

N/A	N/A	N/A	N/A	N/A

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY23	FY24	FY25	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	N/A	N/A	N/A	N/A	N/A	N/A

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:

Duplicates/Relates to Appropriation in the General Appropriation Act:

SECTION III: NARRATIVE

BILL SUMMARY

HM20 calls for the Legislative Education Study Committee (LESC) to conduct a study on the potential impacts of class size reductions in K-12 schools, including the impacts on student outcomes, staffing, and funding.

FISCAL IMPLICATIONS

There are no appropriations in HM20.

SIGNIFICANT ISSUES

HM20 calls for the Legislative Education Study Committee (LESC) to conduct a study on the potential impacts of class size reductions in K-12 schools, including the impacts on student outcomes, staffing, and funding.

There is some evidence that reducing class sizes can have a positive impact on student outcomes, particularly when those reductions occur in early grades. However, the scale of the class size reduction and other factors commonly associated with education outcomes, such as the socioeconomics and demographics of schools, can all impact the extent to which class size reductions make an impact.

A potential limiting factor for reducing class sizes closely related to the New Mexico Higher Education Department's (NMHED) work is the availability of educators to meet the increased number of teachers that would be needed. The Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center at New Mexico State University College of Health, Education, and Social Transformation issues a New Mexico Educator Vacancy Report each year. In the 2022-23 academic year, SOAR reports that there were 751 teacher vacancies, an increase of 61 teachers from 2021-22. Both years had substantially fewer vacancies than 2020-21 when there were 1,048 teacher vacancies. The largest need for teachers in 2022-23 was in special education followed by elementary education.

The 2023 report from SOAR also provides data on the teacher pipeline. In the 2022-23 academic year, 2,055 students were admitted to educator preparation programs (EPPs) and 1,158 students completed EPPs, increases of 169 and 131 students respectively over the prior year. Elementary education had the greatest number of student completions followed by special education.

Teachers can be trained through both traditional and alternative EPPs in New Mexico. The New Mexico Public Education Department (NMPED) oversees these programs, despite all traditional and most alternative programs being offered through higher education institutions (HEIs).

Traditional EPPs are offered at the following HEIs: Eastern New Mexico University, New Mexico Highlands University, New Mexico Institute of Mining and Technology, New Mexico State University, Northern New Mexico College, the University of New Mexico, University of the Southwest, and Western New Mexico University.

Alternative EPPs are offered through the following HEIs: Central New Mexico Community College, New Mexico Junior College, New Mexico Highlands University, New Mexico Institute of Mining and Technology, New Mexico State University, Northern New Mexico College, San Juan College, Santa Fe Community College, the University of New Mexico, University of the Southwest, and Western New Mexico University. Cooperative Educational Services, a private organization, also offers an alternative EPP.

New Mexico offers two financial aid programs for educators, both administered by NMHED: the Teacher Loan Repayment Program (TLRP) and the Teacher Loan-for-Service Program (TLSP). TLRP seeks to increase the number of teachers in designated high-need teacher positions in public schools in New Mexico. The program provides repayment of the principal and reasonable interest accrued on federal loans used for teacher preparation education. TLSP seeks to proactively address New Mexico's teacher shortage by providing students with the financial resources to complete or enhance their teacher preparation education. Students can receive awards of up to four thousand dollars (\$4,000) per year, and the award is renewable for up to five years.

If a reduction in K-12 class sizes can improve student learning and achievement in K-12, it may also have downstream effects on student outcomes in postsecondary education. Evidence for the impacts of K-12 education quality on later postsecondary outcomes is widely available in the literature. For example, a 2021 study found that increases in high school quality were associated with increased college-going rates for students (Carrell, et al, 2021). Other studies (Graham,

2021; Theobald et al, 2020) found positive relationships between K-12 teacher quality and postsecondary outcomes including college-going and college completion.

PERFORMANCE IMPLICATIONS

The Legislative Education Study Committee (LESC) is required to submit its findings and publish its report by December 31, 2024.

ADMINISTRATIVE IMPLICATIONS

The Legislative Education Study Committee (LESC) would administer this study. The New Mexico Higher Education Department (NMHED) would provide support and coordination as necessary, such as in its role in teacher preparation programs, financial aid programs for teachers, and postsecondary outcomes as they are impacted by changes in K-12 education.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

N/A

TECHNICAL ISSUES

N/A

OTHER SUBSTANTIVE ISSUES

N/A

ALTERNATIVES

A study on the potential impacts of reduced class sizes could be conducted by the New Mexico Public Education Department (NMPED).

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

If this bill is not enacted, a study on the impacts of reduced class sizes in K-12 schools may not be completed by the Legislative Education Study Committee (LESC).

AMENDMENTS

N/A