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**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2023 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: 02/24/23

Bill No: [HB464](#)

**Agency Name
and Code**

Sponsor: Gurrola

Number: PED - 924

Short IMPROVE EDUCATIONAL

Person Writing Gregory Frostad

Title: OUTCOMES

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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY23	FY24		
None	\$16,853.6	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY23	FY24	FY25		
None	None	None	N/A	NFA

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY23	FY24	FY25	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	None	None	None	None	N/A	NFA

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Relates to Appropriation in the General Appropriation Act: None.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 464 (HB464) makes 38 appropriations in FY24 to multiple entities, including several institutions of higher education (IHEs), the Higher Education Department, and the Public Education Department (PED), to comply with the court's rulings in the consolidated

Martinez and Yazzie v. the State of New Mexico lawsuit. The bill also proposes several appropriations to HED for allocation to the state's tribal colleges and universities.

FISCAL IMPLICATIONS

The bill contains 38 appropriations, totaling \$16,853,600. Any unexpended or unencumbered balance of the appropriations remaining at the end of a fiscal year shall not revert to the General Fund.

The bill appropriates \$450,000 from the General Fund to PED for expenditure in FY24 and subsequent fiscal years to contract with an organization to provide technical assistance and professional development for administrators, teachers, and other support staff that reflects and focuses on the needs of the bilingual multicultural education programs in New Mexico.

See Attachments A and B to this analysis for the appropriations proposed by the bill.

SIGNIFICANT ISSUES

None.

PERFORMANCE IMPLICATIONS

None.

ADMINISTRATIVE IMPLICATIONS

PED would be responsible for administering the funds to contract services for technical assistance and professional development that focuses on the needs of bilingual multicultural education programs.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

Performance measures are not identified and would likely be developed at each IHE following enactment of HB464.

HB 464 states it addresses the court's rulings in the consolidated action, [*Martinez, v. New Mexico, No. D-101-CV-2014-00793*](#), and in *Yazzie v. New Mexico*, D-101-CV-2014-02224, Decision & Order filed July 20, 2018, as compliance is an ongoing issue before the courts.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.

ATTACHMENT A

Bilingual and Multicultural Education

The University of New Mexico Board of Regents (UNM):

- \$250,000 to the College of Education and Human Sciences for the Multicultural Education Center to fund culturally responsive curriculum development, disseminate research findings that promote understandings around culturally responsive frameworks, and provide professional development webinars for in-service kindergarten through twelfth grade teachers to address equity issues related to education as outlined in the consolidated Martinez and Yazzie v. State of New Mexico lawsuit findings;
- \$250,000 to the College of Education and Human Sciences for the Department of Language, Literacy, and Sociocultural Studies to develop and implement an undergraduate degree program in bilingual education and elementary bilingual education and to establish memoranda of understanding (MOU) for course sharing;
- \$250,000 to the College of Education and Human Sciences for the Department of Language, Literacy, and Sociocultural Studies to develop a pipeline program for students pursuing undergraduate bilingual education degrees, including funding for recruitment of student cohorts, establishment of cohort mentorships, student stipends for tuition, books and supplies, and testing fees;
- \$250,000 to the College of Education and Human Sciences for the Department of Language, Literacy and Sociocultural Studies to develop a graduate studies pathway leading to an endorsement in bilingual education for bilingual teachers teaching in Spanish and English, including incentives for teacher recruitment, course development with dedicated faculty positions attached for course delivery, and cohort mentorships;
- \$500,000 to the College of Education and Human Sciences Institute for American Indian Education to establish a curriculum and materials development center in collaboration with the Native American Studies Program and the American Indian Language Policy Research and Teacher Training Center to develop culturally and linguistically relevant curricula and instructional materials to support students, teachers, schools, the Pueblos, the Navajo Nation, and the Apache Tribes and provide professional development for teachers and administrators in culturally responsive instruction;
- \$350,000 to the College of Education and Human Sciences for the Department of Language, Literacy, and Sociocultural Studies for development of a Native language certification program for Native language speakers teaching in early childhood programs and pre-kindergarten through twelfth grade programs;
- \$300,000 to the College of Education and Human Sciences for the Department of Language, Literacy, and Sociocultural Studies to develop an undergraduate bilingual pathway for Native American language teachers, including course and webinar development, course instruction, recruitment of secondary Native American bilingual and bilingual-biliteracy seal high school students, recruitment of Native American bilingual speakers, and cohort mentorships;
- \$316,000 to the College of Arts and Sciences for the Chicana and Chicano Studies Department to extend Hispanic studies curriculum to high schools that are currently without an ethnic studies curriculum and to build a higher education pipeline for Hispanic students;
- \$316,000 for the Africana Studies Program to support efforts to increase participation of

African American high school students in science, technology, engineering, and mathematics and to assist African American students' transition to higher education.

