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## FISCAL IMPACT REPORT

SPONSOR HAFC ORIGINAL DATE 3/8/2007  
LAST UPDATED \_\_\_\_\_ HB 68/HAFCS  
SHORT TITLE High School Reforms SB \_\_\_\_\_  
ANALYST Aguilar

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY07	FY08	FY09	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
<b>Total</b>		\$25.0	\$25.0	\$50.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to HB 34, SB 561, SB-211

### SOURCES OF INFORMATION

LFC Files

### SUMMARY

#### Synopsis of Bill

The House Appropriations and Finance Committee substitute for House Bill 68 provides for the department to issue rules for training and other requirements to support the use of unlicensed content area experts as resources in schools; establishes a uniform statewide teacher accountability reporting system; clarifies teacher mentorship program components and distribution of funds to mentorship programs and provides for a uniform student identification number for public schools and public post-secondary educational institutions.

### FISCAL IMPLICATIONS

HB68/HAFCS provides that the PED shall issue rules for the training and support of unlicensed content-area experts as resources in classrooms, team teaching, on-line construction, curriculum development and other purposes. While the department will be required to establish rules to implement the provisions of the bill, funding is not included for this purpose. The public education department notes the need for additional funding to complete the rule making process. It is estimated to cost approximately \$50 thousand to implement these rules.

### SIGNIFICANT ISSUES

HB68/HAFCS provides for the creation of a uniform statewide teacher education accountability reporting system to track teacher education candidates pre-entry to post graduation and requires

all public post secondary teacher preparation programs to submit data through the student teacher accountability reporting system.

In testimony to both LFC and LESC during the interim it was noted that the increasing number of teachers leaving the profession in the first five years of service was the result of low quality, short term mentorship or no mentorship at all as they entered the profession. Provisions in HB-68/HAFCS appear to address this issue in part as the bill lays out sustained requirements in developing and implementing effective programs. The committee substitute however focuses only on collaboration between school of education and mentorship services for new high school teachers. New elementary teachers have unique induction issues as do middle school teachers. The Legislature may wish to increase the scope of the mentorship, requiring additional support for these issues.

HB 68/HAFCS requires HED in collaboration with public post-secondary educational institutions to utilize the unique student identification number. Both PED and HED will:

- Develop a system for assigning ID's to students who did not attend a New Mexico public school
- Add an additional identifier to students who enter a teacher preparation program
- Adopt the format to report individual student data to PED's STARS system.

The Office of Educational Accountability notes this is a critical area. In order to accurately follow student performance beyond high school, New Mexico needs to have a uniform student ID number throughout the P-20 system. While the need to track student performance from high school into post secondary education is crucial, HB 68/HAFCS does not address the potential costs to post secondary education institutions in switching data systems to be compatible with the new student ID number or creating data formats that are compatible with STARS. Given the track recode of STARS in reporting out 40 day data this year and the problems the state is having with SHARE, it is expected that this will not be a smooth transition unless coordination between the agencies is significant and sustained.

PA/mt