

**STATE OF NEW MEXICO**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

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**MINUTES**  
**LESC MEETING**  
**JANUARY 18, 2010**

Senator Cynthia Nava, Chair, called the Legislative Education Study Committee (LESC) meeting to order at 1:16 p.m. on Monday, January 18, 2010 in Room 322 at the State Capitol, Santa Fe, New Mexico.

The following LESC members were present:

Senators Cynthia Nava, Chair, Mary Jane M. García, Gay G. Kernan, and Lynda M. Lovejoy; and Representatives Rick Miera, Vice Chair, Roberto "Bobby" J. Gonzales, Jimmie C. Hall, Dennis J. Roch, Mimi Stewart, and Jack E. Thomas.

The following LESC advisory members were present:

Senators Vernon D. Asbill, Stephen H. Fischmann, and Sander Rue; and Representatives Andrew J. Barreras, Ray Begaye, Eleanor Chávez, Nathan P. Cote, Nora Espinoza, Mary Helen Garcia, Karen E. Giannini, John A. Heaton, Sheryl Williams Stapleton, and Shirley A. Tyler.

Also in attendance was Representative Thomas A. García.

**PUBLIC SCHOOL CAPITAL OUTLAY OVERSIGHT TASK FORCE**  
**RECOMMENDATIONS**

The Chair recognized Ms. Sharon Ball, Legislative Council Service (LCS) staff, and Mr. Gary Carlson, LCS staff, to present the committee with drafts of proposed legislation pursuant to recommendations of the Public School Capital Outlay Oversight Task Force (PSCOOTF).

Ms. Ball stated that the major changes to statute governing public school capital outlay were contained in a proposed "omnibus bill" that, among its provisions, would:

- extend the roof repair and replacement initiative sunset date from 2012 to 2015;
- require the Public School Facilities Authority (PSFA) to manage procurement, contractor selection, and contract administration or emergency school projects in which the health or safety of students or school personnel is at immediate risk or in which there is a threat of significant property damage;
- add a temporary provision to require the PSCOOTF, during calendar year 2010, to continue the work group that has been studying performance-based procurement issues for public school capital outlay projects and to report findings and recommendations to the Legislature and to the Governor by December 15, 2010;
- repeal the sections of law passed during the First Special Session, 2009, that appropriated \$29.0 million from the Public School Capital Outlay Fund directly to the New Mexico Public School Insurance Authority for the purpose of paying property insurance premiums for school districts and charter schools, including up to \$7.0 million for Albuquerque Public Schools; and
- authorize the Public School Capital Outlay Council to increase a standards-based award to a school district for certain approved high school projects by a “rural community adjustment” of up to 20 percent of the total project cost.

Mr. Carlson also described legislation recommended by PSCOOTF that would permit the allocation of bonds designated as interest-free Qualified School Construction Bonds (QSCBs) on a priority basis, allowing the state to maximize the interest-savings. He added that the 2009 Legislature initially passed legislation authorizing the designation of bonds as QSCBs, which are allocated to each state pursuant to the *American Recovery and Reinvestment Act of 2009*.

Finally, Mr. Carlson discussed proposed legislation that would create certain standards and requirements for charter school facilities. Specifically, the provisions of the bill would require that:

- charter school facilities receive a condition rating better than the average condition of all New Mexico public schools for that year, as measured by the New Mexico Condition Index; and
- charter schools must gain PSFA approval before entering into facility lease or lease-purchase agreements.

### **Committee Discussion**

In response to a committee member’s question regarding language in the omnibus bill, Ms. Ball stated that the bill before the committee did not yet reflect changes that were adopted by the PSCOOTF before that task force made its endorsement, and she emphasized that the bills before the committee were discussion drafts.

In response to a committee member’s question regarding funds received pursuant to the *Public School Buildings Act*, commonly referred to as SB 9, Ms. Ball stated that language had been added in the omnibus bill at the request of several districts to allow districts to use state matching funds from SB 9 to issue and pay for preventive maintenance contracts.

