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FISCAL IMPACT REPORT

| SPONSOR | Nava | ORIGINAL DATE LAST UPDATED | 02/03/09 HB | |
|------------|---------------------|----------------------------|-----------------------|---------|
| SHORT TITL | E Strengthening Qua | ality in School Initiative | SB | 290 |
| | | | ANALYST | Aguilar |

APPROPRIATION (dollars in thousands)

| Appropr | iation | Recurring or Non-Rec | Fund Affected |
|---------|---------|-------------------------|------------------|
| FY09 | FY10 | | |
| | \$435.0 | Recurring | General Fund |

(Parenthesis () Indicate Expenditure Decreases)

Relates to appropriations contained in the General Appropriations Act of 2009

SOURCES OF INFORMATION

LFC Files

Responses Received From
Publication Education Department (PED)
Office of Educational Accountability (OEA)

SUMMARY

Synopsis of Bill

Senate Bill 290 appropriates \$435 thousand from the general fund to the Public Education Department for the strengthening quality in schools initiative,

FISCAL IMPLICATIONS

The appropriation of \$435 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2010 shall revert to the general fund.

According to the December 2008 revenue estimate, FY10 recurring revenue will only support a base expenditure level that is \$293 million, or 2.6 percent, less than the FY09 appropriation. All appropriations outside of the general appropriation act will be viewed in this declining revenue context.

Senate Bill 290 – Page 2

SIGNIFICANT ISSUES

The Public Education Department (PED) currently provides funding for the SQS initiative from the Teacher Professional Development Fund and the Schools in Need of Improvement Fund.

The SQS initiative provides resources to a number of districts and schools for training, coaching and support to instructional personnel and administrators with the implementation of the principles and practices of continuous school improvement model. SQS is one of many continuous improvement initiatives funded from the teacher professional development fund and with school improvement funding. It is unclear how effective it is to expend funding among many different programs rather than focusing on a limited number of contractors and demanding a higher level of accountability. It may be beneficial to include an evaluation component to future contracts to determine program efficiency.

PA/svb