

LFC Requester:	Connor Jorgensen
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AGENCY BILL ANALYSIS - 2025 REGULAR SESSION

WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO

AgencyAnalysis.nmlegis.gov and email to billanalysis@dfa.nm.gov

(Analysis must be uploaded as a PDF)

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Date Prepared: February 27, 2025 *Check all that apply:*
Bill Number: SJM 3 Original Correction
 Amendment Substitute

		Agency Name	
Sponsor:	<u>Sens. Nava & Charley and Rep. Lente</u>	and Code	<u>University of New Mexico-952</u>
Short	<u>Higher Ed Bilingual Ed</u>	Number:	
Title:	<u>Faculties & Degree</u>	Person Writing	<u>Lenaya Montoya</u>
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY25	FY26		

(Parenthesis () indicate expenditure decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY25	FY26	FY27		

(Parenthesis () indicate revenue decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(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

Synopsis: SJM 3 discusses the importance and history of bilingual multicultural education in the state of New Mexico. The joint memorial also references the work that has already been done by the higher educational institutions (HEIs) in New Mexico to create bilingual multicultural educational programming and potential degree programs. SJM 3 requests the NM Higher Education Department (HED) to work with University of New Mexico (UNM), Western New Mexico University (WNMU), New Mexico Highlands University (NMHU) and New Mexico State University (NMSU) bilingual education faculty to develop a joint bachelor's degree in elementary bilingual multicultural education. Additionally, SJM 3 requests that HED review and address the need for providing scholarships for individuals who currently hold a bachelor's or master's degree in bilingual education, or students who graduated with a state seal of bilingualism-biliteracy on the student's NM diploma of excellence, to cover the cost of pursuing a doctorate in bilingual education in order for these students to teach bilingual education to college of education students and HEIs. The joint memorial also calls for an increase in funding bilingual education faculty lines in order to support the joint elementary bilingual multicultural education degree. Lastly, the joint memorial requests that secondary students who graduate with the state bilingual-biliteracy seal on their diplomas receive college language credit at all NM HEIs. The NM Public Education Department (PED) is requested to fully address, fund, and support the linguistic rights of the state's bilingual multicultural students, citing past significant court cases, and the NM Bilingual Multicultural Education Act, and the NM Constitution.

FISCAL IMPLICATIONS

While SJM 3 contains no appropriation, the implications for future fiscal impacts resulting from the development and implementation of a new undergraduate degree at each HEI would necessitate new financial appropriations for the creation of new bilingual faculty lines, bilingual student scholarships, recruitment and student support services, bilingual program operational costs, and graduate assistantships. SJM 3 may also include administrative costs within HED to review standards in the creation of a new undergraduate bilingual multicultural education teaching degree and within PED for administrative costs associated with review of bilingual teacher licensure and credentialing.

SIGNIFICANT ISSUES

The New Mexico legislature passed the Bilingual Multicultural Education Act (BMEA) in 1969. The current law was passed in 1973 and amended in 2004 and again in 2019 to align with the federal Every Student Succeeds Act (ESSA). As stated in the BMEA the goal was to prepare students to become bilingual and biliterate in English and a second language including Spanish, a Native American language, or another language. New Mexico is home to one of the most linguistically diverse student populations in the U.S. However, there is a continuing shortage of bilingual teachers who can provide bilingual instruction to students. More than a third of New Mexico residents speak a language other than English and nearly 1 in 5 students in New Mexico are English language learners. Approximately 10% of students in New Mexico speak or come from an Indigenous language background. Nearly 12% of students come from immigrant

backgrounds. There is a severe shortage of bilingual teachers in New Mexico which makes it difficult for these students to receive the appropriate instruction and support they need to succeed in school and graduate. SJM 3 seeks to correct this urgent need for increasing the number of bilingual teachers through a new elementary bilingual multicultural education degree to be developed jointly by four major universities in New Mexico: UNM, NMSU, WNMU and NMHU.

PERFORMANCE IMPLICATIONS

SJM 3 requests HED to work with bilingual education faculty from four universities, UNM, NMSU, WNMU, and NMHU to develop a joint bachelor's degree in elementary bilingual multicultural education. SJM 3 calls for HEIs to grant college credit in languages other than English, for students graduating with a New Mexico bilingual-biliteracy seal on their diplomas. This would include Spanish, Native American languages whether written or oral, and other languages. The memorial also requests that HED review and address the need for scholarships for students seeking a bachelor's or master's degree in bilingual education, students graduating with a NM bilingual-biliteracy seal, and support for doctoral level students pursuing bilingual education degrees. The joint memorial requests that funding be made available to increase new bilingual education faculty lines in NM HEIs to support teaching in bilingual education.

ADMINISTRATIVE IMPLICATIONS

At the university level, a new joint degree in bilingual and multicultural education would require administrative support for preparing for student advisement, recruitment, student teaching placement and administering bilingual scholarship awards. It would require each HEI to plan for the creation of new bilingual faculty lines and other costs associated with recruitment of new faculty. At the HED level, administrative support associated with creation of a new elementary bilingual teaching degree would require reviewing program and course standards review. As well as a potential new scholarship program for students pursuing a bilingual education degree at the bachelor's, master's or Ph.D. degree would need to be established. At the PED level, administrative support would be associated with licensure and credentialing requirements and standards review for a new elementary bilingual multicultural education teaching program.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

No conflict or duplication. However, there is a relationship of SJM 3 to previous Memorials passed in 2023, namely SJM 6, which requested the encouragement of HEIs to create degree programs that would increase the number of bilingual teachers in elementary education, to encourage students with the state seal of bilingualism-biliteracy to be granted college credit for a language other than English at all NM HEIs. NM PED was also requested to review the need for scholarships related to multicultural bilingual teacher education.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Students referenced in the Martinez/Yazzie v. State of New Mexico court case will not be able to receive the appropriate instructional bilingual services they need to succeed in school, that is, students who are English language learners, Hispanic, Indigenous, and Special Needs students.

AMENDMENTS

None.