F I S C A L   I M P A C T   R E P O R T

	ORIGINAL DATE	2/01/07		
SPONSOR Tripp	**LAST UPDATED**	2/20/07	**HB**	793/aHEC
SHORT TITLE Science & Math Teacher Development			**SB**	
			ANALYST	Propst

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	**FY08**		
	$250.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to an appropriation contained in the General Appropriations Act.

SOURCES OF INFORMATION
LFC Files

Responses Received From
Department of Finance and Administration (DFA)
Public Education Department (PED)

SUMMARY

Synopsis of HEC Amendment

The House Education Committee amendment strikes "local government division of the department of finance and administration" and inserts "board of regents of New Mexico institute of mining and technology."

Synopsis of Original Bill

House Bill 793 makes an appropriation of $250.0 thousand from the General Fund to the Department of Finance and Administration for expenditure in FY08 for science and math professional development for teachers of student in grade kindergarten through twelfth grade. The appropriation will fund up to forty science and math teachers in six regional science and engineering fair locations in New Mexico.

FISCAL IMPLICATIONS

The appropriation of $250.0 contained in this bill is a recurring expense to the General Fund. Any unexpended or unencumbered balance remaining at the end of FY08 shall revert to the General Fund.

SIGNIFICANT ISSUES

DFA reports that research indicates that improving teacher knowledge and teaching skills is essential in raising student performance. The Public Schools Reform Act of 2003 required the New Mexico Public Education Department develop a professional development framework. The framework identifies a systemic process by which educators increase knowledge, skills, and abilities to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students.

Professional development provides educators with the processes, intellectual tools, and resources to assess and diagnose students' academic, social and emotional needs in order to create rich, rigorous, and rewarding learning experiences for every student.

Science fairs have served students, teachers and parents in New Mexico since 1959. Science fairs require students to engage in scientific research and demonstrate understanding of concepts and principles in science, mathematics and engineering (www.unm.edu/~scifair).

Holding professional development workshops in relation to the science and engineering fair locations could help to improve the quality and quantity of the science fair projects as well as their relationship to the curriculum.

New Mexico's professional development framework outlines that "evaluation of professional development processes and initiatives should be conducted regularly and include data collection at multiple levels from multiple sources. Effective evaluation includes assessment at all levels and is extended beyond the professional development activities to include long-term impact and follow-up." DFA notes that HB 793 might be improved by including a component to address long-term impact or follow-up for these regional trainings.

RELATION

Relates to HB 792 and the Executive recommendations for $2,000.0 for Summer Reading, Math and Science Institutes, $60.0 for the Santa Fe Public Schools Science Initiative and $100.0 for the Science and Supercomputing Challenge.

WEP/mt:csd