

LFC Requester:	Connor Jorgensen
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**AGENCY BILL ANALYSIS
2024 REGULAR SESSION**

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{Analysis must be uploaded as a PDF}

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply:

Original **Amendment** _____
Correction _____ **Substitute** _____

Date 1/20/2024
Bill No: SB 103

Sponsor: <u>Senator Linda Lopez</u>	Agency Name and Code Number: <u>University of New Mexico-952</u>
Short Title: <u>UNM Spanish Education Program</u>	Person Writing: <u>Lenaya Montoya</u>
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY24	FY25		
	350.00	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
 Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: Senate Bill 103 appropriates three hundred fifty thousand dollars (\$350,000) to the board of regents of the University of New Mexico to fund the medical Spanish education program at the University of New Mexico’s School of Medicine, College of Nursing, College of Pharmacy, and the College of Population Health.

FISCAL IMPLICATIONS

The funds appropriated to the UNM Health Sciences Center Office for Diversity, Equity, and

Inclusion (HSC DEI) medical Spanish education program, will further support the development and implementation of educational and learner assessment materials in Spanish communication skills for graduate students at the School of Medicine, College of Nursing, College of Pharmacy, and College of Population Health. Funds will be allocated to cover bilingual Spanish/English faculty, staff, and standardized patients; the development, implementation, and evaluation of educational and learner assessment materials; and administrative/operational support for a unified HSC DEI Spanish Language Equity Initiative.

SIGNIFICANT ISSUES

SB 103 will help to improve the health and well-being of the people of New Mexico. The University of New Mexico Health Sciences Center (UNMHSC), as a Hispanic Serving Institution (HSI) and the largest educational system awarding health professions degrees in NM, is uniquely well-positioned to advance health equity for NM Spanish speaking populations.

In 2020, the most common non-English language spoken in households in New Mexico was Spanish; 26% of the households in New Mexico reported speaking Spanish at home as the primary language according to the Census Bureau. Many healthcare organizations have made significant efforts to provide language services for patients with non-English language preferences (NELP). However, data also show that many healthcare institutions continue to fall short of delivering language services, an issue that was magnified recently during the COVID-19 pandemic (Herzberg, Barrero Castillero, & Matute, 2021). In New Mexico, 32 of 33 counties are health provider shortage areas as designated by the federal Health Resources and Services Administration and have less than half the supply of health professionals needed by the target population.

The NM Healthcare Workforce report mandated by the 2011 New Mexico Health Care Workforce Data Collection, Analysis, and Policy Act does not collect or report the healthcare workforce's language skills. The 2021 and 2022 reports show the shortage of health providers in NM, especially Hispano/Latino, among all health professions.

Populations with a preferred language other than English have a higher risk of experiencing healthcare disparities in accessing healthcare and screening prevention services and consequently have decreased quality of care and poorer health outcomes than English speakers (Smith D, 2010) (Berdahl & Kirby, 2019). Patient-Provider language concordance improves health outcomes and decreases health disparities. The Spanish communication skills initiative directly increases the number of certified health professionals to provide direct, efficient, empathetic, and linguistically competent care to Spanish-speaking patients across New Mexico.

A national survey examining existing Medical Spanish programs in US Medical Schools reported in 2021 that among 155 medical schools in the US, 125 medical schools participated; out of the 125, 98 (78%) offer Medical Spanish education. And 54% (53 out of 98) offer formal Medical Spanish courses. The study identified four basic standard components for Spanish medical education programs: a formal curriculum, faculty educators, learners' assessment, and institutional credit.

In 2022, the University of New Mexico, School of Medicine, launched a formalized opt-in Clinical Communications Skills in Spanish (CCSiS) 4-year longitudinal program. Currently the program has 30 first year and 25 second-year medical students enrolled. CCSiS is a voluntary opt-in educational activity for native/heritage -Spanish speakers. It is a longitudinal program

over four years of medical school. It offers 3 hours a week of educational instruction/study time. CCSiS activities do not replace the usual medical school curriculum, which all students complete. Assessment in year two will be done through Objective Structural Clinical Examinations (OSCE) with Spanish Standardized Patients. Spanish clinical communication skills will be documented with SIELE and CCLA Certification before a Practical Immersion Experience rotation by the end of year 2. Students will be placed in Spanish -Speaking clinical sites for PIE and Continuity Clinics.

