Boards Association to track which bills she signed into law by the deadline. Those actions will be reported out to you.

We are awaiting the Governor’s signature on the General Appropriations Act to finalize that funding. We feel secure that the budget will include a 4% average salary increase for all school employees. This “average language” is important to you as you prepare your salary schedules and contend with the compaction that has been created over the last several years. Instructional materials total appropriation includes $34.5 million in total with $30 million in the SEG base as it was last year. The additional $4.5 million should pass through the IMC fund. Be aware that both instructional materials and at-risk funding will be placed further under the microscope in your budget review as the PED acts to comply with the language in the GAA.

A list of successful legislation is within this newsletter (see Joe Guillen’s report on the next page) along with the final draft spreadsheet of the GAA for your review (pages 22-25). We will notify you of any gubernatorial vetoes or pocket vetoes that change any of these.

Third, the PED and NMASBO are preparing for the School Budget Conference scheduled for April 1-3, 2020. Within those preparations are a host of informational releases that will direct your budget building process for the 20/21 school year budget. Many of the process issues will be inclusive of strong pressure by the legislature regarding local budget decision making with salaries, at-risk funding, K-5+ and extended learning, and other compliance...—continued p 17
NMCEL Affiliates

- Albuquerque Public Schools Principals Association (APSPA)
- Alliance for the Advancement of Teaching & Learning (NMSU)
- Cooperative Educational Services (CES)
- Coalition of State Supported Educational Programs (COSSEP)
- Eastern New Mexico Educational Resource Center (ENMERC)
- New Mexico Activities Association (NMAA)
- New Mexico Association of Educational Retirees (NMAER)
- New Mexico Association of Bilingual Educators (NMABE)
- New Mexico Association of Elementary School Principals (NMAESP)
- New Mexico Association of School Business Officials (NMASBO)
- New Mexico Association of Secondary School Principals (NMASSP)
- New Mexico Council of Administrators of Special Education (NMCASE)
- New Mexico Public Facilities Management Association (NMPFMA)
- New Mexico School Personnel Association (NMSPA)
- New Mexico School Superintendents’ Association (NMSSA)
- New Mexico Society for Technology in Education (NMSTE)
- Regional Educational Cooperatives Association (RECA)
- Southeastern New Mexico Educational Resource Center (SNMERC)

Legislative Educational Round-Up

Joe Guillen, Exec. Director, NM School Boards Association

The 2020 New Mexico Legislature sent a $7.621 billion budget bill to Governor Lujan Grisham that increases spending on public schools by $216.8 million or 6.7 percent over the FY20 operating budget, with another $93 million in total revenue for nonrecurring education-related initiatives. Total General Fund recurring appropriations for public education are $3.47 billion. The Legislature also passed 18 bills and three memorials directly related to public education. Legislation that passed by both House and Senate now goes on to the Governor for action by March 11th. A listing and description of all public education bills approved by the House and Senate and requiring action by the Governor can be found clicking here: NMSBA Legislative Report – February 25, 2020 or by going to the NMSBA website.

Thanks to our NMSBA Officers, Board of Directors and all school board members for your advocacy work on behalf of public education during the legislative session. I would also like to acknowledge our partnership with the Stan Rounds and the New Mexico Superintendents Association during the session. And finally, a special and sincere thanks to Lilliemae Ortiz, our legislative liaison, for her assistance again this legislative session. We are indeed fortunate to have her working on our behalf.

We will issue our final report following the Governor’s deadline for action on bills. In the meantime, please feel free to contact me if you have any questions.

—Joe Guillen • (505) 983-5041 [w] • (505) 470-3967[c]
iguillen@nmsba.org

ASSA Advocacy & Governance

A Rural Win: A Big Win for Rural School Districts

In the late 1990s, AASA along with the National Education Association and the National Rural Education Advocacy Coalition worked together to ensure that No Child Left Behind contained a new funding stream dedicated to small and poor rural school districts. Realizing that rural districts struggled to leverage the formula funding in Title I, Title II, IDEA and other federal programs, we created a formula funding stream — the Rural Education Achievement Program (REAP) — that was intended to help offset low federal funding and the diseconomies of scale these districts experience. Since 2002, rural districts have relied on REAP funds to purchase supplies and make technology upgrades; expand curricular offerings; provide distance learning opportunities; fund transportation; and, support professional development activities. Given the bipartisan support for rural districts, the REAP program was incorporated into ESSA in 2015.

REAP is divided into two sub-programs, the Small and Rural Schools Program and the Rural and Low-Income Schools Program. The Department has chosen to target the Rural and Low-Income Schools Program (RLIS) Program.

Issue: In early February, the Department quietly sent letters out to states notifying them that they are no longer able to deem certain districts as “high poverty” if they do not meet the 20 percent Census Bureau definition of poverty. Since 2002, the Department permitted states to qualify districts for
Go Beyond
Take learning beyond the classroom and into the real world.

Ignite student curiosity and inspire educators to reimagine learning
Unlock the power of discovery with standards-aligned, digital curriculum resources and easy-to-use technology.

Solutions
Explore award-winning core and supplementary resources for your classroom.

Professional Development
Strengthen teacher effectiveness, empower school leaders, and increase student engagement.

DEN Community
Share ideas and resources, access professional development experiences, and collaborate with a network of educators.

STEM
Engage with a variety of powerful resources designed to fuel a cultural shift around STEM teaching and learning.

Contact us

Mary Anne Guy  505-304-1963
Senior Manager | Education Partnerships  MGuy@discoveryed.com

Learn more at DiscoveryEducation.com
CREATING
Equitable Learning
Opportunities for All

LITERACY INSTRUCTION
Scholastic Education publishes research-informed print and
digital literacy solutions for Grades PreK–12. Our programs
and authentic texts support whole-class, small-group, and
independent learning to help every student become a lifelong
reader, writer, and thinker.
- Core Curriculum
- Supplementary Instruction
- Independent Reading and Learning
- Summer and Extended Day

PROFESSIONAL LEARNING
Our professional learning helps to raise literacy achievement,
exand leadership and teacher expertise, increase instructional
effectiveness, and foster collaboration. We work side by side
with your teachers, coaches, and administrators to deliver
systemic solutions and sustainable results.
- Consulting
- Courses
- Job-Embedded Coaching
- Professional Books

FAMILY & COMMUNITY ENGAGEMENT
Children perform better in school when their families build a
strong literacy foundation at home. Scholastic Education can
help you empower families to become literacy advocates for their
children, in and out of school.
- Take-Home Books
- Professional Learning
- Family Workshops and Resources

For more information, contact your local Scholastic Education Account Executive:
David Martinez | 505-208-2505 | DavidMartinez@Scholastic.com

SCHOLASTIC
Scholastic.com/education @ScholasticED Scholastic Teachers
RLIS based on an alternative poverty calculation such as a high rate of free-and-reduced priced lunch. States opted for this flexibility because census poverty data is often a poor metric for measuring poverty in large, rural areas and felt these districts should be eligible for RLIS funding. After sending notices to states that they were cutting funding to hundreds of rural districts, the Department faced considerable political backlash, which AASA helped to organize.