In response to a committee member’s question regarding the repeal of the \$29.0 million appropriation to pay public school insurance costs, Ms. Ball stated that those funds must be

directed through the State Equalization Guarantee in order to protect the state's ability to take credit for the operational portion of federal Impact Aid funds.

In response to a committee member's question regarding the effective date of the legislation, Ms. Ball stated that provisions for charter school facility oversight will take effect after the next round of leases, which are done yearly.

In response to a committee member's question, Ms. Ball stated that the deadline for charter schools to be housed in public buildings is July 1, 2015.

In response to a committee member's question regarding lease-purchase agreements, Mr. Carlson stated that, while courts had ruled that such agreements were unconstitutional in the past, a recent constitutional amendment subsequently allowed them.

On a motion by Representative Stewart, seconded by Representative Gonzales, the LESC unanimously endorsed the three bills proposed and recommended by PSCOOTF.

## **DIRECTOR'S REPORT**

### ***a. Approval of Draft November LESC Minutes***

On a motion by Representative Roch, seconded by Senator García, the committee approved the draft November 2009 LESC minutes.

### ***b. Approval of LESC Financial Report for November 2009***

On a motion by Representative Stewart, seconded by Senator García, the committee approved the LESC financial report for November 2009.

### ***c. Approval of LESC FY 09 Audit Report***

On a motion by Representative Hall, seconded by Senator García, the committee approved the LESC FY 09 audit report.

### ***d. Correspondence and News Article***

Ms. Frances Ramírez-Maestas, LESC Director, reviewed several items of correspondence and a press release, which are retained in the LESC permanent file:

- a letter dated December 28, 2009 from Mr. Tom Sullivan, Executive Director, New Mexico School Superintendents Association, to Mr. David Abbey, Director, Legislative Finance Committee (LFC), commenting on the audit process and the resultant report from the LFC school districts evaluation;
- a letter dated January 12, 2010 from Mr. Abbey to Mr. Sullivan, responding to Mr. Sullivan's comments on the LFC school districts evaluation;
- a letter dated January 13, 2010 from Mr. Abbey to Dr. Veronica C. García, Secretary of Public Education, stating the LFC's intent to conduct an evaluation of charter schools in New Mexico; and

- a press release from the Governor's office dated January 14, 2010 describing recommendations made by the Committee on Governmental Efficiency.

***e. Written Reports***

The Chair recognized Ms. Nicole Parra-Perez, LESC intern, to review several written reports from the Public Education Department (PED) in response to legislative memorials.

***Allen & Virginia Crane's Reading Techniques (HM 98)***

Ms. Parra-Perez alluded to the report of a PED evaluation, conducted pursuant to House Memorial 98, *Allen & Virginia Crane's Reading Techniques*. She began by describing the intent of the memorial, which included evaluating the program's components and techniques and requesting that PED consider adopting them for use in New Mexico's public schools to improve reading scores.

Ms. Parra-Perez stated that, according to the PED report, the New Mexico Lions Crane Reading Foundation (NMLCRF) was founded with the goal that every child in New Mexico should become proficient in reading and writing. Program components include:

- desk height adjustment;
- use of templates;
- eye examinations and prescription lenses;
- gross motor skill development;
- reading practice using computer programs;
- allergy management;
- writing composition; and
- proper placement and remediation of new students.

Ms. Parra-Perez concluded her presentation by stating that the PED evaluation indicates that NMLCRF operates a reading lab in Las Cruces, which assists children and occasionally adults in improving their reading skills. The lab also serves as a training and certification center for educators, parents, Lions, and others to become certified in the NMLCRF approach to literacy. The goal of these efforts, according to Ms. Parra-Perez, is to demonstrate the value of the reading program and encourage schools to adopt the program.

***Study Health Education School Requirement (CS/HM 127)***

Ms. Parra-Perez next provided the committee with a report on the results of a PED work group convened pursuant to CS/House Memorial 127, *Study Health Education School Requirement*.

Ms. Parra-Perez explained that the work group conducted surveys to determine the level of public support for a measure that would add health education as a graduation requirement. The work group also consulted with national organizations including the US Centers for Disease Control and Prevention, Division of Adolescent and School Health (CDC/DASH), and the National Association of State Boards of Education to determine national perspectives and trends concerning health education.