Currently budget includes 1 FTE staff salary at grade 14. The operational budget for FY 2023-24 included \$3300 for 30 pilot certifications of residents and students with a CCLA Spanish exam; and \$700 for faculty development for a Simulation Medical Education in Spanish for faculty across the 20 departments of the School of Medicine. All totaling \$4000. No similar training program exists for medical students in NM.

Different pilot programs within the UNM College of Nursing and Pharmacy have been done since 2004 as optional electives. Currently there are not funds allocated. No bilingual or Spanish courses are currently offered at College Population Health.

New Mexico has been a leader in bilingual education, becoming the first state to pass a bilingual multicultural education law, the Bilingual Multicultural Education Act of 1973 (BMEA). The BMEA was amended in 2004 and again in 2018 to align with the federal Every Student Succeeds Act (ESSA). As stated in the BMEA, the state's goals are for all participating students to become bilingual and biliterate in English and a second language, including Spanish, a Native American language, or another language.

The 2010 NM Hispanic Education Act supports bilingual education in higher education in NM. NM has a bilingual seal education program for K-12, but there are no bilingual higher education programs for health professions in NM, despite many of NM's higher education institutions having the Hispanic Serving Institution designation.

The UNM HSC DEI/ Office of Institutional Analytics Report on HSC faculty and degrees awarded in 2022:

-The School of Medicine has 1124 faculty, 17% (191) are Hispanic. Among 118 MD graduated in 2022 from UNM School of Medicine, 31 were Hispanic.

-The College of Nursing has 90 faculty, 16% (15) are Hispanic. Among the degree awarded in 2022 were 5 PhD in Nursing- 1 Hispanic, 19 DNP – 6 Hispanic, 59 MSN -25 Hispanic and 420 BSN – 208 Hispanic.

-The College of Pharmacy has 53 faculty, 7.5% (4) are Hispanic. Among the degrees awarded in 2022 were 61 Doctor in Pharmacy – 30 Hispanic, 33 BS in Pharmacy -16 Hispanic.

-The College of Population Health has 23 faculty, 21% (5) Hispanic. Among the degree awarded in 2022 were 27 MPH -7 Hispanic, 41 BS Population Health – 16 Hispanic.

The SB 103 appropriation funds allocated to the UNM HSC Office for Diversity, Equity, and Inclusion (HSC DEI) medical Spanish education program, will further support the development, implementation, and evaluation of educational and learner assessment materials in Spanish communication skills for graduate students at the School of Medicine, College of Nursing, College of Pharmacy, and College of Population Health.

PERFORMANCE IMPLICATIONS

The SB103 appropriation will support the education of health care providers that can serve the linguistically diverse population of NM. Under the US HHS National Standards for Culturally and Linguistically Appropriate Services (CLAS), healthcare organizations must provide effective, equitable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, chosen language, health literacy, and other communications needs. SB103 will help UNM HSC comply with the US HHS Standards for CLAS.

SB103 will help improve the safety and quality of health encounters for New Mexico's Spanish-speaking population and will increase the certification of healthcare professionals representing the linguistic and ethnic diversity of New Mexico's population, helping to address health disparities. The funds provided in SB103 will enhance the implementation of the New Mexico Hispanic Education Act in the post-secondary education of medical, nursing, pharmacy, and population health students.

ADMINISTRATIVE IMPLICATIONS

The SB 103 appropriation funds allocated to the UNM HSC Office for Diversity, Equity, and Inclusion (HSC DEI) medical Spanish education program, will further support the development, implementation, and evaluation of educational and learner assessment materials in Spanish communication skills for graduate students at the School of Medicine, College of Nursing, College of Pharmacy, and College of Population Health.