Consequently, the Department announced states would be allowed to distribute funding to districts in using FRLP data for FY20, avoiding an immediate and arbitrary funding cut to rural districts. The Department’s reversal came about as a result of a New York Times story on February 28 that highlighted the issue as well as a letter on March 3 sent by 21 Senators, including Sen. Majority Leader Mitch McConnell, urging Secretary DeVos to reverse course and allow the funding to go out as planned in FY20. In addition, President Trump tweeted his concern from the fall-out of cuts to rural districts.

Next Steps: This victory for rural districts was a result of behind-the-scenes advocacy by our team and we plan to proactively work with Congress to address any outstanding policy issues with RLIS funding. As a result of Congressional and political scrutiny, the Department revised the list of districts that would have lost funding if the Secretary did not rescind her initial decision. We will continue to fight to ensure these rural districts receive the funding they need in 2021 and beyond.

School Nutrition Call to Action:
This January, U.S. Agriculture Secretary Sonny Perdue announced newly proposed regulations to the National School Lunch (NSLP) and School Breakfast Programs (SBP).

The good news is that USDA’s proposal is aimed at providing school districts with more administrative and nutritional flexibilities around the federal school meals programs, and if passed, will increase local school systems’ control of their SBP and NSLP. Specifically, USDA intends to accomplish this through a three-pronged strategy that would offer schools more time to comply with the programs’ compliance requirements, relax the programs’ nutritional provisions regarding fruits and vegetables, and modify the Smart Snack in Schools Rule, so that districts’ can sell revenue-raising competitive foods for longer periods of time.

At a time when school districts are being asked to do more to improve their school meal delivery systems with fewer resources, this regulation takes the correct approach in moving the needle by improving local systems operation of the federal school meals programs.

However, to get this regulation across the finish line, we’ll need our membership to weigh-in and let USDA know that the proposed regulation has broad support from superintendents and other school system leaders. We urge you all to let your voices be heard by following the directions below to comment on the regulation. Copy this template and fill in the highlighted fields with the requested information.

Click here, and then select "Upload files,"
Fill out "First Name", "Last Name", and under category select "School district"
Click "Continue"
On the next page, please mark the box stating, "I read and understand the statement above."
Click "Submit Comment"
Comments are due on or before March 23, 2020 at 11:59 pm ET. If you are pressed for time or need help submitting the comments, AASA staff can submit them on your behalf - crogers@aasa.org

State Leadership Conference: Registration is open for the 2020 State Leadership Conference, scheduled for April 30-May 2 in New Orleans LA. As a reminder, AASA pays half the travel costs for up to three attendees from NM. Please share the registration form with any NM attendees; each individual needs to submit their own form. For the hotel room block: https://book.passkey.com/e/49937603

—Noelle Ellerson Ng
Associate Executive Director, Advocacy & Governance
AASA, The School Superintendents Association
The New Mexico Activities Association’s Board of Directors met in regular session on Thursday, February 20th in the NMAA Hall of Pride and Honor. The Board of Directors took action on the following items:

- Voted in favor of a proposal to update individual game limitations in the sport of football.
- Voted in favor of a proposal to adjust pitching restriction regulations in the sport of baseball.
- Voted in favor of a proposal to amend the heat illness prevention protocol bylaws.
- Voted in favor of a proposal to change the number of overtime periods for the state soccer finals.
- Voted in favor of a proposal to require 3-person officiating crews for all varsity basketball games.
- Voted in favor of a proposal to update the cell phone policy for golf to incorporate the use of iWanamaker.
- Voted in favor of a proposal to adjust scholastic eligibility guidelines listed within Section X of the Handbook.
- Voted in favor of a proposal to amend eligibility guidelines pertaining to foreign exchange and foreign students.
- Voted in favor of a proposal to approve Classification & Alignment for Swimming & Diving & A-3A Girls Soccer.

The next NMAA Board of Directors’ meeting is scheduled for May 28, 2020.

—Dusty Young, Associate Director, NMAA
National Geographic Learning has CTE and K–12 Math solutions for New Mexico educators!

For more information, contact your New Mexico Sales Consultant team:

Mark Alvarado
Grades K–8 Sales Consultant
mark.alvarado@cengage.com
512-992-7942

Sally Newcomb
Grades 9–12 Sales Consultant
sally.newcomb@cengage.com
505-401-3700

NGL.Cengage.com/NewMexico
Silver Schools CTE Initiatives (cont. from p.1)

SCSD has had three teacher trainings impacting 25-30 teachers with a fourth scheduled for late March. The staff has been working with industry-recognized experts in these trainings and has implemented design-thinking in lesson preparation and activities to engage students to acquire the necessary employability skills during their K-12 career. To date, roughly 90 to 100 students are using the multimedia lab across all levels with more and more being exposed each day to multimedia production, podcasts, storyboarding and editing practices that are in alignment with industry expectations. The teachers are utilizing the CTE Common Core standards as well as the subject-specific standards to design and implement lessons that utilize 21st Century learning in an innovative way so students are focused on outcomes while utilizing best practices to engage students in the modern classroom.

The district has applied for another round of funding with Freeport-McMoRan through the Community Investment Fund and hope to add a second multimedia lab at Silver High School with a satellite site at Cliff High School for television and radio production for next school year. The multimedia curriculum is the foundation for the implementation of the necessary STEAM and employability skills that align to employers’ desires that were identified through the district’s community dialogue process that took place last school year. It engaged employers and regional workforce entities to identify the skills gap and needs for our region and globally so students are prepared for transition into postsecondary opportunities upon high school graduation.

Further, the district has embarked on a comprehensive CTE pathway alignment project that meets the previous mentioned workforce needs and aligns to current and future employment needs. The US Forest Service, Western New Mexico University and Silver Consolidated have been working together this school year to launch pathways in Fire Science and Management, Outdoor Recreation, Wildlife First Responder and Natural Resource Management. This will allow our students to take US Forest Service courses for dual-enrollment and be eligible for federal employment upon graduation. Also, the district is working with Freeport-McMoRan and National Center for Construction Education Research to develop training paths in HVAC, Electrical, Plumbing and Construction Trades. Students will have apprenticeship and training opportunities during high school and beyond as they pursue a highly skilled career while staying in Grant County.

Finally, an initiative to align the existing programs to postsecondary programs while embedding the necessary knowledge, skills and abilities, both workforce-related and academically, to be successful in their pursuits is ongoing. Juniors and seniors in the current pathways are able to pursue job mentoring or apprenticeship programs, both traditional and non-traditional, so they are exposed to industry demands prior to graduation.