Ms. Parra-Perez said that the report cites CDC/DASH data indicating that the following health risk behaviors established during childhood often contribute to increased morbidity and mortality in adults:

- tobacco use;
- unhealthy dietary behaviors;
- inadequate physical activity;
- alcohol and other drug use;
- sexual behavior that contributes to unintended pregnancy and sexually transmitted diseases; and
- behavior that contributes to unintentional injuries and violence.

Finally, Ms. Parra-Perez reported the following recommendation made by the work group:

Amend that section of law that addresses graduation requirements (Section 22-16-1.1 NMSA 1978) to eliminate one-half (0.5) elective unit and add one-half (0.5) unit in health education as criteria for successful completion of the requirements of the New Mexico diploma of excellence required for graduation.

### ***Tolerance Curriculum in Schools (SM 83)***

The final PED report, Ms. Parra-Perez said, was prepared in response to Senate Memorial 83, *Tolerance Curriculum in Schools*. Ms. Parra-Perez explained that SM 83 requested that the Public Education Department (PED) provide school districts with a guide for interweaving a tolerance curriculum into the existing content standards for kindergarten through twelfth grade, with the aim of creating schools across New Mexico in which children can learn in an environment of respect, safety, and diversity. In response, Ms. Parra-Perez continued, PED examined the existing content standards with benchmarks and performance standards in all required content areas in order to identify where tolerance and diversity are included in the existing standards.

Ms. Parra-Perez stated that PED's report illustrates that tolerance and diversity are already embedded in the existing standards in numerous content areas and grade levels. Thus, PED recommends that, in order to ensure that tolerance and diversity are interwoven into their curricula, local school districts and charter schools should ensure that their curricula are aligned with the New Mexico Content Standards with Benchmarks and Performance Standards.

## **EDUCATION-RELATED ISSUES FOR THE 2010 LEGISLATIVE SESSION**

### ***a. Public School Support Recommendations***

The Chair recognized Mr. Peter B. van Moorsel, LESC staff, to present a table depicting the LESC recommendation for Public School Support and Related Appropriations. He explained that the FY 11 appropriation began with the FY 10 program cost, also referred to as the "base." To this, he explained, funding was added or subtracted to reflect increases or decreases in the cost of the operation of public schools. For FY 11, Mr. van Moorsel explained the following additions to the base:

- \$164.7 million to restore a portion of the General Fund dollars that had been replaced with nonrecurring federal *American Recovery and Reinvestment Act of 2009* (ARRA) funds. Mr. van Moorsel added that, in all, \$210.2 million in General Fund dollars had been replaced by ARRA funds; and he emphasized that, for FY 11, the funding recommendation did not call for the restoration of the remaining \$45.5 million. These funds, Mr. van Moorsel noted, must be restored in a subsequent fiscal year;
- \$29.0 million to replace funds appropriated during the 2009 First Special Session of the Legislature to pay the cost of public school property insurance premiums. Mr. van Moorsel explained that the initial appropriation was problematic, as the distribution of the funds could have jeopardized New Mexico's status as an "equalized state," which allows the Public Education Department (PED) to take credit for the operational portion of federal Impact Aid funds;
- almost \$23.2 million to fund enrollment growth;
- over \$3.7 million to fund increased fixed costs;
- \$13.3 million to pay for the employer's share of increased insurance premiums; and
- \$11.7 million to pay for the statutorily required 0.75 percent increase in the employer's Educational Retirement Board contribution.

Mr. van Moorsel also reported one above-the-line reduction: a \$23.9 million dollar reduction that would be replaced with the remaining nonrecurring federal ARRA dollars. He explained that this reduction means that almost \$69.4 million dollars from the General Fund will be needed to restore the "funding cliff" left by the nonrecurring ARRA funds.

Mr. van Moorsel said that, considering almost \$60.5 million in credits, the recommendation for the State Equalization Guarantee totaled \$2.33 billion, a 10.8 percent increase in General Fund dollars. However, he noted that federal funding would experience a sharp decline, negating much of the General Fund increase.

