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FISCAL IMPACT REPORT

ORIGINAL DATE 02/28/13

SPONSOR Miera LAST UPDATED _____ HB 543

SHORT TITLE Public School Dual Language Teachers SB _____

ANALYST Roberts

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY13	FY14		
	\$500.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 543 appropriates \$500 thousand dollars from the general fund to the Public Education Department (PED) for professional development and related services, including technical assistance, dual language education program development, training and support. Further, proposals for professional development, dual language education program development, training and support services need to be submitted, pursuant to the Procurement Code to the PED, and include specific guidelines as follows: 1) description of proposed provision; and 2) description of qualification's of service provider's employees delivering.

FISCAL IMPLICATIONS

The appropriation of \$500 thousand dollars contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2014 shall revert to the general fund.

SIGNIFICANT ISSUES

The PED cites that the Bilingual Multicultural Education Bureau (BMEB) supports five models of bilingual multicultural education, of which dual language immersion is one model of a

bilingual multicultural education program eligible for state funding. In the current 2012–2013 school year, there are 106 dual language programs in 20 districts, that serve 17,618 students. This number represents 31 percent of all students currently enrolled in bilingual multicultural education programs. Thus, any funding appropriated to support public school teachers working in bilingual multicultural education programs should serve all program models or as determined by the BMEB based on an assessment of the state’s needs in this area.

The PED further notes:

There are significant issues with HB 543 as presented and they listed in detail below:

1. There are five models of state-funded bilingual multicultural education programs:
 - a. HB 543 proposes to fund only one model targeting a bilingual multicultural education programming that is currently supported via state-funding.
 - b. Any funds appropriated for the benefit of public school teachers and the students served by bilingual multicultural education programs must take into account that the Bilingual Multicultural Education Act and relevant regulation supports multiple models of bilingual multicultural education program to develop and promote bilingualism and bi-literacy of participating students.
 - c. This bill offers no support to the majority of the bilingual multicultural education programs across the state, creating greater inequity within programs aimed at increasing the academic achievement of already under-served groups of students.
2. Qualifications required for professional service providers are unnecessarily restrictive:
 - a. The Request for Proposal (RFP) process is sufficient for assuring that the PED (via the Bilingual Multicultural Education Bureau) can make determinations about the appropriateness and qualifications for professional development providers serving culturally and linguistically diverse learners, ELLs, immigrant and migrant students.
 - b. HB 543 is narrowly written for a specific type of services, which do not necessarily serve the needs of all teachers serving in the full range of bilingual multicultural education programs and the students participating in such.
3. Program evaluation for the professional development, technical assistance, and training or support is not addressed in the bill.

ADMINISTRATIVE IMPLICATIONS

The PED will be responsible for administering the funds for professional development and related services, including technical assistance, dual language education program development, training and support and also ensuring that proposals for professional development, dual language education program development, training and support services are submitted, pursuant to the Procurement Code, to the Department.

MIR/svb