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FISCAL IMPACT REPORT

SPONSOR: HAFC DATE TYPED: 3/12/03 HB HB 159/HAFCS

SHORT TITLE: School Personnel Development Program SB _____

ANALYST: L. Baca

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY03	FY04	FY03	FY04		
			See Narrative		

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation for the State Department of Education the General Appropriation Act

REVENUE

Estimated Revenue		Subsequent Years Impact	Recurring or Non-Rec	Fund Affected
FY03	FY04			
	NFI			Teacher Professional Development Fund

(Parenthesis () Indicate Revenue Decreases)

Relates to:

- HB 471, Continue Re:Learning
- SB 185, Extra Support for Principals Mentor Programs
- SB 219, Public School Professional Development
- SB 223, Continue Re:Learning
- SB 415, Center for Border Superintendency

SOURCES OF INFORMATION

LFC files

Original responses received from:

- State Department of Education (SDE)
- Commission on Higher Education (CHE)

SUMMARY

Synopsis of Bill

House Appropriation and Finance Committee Substitute for House Bill 159 creates the Teacher Professional Development Fund in the state treasury for professional development programs and projects for public school teachers. The fund, shall be administered by the State Department of Education and consist of grants of appropriations, gifts, grants, donations and income from investment of the fund, and money in the fund shall not revert at the end of a fiscal year. SDE shall evaluate the success of each program and SDE is required to report to the Legislative Education Study Committee (LESC) each year.

Significant Issues

The quality of education is directly related to the quality of staff delivering the services. Experiences in industry, government and public education strongly support the need for continued training of employees. This bill addresses the need for public schools to have a consistent revenue stream to provide the training needed and/or desired to update the skills of teachers and to systematically improve the effectiveness of instructors.

FISCAL IMPLICATIONS

This bill does not contain an appropriation. However, appropriations will be needed if the provisions of the bill are to be implemented. The General Appropriation Act, CS/HB 2 et.al. as amended and passed by the House, includes categorical funding for Regional Technology Assistance ((\$500.0), Services Learning (\$250.0), Strengthening Quality in Schools (SQS), and World Class Teachers (\$300.0)

This bill creates a new fund and provides for continuing appropriations. The LFC objects to including continuing appropriation language in the statutory provisions for newly created funds. Earmarking reduces the ability of the legislature to establish spending priorities.

ADMINISTRATIVE IMPLICATIONS

Administering the fund, evaluating the projects, and reporting to the LESC will require the use of existing SDE resources and staff. The number of projects funded and the intensity of the evaluations involving SDE staff will determine impact on SDE. The impact could be minimal if SDE is already involved in monitoring some of the projects funded.

Funds in the Teacher Professional Development Fund shall not revert at the end of a fiscal year.

LRB/njw