

LFC Requester:	Liu
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**AGENCY BILL ANALYSIS
2022 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: **Date** February 2, 2022
Original **Amendment** **Bill No:** HB13/aHEC
Correction **Substitute**

Sponsor: Reps. Sariñana, Garratt, Lane, and Sens. Soules, Stewart **Agency Name and Code Number:** PED - 924
Short Title: Teacher Residency Changes **Person Writing** John Sena
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY22	FY23		
	\$20,000.0	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY22	FY23	FY24		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY22	FY23	FY24	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 of HEC Amendment:

House Bill 13 as amended by the House Education Committee (HB13/aHEC) includes a provision that requires the Secretary of Education to work in partnership with a Public Education Department-approved educator preparation program in developing and sustaining teacher residency programs. The amendment also clarifies that undergraduate students in their final year of a department-approved educator preparation program are eligible to be a teacher resident.

Synopsis:

House Bill 13 (HB13) amends multiple sections of the Teacher Residency Program established in Section 22-10B-3 NMSA 1978. The bill would expand eligibility for residencies to undergraduate students in their final year of a Public Education Department-approved educator preparation program, increase stipends for residents from \$20 thousand per year to \$35 thousand per year, create new stipends for mentor teachers and principals, and provide funding for teacher residency program coordinators at each approved residency program.

FISCAL IMPLICATIONS

HB13/aHEC appropriates \$20 million dollars from the general fund to the teacher residency fund for expenditure in fiscal year 2023 and subsequent fiscal years. Any unexpended or unencumbered balance of the fund shall not revert to the general fund.

While the executive, LFC, and LESC budget recommendations for FY23 all recommend expanding funding for teacher residencies, each recommendation accomplishes this in a different manner. The executive recommendation includes an \$11 million appropriation to PED from the public education reform fund (PERF) to maintain and expand teacher residencies, both for alternative licensure programs and for undergraduate teacher candidates. The LFC recommendation includes a \$5 million appropriation to PED from the PERF for teacher residencies. The LESC recommendation includes a \$10 million appropriation to the teacher residency fund from the general fund and a \$10 million transfer from the public education reform fund to the teacher residency fund, totaling \$20 million in revenue to the teacher residency fund.

PED currently funds two residency programs, one at the University of New Mexico (UNM) and another at New Mexico State University (NMSU). Both programs focus on preparation of alternative license candidates who already hold a bachelor's degree or higher. In FY22, 25

students participated in the UNM program at a cost of \$416 thousand, and 15 students participated at NMSU for a cost of \$581 thousand. HB13/aHEC would significantly expand eligibility for teacher residencies by including undergraduate students, increase stipends for participants, and allow PED to scale the program to additional educator preparation programs in the state.

SIGNIFICANT ISSUES

New Mexico Teacher Pipeline. New Mexico, like many states, is struggling to consistently recruit and retain high-quality teachers. New Mexico State University's Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center in the fall of 2021 reported more than 1,000 teacher vacancies across the state. Nearly 300 of those vacancies were for special education teachers, while there were 279 elementary teacher vacancies, 197 high school teacher vacancies, and 179 middle school teacher vacancies. Across all grade levels, the demand was highest for math teachers, with 84 vacancies, followed by 77 science vacancies and 56 English language arts vacancies. The Covid-19 pandemic has exacerbated those conditions, and recent teacher testimony before the Legislative Education Study Committee (LESC) indicated increasing vacancies in the months after the SOAR report was published. Changes to the teacher residency program included in HB13/aHEC improve access to high quality teacher residency programs, improving the quality of education in New Mexico.

Teacher Preparation and Retention. Teacher quality is the number one school-based factor impacting student success. The First Judicial District Court in the consolidated *Martinez* and *Yazzie* lawsuit noted certain groups of students in New Mexico do not have access to high-quality teachers.

Research by Bank Street College has shown teacher residency programs increase recruitment, retention, and creation of a highly trained and highly prepared educator workforce to support schools in rural and urban areas.

See also: Dennis, H., & DeMoss, K. (2021). *The residency revolution: Funding high quality teacher preparation*. Prepared To Teach, Bank Street College of Education. <https://tiny.cc/residencyrevolution>.

Teachers who graduate from high-quality teacher residency programs have a 93 percent retention rate after four years of employment in the district, compared to average retention rates between 70 to 90 percent across other models. Increased retention also means schools save the cost of recruiting and hiring as a result of teacher turnover costs. Through support, financial assistance, and increased stipends, teacher residents can take full advantage of their programs and opportunities to become skilled educators. This, in turn, recruits more individuals from underrepresented and low-income backgrounds.

See also: Dennis, H., DeMoss, K., & Mansukhani, D. (2021). *The Affordability Imperative: Creating Equitable Access to Quality Teacher Preparation*. New York: Prepared To Teach, Bank Street College of Education. <https://tiny.cc/affordabilityimperative>.

PERFORMANCE IMPLICATIONS

N/A

ADMINISTRATIVE IMPLICATIONS

HB13/aHEC may require educator preparation programs to adjust their programs of study to reflect the longer period of time students would spend working in a classroom. Currently, candidates performing student teaching do so for one semester; HB13/aHEC would require candidates to complete coursework while working in a school for an entire school year.

Because HB13 would eliminate the competitive grant process currently used to make residency award to education preparation programs in favor of establishing and maintaining residency programs, the PED would partner with teacher preparation programs to change the way the department administers teacher residency programs.

Additionally, HB13/aHEC would establish and maintain department-approved NM teacher residency programs. Performance monitoring collected within EARS data can be adapted to meet the needs of clinically rich teacher preparation models.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

N/A

TECHNICAL ISSUES

N/A

OTHER SUBSTANTIVE ISSUES

N/A

ALTERNATIVES

N/A

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

N/A

AMENDMENTS

N/A