

FISCAL IMPLICATIONS

HB266 does not contain an appropriation.

Adding requirements to the special education alternative licensure path may result in a barrier to participation from potential teacher candidates who would prefer to enter the teaching profession more quickly in a different subject area that allows them to enter their own classroom with pay immediately. This may lead to decreased interest in the special education alternative licensure path, which currently starts teachers entering the field at a minimum annual salary of \$40 thousand — the same salary as a level 1 teacher. The fiscal impact range provided of negative \$40 thousand to \$0 is derived from the assumption the barrier to entry created by HB266 will decrease the number of special education alternative licensure candidates entering the field, thus, negatively impacting the general fund in the amount of the starting salary of a level 1 teacher.

Additionally, school districts may feel the need to pay alternative license teacher candidates during their field experience in order to fill a classroom vacancy after the candidate completes the approximately four-month long apprenticeship requirement. Educator preparation programs may also incur costs to restructure or expand field-based components in their programs.

SIGNIFICANT ISSUES

Notable Provisions. HB266 creates new requirements for individuals to obtain an alternative level 1 special education license. In addition to the current requirements –a completed baccalaureate, master's or doctoral degree; passage of the New Mexico teacher assessments examination, and completion of a minimum of 12 semester hours of instruction in teaching principles within two years of teaching – HB266 requires that individuals seeking an alternative level 1 special education license serve a 15-week apprenticeship under a level 3-A special education teacher while taking related and interwoven coursework to include

- Lesson planning,
- Classroom and behavior management for students with special needs,
- Learning theory,
- Foundations of special education, and
- Culturally and linguistically relevant teaching techniques.

Additionally, the bill specifies individuals holding alternative level 1 special education licenses on July 1, 2022, are not required to apply for a new license.

As mentioned in the above section, the provisions of HB266 may create a barrier to entry for candidates interested in pursuing an alternative level 1 teacher license but who would prefer to enter the teaching profession more quickly in a different subject area that allows them to enter their own classroom with pay immediately.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to Senate Bill 289, Special Ed Division of Ed Dept., which creates a new Special Education

Division and assistant secretary for special education within PED.

Relates to Senate Bill 319, School-Use of Restraint, which creates requirements for schools to follow in using restraint, while also prohibiting schools' use of seclusion.

Relates to House Bill 222, Special Education Ombud Act, which creates the Office of the State Special Education Ombud.

MB/al