Mr. van Moorsel also addressed categorical public school support, which includes appropriations to fund public school transportation, the instructional materials adoption, emergency supplemental funds for school districts experiencing shortfalls, and the statutorily created funds.

Mr. van Moorsel next referred to the related recurring appropriations. Although the LESC does not make a recommendation for the PED budget, but emphasized that the final table after the passage of the *General Appropriation Act* will reflect the PED budget in the related recurring appropriations section. He added that these appropriations had seen significant reductions since the beginning of the state's fiscal crisis. The related recurring appropriations included funding for such activities as the operations of regional education cooperatives, New Mexico PreK, K-3 Plus, the New Mexico Cyber Academy, and Breakfast for Elementary Students.

Finally, Mr. van Moorsel listed four nonrecurring appropriations that concluded the LESC public school support recommendations:

- \$10.0 million in additional emergency supplemental funding for school districts;
- \$100,000 for the New Mexico Outdoor Classroom Program;
- \$150,000 for the New Mexico MESA program at New Mexico Tech; and
- \$50,000 for the Summer Science Program, also at New Mexico Tech.

## Committee Discussion

In response to a committee member's question why the recommendation did not include funding for some programs that had been funded in past fiscal years, the Chair explained that such adjustments were done to keep as much funding as possible above the line, or in the public school funding formula.

In response to a committee member's question whether the state would have to apply to use the remaining \$23.9 million in ARRA funds, Mr. van Moorsel said that an application would be required as these funds constitute Phase 2 of the ARRA funding to public schools.

On a motion by Representative Gonzales, seconded by Senator Kernan, the LESC endorsed the Public School Support Recommendations as presented.

### ***b. Endorsement of Potential Legislation and Approval of Sponsors for Endorsed Legislation***

At the request of the Chair, Ms. Frances Ramírez-Maestas, LESC Director, directed the committee's attention to a packet containing a list of proposed legislation and discussion drafts of bills for committee approval. She stated that the LESC staff had worked with the Chair and Vice Chair and the staff of the Legislative Council Service to prepare the materials.

Ms. Pamela Herman, LESC staff, reviewed each item on the list, including items considered at the December LESC meeting and additional items requested by the committee for the January meeting.

## **ITEMS CONSIDERED AT THE DECEMBER LESC MEETING**

### **ASSESSMENT AND ACCOUNTABILITY**

**1. Cohort Graduation Rate Reporting Requirements:** Introduce an amendment to the *Assessment and Accountability Act* to require that, when the Public Education Department (PED) publishes cohort graduation data, it also provides information useful for a better understanding of on-time graduation and dropping out among New Mexico high school students, such as how many students:

- are known to have dropped out;
- have earned or are attempting a General Educational Development certificate;
- are known still to be in high school;
- have earned all the credits required for graduation but still have not passed the graduation test; and
- progress through high school from grade to grade.

(Sponsor: *Representative Miera*)

**2. Multi-year Assessment Contracts:** Introduce legislation to permit PED to enter into contracts with assessment vendors for longer than four years.

(Sponsor: *Representative Miera*)

## CHARTER SCHOOLS

- 3. Charter School Planning Year Oversight:** Introduce legislation requiring oversight and monitoring of a start-up charter school during the planning year by the authorizer to ensure that the organizers are adhering to their charter.  
(Sponsor: *Representative Gonzales*)

## DUAL CREDIT

- 4. Accelerated Learning Master Plan:** Introduce a memorial requesting that the Higher Education Department (HED) and PED convene a broadly representative work group to develop a master plan for accelerated learning that would offer high school students a number of options and alternatives for study at the postsecondary level, including an examination of:

- issues related to dual credit as identified in the LESC staff report and HED/PED evaluation of the program;
- how the various programs – dual credit, Advanced Placement, articulated courses, concurrent enrollment, and middle college high school – could complement rather than compete with each other in the P-20 system by identifying the population and circumstances that each program can serve most effectively; and
- the necessary agency oversight to ensure faithful and effective implementation.  
(Sponsor: *Senator Garcia*)

