

LESC bill analyses are available on the New Mexico Legislature website (www.nmlegis.gov). Bill analyses are prepared by LESC staff for standing education committees of the New Mexico Legislature. LESC does not assume any responsibility for the accuracy of these reports if they are used for other purposes.

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

Bill Number	<u>HB177/HECS</u>	Sponsor	<u>HEC</u>
Tracking Number	<u>.217157.2</u>	Committee Referrals	<u>HEC/HAFC</u>
Short Title	<u>Regional Partnership School Demo Project</u>		
Analyst	<u>Alexander</u>	Original Date	<u>1/30/2020</u>
		Last Updated	<u>2/11/2020</u>

BILL SUMMARY

Synopsis of Bill

The House Education Committee Substitute for House Bill 177 (HB177/HECS) would appropriate \$3.3 million from the general fund to design, implement, and evaluate a five-year regional partnership school demonstration project, involving a partnership between the Pojoaque Valley public school district, New Mexico Highlands University (NMHU) School of Education, and Los Alamos National Laboratory (LANL).

The project shall include four components:

- A pre-service clinical teacher residency program, for teacher candidates who will serve their residency in Pojoaque Valley teaching in the fourth through eighth grades;
- Integrated professional development for licensed fourth through eighth grade teachers;
- Extended learning for students, including after-school and summer programming; and
- Parental and familial engagement in student education.

FISCAL IMPACT

HB177/HECS would appropriate \$3.3 million from the general fund to the newly created “regional partnership school demonstration project fund” for expenditure in FY21 through FY25. Money in the fund is subject to appropriation by the Legislature, and shall be administered by the Department of Finance and Administration (DFA). Any remaining balance at the end of FY25 shall revert to the general fund.

HB177/HECS would provide tuition and residency scholarships for participating teaching candidates; training, stipends, and salaries for teachers, mentors, and instructional coaches; funds for professional development experts; and funds for instructional materials. Funds from the appropriation would also be used to cover student transportation and per diem and mileage for off-site professional development attendees. Expenditures shall be on warrant of the DFA Secretary, pursuant to vouchers signed by the superintendent of Pojoaque Valley or the superintendent’s authorized representative.

SUBSTANTIVE ISSUES

Educational Partnerships in New Mexico. Partnerships between school districts, employers, professional development experts, and local community organizations can lead to resource-sharing, greater support for teachers, and extended services for students. For example, New Mexico’s regional educational cooperatives (RECs) have been an effective resource for school districts since 1997, and provide training, professional development, technical assistance, coordination of ancillary services, and accountability measures to school districts within an identified region. REC member school districts collaborate to share costs, leverage limited resources, and obtain funding and support through grants and inter-governmental agreements.

The House Appropriations and Finance Committee Substitute for House Bills 2 and 3 (HB2/HAFCS) included \$1.1 million for RECs in FY21. Pojoaque Valley is located within the regional area covered by REC 2, but currently does not participate in the REC. Future collaboration with REC 2 may allow Pojoaque Valley to leverage funds for the programs and professional development proposed by HB177/HECS.

Partners in the School Demonstration Project. LANL is a federally-funded research and development center, with projects focusing on national security, science, energy, and environmental management. LANL has historically provided academic resources for northern New Mexico students, including internship opportunities for high school seniors and science, technology, engineering and mathematics (STEM) summer camps. While HB177/HECS does not specify how LANL will participate in the school demonstration project, LANL may be able to provide instructors with STEM expertise and experience working with New Mexico youth.

The NMHU School of Education is a teacher college offering specializations in elementary, early childhood multicultural, special, secondary, and bilingual education. Students attending the NMHU School of Education would have access to the teacher residency program, stipends, and professional development opportunities outlined in HB177/HECS.

Pojoaque Valley serves approximately 2,000 students, 61 percent of whom qualify for free or reduced-fee meals, and 15 percent of whom identify as native or tribal, including students from the Pueblos of Nambé, Pojoaque, Ohkay Owingeh, San Ildefonso, Santa Clara, and Tesuque. The district-wide graduation rate for Pojoaque Valley steadily increased from FY14 to FY18, with the FY18 rate being 83.4 percent, higher than the statewide FY18 graduation rate of 73.9 percent.

Partnership Between LANL, NMHU, and Pojoaque Valley Public Schools. In 2018, LANL, NMHU, and Pojoaque Valley School District launched a professional development school known as the Regional Partnership School (RPS). RPS has been operating under an annual budget of \$78 thousand, with LANL contributing \$48 thousand, Pojoaque Valley contributing \$17 thousand, and NMHU contributing \$13 thousand. HB177/HECS would provide additional funding to the Regional Partnership School through 2025.

The \$3.3 million appropriation proposed by HB177/HECS would expand the annual operating budget for RPS from \$78 thousand to \$667 thousand for five years through FY25. The LANL community partnerships office explained the legislative funding would primarily support the creation of a teacher residency program at the RPS. The office reported their annual \$667 thousand budget would be distributed each year as follows:

- \$239 thousand for the “Preservice Clinical Practice Apprenticeship Program,”

- \$305 thousand for “Professional Development,”
- \$16 thousand for “Engagement of Parents and Families,”
- \$32 thousand for “Extended Learning for Students,” and
- \$75 thousand for RPS Evaluation.