These pathways include computer science and technology, culinary arts and others that are being updated to meet our regional and global needs in priority workforce sectors.

The dedicated teachers, students and administrators of Silver Schools have invested a lot of time and effort to create high-quality CTE programs, so our students have multiple avenues to graduation and student success. If you would like more information on these activities, contact Curtis Clough, Associate Superintendent, or Laura Larisch, Instructional Coach, at 575-956-2000 or via email at cclough@silverschools.org or llarisch@silverschools.org.

—Curtis M. Clough, Associate Superintendent in Superintendent Audie Brown’s team
GET A CLEAR PICTURE OF STUDENT LEARNING

The MAP* Suite is all about measuring what matters—so you can support growth, skills mastery, and reading fluency for every student. This cohesive assessment system from NWEA* illuminates every student’s learning needs, helps teachers target instruction, and gives administrators what they need to help their districts thrive.

Start measuring what matters at NWEA.org

© 2018 NWEA. NWEA and MAP are registered trademarks of NWEA in the US and in other countries.
Three-Week Shutdown Update

The NM Secretary of Education Ryan Stewart announced during a March 13 news conference with the Governor that public schools (including charters) will not have to make up missed instructional days due to the three-week cancellation of schools. The closure will be Monday, March 16 through Sunday, April 5. Classes resume Monday, April 6.

Secretary Stewart said preventing the spread of the Coronavirus is vital, therefore, school-based health centers will be left open during the three-week period. He is also developing protocols so that parents and students can meet virtually with counselors, if needed. He said districts that have online learning are “encouraged to continue those programs during the closure so that students have access” to school work.

Because many students rely on their free or reduced-price daily school meals, breakfasts and lunches will be distributed through a “grab-and-go” meal program. Stan Rounds, executive director of NMCEL, said some districts, like Bloomfield, are utilizing their school buses to help make deliveries. Other districts have established a centralized location where parents can pick up meals, while others will have meals available to “grab” at individual school sites. In addition, some districts will be sending home instructional packets with their school meals. Stewart also confirmed that districts will pay employees “as if there was no closure.” Hourly/contract school employees will not be penalized and will also be paid as if there was no closure, he said. Teachers may be involved with online professional development and essential employees will work at school buildings as they assist with distributing school meals, additional cleaning or other tasks.

Stewart also said the assessment window will be adjusted so that no one misses out on state testing. He will also work with the NMFAA to plan for spring sports and to make adjustments.

As preparedness planning began immediately at all school districts, the Governor reminded everyone that the goal of the closure is “to protect New Mexico families. It’s important to continue to raise the level of awareness” about this public health emergency, she added.

The Governor provided two telephone numbers where questions can be addressed (see them to the right). One is for health-related questions and the other for all other items related to education and the school closure. Superintendents are encouraged to send their creative ideas on how they are adjusting to the COVID-19 disruption to Stan Rounds at stan@nmcel.org.

Actions to Consider in Your District

Although districts (including charters) will be closed for three weeks, there are a number of checklist items they can initiate now or when students return on April 6:

1. Know whether your school/district is able to educate students via distance learning. Has your staff discussed alternative learning plans?
2. Routinely, wipe down your personal work environment (desks), cell phone, keyboard, door knobs, and steering wheel with sanitizer wipes.
3. Review with students about washing their hands often for a minimum of 20 seconds with soap.
4. Obtain a bottle of hand sanitizer with a minimum of 60% alcohol. Plus, review the CDC information about hand sanitizers: https://www.cdc.gov/handwashing/show-me-the-science-hand-sanitizer.html
5. Initiate no more handshakes – tell everyone about a no touching option.
6. Avoid touching your face (eyes, nose and mouth) since that is where the virus can enter your body.
7. Cover your cough and sneezes with tissue and not into your hands; use a flexed elbow.
8. Understand what “social distancing” means when in a crowd; explain it to students.
9. Ask your PTA/Advisory Councils for assistance with communication or for other help. (Remember to protect privacy.)
10. Are you sharing information on your website and on social media for families?

RESOURCES

• NM PED RESOURCES FILE
• NMDOH (COVID-19)
• CDC

1-855-600-3453 (all health-related questions)
1-833-551-0518 (all other questions for education-related inquiries, including the closure of schools)
Districts’ Information Should be Shared

School superintendents and administrators are encouraged to share with other districts their proactive steps or highlights of their preparedness plans. To share through *The Advocate*, email your information to info@nmcel.org.

From a cursory review of the state’s school district websites, it shows many of the larger districts are taking the lead in getting information onto their home web pages. Many districts are also distributing a letter that was sent from the Department of Health to all school nurses. The NM Department of Health recently conducted telephone conference calls with Superintendents. And, all administrators can review a CDC guidance targeted specifically for K-12 schools. Click on these images to see what other districts are saying.

What’s Happening At Higher Ed?

Proactive measures have been initiated or are being considered at colleges and universities in New Mexico. As spring break takes place in the coming weeks, universities are mindful about students who may be traveling short-term in “hot spot” areas. It’s important to be aware about travel safety, particularly overseas. Individuals are encouraged to follow the guidelines presented by the NM Department of Health and the Centers for Disease Control and Prevention.

From the NMSU website, it cautions faculty, staff and students who are travelling as “part of a University Related International Travel…to confirm their itineraries prior to traveling with the Office of the Provost.” At UNM, it recognizes that anxiety is normal and “UNM Hospital leaders and staffers are busy prepping and following protocols so that the hospital is ready for patients who arrive with the virus...”. See a short and informative video featuring Dr. Osman Dokmeci, Allergist-Immunologist at the UNM Health Sciences Center.

Officials from Highlands University remind everyone “to slow the spread of any virus, including COVID-19, stay home if you are sick.”
Coming Soon for New Mexico:
Into Math K-2 and Into AGA ©2020

We understand that teachers and administrators rely on EdReports to support their curriculum decisions. Brand-new mathematics programs from Houghton Mifflin Harcourt® are currently undergoing research to ensure they meet your state’s standards.

While Into Math™ (Grades 3–8) has already received all-green ratings on EdReports, evaluation scores for Into Math™ (Grades K–2) and Into AGA™ (Algebra 1) are coming soon! In the meantime, additional evaluation resources for Into Math and Into AGA are available, including:

- **EdReports** for Into Math: Florida Edition, awarded all-green scores of “Meets Expectations” for Grades K–8
- **Into Math: Foundational Research Paper**
- **Into Math: Instructional Material Evaluation Tool (IMET)**

Visit hmhco.com/newmexico or contact us today to learn more!

Mica McCreary
Account Executive, Core Solutions
mica.mccreary@hmhco.com

Scott Traub
Senior Director, Professional Services
scott.traub@hmhco.com

As The Learning Company™, HMH® is committed to supporting all students in achieving more with personalized instruction, world-class intervention resources, and professional learning for teachers.
No matter what they build, they always build confidence.