- 5. Create Dual Credit Textbook Fund:** Introduce legislation to create the Dual Credit Textbook Fund, to be administered by the Instructional Material Bureau in PED; require that money in the fund be used only to purchase textbooks and course supplies for students participating in the Dual Credit Program; and provide that PED establish, by rule, a method for allocation and distribution of monies in the fund to school districts, charter schools, and state-supported schools.  
(Sponsors: *Senator Nava and Representative Espinoza*)

## HIGH SCHOOL REDESIGN

- 6. Financial Literacy to Meet Math Requirement:** Introduce legislation to allow a financial literacy course that addresses New Mexico mathematics standards to count as one of the four mathematics units required for graduation.  
(Sponsor: *Representative Thomas*)
- 7. Course Information Collection and Reporting:** Write a letter to PED requesting that the department work with LESC staff to determine how it can document and report information related to course offerings and course completion in middle and high schools; and report to the LESC at its first full meeting of the 2010 interim.

## P-20 DATA SYSTEM

- 8. Codify Comprehensive P-20 Data System:** Introduce legislation to codify the requirements for a comprehensive P-20 data system that collects, integrates, and reports data from PED, HED, and other agencies. Among its provisions, the legislation will

provide that the system may be used for program research and evaluation, including the aggregation, collection, and distribution of data, but that personally identifiable student and educator data will be safeguarded as required by federal and state law; require an annual system status report detailing the capability of the system to perform specified functions; and establish a “data system council” that includes PED; HED; the Office of Education Accountability (OEA); the Children, Youth and Families Department; the Department of Information Technology; the Department of Workforce Solutions; public postsecondary institutions; and public school districts and charter schools, whose charge will be to:

- assign responsibilities and authority for the operation and management of the system;
- develop interagency agreements; and
- develop a strategic plan with timelines and budget requirements.

(Sponsor: *Representative Miera*)

**9. Educational Research Consortium:** Introduce a joint memorial requesting that state and local public education entities collaborate with private industry and philanthropic organizations to study the formation of a consortium to conduct educational research to support school reform.

(Sponsors: *Senators Nava and Kernan*)

**10. Student ID Numbers in Two-year College Records:** Write a letter requesting that PED, HED, the New Mexico Association of Community Colleges, and the New Mexico Independent Community Colleges form a work group to develop a proposal for collecting students’ identification numbers, known as Unique IDs, in unit record data systems of those branch and community colleges that do not require high school transcripts for admission.

#### **PUBLIC SCHOOL PERSONNEL**

**11. Beginning Teacher Mentorship Program:** Introduce legislation to amend the *School Personnel Act* to clarify the required length of time for beginning or Level 1 teachers to participate in a formal mentoring program.

(Sponsor: *Representative Stapleton*)

**12. Beginning Teacher Mentorship Request:** Write a letter to PED requesting that the department investigate the following:

- in the instance of Level 1 “mentor” teachers:
  - the specific mentoring services each Level 1 mentor teacher is providing compared to the mentoring services provided by Level 2 and Level 3 mentors in the same school district;
  - the licensure status of teachers that each Level 1 teacher is mentoring; and
  - the years of teaching experience each Level 1 mentor teacher has, including whether and for how long the teacher taught on an Internship license before receiving a Level 1 license; and
- the specific uses of mentorship funds in each school district, including the amounts of compensation provided to mentor teachers.