Regents of New Mexico State University (NMSU):

- \$2 million to provide technical assistance and develop culturally and linguistically relevant and sustaining curricula and instructional materials.

Regents of New Mexico Highlands University (NMHU):

- \$225,000 for a demonstration and materials development center to develop and distribute bilingual education materials and resources.

Culturally and Linguistically Responsive Education Framework

NMSU:

- \$500,000 to provide resources and technical assistance to faculty and staff of the College of Health, Education, and Social Transformation for the development of culturally and linguistically relevant and sustaining curricula and instructional materials to support professional development for kindergarten through twelfth grade administrators, teachers, other support staff, and students in the area of ethnic studies;
- \$500,000 to provide resources and technical assistance to faculty and staff of the College of Health, Education, and Social Transformation working on translanguaging ethnic studies curricula and lessons, including Native studies, Chicana and Chicano studies, Africana studies, and ethnic studies for kindergarten through postsecondary teachers;
- \$100,000 to create an ethnic studies reading room and research space in the Garcia Center of the Borderlands and ethnic studies program in the Criminal Justice Department;
- \$500,000 to provide resources and technical assistance to faculty and staff engaging in the creation of culturally and linguistically relevant and sustaining curricula and instructional materials to support professional development for kindergarten through post-secondary administrators, teachers, other support staff, and students in the area of Chicana and Chicano studies;
- \$500,000 to provide resources and technical assistance to faculty and staff engaging in the creation of culturally and linguistically relevant and sustaining curricula and instructional materials to support professional development for kindergarten through post-secondary administrators, teachers, support staff and students in the area of Africana studies;
- \$500,000 to provide resources and technical assistance to faculty and staff engaging in the creation of culturally and linguistically relevant and sustaining curricula and instructional materials to support professional development for kindergarten through postsecondary administrators, teachers, other support staff, and students in the area of Native studies;
- \$500,000 to provide resources and technical assistance to faculty and staff engaging in the creation of culturally and linguistically relevant and sustaining curricula and instructional materials to support professional development for kindergarten through postsecondary administrators, teachers, other support staff, and students in the area of borderland and ethnic studies.

Teacher and Education Leadership

UNM:

- \$250,000 to the College of Arts and Sciences for the Language, Literacy, and Sociocultural Studies Department for an undergraduate teacher education and bilingual education pipeline and recruitment and support for bilingual cohorts, including mentorship, stipends for tuition, books, supplies, testing fees, and course instructors.

NMSU:

- \$250,000 to create a pathway for the recruitment and retention of bilingual education teachers;
- \$500,000 to fund and sustain a bilingual education program in the College of Health, Education, and Social Transformation;
- \$300,000 to fund two full-time-equivalent college-track professors to implement bilingual and teachers of English to speakers of other languages coursework as part of the standard teacher preparation curriculum within the College of Health, Education, and Social Transformation;
- \$200,000 to fund one full-time-equivalent college-track professor in the College of Health, Education, and Social Transformation to teach courses in Spanish and Native American languages for bilingual endorsement.

NMHU:

- \$550,000 to increase the number of bilingual teacher education faculty in the School of Education with preference for indigenous and Hispanic scholars;
- \$1,801,600 for the Institute for Culturally and Linguistically Responsive Learning and Teaching to support research and research activities for the recruitment and retention of endowed professors of indigenous knowledge, bilingual and translanguaging studies, inclusivity, and school impact; retention of diverse teachers through year-long co-teaching apprenticeships; professional development schools partnerships; and expansion of bilingual full-service community schools;
- \$775,000 for the Center for the Education and Study of Diverse Populations for teacher training, staff development, curriculum development, culturally responsive teaching, English language learner development standards, bilingual support, instructional leadership, and youth leadership;
- \$216,000 for students pursuing doctoral degrees in bilingual teacher education; preference shall be given to applicants who are residents of and committed to working in New Mexico.

New Mexico Public Education Department (PED) for use in FY24 and beyond:

- \$450,000 to contract with an organization to provide technical assistance and professional development for administrators, teachers, and other support staff that reflects and focuses on the needs of the bilingual multicultural education programs in New Mexico.

New Mexico Higher Education Department (HED)

- \$125,000 to convene a working group of faculty of color from Institutions of Higher Education (IHEs) and Tribal Colleges to develop a report of programs, courses, and initiatives to be developed and implemented as part of a Higher Education Bilingual Multicultural Education Framework, including recommendations for multiyear state funding.