From preschool to high school, LEGO® Education has a hands-on STEAM solution to help every learner become a confident learner. Learn more at LEGOeducation.com
Let Us Introduce...

Throughout this school year, the Advocate is featuring new superintendents throughout the state. The leaders are new to the profession, to their position or to their district.

• **TANA DAUGHERTY** is the Superintendent of *Cloudcroft Municipal Schools*. She is in her 22nd year in education with 10 of those years as a classroom teacher in elementary and middle school. She has also served as Middle School Athletic Director, Assistant Principal, Special Education Director, Principal and finally, Superintendent. As a turnaround leader, Daugherty has committed her life's work to implementing positive change and supporting districts in the Tularosa Basin. She graduated from Cloudcroft High School in 1982, New Mexico State University in 1998 and 2006, and is definitely New Mexico True! She feels honored to be able to come home to the district and the high school from which she graduated all those years ago! GO BEARS! To wish her well: tana.daugherty@cmsbears.org

• **DR. CINDY SIMS** is the Superintendent of the *Estancia Municipal Schools*. She’s been an educator for 38 years, working as a special education, secondary, and elementary teacher in California and Colorado, and as an administrator here in New Mexico for the Moriarty - Edgewood School District for 23 years. In Moriarty-Edgewood she served as the district’s Executive Director of Personnel since 2003. Dr. Sims was wooed away by the Board, staff, and families of Estancia’s small rural school district 17 miles south of Moriarty. She earned her bachelor’s degree in Communicative Disorders from California State University, Fresno. After moving to Colorado, she earned her master’s degree in Elementary Education and her Ph.D. in Educational Leadership from the University of Colorado, Denver. She has served as an advocate for educators throughout her career at the district and state level and is the current President of the New Mexico School Personnel Association. She is also the proud recipient of the 2020 NMSPA Administrator of the Year award. To contact her: cindy.sims@estancia.k12.nm.us

**MAY 29, 2020: Deadline for ASA**

Thought about applying for the Aspiring Superintendent’s Academy? Now’s your chance to join the next cohort - #12. Applications will be accepted by the close of busisness on May 29, 2020. This comprehensive and beneficial program allows participants to experience a curriculum designed to provide them with the requisites for success in a superintendent’s position. Participants in previous cohorts were able to interact with experts covering an array of topics from building budgets to building solid relationships with board members and their communities.

The application is available on the [NMCEL](#) website. Interested parties may call the NMCEL office at 505-217-2345 for further information or if you have questions.
What is Learning?
by Richard Erdmann, CEO, Syfr Learning
Christine Drew, Executive Director, Foundation for the Art & Science of Learning

In 2009 the two of us began investigating the subject of learning. We wondered if a deeper understanding of human learning could inform better design of teacher-developed lessons and student practice. At the same time, we were sharing our journey with teachers who attended our professional learning sessions. About five years later, we realized that our teachers were designing great lessons work, getting excellent results, but none of us had never really defined learning itself. It was, somehow, a definition we had taken for granted. When we were pressed to answer this for ourselves, we were in trouble. As we begin In a series of articles on learning sciences for NMCEL, we thought it best to start with an answer to “What is learning?” We will look at this from two vantage points. One, what is it, and second, how do we know it happened?

1. Learning is durable recall. What has been learned is recallable over time; days, weeks, months, and even years. Unfortunately, our brain’s default setting is to forget, not to remember. Durability requires practice over time.

2. Learning is flexible. The ability to recall and use knowledge in various contexts is very difficult. Again, our brains are not always working in our best interests on this one. Our brains look for the path of least resistance, which generally means the path most frequently taken. As a result, real learning is more than a narrow recall ability.

3. Learning is sustainable, which has two parts. It is the desire to learn more and the ability to learn independently.

4. Learning is inferred by a measured visible demonstration of memory retrieval at two or more points in time (not immediately after the new knowledge is presented).

These last two concepts, measurement and memory retrieval, are fascinating because the actual memory is pretty stable but the ability to recall it is not. Recall or memory retrieval is a ‘use it or lose it’ proposition. A single test at a single point in time isn’t a true measure of learning that is durable. To ensure durability, we measure multiple times. Ironically, just by calling up the memory with a question, strengthens the memory pathway itself.

Keeping the characteristics of learning in mind can help us design better learning opportunities for students. These characteristics, durability, flexibility, and sustainability, help us understand why John Hattie’s list from Visible Learning is so important to apply. Thinking about the learning properties of recalling knowledge with multiple measures over time helps to explain why activating prior knowledge or spaced repetition are strategies with very high effect sizes. It’s important to see progress for ourselves and our students. That’s the best reason of all to measure—to create visible progress for ourselves and our students.

Stan’s Straight Talk (cont. from p.3)

efforts directed at the Martinez/Yazzie Lawsuit. This Session continued to focus on these aspects of effort by the state and how it has been managed by local districts. Expect to see continued focus on aligning the local and state efforts.

Finally, the NMCEL organizational structure is being reviewed by a committee of superintendents to determine how best to align the organization of 18 affiliates (or more) of NMCEL with the NMSSA (School Superintendents). It is expected during this spring that effort will be completed and a recommendation is likely to come to the NMCEL Board by its June retreat regarding restructuring bylaws and processes so that a best aligned model will be adopted that assures all parties are well served and that a tighter alignment of interests will be put in place.

Stay active and stay tuned. You, as our New Mexico leadership, are crucial to our service to New Mexico public school students. We are New Mexico Public Schools!

—Best Regards, Stan
MeTEOR Education™ strives to stay at the forefront of innovation for New Mexico schools. Through support for rural communities and strategic partnerships, MeTEOR Education offers affordable options and relationships to schools in order to create High Impact Learning Environments that not only help support student engagement but also increase collaboration.

With two dedicated Learning Environment Specialists serving the state of New Mexico, you will find unparalleled local expertise to support your needs.

To learn more about engaging your students and transforming their environments into experiences, let us help with your journey and success story.

For more information contact your local Studio Managing Director, Sue Ann Highland at (970) 215-8034.

Meteor Education, LLC. Texas Headquarters
5000 Quorum Drive, Ste. 625
Dallas, TX 75254

meteoreducation.com
Staying Current

Here are this month’s suggestions from Stan’s desk, computer and mobile device. Send your “Staying Current” suggestions to info@nmcel.org:

WHAT’S ONLINE

Connect K12: Most educators support the increased use of digital learning; However, only 38% of schools meet the FCC’s 1 Megabit per second (Mbps) per student benchmark that makes digital learning a reality in every classroom. To catalyze broadband upgrades in schools, EducationSuperHighway has partnered with Connected Nation and Funds for Learning to launch Connect K-12, a free tool providing broadband data and pricing information that school leaders need to upgrade their bandwidth. Learn more about their partnership.