**13. Class-size Waivers for Certain Student Teachers:** Introduce legislation to amend the *Public School Code* to allow the Secretary to waive class-size requirements for a class to which a student teacher who meets certain criteria has been assigned.  
(Sponsor: *Senator Nava*)

**14. Internship Teacher License:** Introduce a joint memorial requesting that OEA, in collaboration with PED, colleges of education, school districts, and others as appropriate:

- to gather information regarding:
  - whether Internship licensed teachers receive “sustained, intensive” professional development “before and while teaching” and participate in a “program of intensive supervision,” as required in federal regulations;
  - the number of Internship and Level 1 teachers receiving mentorship services in each district and charter school; and
  - the sources and amounts of funding for mentoring and other support of Internship licensed teachers, including those services provided by alternative licensure programs, and which agencies should receive and distribute this funding; and
- to report its findings to the LESC in the 2010 interim.  
(Sponsors: *Senators Lovejoy and Nava*)

**15. Professional Development in Teacher Evaluation:** Introduce legislation to amend the *School Personnel Act* to require that the evaluation process for teachers in the three-tier licensure system include consideration of how professionals in the system use the results of professional development they receive at district or charter school expense, based on evidence that the results are both applied in their classrooms and shared with other teachers in the district or charter school.  
(Sponsors: *Senator Nava and Representative Stapleton*)

**16. School Leadership Institute:** Introduce legislation to establish the School Leadership Institute in statute.  
(Sponsor: *Senator Kernan*)

## SCHOOL CALENDARS

**17. Delay Implementation of 180-Day Requirements:** Introduce legislation to delay for one year the effective date of the statutory requirement, enacted in 2009, that school districts and charter schools provide a minimum of 180 full instructional days for schools on a regular calendar and 150 full instructional days for schools on a variable school-year calendar.  
(Sponsor: *Senator Kernan*)

**18. Study School Calendars:** Introduce a joint memorial requesting that OEA convene a work group, in collaboration with PED, school districts and charter schools, teachers and other school employee representatives, and parent representatives, to study issues affecting student learning time and achievement, teachers, school operations, and school district budgetary impacts raised by various school calendar options and current law; and report findings and recommendations to the LESC in the 2010 interim  
(Sponsor: *Senator Kernan*)

## SPECIAL EDUCATION

**19. Dyslexia Intervention:** Introduce legislation to define dyslexia or related disorders and to require PED to develop systematic statewide procedures, including teacher preparation and training, to assess and effectively intervene with students suspected of having dyslexia prior to referral for special education evaluation.

(Sponsors: *Representative Stewart and Senator García*)

**20. Residential Treatment Centers and School District Contracts:** Write a letter to PED requesting that, in formulating a template for agreements between school districts and residential treatment centers (RTCs), PED provide detailed guidance to the parties to clarify where longstanding practice may no longer be consonant with the law; and to ensure that services are planned and delivered efficiently and effectively for all students residing at the RTC, particularly when multiple school districts and charter schools share responsibility for an individual student.

**21. Restraint and Seclusion of Students:** Introduce a memorial requesting that PED, in collaboration with directors of special education and other appropriate school personnel, advocacy group representatives, parents, and other stakeholders, form a work group to examine the issues and concerns related to restraint and seclusion of public school students; and report findings and recommendations to the LESC in the 2010 interim.

(Sponsor: *Senator Garcia*)

## ITEMS PENDING AT THE JANUARY MEETING

### ASSESSMENT AND ACCOUNTABILITY

**22. Cost of Standards-based Assessments:** Introduce legislation to require PED to pay the costs of developing, administering, scoring, and evaluating standards-based assessments required in the *Assessment and Accountability Act*.

(Sponsor: *Senator Asbill*)

### EARLY CHILDHOOD EDUCATION

**23. K-3 Plus Funds Allocation:** Ensure that school districts receive K-3 Plus funds in time to commence programs prior to the start of the new fiscal year by:

- endorsing a recommendation that funds appropriated to PED for K-3 Plus be made by a special appropriation of non-reverting funds in Section 5 of the *General Appropriation Act of 2010*, so those funds can be made available to school districts before July 1, 2010; or
- introducing legislation to require PED to allocate K-3 Plus funds to successful school district applicants on or before April 1 of each year; allow school districts to budget those funds; provide for the first distribution of funds on July 1 of each year; and require an accounting by school districts no later than December 31 of the year and an adjustment of the award by PED, if necessary.

(Sponsor: *Representative Stewart*)

## **PUBLIC SCHOOL PERSONNEL**

**24. Study Reading Course Curricula:** Introduce a joint memorial requesting that the New Mexico Deans and Directors of Colleges of Education form a work group including committee members of the LESC to study the curricula and materials in required courses in teaching of reading to ensure that they are based on the most current scientifically based reading research.

