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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 1st Session, 2019

Bill Number	<u>HB25/aHAFC/aSEC</u>	Sponsor	<u>Bash/Trujillo, C./Garratt</u>
Tracking Number	<u>.212875.1</u>	Committee Referrals	<u>HEC/HAFC; SEC</u>
Short Title	<u>Teaching Pathways Coordinator</u>		
Analyst	<u>Sena</u>	Original Date	<u>2/18/19</u>
		Last Updated	<u>3/14/19</u>

BILL SUMMARY

Synopsis of SEC Amendment

The Senate Education Committee Amendment to the House Appropriations and Finance Committee Amendment to HB2 (HB25/aHAFC/aSEC) strikes a list of specific duties of the teaching pathways coordinator, replacing it with a broader requirement that the teaching pathways coordinator gather and analyze data on teacher preparation programs and the teacher pipeline.

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee Amendment to HB25 (HB25/aHAFC) strikes a \$150,000 appropriation to the Public Education Department (PED) from the original bill. The House Appropriations and Finance Committee Substitute for HB2 includes \$13.2 million for the PED for FY20, a \$2 million increase from FY19.

Synopsis of Original Bill

House Bill 25 (HB25) would create a position for a statewide coordinator to research current and future teaching needs in public schools and develop plans and recommendations to increase the number and types of public school teachers.

FISCAL IMPACT

HB25/aHAFC/aSEC does not include an appropriation.

SUBSTANTIVE ISSUES

HB25/aHAFC/aSEC would create a statewide position to coordinate teaching pathways in public schools and public post-secondary educational institutions, with particular attention on bilingual multicultural education, Indian and Hispanic education, science, technology, engineering, mathematics, and other identified specialties.

Duties. The coordinator would be responsible for gathering and analyzing data about teacher preparation programs and the teacher pipeline.

The coordinator would collaborate with and support school districts, charter schools, and public post-secondary institutions to interest, attract, and develop future teachers, as well as develop plans and recommendations for PED, the Legislature, and school districts and charter schools.

Duplication. Section 22.10A.19.2 NMSA 1978 requires PED to design a statewide reporting system to measure and track teacher and administrator education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico’s educator work force.

New Mexico Administrative Code 6.65.3, Educator Preparation Program Accountability, adopted in July 2018, already requires teacher preparation programs to submit data on various aspects of the programs, including enrollment, completion rates, and the racial and ethnic makeup of students. New Mexico State University’s Southwest Outreach Academic Research Lab annually produces a report about the number and type of educator vacancies in New Mexico.

PED analysis indicates that many of the responsibilities of the teaching pathways coordinator are currently fulfilled by department staff, and while some roles might require expanding in order to fulfill all provisions of the bill, that expansion would not require the level of appropriation proposed in the bill.

ADMINISTRATIVE IMPLICATIONS

PED would need to fill the position of teaching pathways coordinator or expand the responsibilities of current staff.

SOURCES OF INFORMATION

- LESC Files

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