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FISCAL IMPACT REPORT

SPONSOR Bash/ Trujillo, CH/Garratt **ORIGINAL DATE** 2/19/19
LAST UPDATED 3/13/19 **HB** 25/aHAFC/aSEC

SHORT TITLE Teaching Pathways Coordinator **SB** _____

ANALYST Eckberg/Liu

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY19	FY20	FY21	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		See Fiscal Implications				

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Higher Education Department (HED)

SUMMARY

Synopsis of SEC Amendment

The Senate Education Committee amendment to House Bill 25 strikes the list of data to be gathered and analyzed by the statewide coordinator and instead establishes the following duties:

- Gather and analyze teacher preparation programs and the teacher pipeline;
- Work with school districts, charter schools, and public post-secondary educational institutions to attract and develop teachers;
- Plan and execute teaching pathways meetings, conferences, and other educational support for teachers, education preparation faculty, and students;
- Develop plans and recommendations for PED, the Legislature, and public schools.

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee Amendment to House Bill 25 strikes section 2 in its entirety, removing the appropriation of \$150 thousand.

Synopsis of Original Bill

House Bill 25 appropriates \$150 thousand to the Public Education Department (PED) to employ a statewide teaching pathways coordinator for the various teaching pathways in public schools

and public post-secondary educational institutions with particular attention on needs for critical teaching specialties such as bilingual, multicultural, Indian, and Hispanic education, STEM, and other identified specialties.

FISCAL IMPLICATIONS

PED notes they have a position in place working closely with the Educator Preparation Programs, and that this role could be expanded to encompass what is outlined in this bill and may not require as much funding as requested.

SIGNIFICANT ISSUES

House Bill 25 creates a new section of the Public School Code and the position of a statewide coordinator to research and analyze data on the current and future teaching needs in New Mexico's public schools. The bill outlines duties of the statewide coordinator and instructs the statewide coordinator develop plans and make recommendations to educational stakeholders based on the research collected and analyzed regarding New Mexico's teacher pipeline.

The statewide coordinator's duties will include gathering and analyzing data in the following areas:

- 1) The number of public post-secondary educational institution teacher preparation programs and the number of students in each program;
- 2) Students receiving teacher loan-for-service grants or other state-provided financial assistance, including number of students who have defaulted on teacher loan-for-service or teacher loan repayment programs;
- 3) Teaching pathways in both public schools and higher education;
- 4) Students interested in a teaching career;
- 5) Future teaching needs as teachers retire;
- 6) Current number of teachers and the types of licenses they hold; and
- 7) Current national and international educational trends.

The statewide coordinator is also to work with school districts, charter schools, and public post-secondary educational institutions to attract and develop teachers.

The 2018 LFC Progress Report, *Teacher Compensation*, reports quality teaching is the most influential school factor affecting student academic success and the recruitment and retention of high quality teachers must be a priority. Despite interventions to recruit and retain high quality teachers, the number of returning teachers declined by 6 percent since 2016.

Information presented by New Mexico State University's Southwest Academic Research Lab indicates the number of teacher vacancies continues to rise in New Mexico. In 2017 New Mexico had 740 Teacher Vacancies, an increase from the prior year in which there were 476 teacher vacancies

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

PED notes Section 22-10A-19.2 NMSA requires the department to annually complete the Educator Accountability Report. Several of the duties listed in the bill are similar to what is required in the Educator Accountability Report.

A. The department shall:

- (1) design a uniform statewide educator accountability 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; provided that the system shall be designed in collaboration with:
 - (a) all public post-secondary teacher and administrator preparation programs in New Mexico, including those programs that issue alternative or provisional licenses;
 - (b) the teacher and administrator preparation programs' respective public post-secondary educational institutions; and
 - (c) the higher education department;
- (2) require all public post-secondary teacher and administrator preparation programs to submit the data required for the uniform statewide educator accountability reporting system through the department's student teacher accountability reporting system;
- (3) use the uniform statewide educator accountability reporting system, in conjunction with the department's student teacher education accountability reporting system, to assess the status of the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education;
- (4) adopt the format for reporting the outcome measures of each teacher and administrator preparation program in the state; and
- (5) issue an annual statewide educator accountability report.

TECHNICAL ISSUES

PED notes the bill only specifies working with public post-secondary institutions. However, the state has several private post-secondary institutions that also add to the teacher pipeline and the coordinator should also include data from these institutions in order to gain an accurate picture of the teacher pipeline.

The statewide coordinator will need information technology support from the department in order to streamline the data collection process.

NE/SL/sb