(Sponsor: *Representative Stewart*)

## **PUBLIC SCHOOL FINANCE**

**25. Study School Finance Accountability at the State and Local Levels:** Introduce a joint memorial to request that PED, in collaboration with the Office of the State Auditor, convene a work group to examine provisions in current law, financial practices, and training at the state and local level, including safeguards designed to prevent fraud, waste and abuse, and issues affecting the timeliness and scope of annual independent audits; and provide a report of findings and recommendations to the LESC, the Legislative Finance Committee, and the Governor by October 30, 2010.

(Sponsors: *Senators Nava and García*)

**26. School Board Finance Committees:** Introduce legislation to require each local school board to appoint a finance committee to assist the board in carrying out its budget and finance duties, and to require that this committee include members of the community with experience in accounting or financial matters and at least one parent.

(Sponsor: *Representative Hall*)

## **VIRTUAL EDUCATION**

**27. Prohibit Virtual Charter Schools:** Introduce legislation to prohibit the authorization by school districts or the state of charter schools that provide more than half of their curriculum via distance delivery, except for delivery via the New Mexico Cyber Academy and IDEAL-NM.

(Sponsor: *Representative Roch*)

## **APPROPRIATIONS AND GENERAL OBLIGATION BONDS**

**28. Library General Obligation (GO) Bonds:** Request \$20.25 million in GO Bonds for New Mexico libraries, as follows:

- \$6.5 million for academic libraries;
- \$6.5 million for publicly funded school and juvenile detention libraries;
- \$6.0 million for New Mexico public libraries; and
- \$1.25 million for tribal libraries.

(Sponsor: *Senator Lovejoy*)

**29. Summer Science Program:** Make an appropriation of \$50,000 to New Mexico Tech in the *General Appropriation Act of 2010* for the Summer Science Program.

(Sponsor: *Senator Nava*)

**30. Minority Math, Engineering, and Science Program:** Make an appropriation of \$150,000 to PED in the *General Appropriation Act of 2010* for the Mathematics, Engineering, and Science Achievement.  
(Sponsor: *Senator Nava*)

**31. Outdoor Classroom:** Make an appropriation of \$100,000 to the Department of Energy, Minerals and Natural Resources in the *General Appropriation Act of 2010* for the Outdoor Classroom Project.  
(Sponsor: *Representative Hall*)

Representative Miera moved to approve the list of proposed bills, memorials, and letters, and Senator García seconded the motion, which was unanimously approved. The Chair noted that approval was subject to minor changes deemed necessary by staff for technical reasons.

Representative Cote told the committee that he had pre-filed two bills for the interim Military and Veterans Affairs Committee: HB 24, *Educational Opportunity for Military Children*, to ratify the Interstate Compact on Educational Opportunity for Military Children, in essentially the same form that it was when it reached the Senate floor in the 2009 session; and HJM 1, *Study Uniform Military Credit at NM Colleges*, to explore ways to offer service members and veterans college credit for their military and other training.

Representative Giannini indicated that she intended to file a bill to give children of the armed forces priority for enrollment in public schools.

Senator Asbill informed the committee that he intended to file a bill similar to the one he had introduced in the fall 2009 first special session offering waivers to school districts that would provide temporary flexibility to alleviate budget shortfalls. He stated that he had worked with school employee unions in developing the legislation and they agreed to its contents.

***c. Approval of Draft LESC Report to the 2<sup>nd</sup> Session, 49<sup>th</sup> Legislature, 2010***

On a motion by Senator García, seconded by Senator Kernan, the committee approved the Draft LESC Report to the 2<sup>nd</sup> Session, 49<sup>th</sup> Legislature, 2010.

**ADJOURNMENT**

There being no further business, with the consensus of the committee, Senator Nava adjourned the LESC meeting at 3:18 p.m.

  
\_\_\_\_\_ Chair

6-15-2010 \_\_\_\_\_ Date