GOOD READS

MEGA Thinking: Think BIG, Try small
by Richard Erdmann and Christine Drew
Review by Betty Burks, Educator

I was excited to be asked to read a pre-release copy of this book which reinforces one of many of the mantras they share with teachers, school and district administrators. We learn in adjacencies, or small steps from what we already know. They implore us to apply this truth to students, adults, and even organizations and when we fail, they suggest that the first question to ask is: “Was the step too big?” In a day and age when we are asked to transform schools, reinforcing the idea of taking small steps is a good reminder of how we actually learn and change.

The book sets forth a set of common-sense principles that are often ignored and explains them as part of a story of discovery. They weave threads together to form a tapestry for their story; their own story of discovery, art, the science of learning as a narrative, and their teachers’ stories of discovery. It is a wonderful and insightful read. Their explanations are so simple and at the same time so revealing.

For a FREE pre-release copy of MEGA Thinking: THINK BIG, try small, or to learn about the AASCD professional learning partnership Teams Improving Practice, based on MEGA Thinking, email Drew.FASL@gmail.com or call 205 276-4553.
Our staff all have successful experience in working and coaching in high-needs schools to improve student achievement.

NIET will work shoulder-to-shoulder with you to build capacity around the following strategies:

- Teachers leading their own development
- Investing in people to build a positive, collegial culture
- Strengthening effective leadership—district leaders, principals, and teacher leaders
- Creating high expectations coupled with strong, meaningful support

For more information about NIET services, please contact: Patrice Pujol at ppujol@niet.org, or visit niet.org
Improve **SAFETY** and **LEARNING** in your classrooms.

Audio Enhancement’s Classroom Audio Systems give teachers microphones to capture and distribute their voice throughout the classroom. SAFE (Signal Alert For Education) System™ enables personal duress buttons on those microphones, enabling teachers to immediately alert administration in urgent situations.

**CLASSROOM SAFETY**
- Provide increased situational awareness
- Send instant safety alerts
- Connect the office to classrooms

**CLASSROOM AUDIO**
- Ensure all students can hear instruction
- Increase student engagement
- Decrease teacher vocal strain

To learn more, contact:
Connor Henderson 801.842.8525
Connor.Henderson@AudioEnhancement.com

www.AudioEnhancement.com
### Public School Support and Related Appropriations for FY21

(in thousands of dollars)

<table>
<thead>
<tr>
<th>PROGRAM COST</th>
<th>FY20 OpBud</th>
<th>FY21 Exec Recommendation</th>
<th>FY21 LESC Recommendation</th>
<th>FY21 LESC Recommendation</th>
<th>HAF Sub for HB2/HB3</th>
<th>SFC Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,646,377.6</td>
<td>$3,137,303.4</td>
<td>$3,137,303.4</td>
<td>$3,137,303.4</td>
<td>$3,137,303.4</td>
<td>$3,137,303.4</td>
</tr>
</tbody>
</table>

#### UNIT CHANGES

1. Increases At Risk Index (Multiplier for FY20: 0.25; LFC: .27, Exec./LESC/HAF: 0.30) | $113,177.9 | $53,500.0 | $20,228.9 | $50,500.0 | $50,152.1 | $50,152.1 |
2. Teacher Responsibility Differential for Special Education (0.75 Units) | $16,425.2 |
3. Teacher Responsibility Differential for Bilingual and English Learners (0.75 Units) | $12,498.0 |
4. Teacher Responsibility Differential for New Teacher Mentors (0.5 Units) | $6,848.1 |
5. Set School Age Limit at 22 | ($6,129.0) |
6. Phase-Out School Size Adjustment for Schools Within Large Districts | ($9,041.6) |
7. Phase-In Rural Population Units | $5,204.5 |
8. Extended Learning Time Program Units (190 Days, After School Programs, and 80 Hours of Professional Development) | $62,497.4 | $8,896.60 | $25,969.9 | $8,896.6 | $8,896.6 |
9. K-5 Plus Program Units | $119,895.9 | $8,000.0 | $6,000.0 | $6,000.0 |
10. Additional Elementary P.E. Program Units | $113,177.3 | $9,519.3 | $11,151.5 | ($10,287.0) | ($10,287.0) |

#### UNIT VALUE CHANGES

1. Instructional Materials | $30,000.0 | $10,000.0 |
2. Increase Employer Retirement Contributions 0.25 Percentage Points | $4,250.0 |
3. Insurance | $9,014.0 | $19,820.4 | $11,567.6 | $11,567.6 | $11,567.6 |
4. Fixed Costs | $4,000.0 | $6,881.6 | $4,764.9 | $4,764.9 | $4,764.9 |
5. School District Maintenance Personnel | $2,500.0 |
6. Mentorship, Professional Development and Induction Programs | $12,000.0 | $6,200.0 | $11,000.0 | $11,000.0 |
7. Mentorship Stipends | $4,198.1 |
8. Early Literacy and Reading Support Programs | $12,000.0 | $10,000.0 | $10,000.0 | $10,000.0 |
9. Minimum Wage Increase (Laws 2019, Chapter 114; FY20: $9.00; FY21: $10.50) | $169.6 | $169.6 | $169.6 | $169.6 |
10. Compensation Increase for Teachers (FY20: 6%; LESC: 6% average, minimum 3%; HAF: additional 1% average, SFC: average 4%) | $77,753.0 | $100,000.0 | $14,699.6 | $59,180.2 |
11. Compensation Increase for Other Employees (FY20: 6%; LESC: 6% average, min. 3%; SFC: average 4%) | $43,919.8 | $53,000.0 | $33,447.4 |
12. Compensation Increase for All School Personnel (Exec: 4% average; LFC: 3% average; HAF: 4% average) | $92,723.0 | $69,572.0 | $92,723.0 |
13. Increase Teacher Minimum Salaries ($41K, $50K, $60K) | $38,217.4 |
14. Increase Principal and Assistant Principal Minimum Salary ($60K*responsibility factor) | $2,215.6 |

#### SUBTOTAL PROGRAM COST

| $3,137,303.4 | $3,310,228.4 | $3,314,085.4 | $3,425,467.4 | $3,346,168.3 | $3,327,323.3 |

1. Dollar Change Over Prior Year Appropriation | $490,925.8 | $172,625.0 | $176,782.0 | $288,164.0 | $208,864.9 | $190,019.9 |
2. Percent Change | 18.6% | 5.5% | 5.6% | 9.2% | 6.7% | 6.1% |

#### LESS PROJECTED CREDITS (FY19 Actual Credits of $84,100.6)

1. Less: Projected Credits | ($63,500.0) | ($68,887.5) | ($83,000.0) | ($75,000.0) | ($83,000.0) | ($83,000.0) |
2. Less: LESC Reduce Funding Formula Credit to 65% in FY21 | $11,380.0 |
3. Less: Other State Funds (from Driver's License Fees) | ($5,000.0) | ($5,000.0) | ($7,000.0) | ($7,000.0) | ($7,000.0) |

