

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY21	FY22	FY23	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(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:

House Bill 219 (HB219) would require the Public Education Department (PED) to convene a working group to study a biliteracy and oral language development framework and report its findings the PED, the Legislative Education Study Committee (LESC), the governor, the deans of colleges of education, and the presidents of state universities by December 1, 2021

FISCAL IMPLICATIONS

HB219 would appropriate \$400,000 for fiscal year 2022 to pay the expenses of staffing for the working group, including biliteracy experts and in-depth research with publication of the working group’s report. Members of the working group who are not paid with public money would be entitled to per diem and mileage as provided in the Per Diem and Mileage Act and shall receive no other compensation, perquisite, or allowance. Any unexpended or unencumbered balance remaining at the end of FY22 would revert to the general fund.

SIGNIFICANT ISSUES

Working Group Duties. HB219 would require the working group to do the following:

- Study potential statewide frameworks that will provide all students with access to a CLR education
- Identify a biliteracy and oral language development framework with certain parameters including improving the rates for indigenous oral language development and college and career readiness
- Identify research-based pk-12 biliteracy frameworks in English and Spanish for student sin developmental bilingual multicultural education programs
- Identify best practices for oral language development that respects indigenous languages
- Study biliteracy framework and oral language development for indigenous language instruction to provide guidance on professional development

The working group would be required to publish a final report regarding biliteracy and oral language development frameworks in New Mexico, including why identified frameworks have been successful how state standards for Spanish language arts should align with the state's pre-

kindergarten through twelfth grade biliteracy and oral language development framework. For indigenous languages, the report shall identify key findings regarding instructional approaches that best meet the purposes for indigenous language instruction including native literacy, where an indigenous language is used for that purpose, and native languages that focus primarily on oral language instruction. The report shall provide recommendations on the biliteracy and oral language development frameworks and appropriate professional development to support school districts and charter schools implementing bilingual multicultural education program models.

Current status. The PED received \$100,000 in the General Appropriation Act of 2020 for the purpose of developing a biliteracy framework. The department has already convened a task force of national experts in biliteracy to advise the department about how biliteracy intersects with structured literacy, which is a key statewide literacy initiative called for in 22-13-32 NMSA 1978.

Additionally, the department intends to use a portion of the funds to create professional development modules that will incorporate the framework and supports classroom teachers and school administrators to understand how to incorporate biliteracy across the curriculum. The department intends to move forward for professional development for implementation of the biliteracy framework and biliteracy best practices.

PERFORMANCE IMPLICATIONS

It is recommended that that given the depth of the study parameters, it may be necessary to extend the deadline for publishing the report beyond December 1, 2021.

ADMINISTRATIVE IMPLICATIONS

If approved, HB219 would require the PED to create and oversee the actions of the working group. It is unclear if this legislation would require the creation of a duplicate task force, since the PED has already begun this work.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES

ALTERNATIVES

Rather than create another working group, the sponsor may want to work with the PED to collaborate on efforts to improve biliteracy.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

AMENDMENTS