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FISCAL IMPACT REPORT

SPONSOR Salazar/ ORIGINAL DATE 1/24/19
Trujillo, CH/ Garratt LAST UPDATED 2/27/19 HB 120/aHAFC

SHORT TITLE Bilingual Teacher Preparation Act SB _____

ANALYST Hawker

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY20	FY21		
NFI			

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB159

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)
 Public Education Department (PED)
 Eastern New Mexico University (ENMU)
 New Mexico Institute of Mining & Technology (NMIMT)
 New Mexico State University – Carlsbad (NMSU-C)
 University of New Mexico (UNM)

Other Responses Received From

New Mexico Independent Community Colleges (NMICC)

SUMMARY

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee amendment to House Bill 120 strikes the appropriation from the bill and renumbers the succeeding section accordingly.

Synopsis of Original Bill

House Bill 120 creates the Bilingual Teacher Preparation Act in Chapter 21 NMSA 1978. The bill establishes the operation, expansion, and improvement of teacher preparation for college of education students or educational personnel who want license endorsements to teach English

language learners, in particular Hispanic or American Indian students or bilingual multicultural education.

Section 1: creates the Bilingual Teacher Preparation Act (Act).

Section 2: establishes the purpose of the Act, which is to provide for the operation, expansion and improvement of teacher preparation programs for college of education students or educational personnel who want license endorsement to teach English language learners, particularly Hispanic or American Indian students, or bilingual multicultural education.

Section 3: provides definitions for use in the Act.

Section 4: HED is charged with promulgating rules to implement the Act. The department is authorized to provide loans to teacher preparation students seeking license endorsements or degrees in teaching English to speakers of other languages or bilingual, multicultural education. HED is to give preference is awarding loans to students in teacher preparation programs that contain coursework in:

- Spanish or a tribal language;
- teaching English to speakers of other languages;
- using a language other than English for instruction
- development of cultural proficiency in working with New Mexico's majority-minority public school population, particularly Hispanic and American Indian students;
- educational leadership for teachers who hold English language learner or bilingual license endorsement;
- instructional methods and techniques that have proven effective in second-language acquisition that meet rigorous standards and are effective.

Section 5: HED is authorized to provide loans to New Mexico residents who are teacher preparation students at the baccalaureate or graduate level studying to teach English to speakers of other languages or bilingual multicultural education who agree to teach speakers of other languages or bilingual multicultural education in a New Mexico public school.

The awarded loan shall be sufficient to cover tuition, fees, and instructional materials. Repayment is to follow repayment as established for the Teacher Loan for Service Act. The recipient shall agree to repay the loan plus interest at the same rate as other teacher loan programs or agree to work for a period the equivalent of which is one public school year of service for two consecutive semesters of college, excluding summer sessions.

HED is to prioritize awards to students based upon criteria established in this section.

Section 6: the bilingual teacher preparation fund is created. The fund consists of appropriations, gifts, grants, donations, bequests and income from investment of the fund. The fund is to be administered by HED. Money within the fund is appropriated to HED for making loans pursuant to this Act.

Section 7: establishes reporting requirements. HED will work in consultation with PED to conduct and publish a biennial survey.

Section 8: Five million is appropriated from the general fund to the bilingual teacher preparation fund for expenditure in FY20 and subsequent fiscal years to provide loans as provided in the Act. Funds shall not revert.

Section 9: the effective date of the Act is July 1, 2019.

FISCAL IMPLICATIONS

HB120/aHAFC strikes the appropriation.

The appropriation of \$5 million contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY 20 shall *not* revert to the general fund.

HB120 creates a new fund and provides for continuing appropriations. The LFC has concerns with including continuing appropriation language in the statutory provisions for newly created funds, as earmarking reduces the ability of the legislature to establish spending priorities.

SIGNIFICANT ISSUES

HED administers the New Mexico Teacher Loan-for-Service program, Section 21-22E-1 NMSA 1978. According to HED, since 2008 the Department has seen a significant decline in applicants for the Teacher Loan-for-Service program. In the application cycle for the 2018-19 academic year, HED received only two applications. It awarded one qualified applicant \$4 thousand.

ADMINISTRATIVE IMPLICATIONS

HB 120 will require coordination between HED, PED, and public postsecondary education institutions in conducting and publishing a survey of school district needs.

RELATIONSHIP

HB159 addresses bilingual multicultural education as administered by PED.

OTHER SUBSTANTIVE ISSUES

In addition to the Teacher-Loan-For-Service program (mentioned above in Significant Issues), HED also administers a Teacher Loan Repayment program. This program is designed to increase the number of teachers in designated high-risk teacher positions in public schools through an education loan repayment program. This program provides for the repayment of the principal and reasonable interest on loans obtained for teacher education purposes. In the 2018 application cycle, the program received 128 applications. Due to limited funding, HED was only able to fund eight applicants. Teachers who applied for repayment had an average debt of \$39.8 thousand and an average income of \$44.5 thousand.

While similar in name, loan-for-service programs differ from loan repayment programs. Loan-for-service programs are entered into while a student is enrolled in higher education. If the student is awarded the loan, the student makes a commitment to provide service to the state as specified in the loan.

In a loan repayment program an individual who has taken out educational loans and has completed their education, requests the principal and interest be paid on their behalf as the individual works in an occupation and/or location specified by the repayment program.

HB120 defines “teacher preparation program” as a bachelor’s, master’s, or doctoral degree program at a New Mexico public post-secondary educational institution that leads to license endorsements in teaching English to speakers of other languages or bilingual multicultural education. Some of New Mexico’s public community colleges offer alternative teacher licensure programs. Students enrolled at a community college’s alternative teacher licensure program are not enrolled in a bachelor’s, master’s, or doctorate program and would not be eligible for the bilingual teacher education loan-for-service.

VKH/sb