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FISCAL IMPACT REPORT

ORIGINAL DATE 02/14/11

SPONSOR Hall LAST UPDATED _____ HJM 21

SHORT TITLE Improve Teacher Preparation Programs SB _____

ANALYST Haug

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY11	FY12	FY13	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		NFI	NFI			

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Joint Memorial 21 urges the National Council for Accreditation of Teacher Education (NCATE), including the Association for Childhood Education International (ACEI), National Council of Teachers of English (NCTE) and the International Reading Association (IRA), to improve curricular specifications for teacher preparation programs, particularly for teachers who will be teaching children how to read; asks that accreditation of teacher preparation programs be more stringent, be research-based and delineate competencies tied to licensure; and asks that to be accredited, a teacher preparation program's core reading curriculum should prepare teachers by focusing on knowledge of language structure, the importance of aligning instruction with student characteristics and the importance of skilled teaching behavior in domains validated by research.

FISCAL IMPLICATIONS

Senate Joint Memorial 21 has no immediate fiscal impact.

SIGNIFICANT ISSUES

According to the PED:

In states where NCATE program reviews are required, institutions must submit program

reports for programs that align with program standards that have been adopted by NCATE.

The NCATE program review process in New Mexico and the curricular standards incorporated into the review process are influenced by these program reports and by the prevailing statutory and regulatory requirements established for entry-level licensure requirements.

New Mexico's NCATE accreditation process allows the state to influence the teacher preparation program curricular standards for the various programs reviewed by amending and/or developing new entry-level licensure standards.

PERFORMANCE IMPLICATIONS

The PED notes that if the suggestions of HJM 21 are successfully implemented the following *Public School Support Performance Measures* will be supported and positively impacted:

- Percent of fourth grade students who achieve proficiency or above on the standards based assessments in reading
- Percent of eighth grade students who achieve proficiency or above on the standards based assessments in reading
- Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools

GH/bym