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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 2nd Session, 2020**

<b>Bill Number</b>	<u>HB62/aHEC/aHAFC</u>	<b>Sponsor</b>	<u>Stapleton/Romero, G. Andres/Madrid/ Sariñana/Garratt</u>
<b>Tracking Number</b>	<u>.216219.4</u>	<b>Committee Referrals</b>	<u>HEC/HAFC;SEC</u>
<b>Short Title</b>	<u>Teacher Mentorship Program</u>		
<b>Analyst</b>	<u>Canada</u>	<b>Original Date</b>	<u>1/24/2020</u>
		<b>Last Updated</b>	<u>2/19/2020</u>

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**FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE**

**BILL SUMMARY**

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee Amendment to House Bill 62 (HB2/aHEC/aHAFC) struck the \$6.2 million appropriation from the general fund.

Synopsis of HEC Amendment

The House Education Committee Amendment to House Bill 62 (HB62/aHEC) adds language which clarifies the beginning teacher mentorship fund is to be administered by the Public Education Department (PED).

Synopsis of Bill

House Bill 62 (HB62) would amend Section 22-10A-9 NMSA 1978, which outlines the requirements for the beginning teacher mentorship program to require the PED to annually distribute up to \$2,000 per beginning teacher to school districts and charter schools for mentorship programs. HB62 also creates a beginning teacher mentorship fund.

**FISCAL IMPACT**

HB62/aHEC/aHAFC creates the beginning teacher mentorship fund as a non-reverting fund in the state treasury. Money in the fund is subject to appropriation by the Legislature to provide funding to school districts and charter schools for their beginning teacher mentorship programs. No appropriations have been made to this fund.

The Senate Finance Committee Amendment to the House Appropriations and Finance Committee Substitute for House Bills 2 and 3 (HB2/HAFCS/aSFC) includes an increase to the state

equalization guarantee (SEG) of \$11 million for mentorship and professional development and a \$4.2 million increase for mentorship stipends.

Additionally, HB2/HAFCS/aSFC includes a recurring general fund appropriation of \$3.5 million to PED for teacher recruitment, mentorship, professional development, evaluation and retention. A school district or charter school can submit an application to PED to receive funds from this appropriation. The appropriation stipulates PED can prioritize funding based on which school districts and charter schools use their SEG distributions to meet mentorship and professional development requirements in the beginning teacher mentorship statute. Demonstration of these efforts can include targeted and ongoing professional development for purposes of new teacher mentorship, case management, tutoring, data-guided instruction, coaching or other evidence-based practices that improve student outcomes.

Budget review request requirements for school districts and charter schools that go into effect for FY21 include a metric to measure if school districts are submitting and implementing mentorship programs as required in the beginning teacher mentorship statute.

## **SUBSTANTIVE ISSUES**

**Teacher Retention.** HB62/aHEC/aHAFC would allow an investment in funding high-quality, robust mentorship programs that train mentors to support beginning teachers. According to the *2019 New Mexico Education Vacancy Report*, New Mexico had 644 teacher vacancies in 2019. Additionally, turnover rates among New Mexico teachers are among the highest in the United States - at 23 percent and second only to Arizona between 2011 and 2014. Research shows that beginning teachers report that one of the main factors behind their decision to leave the profession is a lack of adequate support. According to The National Conference of State Legislatures international study of world-class educational systems, *No Time to Lose*, top-performing countries place new teachers with officially designated, well-trained master teachers, and often new teachers begin teaching with a reduced workload. Additionally, research has found first-year teachers assigned a mentor were more likely to return the following year, indicating mentoring can be a valuable strategy for teacher retention.

**Teacher Mentorship for Beginning Teachers.** HB62/aHEC/aHAFC would support PED in implementing existing law, The School Personnel Act enacted in 2003, which requires PED to develop a framework for a teacher mentorship program for all beginning teachers, but funding has not been consistently provided. Regulations became effective in July 2019 implementing the 16-year old law and realigning it to current educator needs. Currently, PED is responsible for approving annual school district and charter school mentorship plans that include individual support and assistance for beginning teachers, structured training for mentors, and procedures for evaluation of first-year teachers. Mentorships for beginning teachers are a crucial component to ensuring new teachers receive the guidance and support they need to be effective educators. Research finds effective mentoring includes mentors who have content area expertise, time to support beginning teachers, and support from school leadership.

**Teacher Quality.** Teacher quality is the number one school-based factor impacting student outcomes, and the district court in the consolidated *Martinez* and *Yazzie* lawsuit noted certain groups of students in New Mexico do not have access to high-quality teachers. Beginning teachers in mentorship programs perform better at various aspects of teaching including lesson plans, adjusting classroom activities to student interests, and successful classroom management.

HB62/aHEC/aHAFC would allow teachers to return to the classroom each year with the tools to implement best practices that meet their students' needs.

Rural districts may struggle to staff mentor teacher positions, though HB62/aHEC/aHAFC does not prohibit schools or school districts from sharing mentor expertise or the use of technology to provide services.

### **ADMINISTRATIVE IMPLICATIONS**

HB2/HAFCS would not appropriate any money to the beginning teacher mentorship fund created by HB62/aHEC/aHAFC. If the bill passes without an appropriation, the beginning teacher mentorship fund will be empty.

### **SOURCES OF INFORMATION**

- LESC Files

**CEC/tb/mc/sgs**