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FISCAL IMPACT REPORT

ORIGINAL DATE 03/05/09

SPONSOR Ortiz y Pino LAST UPDATED _____ HB _____

SHORT TITLE Recreate State Spanish Supervisor Position SJM 60

ANALYST Varela

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	\$0.0		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY09	FY10	FY11	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		\$0.1	\$0.1	\$0.1		

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Cultural Affairs (DCA)

Public Education Department (PED)

SUMMARY

Synopsis of Bill

SJM 60 requests that the New Mexico Secretary of Education convene a working group to set goals for educational attainment in the area of Spanish-language teaching. The ultimate aim of the work group is to set goals for education attainment in the area of Spanish-language teaching and to consider the merits of the Secretary reinstating the position of State Supervisor of Spanish within the Public Education Department (PED).

FISCAL IMPLICATIONS

This joint memorial carries no appropriation. PED states that the memorial can be accomplished with existing staff. Operational costs associated with organization and time will be incurred by PED.

SIGNIFICANT ISSUES

The constitution of New Mexico protects the Spanish language as part of its recognition that the state was a Spanish-speaking region prior to statehood; and in the period from 1846 to 1848, some sixty thousand Spanish speakers lived in New Mexico as Mexico ceded lands to the United States following the Spanish-American war. The Treaty of Guadalupe Hidalgo, signed in February 1848, granted United States citizenship to all Mexican nationals who remained in the ceded territory, although only approximately two thousand Mexican nationals remained. New Mexico was approximately fifty percent Spanish-speaking during the territorial era, beginning in 1850. One of the major reasons that Arizona and New Mexico did not join the union as a unified state, though they were both part of the New Mexico territory, was because of conflicts over proper recognition of the importance of preserving and teaching the Spanish language. Spanish speakers at the time of statehood would not sacrifice their right to serve on juries in exchange for statehood. New Mexico joined the union with two official languages: Spanish and English. In 1925, New Mexico law required every high school with fifty or more pupils to employ a teacher qualified to teach both Spanish and English, but the state repealed that law in 1962. In 1943, the position of "state supervisor of Spanish" was created "to bring about an improvement in the teaching of Spanish in the schools ... in order to insure the retainment and the development of the Spanish language, with a view of future inter-American relations", but the state repealed the law creating that position in 1967.

The importance of New Mexico's bilingual tradition only increases with increased trade and exchanges with Mexico and South America. The memorial requests that the secretary of public education be requested to name and convene a working group, to include teachers, scholars and activists knowledgeable about uses for Spanish-speaking skills, for the purpose of setting goals for educational attainment in the area of Spanish-language teaching. The ultimate aim of the working group is to consider the merits of re-creating the state supervisor of Spanish position within the public education department. The working group shall report its findings and recommendations to the legislative education study committee by November 2009 and a copy of this memorial be transmitted to the secretary of public education.

OTHER SUBSTANTIVE ISSUES

PED additional comments:

- The Spanish language is the second most commonly spoken language in the United States, and it is second in the world as a language of business (Source: Spanish Embassy Report).
- According to recent data from The Instituto Cervantes, a public not-for-profit institution founded by the Government of Spain:
- Spanish is the second world language as a vehicle of international communication and the third as an international language of politics, economics and culture;
- About 330 million people in the world speak Spanish as their first language;
- Approximately another 100 million people speak Spanish as a second language;
- Spanish is the official language in 21 countries; and
- Spanish is expected to be the first language of 50% of the population of the United States within 50 years.
- House Bill 212 (approved by the 2003 Legislature) requires students (K-12) to be

- proficient in two languages (English and a second language, which could be Spanish);
- The Bilingual Multicultural Education Act provides financial support for programs that allow students to become proficient in two languages, English and a second language (one of which is Spanish), and to succeed academically;
 - In the 2008-2009 academic school year there are 54 school districts providing Bilingual Multicultural Education Programs in English and Spanish;
 - PED's Bilingual Multicultural Education Bureau staff provides ongoing technical assistance to districts implementing Bilingual Multicultural Education programs. Additionally, bureau staff approves and monitors the quality of the programs in all districts participating in Bilingual Multicultural Education;
 - According to the historical records available from the bureau, the following initiatives were implemented since the inception of the State Supervisor of Spanish position up to 2007:
 - Senate Bill 129 of 1943 established a position of Supervisor of Spanish in the New Mexico Department of Education to ensure the teaching of Spanish in the elementary schools. From 1944 to 1963, it was mandatory to teach Spanish in the elementary grades to all students.
 - In 1963, the law mandating the teaching of Spanish in the elementary schools was repealed but a new emphasis in Bilingual Education was beginning to appear.
 - In September 8, 1967, the State Board of Education adopted a Policy Statement endorsing Bilingual Education and establishing a division of Bilingual Education in the State Department of Education.
 - After 1967 the previous positions were reclassified and expanded with emphasis in Bilingual Multicultural Education, which included experts in Home Language (Spanish and Native American), English and Media.
 - From 1967 to the present (2009), the structure of the Bilingual Multicultural Education Bureau has undergone changes in the titles of the personnel. However, there is a requirement that the educational consultants and the director be experts in Bilingual Multicultural Education and proficient in English and Spanish or Native American Language.

According to the Student Teacher Accountability Reporting System (STARS), 40th Day Report for SY 08-09:

- 56% of the student population attending the public school districts are Hispanic or Latino;
- 20% of the Hispanic or Latino students speak a language other than English (Spanish); and
- Of the 61,009 student population participating in Bilingual Multicultural Education programs, 77% is made up of Hispanic or Latino students.

According to the New Mexico Standards-based Assessment results in SY08 for Hispanics or Latino students:

- **READING-** 8th graders made the greatest gains in the four-year period, progressing 12.5% followed by 3rd graders (3.8%);
- **MATH-** 8th and 5th graders progressed significantly (12.3% and 13.8% respectively), followed by 7th graders (8.8%), 6th graders (7.5%), and 11th graders (5.3%); and
- **SCIENCE-** 5th and 7th graders gained 7.9% and 7.6% in proficiency, followed by third graders increasing 4.8%.

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References:

New Mexico Public Education Department's Academic Growth and Analysis Bureau. New Mexico Standards Based Assessment Results.

New Mexico Public Education Department's Bilingual Multicultural Education Bureau.

Student Teacher Accountability Reporting System (STARS). Reports: Student Snapshot (Total Students, Total Hispanic Students, Languages other than English, and Participation in Bilingual Multicultural Education Programs). Retrieved January 20, 2009 from STARS 40th Day SY 2008-2009.

PV/mc