

LFC Requester:	Becerra
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**AGENCY BILL ANALYSIS
2021 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

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 2/15/2021
Bill No: HB266

Sponsor: Natalie Figueroa
Short Title: SPECIAL EDUCATION
TEACHER LICENSES

Agency Name and Code PED-924
Number: _____
Person Writing John Sena
Phone: 505-570-7816 **Email** John.Sena@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY21	FY22		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY21	FY22	FY23		

(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 266 (HB266) seeks to update the licensure requirements for those seeking to earn an alternative level 1 special education license.

FISCAL IMPLICATIONS

HB266 does not contain an appropriation.

SIGNIFICANT ISSUES

Requirements. HB266 includes additional requirements for candidates seeking an alternative Level 1 special education license. The proposed requirements include a 15-week apprenticeship under a level 3A teacher and coursework at a post-secondary institution that connects pedagogical theory with teaching practices. The coursework must include lesson planning; classroom and behavior management for students with special needs; learning theory; foundations of special education; and culturally and linguistically relevant teaching techniques.

The most significant proposed change to the requirements for an alternative level 1 special education license is the addition of a 15-week apprenticeship. Currently, educators with an alternative level 1 license are eligible to be the teacher of record in a classroom, meaning they can start teaching while still completing coursework. While it is unclear what would constitute an apprenticeship, the requirement would presumably mean a candidate would have to complete the apprenticeship before earning a license and being able to teach.

Vacancies. According to New Mexico State University’s Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center, there were 571 teacher vacancies in the fall of 2020. Of those, 153, or 27 percent, were for special education positions. In the fall of 2019, 151 of the 644 teacher vacancies, 23 percent, in the state were for special education positions. These data illustrate the difficulty school districts and charter schools have in filling special education positions.

Creating more rigorous criteria for candidates pursuing special education licensure, while potentially increasing teacher candidates’ skills and readiness to enter the classroom, could also exacerbate the issue of filling special education vacancies in the state. At the end of the 2019-2020 school year, 60 percent of candidates who completed an educator preparation program did so from an alternative program. Additionally, more rigorous requirements and supports for candidates seeking an alternative level 1 special education license could lead to inequity of

supports for all alternative licensure candidates as well as all New Mexico students.

Lastly, by allowing only level 3A licensed teachers to oversee the apprenticeship, the proposal might make it difficult for candidates to find a placement.

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS

The Department would be required to promulgate rule to establish these new requirements.

Educator preparation programs would be required to develop a program to meet the needs of candidates seeking an alternative level 1 special education licensed.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

It is unclear what “apprenticeship” means. The sponsor might consider defining the term.

OTHER SUBSTANTIVE ISSUES

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

AMENDMENTS