#### STATE EQUALIZATION GUARANTEE

1. Dollar Change Over Prior Year Appropriation | $486,425.8 | $167,537.6 | $166,662.0 | $274,664.0 | $187,364.9 | $168,519.9 |
2. Percent Change | 18.8% | 5.5% | 5.4% | 9.0% | 6.1% | 5.5% |

#### CATEGORICAL PUBLIC SCHOOL SUPPORT

1. Maintenence and Operations | $56,397.9 | $83,104.9 | $86,664.8 | $86,664.8 | $86,664.8 | $86,664.8 |
2. Travel | $12,970.0 | $13,108.8 | $13,108.8 | $13,108.8 | $13,108.8 | $13,108.8 |
3. Rental Fees (Contractor-Owned Buses) | $9,194.4 | $7,119.7 | $7,119.7 | $7,119.7 | $7,119.7 |
4. Transportation for Extended Learning Time Programs (with language) | $2,745.6 | $2,745.6 | $3,707.3 | $3,707.3 | $3,707.3 | $3,707.3 |
5. Transportation for K-5 Plus Programs (with language) | $3,744.0 | $3,818.9 | $3,818.9 | $3,818.9 | $3,818.9 |
6. Compensation Increase for Transportation (FY20: 6%; PED: 4% average, LESC: 6% average, minimum 3%; LFC: 3% average, HAF: 4% average, SFC: 4% average) | $3,567.6 | $1,594.0 | $1,195.5 | $3,500.0 | $1,594.0 | $1,594.0 |
### Public School Support and Related Appropriations for FY21