Potential Impact of Proposed Programs. HB177/HECS includes four program components that have all been linked to improved student and teacher outcomes: a teacher residency program, professional development, extended learning time opportunities such as after-school programs and summer camps, and family engagement in student learning.

It is unclear whether the services proposed by HB177/HECS would be held to standards outlined in current statute. In part because of efforts to maintain quality control and hold programs accountable to evidence-based standards, the Legislature has typically allocated funds for teacher residency programs, extended learning time, mentoring, and other services to the Public Education Department (PED) to distribute as grants, as opposed to allocating funds directly to an individual school district or partnership.

Teacher Residency Programs. Teacher residency programs are applied-learning teacher preparation programs that combine in-classroom experience with coursework and supervision. Studies suggest that teacher residencies can reduce turnover and improve teacher retention. Research has also identified best practices for teacher residency programs, including the development of a strong partnership between a school district and university with a full year of teaching alongside an expert mentor teacher. Notably, HB177/HECS proposes both a partnership between Pojoaque Valley and NMHU and support from mentor teachers.

Development, funding, and implementation of teacher residency programs has increased in recent years. In 2019, the Legislature appropriated \$1 million to PED to fund a teacher residency pilot; PED awarded four pilot grants to Western New Mexico University, Central New Mexico Community College, Northern New Mexico College, and San Juan College. While LESC recommended \$5 million for the development of teacher residency programs in FY21, HB2/HAFCS did not include a recurring appropriation for teacher residences; however, it did include a nonrecurring appropriation of \$2 million to PED for a teacher residency pilot, contingent on legislation outlining a framework consistent with language in HB2/HAFCS. HB2/HAFCS also includes a \$6.8 million increase to the state equalization guarantee (SEG) to establish pay differentials for teachers assuming additional responsibilities for mentorship. The increase is contingent on the passage of SB171, School Finance Program Unit Changes, which creates a differential for mentor teachers of about \$2,300 in FY21 and about \$3,400 in FY22.

Professional Development. PED has defined high-quality professional development as any practice that improves teaching practices, addresses the needs of students with different learning styles, improves student classroom behavior, involves parents in the student’s education, uses data and assessments to improve classroom practice, is based on a needs assessment, is on-going and job-embedded, and raises student achievement. Research from Learning Forward, an educator professional development association, found that effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges.

HB2/HAFCS included a recurring appropriation of \$3.5 million for teacher professional development programs, and an \$11 million appropriation for mentorship, professional development, and induction programs. The latter must adhere to Section 22-10A-9 NMSA 1978 by providing ongoing professional development focused on evidence-based practices.

Extended Learning Time Programs. LFC has stated that additional instructional time can serve as an important tool to expand learning opportunities and offset learning gaps for low-income students. After-school and summer programs, such as those proposed by HB177/HECS, can also improve academic outcomes and offset disparities between low-income and other students.

It is unclear whether the after-school and summer programs proposed by HB177/HECS would be held to the extended learning time program requirements outlined in current statute. Extended learning time programs and K-3 and K-5 Plus programs, which provide statutorily-aligned services similar to the programs proposed in the bill, have not been fully utilized by Pojoaque Valley. According to LESC data from 2019, 24.8 percent of Pojoaque Valley students are participating in K-3 Plus and K-5 Plus programs, while 41.4 percent are participating in extended learning time programs. In 2019, the Legislature appropriated \$120 million to K-5 Plus programs and \$62.5 million for extended learning time programs; HB2/ HAFCS kept funding for K-5 Plus programs flat at \$120 million and increased funding for extended learning time programs by \$9 million in FY21. Pojoaque Valley could utilize these funds to provide additional instructional time to students in alignment with current statutory extended learning time requirements.

Family Engagement in Student Learning. Research consistently finds that parent involvement such as attending parent-teacher conferences or family workshops is positively associated with student success regardless of race, ethnicity, class, or guardian education level, although only when school staff prioritize parental involvement, share decision-making with parents, and work to understand class and cultural differences. Furthermore, according to a 2020 report by the National Parent Teacher Association, increased family engagement can also lead to increased cultural awareness and inclusivity in curriculum and classroom culture.

ADMINISTRATIVE IMPLICATIONS

HB177/HECS requires that periodic reports on student outcomes be provided to PED and the Legislature, and a final report provided to PED, the Legislature, and the governor. The bill also requires an annual evaluation of participant outcomes and a study of the demonstration project's impact on the school district but does not specify accountability metrics.

The bill does not clarify the individual administrative responsibilities of LANL, NMHU, and Pojoaque Valley staff; for example, the bill requires design and implementation plans be submitted to PED, but does not specify whether this must be completed individually or jointly by the partners.

RELATED BILLS

Relates to HB92, Teacher Residency Act, which appropriates \$5 million for the creation of a teacher residency program at public post-secondary educational institutions and tribal colleges.

Relates to HB62, Teacher Mentorship Program, which appropriates \$6.2 million for the creation for beginning teacher mentorship programs.

SOURCES OF INFORMATION

- LESC Files
- Public Education Department (PED)
- Legislative Finance Committee (LFC)