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

Bill Number	<u>HM72</u>	Sponsor	<u>Stapleton/Martinez, J./Salazar/Rubio/ Maestas</u>
Tracking Number	<u>.214516.1</u>	Committee Referrals	<u>HEC</u>
Short Title	<u>Multicultural Education Task Force</u>		
Analyst	<u>Ochoa</u>	Original Date	<u>3/7/19</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Memorial

House Memorial 72 (HM72) would request the creation of a task force that would have the duty to develop a definition of multicultural education and provide a report on the status of multicultural education in New Mexico to the appropriate interim legislative committee by November 1, 2019.

FISCAL IMPACT

Memorials do not contain appropriations.

SUBSTANTIVE ISSUES

Status of New Mexico Children. HM72 notes that although New Mexico has a complex cultural and linguistic diversity, multicultural education is not the instructional focus for the state. The memorial cites the Annie E. Casey 2018 *Kids Count* report stating 76 percent of New Mexico's public school students are children of color, many of whom underachieve academically and have high rates of dropping out of high school or postsecondary education. These issues bring to light the fact that the needs of students of color are not being met. According to the memorial, multicultural education for all students may be an effective framework to address these inequities.

Professional Development. The Washington Post reports a majority of teachers stated their experience with professional development was not valuable. The article estimates that nationally \$6 billion are spent annually on professional development and at least half of that investment does not lead to improved teacher efficiency and instruction. According to a report published by the Center for Public Education, traditional professional development is ineffective because it does not support teachers at the point where the learning curve is the steepest — implementation. The report notes professional development should be ongoing and occur over time. Ideally, coaches or mentors would assist in the monitoring and improvement of implementation. The memorial states culturally and linguistically responsive approaches to teaching and multicultural education could

be more clearly defined. Clarified expectations may lead to school districts and charter schools to provide more focused professional development.

HM72 outlines that there is a lack of culturally and linguistically responsive multicultural professional development; however, the issues that should be addressed are monitoring and implementation of professional development objectives. Teachers across the state regularly partake in professional development without being monitored and coached in implementing the strategies that align with the mission of the school district, charter school, or state agency.

Standards for Multicultural Education. HM72 indicates New Mexico “began to adopt” standards for multicultural education in 2017. Part 8 of 6.29 NMAC, World Readiness Standards for Learning Languages became effective July 1, 2018. These standards are taken from the American council on teaching of foreign languages for students in kindergarten through 12th grade to be prepared with 21st century skills to enable success in college, career, and in local and global multilingual communities. It is unclear if the World Readiness Standards for Learning Languages are the same standards referred to in HM72 as the Public Education Department (PED) has not adopted any other standards that could be categorized as “standards for multicultural education”.

Multicultural Education Definition. HM72 would request a task force to develop a definition of multicultural education. Multiple sources provide descriptions of multicultural education as one that addresses and incorporates histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. In general, it would equate to instruction that is based on educational equity for all students regardless of background. The National Association for Multicultural Education notes multicultural education is a philosophical concept built on freedom, justice, equality, equity, and human dignity.

Task Force. HM72 would request a task force to be comprised of individuals with technical knowledge of and expertise in multicultural education including two enrolled members of Indian nations, tribes, or pueblos; five individuals consisting of kindergarten through 12th grade teachers, principals, superintendents, board members, education administrators, or higher education faculty with at least one individual representing special education; five parents of multicultural students; at least three multicultural education students; and at least one member of each the Senate and the House. Considering the body of research supporting the value of early childhood education, the sponsor may wish to include an individual with expertise in multicultural education for early childhood development. HM72 would request LESC and the Legislative Finance Committee (LFC) to assist the task force. The task force would be requested to present its findings to the appropriate interim legislative committee by November 1, 2019.

Distribution. HM72 would request copies of the memorial be distributed to the secretaries of PED and the higher education department and the chairs of LESC and LFC.

RELATED BILLS

SM 111, Multicultural Education Task Force (Duplicate)
HB 159, Multicultural Education Framework
HB 394, Cultural & Linguistic Appropriate Education
SB 614, Multicultural Educator Loan for Service Act
SB 632, Additional Ed Dept. Divisions

SOURCES OF INFORMATION

- LESC Files

ALO/mc/mhg