#### (in thousands of dollars)

<table>
<thead>
<tr>
<th>Subtotal</th>
<th>FY20 OpBudget</th>
<th>FY21 Exec Recommendation</th>
<th>FY21 LFC Recommendation</th>
<th>FY21 LESC Recommendation</th>
<th>HAFSC Sub for HB2/HB3</th>
<th>SFC Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSPORTATION</td>
<td>$88,625.8 4</td>
<td>$91,188.5 4</td>
<td>$115,615.0</td>
<td>$117,919.5</td>
<td>$116,013.5</td>
<td>$116,013.5</td>
</tr>
<tr>
<td>Out of State Tuition</td>
<td>$300.0</td>
<td>$285.0</td>
<td>$285.0</td>
<td>$300.0</td>
<td>$285.0</td>
<td>$285.0</td>
</tr>
<tr>
<td>Emergency Supplemental</td>
<td>$1,000.0</td>
<td>$3,300.0</td>
<td>$2,000.0</td>
<td>$5,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
</tr>
<tr>
<td>Beginning Teacher Mentorship Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Credit Instructional Materials</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td>$1,500.0</td>
<td>$2,000.0</td>
<td>$1,500.0</td>
<td>$1,500.0</td>
</tr>
<tr>
<td>Standards-Based Assessments</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
</tr>
<tr>
<td>Indian Education Fund</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
<td>$6,000.0</td>
</tr>
<tr>
<td>Federally Impacted Location Support Program Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CATEGORICAL</strong></td>
<td>$102,928.5</td>
<td>$110,273.5</td>
<td>$131,420.0</td>
<td>$143,419.5</td>
<td>$145,178.5</td>
<td>$133,798.5</td>
</tr>
<tr>
<td><strong>TOTAL PUBLIC SCHOOL SUPPORT</strong></td>
<td>$3,171,731.9</td>
<td>$3,346,614.4</td>
<td>$3,368,865.4</td>
<td>$3,486,886.8</td>
<td>$3,401,345.8</td>
<td>$3,371,211.8</td>
</tr>
<tr>
<td>Dollar Change Over Prior Year Appropriation</td>
<td>$474,975.4</td>
<td>$174,882.6</td>
<td>$192,883.5</td>
<td>$315,155.0</td>
<td>$229,614.9</td>
<td>$159,389.0</td>
</tr>
<tr>
<td>Percent Change</td>
<td>17.6%</td>
<td>5.5%</td>
<td>6.1%</td>
<td>9.9%</td>
<td>7.2%</td>
<td>6.3%</td>
</tr>
<tr>
<td><strong>RELATED REQUESTS: RECURRING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Education Cooperatives</td>
<td>$1,039.0</td>
<td>$5,739.0</td>
<td>$1,100.0</td>
<td>$2,000.0</td>
<td>$1,100.0</td>
<td>$1,100.0</td>
</tr>
<tr>
<td>Whole Child Education Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Education Initiatives (LFC, Multilingual, Multicultural, and Special)</td>
<td>$1,000.0</td>
<td>$7,500.0</td>
<td>$1,000.0 4</td>
<td>$5,500.0 4</td>
<td>$5,500.0 4</td>
<td></td>
</tr>
<tr>
<td>English Learners and Bilingual Education Program Evaluation and Support</td>
<td>$2,500.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Literacy and Reading Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Ecosystem Programs</td>
<td>$10,000.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal, School Leader, and Board Member Professional Development</td>
<td>$2,500.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Evaluation System</td>
<td>$1,000.0 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Residencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educators Rising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Professional Development Programs</td>
<td>$2,500.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity Gap Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community School Support</td>
<td>$2,000.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast for Elementary Students</td>
<td>$1,600.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico Grown Fruits and Vegetables</td>
<td>$450.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADS - Teen Parent Interventions</td>
<td>$200.0 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Based Health Centers</td>
<td>$1,350.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways and Profiles for Student Success Programs</td>
<td>$12,000.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEAM Initiative (Science, Technology, Engineering, Arts, and Math)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Test Fee Waivers and Training</td>
<td>$1,500.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Education Fund (Laws 2019, Ch. 61)</td>
<td>$3,000.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics Education Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Lunch Copayments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB546: Feminine hygiene Products</td>
<td>$170.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB548: Teaching Pathways Coordinator</td>
<td>$50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HB548: Teacher Professional Development for Computer Science</td>
<td>$200.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBS584: Dyslexia screening and Professional Development</td>
<td>$357.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBS539: Media Literacy Programs</td>
<td>$350.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBS536: MESA Programs</td>
<td>$75.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL RELATED APPROPRIATIONS: RECURRING</strong></td>
<td>$26,841.0</td>
<td>$52,234.0</td>
<td>$32,950.0</td>
<td>$41,248.0</td>
<td>$33,400.0</td>
<td>$32,300.0</td>
</tr>
<tr>
<td>Dollar Change Over Prior Year Appropriation</td>
<td>($35,059.0)</td>
<td>($25,393.0)</td>
<td>($6,109.0)</td>
<td>($14,407.0)</td>
<td>($6,559.0)</td>
<td>($5,459.0)</td>
</tr>
<tr>
<td>Percent Change</td>
<td>55.6%</td>
<td>94.6%</td>
<td>22.8%</td>
<td>53.7%</td>
<td>24.4%</td>
<td>20.3%</td>
</tr>
<tr>
<td><strong>SUBTOTAL PUBLIC EDUCATION FUNDING</strong></td>
<td>$3,198,572.9</td>
<td>$3,398,848.4</td>
<td>$3,398,815.4</td>
<td>$3,528,134.8</td>
<td>$3,434,746.8</td>
<td>$3,403,421.8</td>
</tr>
<tr>
<td>Dollar Change Over Prior Year Appropriation</td>
<td>$408,666.4</td>
<td>$200,275.6</td>
<td>$201,242.5</td>
<td>$329,362.0</td>
<td>$236,173.9</td>
<td>$204,848.9</td>
</tr>
<tr>
<td>Percent Change</td>
<td>14.6%</td>
<td>6.3%</td>
<td>6.3%</td>
<td>10.3%</td>
<td>7.4%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Description</td>
<td>FY20 Orig</td>
<td>FY21 Sec</td>
<td>FY21 LFC Recommendation</td>
<td>FY21 LESSC Recommendation</td>
<td>HSFC Sub for HB2/HB3</td>
<td>SFC Amendment</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>----------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>PUBLIC EDUCATION DEPARTMENT</td>
<td>$13,618.8</td>
<td>$15,103.8</td>
<td>$14,919.0</td>
<td>$16,327.5 ^</td>
<td>$14,919.0 ^</td>
<td>$14,919.0</td>
</tr>
<tr>
<td>Dollar Change Over Prior Year Appropriation:</td>
<td>$2,372.2</td>
<td>$1,485.0</td>
<td>$1,300.2</td>
<td>$2,708.7</td>
<td>$1,300.2</td>
<td>$1,300.2</td>
</tr>
<tr>
<td>Percent Change</td>
<td>21.1%</td>
<td>10.9%</td>
<td>9.5%</td>
<td>19.9%</td>
<td>9.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>TOTAL - PUBLIC SCHOOL SUPPORT AND PED</td>
<td>$3,212,191.7</td>
<td>$3,413,952.2</td>
<td>$3,414,734.4</td>
<td>$3,444,462.3</td>
<td>$3,449,666.8</td>
<td>$3,418,340.8</td>
</tr>
<tr>
<td>Dollar Change Over Prior Year Appropriation:</td>
<td>$411,038.6</td>
<td>$201,760.6</td>
<td>$202,542.7</td>
<td>$322,270.7</td>
<td>$237,474.1</td>
<td>$206,149.1</td>
</tr>
<tr>
<td>Percent Change</td>
<td>14.7%</td>
<td>6.3%</td>
<td>6.3%</td>
<td>10.3%</td>
<td>7.4%</td>
<td>6.4%</td>
</tr>
<tr>
<td>OTHER PUBLIC SCHOOL APPROPRIATIONS - RECURRING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Pre-Kindergarten Fund (Early Childhood Education and Care Dept.)</td>
<td>$39,000.0 ^</td>
<td>$53,099.0 ^</td>
<td>$47,000.0 ^</td>
<td>$50,100.0 ^</td>
<td>$50,400.0 ^</td>
<td>$48,700.0</td>
</tr>
<tr>
<td>Teacher Education Expansion Ed. Rising, Grow Your Own (UNM, NMSU, ENMU, SFCC)</td>
<td>$8,259.8</td>
<td>$1,375.9</td>
<td>$886.2</td>
<td>$1,005.9</td>
<td>$1,005.9</td>
<td></td>
</tr>
<tr>
<td>GRAND TOTAL - SECTION 4 PUBLIC SCHOOL APPROPRIATIONS</td>
<td>$3,252,017.8</td>
<td>$3,468,427.1</td>
<td>$3,462,620.6</td>
<td>$3,594,862.3</td>
<td>$3,501,071.7</td>
<td>$3,467,040.8</td>
</tr>
<tr>
<td>Dollar Change Over Prior Year Appropriation:</td>
<td>$60,864.3</td>
<td>$216,409.6</td>
<td>$210,603.0</td>
<td>$342,344.8</td>
<td>$248,084.1</td>
<td>$238,043.2</td>
</tr>
<tr>
<td>Percent Change</td>
<td>16.1%</td>
<td>6.7%</td>
<td>6.6%</td>
<td>10.5%</td>
<td>7.7%</td>
<td>6.6%</td>
</tr>
<tr>
<td>SECTION 5 APPROPRIATIONS (NONRECURRING GENERAL FUND OR PUBLIC EDUCATION REFORM FUND)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROM THE PUBLIC EDUCATION REFORM FUND</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical Education Fund (Laws 2019, Ch. 61)</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$10,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
</tr>
<tr>
<td>Culturally and Linguistically Appropriate Instructional Materials and Curricula</td>
<td>$9,000.0</td>
<td>$2,500.0</td>
<td>$9,000.0</td>
<td>$9,000.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Budget Transparency Website</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Supplemental Funding for School Districts</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Board Certification Grants</td>
<td>$500.0</td>
<td>$500.0</td>
<td>$500.0</td>
<td>$500.0</td>
<td>$500.0</td>
<td></td>
</tr>
<tr>
<td>Teacher Residency Pilot</td>
<td>$1,000.0</td>
<td>$10,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
</tr>
<tr>
<td>Teacher Placement in Hard-to-Staff Schools</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
<td></td>
</tr>
<tr>
<td>Whole Child Education Programs</td>
<td>$3,000.0</td>
<td>$3,000.0</td>
<td>$3,000.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 Plus Pilot and K-5 Plus Transition Programs</td>
<td>$30,000.0</td>
<td>$30,000.0</td>
<td>$30,000.0</td>
<td>$30,000.0</td>
<td>$30,000.0</td>
<td></td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>$4,000.0</td>
<td>$4,000.0</td>
<td>$4,000.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PED IT Systems</td>
<td>$2,866.0</td>
<td>$2,866.0</td>
<td>$2,866.0</td>
<td>$2,866.0</td>
<td>$2,866.0</td>
<td></td>
</tr>
<tr>
<td>FROM THE GENERAL FUND</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Supplemental Funding for School Districts</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber Security and Data Systems Upgrade</td>
<td>$250.0</td>
<td>$250.0</td>
<td>$250.0</td>
<td>$250.0</td>
<td>$250.0</td>
<td></td>
</tr>
<tr>
<td>Bilingualism Framework Study</td>
<td>$1,250.0</td>
<td>$2,500.0</td>
<td></td>
<td>$750.0</td>
<td>$750.0</td>
<td></td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>$26,500.0</td>
<td>$26,500.0</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
<td>$4,500.0</td>
</tr>
<tr>
<td>Dual-Credit Instructional Materials</td>
<td>$500.0</td>
<td>$500.0</td>
<td>$500.0</td>
<td>$500.0</td>
<td>$500.0</td>
<td></td>
</tr>
<tr>
<td>Teacher Evaluation System Research and Development</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td></td>
</tr>
<tr>
<td>Standards-Based Assessment Research and Development</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition-Free Bilingual and TESOL Courses</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td>$1,000.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Public School Support and Related Appropriations for FY21