Culturally and linguistically appropriate mental and behavioral health and social services:

UNM:

- \$250,000 for the School of Medicine Division of Community Behavioral Health for the New Mexico Clearinghouse for Native American Suicide Prevention to provide culturally and linguistically appropriate mental and behavioral health training, crisis response planning and suicide prevention, and intervention practices to schools, districts, and tribal communities, including mental health first aid and continuing education courses to social workers and other service providers serving Native American students;
- \$450,000 for the Health Sciences Center for the Center for Native American Health, including student recruitment and retention in health careers, academic advisement, undergraduate and graduate support student services, Tribal community health assessments, Tribal-health-disparities-focused research, behavioral-health-focused research, school and community health alignment, and technical assistance to the Indian Nations, Tribes, and Pueblos.

Indigenous Culturally and Linguistically Relevant Education

Navajo Technical University (NTU):

- \$500,000 to establish a curriculum and materials development center, in collaboration with Dine College, to develop, publish, and disseminate culturally and linguistically relevant curricula and instructional materials to support students, teachers, schools, and the Navajo Nation in New Mexico and provide professional development for teachers and administrators in culturally responsive instruction;
- \$500,000 to expand programs at the Early Childhood Navajo Teacher Training and Practicum Center, including recruitment, retention, training, certification, and placement of early education teachers;
- \$422,000 to provide courses, training, and staff development covering substance abuse, suicide prevention, and behavioral health intervention in the nursing program.

Dine College:

- \$215,000 for recruitment, retention, and to advance the New Mexico Multicultural Teacher Education Program.

Southwestern Indian Polytechnic Institute (SIPI):

- \$500,000 to establish a curriculum and materials development center and to develop, publish, and disseminate culturally and linguistically relevant curricula and instructional materials to support students, teachers, schools, and the Navajo Nation in New Mexico and provide professional development for teachers and administrators in culturally responsive instruction;
- \$246,000 for the teacher preparation pipeline, recruitment, retention, and academic support;
- \$246,000 for the teacher preparation pipeline, recruitment, retention and academic support for social work students and support in their transition to degree programs.

ATTACHMENT B

For FY24, HED and the Executive recommended a total of seven million one hundred fifty-nine thousand nine hundred dollars (\$7,159,900) for Native American, Hispanic, and minority student service initiatives:

- \$400,000 for Tribal College Dual Credit;
- \$84,500 for the teacher preparation pipeline, recruitment, retention, and academic support;
- \$216,000 to NTU for the Nursing External Diploma Program;
- \$1,151,800 to UNM for NM tribal education initiatives;
- \$100,000 to UNM-Gallup for NM tribal education initiatives;
- \$196,100 to UNM for the Southwest Indian Law Clinic;
- \$82,300 to UNM for Ibero-American Education;
- \$121,600 to UNM for Land Grant Studies;
- \$588,600 to UNM for Chicano and Chicana Studies;
- \$50,000 to UNM for the Community Internship Program of Chicano and Chicana Studies;
- \$250,000 to UNM for African American Student Services;
- \$288,000 to UNM for Africana Studies;
- \$252,900 to UNM for Native American Studies;
- \$250,000 to UNM for the American Indian Summer Bridge Program;
- \$130,000 to UNM for the Indigenous Design & Planning Institute;
- \$180,000 to UNM for the Border Justice Initiative;
- \$312,100 to UNM-HSC for the Native American Health Center;
- \$90,200 to UNM-HSC for Native American Suicide Prevention / Tribal Communities;
- \$166,800 to UNM-HSC for Minority Student Services;
- \$125,600 to UNM-HSC for the Office Diversity, Equity & Inclusion;
- \$100,000 to UNM-HSC for the Office of Diversity, Equity & Inclusion - Communities to Careers Program;
- \$105,100 to UNM-HSC for ENLACE - College Prep Mentoring;
- \$53,700 to UNM-HSC for Minority Student Services - ENLACE Los Compañeros;
- \$60,000 to UNM-HSC for the Native American Health Student Success Program;
- \$200,000 to NMSU for NM Tribal Education Initiatives;
- \$100,000 to NMSU for NM Tribal Education Initiatives at the Grants campus;
- \$265,900 to NMSU for Indian Resource Development;
- \$200,000 to NMHU for NM Tribal Education Initiatives;
- \$503,700 to NMHU for Minority Student Services;
- \$225,000 to NMHU for the Native American Social Work Institute;
- \$210,000 to Northern New Mexico College for the Native American Student Center; and
- \$100,000 to San Juan College for NM Tribal Education Initiatives.