

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current FIRs (in HTML & Adobe PDF formats) are available on the NM Legislative Website (legis.state.nm.us). Adobe PDF versions include all attachments, whereas HTML versions may not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

ORIGINAL DATE 02/04/09

SPONSOR Garcia, M.J. LAST UPDATED _____ HB _____

SHORT TITLE School Personnel Reports to Legislature SB 193

ANALYST Aguilar

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY09	FY10	FY11	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		\$75.4	\$75.4	\$150.8	Recurring	General Fund
		Indeterminate See Below	Indeterminate See Below	Indeterminate See Below	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Office of Education Accountability (OEA)

Higher Education Department (HED)

SUMMARY

Synopsis of Bill

Senate Bill 193 amends existing statute requiring the current systemic framework for professional development be included as an integral part of the school district educational plan for student success.

SB 193 provides for PED, in conjunction with school districts and charter schools, to compile and report statewide professional development activities related to the prior school year. The PED will report annually to the Legislative Education Study Committee (LESC) and the Legislative Finance Committee (LFC) no later than December 15 of each year.

The bill lays out the general components of the report and directs PED to make any changes needed to the system of accounting and budgeting for all public schools and school districts to fulfill the reporting requirement.

FISCAL IMPLICATIONS

PED notes that implementation of the provisions contained in this bill will require districts and charter schools to allocate time and resources to the data collection and data analysis processes and procedures to comply with this new reporting requirement.

The department further reports that in order to implement the PED will require new staff and contractor support to assist with the development of the processes and procedures needed to facilitate the data collection, data analysis and reporting of professional development activities for districts, charter schools and the PED at a cost of \$75.4 thousand for 1 FTE and \$2.5 million for a new data management system. It appears that managing this effort will result in some additional costs relating to personnel but a new data management system seems unnecessary at this time. The department should be able to utilize the STARS data warehouse to manage the data necessary to meet the provisions of this bill

SIGNIFICANT ISSUES

SB 193 requires PED, districts and charter schools to develop the processes and procedures to track all the professional development activities for their teachers, administrators and instructional support provides by:

- funding source (i.e., state and/or federal funds) and summary of funds expended;
- summary of all professional development activities provided;
- summary of all professional development providers;
- evaluations of all professional development activities relative to alignment with the PED Professional Development Framework requirements and district's Educational Plans for Student Success (EPSS).

PED, districts and charter schools must jointly develop processes and procedures to ensure that all the reporting requirements are collected. PED must define the data elements and required data for consistency statewide.

PED must continue to review the current Chart of Accounts system relative to object and function codes to support the tracking at the district and charter school level of funds used to pay for professional development activities, services and/or products.

OTHER SUBSTANTIVE ISSUES

OEA reports that currently, most districts and charter schools do not have the technological capacity to implement the reporting requirements in SB 193. Other issues include:

- PED, working with district and charter school staff, will need to develop uniform and statewide professional development evaluation criteria to support the statewide collection, analysis and evaluation of professional development activities.
- PED, districts and charter schools do not have the processes and procedures established necessary to support the reporting requirements outlined in SB 193.
- PED-provided training must help districts incorporate this bill's reporting requirements in the context of the district's/charter school's EPSS.

PED may need to explore technology-based programs that would help districts, charter schools and the PED to successfully address the reporting requirements of SB 193.

PA/svb