(Thousands of dollars)

<table>
<thead>
<tr>
<th>Category</th>
<th>FY20 OpBud</th>
<th>FY21 Exec Recommendation</th>
<th>FY21 LESC Recommendation</th>
<th>HAF Sub for HB2/3B</th>
<th>SFC Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supplemental Transportation (for school districts with shortfalls in FY19 and FY20)</strong></td>
<td>$4,665.81</td>
<td>$4,665.81</td>
<td>$4,665.81</td>
<td>$4,665.81</td>
<td></td>
</tr>
<tr>
<td><strong>Transportation Study</strong></td>
<td>$500.0</td>
<td></td>
<td>$3,900.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community School Implementation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Nonrecurring Appropriations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HB349: School Bus Replacement (from the public school capital outlay fund)</strong></td>
<td>$8,989.0</td>
<td>$8,989.0</td>
<td>$8,989.0</td>
<td>$8,989.0</td>
<td></td>
</tr>
<tr>
<td><strong>HB349: School Bus Cameras (from the general fund)</strong></td>
<td></td>
<td></td>
<td></td>
<td>$262.4</td>
<td></td>
</tr>
<tr>
<td><strong>HB349: Alternative School Bus Fuelling or Charging Infrastructure (IVW settlement funds)</strong></td>
<td></td>
<td></td>
<td></td>
<td>$200.0</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Loan Repayment Act (from the teacher loan repayment fund)</strong></td>
<td>$1,100.0</td>
<td>$1,200.0</td>
<td>$3,000.0</td>
<td>$2,000.0</td>
<td>$2,000.0</td>
</tr>
<tr>
<td><strong>Teacher Preparation Affordability (from the teacher preparation affordability scholarship fund)</strong></td>
<td>$2,200.0</td>
<td>$5,000.0</td>
<td>$3,000.0</td>
<td>$5,000.0</td>
<td>$5,000.0</td>
</tr>
<tr>
<td><strong>Prekindergarten Classrooms (from the public school capital outlay fund)</strong></td>
<td>$5,000.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Teacherages and Other Facilities (from the public school capital outlay fund)</strong></td>
<td>$10,000.0</td>
<td></td>
<td></td>
<td></td>
<td>$25,000.0</td>
</tr>
<tr>
<td><strong>Transfers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Loan Repayment Fund</strong></td>
<td>$10,000.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Preparation Affordability Scholarship Fund</strong></td>
<td>$10,000.0</td>
<td>$5,000.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: LESC

1. This appropriation was contingent on the enactment of legislation.
2. The LFC recommendation includes $3.3 million in unit losses from the enactment of Laws 2019, Chapter 203 and 207 (Senate Bill 1 and House Bill 3) and $5.7 million from 40 percent of projected unit losses from declining membership.
3. The LFC recommendation and HAF substitute include language identifying ELTP and K-8 Plus and providing flexibility for programs in FY21.
4. Laws 2016 (2nd S.L.), Chapter 2 (Senate Bill 4) authorized up to $26 million in annual appropriations to the instructional materials fund and transportation distribution from the public school capital outlay fund (PSCOF) in FY16 through FY22. The GAA of 2019 appropriated $26 million to the transportation distribution. The executive recommendation includes $25 million in PSCOF revenue for transportation.
5. Beginning in FY21, appropriations to the public pre-kindergarten fund will move from PED to the Early Childhood Education and Care Department (ECECD).
6. The GAA of 2019 included $3.5 million in temporary assistance for needy families (TANF) funds for pre-kindergarten. The executive, LFC, and LESC recommendation includes continued use of $3.5 million in TANF funds.
7. The GAA of 2018 and 2019 included $1 million from the educator licensure fund. The LFC and LESC recommendation includes $1 million from the educator licensure fund.
8. The GAA of 2019 included $200 thousand in TANF funds. The LFC and LESC recommendation include $200 thousand in TANF funds.
9. The LESC recommendation transfers personal services and employee benefits costs funded from these appropriations in FY20 to the PED operating budget for FY21.
10. The LESC recommendation for compensation includes a requirement to increase salaries for school employees at least 3 percent, with an average salary increase of 6 percent for teachers, 6 percent for principals, and 6 percent for other school employees.
11. The HAF substitute includes language identifying amounts for a 4% average salary increase for all personnel and a 5% average salary increase for teachers.
12. The HAF substitute includes an other state funds appropriation for $7.5 million from public school capital outlay fund.
13. As of February 19, 2020, the Senate Finance Committee has not yet taken action of HB349. Amounts will be updated to reflect SFC action when available.
14. FY20 Appropriations for the teacher loan repayment program and the teacher preparation affordability scholarship program were included in section 5 of the GAA of 2020.
Join the Cognia™ network and become part of a global community of educators working every day to improve schools and expand opportunities for students. With a variety of resources and personal support from a local team, Cognia™ helps you create a continuous improvement journey that fits your institution’s needs.

36,000 institutions • 5 million students • 25 million teachers • 85 countries

To learn more, visit our website at www.cognia.org or contact your Regional Director, Dr. Susanna Murphy at susanna.murphy@cognia.org
McComas Sales Company opened its doors in 1950, as a family-owned business serving the grocery industry. In 1957 our company started doing business in the food service industry and our commitment continues today. Our markets include all commercial & school kitchens in the state of New Mexico.

We offer one of the largest inventories in New Mexico. With a showroom and warehouse exceeding 25,000 sq. ft., we give our customers the best choice possible in selecting what they need. Our qualified staff offers over 100 years of combined experience, including a School Specialist, Contract Department and a friendly front-of-the-house sales team.

McComas Sales Company is proud to carry the High Plains Regional Education Cooperative #3 Pre-Bid Contract. Feel free to contact us:

Rosalind Esquibel
School Specialist
505-243-5283 ext. 216
505-450-3694 cell
resquibel@mccomassales.com

**Greater gains. Gigantic grins.**

i-Ready instruction leads to remarkable gains for diverse populations of students.

For more information, please contact your local sales representative:
Robin McMahon, M.Ed. – RMcManus@yahoo.com - (505) 272-0491

Check out our latest research at CurriculumAssociates.com/ESSAResearch

---

**NMCEL**

New Mexico Coalition of Educational Leaders

**OUR MISSION**

The New Mexico Coalition of Educational Leaders (NMCEL) provides the effective foundation for proactive educational advocacy for public education in New Mexico.

**OUR VISION**

Our vision is that the New Mexico Coalition of Educational Leaders (NMCEL) membership is relied upon as the experts in the strategic guidance of educational policy and practice in New Mexico.