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## FISCAL IMPACT REPORT

<b>SPONSOR</b> <u>Lente/Gurrola/Herrera/Sariñana/Trujillo</u>	<b>LAST UPDATED</b> <u>2/22/23</u>	<b>ORIGINAL DATE</b> <u>2/22/23</u>
<b>SHORT TITLE</b> <u>Year of Bilingual Multicultural Education</u>	<b>BILL NUMBER</b> <u>House Joint Memorial 3/aHEC</u>	<b>ANALYST</b> <u>Helms</u>

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT\* (dollars in thousands)

	FY23	FY24	FY25	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>		Indeterminate but minimal	Indeterminate but minimal	Indeterminate but minimal	Recurring	General Fund

See Fiscal Implications.

Parentheses ( ) indicate expenditure decreases.

\*Amounts reflect most recent analysis of this legislation.

### Sources of Information

LFC Files

Legislative Education Study Committee (LESC) Files

#### Responses Received

Higher Education Department (HED)

#### No Response Received

Public Education Department (PED)

## SUMMARY

### Synopsis of HEC Amendment

The House Education Committee amendment to House Joint Memorial 3 makes a technical change, clarifying a request of the Bilingual Multicultural Education Advisory Council to provide “a report on findings from the assessment and program priorities and funding recommendations to the governor, LESL, and LFC by September 1, 2023,” to a report with PED to address LFC’s 2022 program evaluation by September 1, 2023.

### Synopsis of House Joint Memorial 3

House Joint Memorial 3 (HJM 3) would honor New Mexico’s Bilingual Multicultural Education Act and requests the governor name the calendar year 2023 as “The Year of Bilingual Multicultural Education.” HJM3 requests PED and the bilingual multicultural education advisory council generate a report to address the LFC’s 2022 program evaluation: *Bilingual and Multicultural Education Programs* report findings and recommendations and any community concerns by September 1, 2023.

## FISCAL IMPLICATIONS

HJM3 does not contain an appropriation.

HJM3 includes language asking funds for professional development to be allocated to develop a scope and sequence for bilingual multicultural education programs (BMEPs), for all school administrators to receive ongoing in-depth training on BMEPs, and for PED to align curriculum to BMEPs and in consultation with experts across broad areas of education (including Indigenous language experts, and in areas of teacher preparation and evaluation in addition to curriculum) and to provide additional compensation to K-12 bilingual teachers, administrators, and professors. Currently, the LFC recommendation for FY24 includes \$5 million in recurring funding for school leader professional development and \$3 million in recurring funding for teacher professional development, and does not include targeted pay increases. LFC analysis estimates creating new professional development pathways for all administrators in addition to ongoing professional development, alongside developing targeted pay for bilingual multicultural educators, could approach \$3 million to \$5 million in additional funding per year.

HJM3 would incur administrative costs within PED to review meeting standards of the Bilingual Multicultural Education Act. PED has a Language and Cultural Division whose staff would most likely be responsible for creating the report requested within HJM3. The cost of creating a report could be absorbed by existing resources.

## SIGNIFICANT ISSUES

New Mexico was the first state to pass a bilingual multicultural education law, the Bilingual Multicultural Education Act in 1969. The current law was passed in 1973 and was amended in 2004 and again in 2018 to align with the federal Every Student Succeeds Act (ESSA).

As stated in the Bilingual Multicultural Education Act, the state's Bilingual Multicultural Education Programs (BMEP) goals are for all participating students to become bilingual and biliterate in English and a second language, including Spanish, a Native American language, or another language. The act requires research-based BMEPs to include professional development for teachers and instruction and assessment for students.

A 2022 LFC evaluation found PED's oversight of BMEP's was not meeting statutory requirements and suggested improvements including providing technical assistance to districts to better utilize federal emergency relief funds to support BMEP objectives, to develop professional development practices that meet the Bilingual Multicultural Education Act's standards, and to expand career technical education options to include bilingual courses.

## PERFORMANCE IMPLICATIONS

Performance measures noted in HJM3 include encouraging institutes of higher education to create degree programs to increase the number of bilingual teachers in elementary education, encouraging graduates with the state seal of bilingualism-biliteracy to be granted college credit at all institutions of higher education, and for PED to review the need for scholarships related to multicultural bilingual teacher education.

PED is requested to work with the bilingual multicultural education advisory council to convene a task force and generate a report to address the New Mexico Legislative Finance Committee Program Evaluation: *Bilingual and Multicultural Education Programs* report findings and recommendations and any community concerns by September 1, 2023.

## **ADMINISTRATIVE IMPLICATIONS**

HJM3 would incur administrative costs within PED to review meeting standards of the Bilingual Multicultural Education Act. HED may also incur administrative costs in efforts to develop degree programs emphasizing BME.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

HJM 3 duplicates Senate Joint Memorial 6 which states the joint memorial honors the Bilingual Multicultural Education Act and requests for 2023 to be recognized the “The Year of Bilingual Multicultural Education.”

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