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FISCAL IMPACT REPORT

ORIGINAL DATE 1/24/06

SPONSOR Boykin LAST UPDATED _____ HB 86

SHORT TITLE Center for Border & Indigenous Leadership SB _____

ANALYST Lewis

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	\$500.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Duplicates SB 42

Relates to HB 178 and SB 39 (NMSU Demonstration School Leadership Program)

SOURCES OF INFORMATION

LFC Files

Responses Received From

New Mexico State University (NMSU)

Public Education Department (PED)

New Mexico Higher Education Department (NMHED)

SUMMARY

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

Synopsis of Bill

House Bill 86 appropriates \$500,000 from the general fund to the Board of Regents of New Mexico State University (NMSU) for the Center for Border and Indigenous Educational Leadership (CeBIEL) to provide a statewide demonstration school leadership program to train administrators in ways that balance rigorous classroom instruction with field experience in school improvement strategies to reflect the needs of New Mexico's diverse students.

FISCAL IMPLICATIONS

The appropriation of \$500,000 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2007 shall revert to the general fund.

SIGNIFICANT ISSUES

According to the center's web site, CeBIEL seeks to:

- 1) Support local school districts located along the US/Mexico border as well as the entire state of New Mexico to address the achievement gap of PK-12 students by
 - a) providing professional development in the areas of instructional leadership; and
 - b) focusing on issues of poverty, culture, and linguistic diversity.
- 2) Prepare administrators and leaders to work with all populations of students falling through the achievement gap, especially English Language Learners and American Indian Students.

According to the Public Education Department (PED), due to an impending shortage of administrators, leadership development for administrators is critical, as is specialized training for administration of programs for special populations. For example, this support will be significant for administrators serving American Indian and second language (ESL) populations. PED adds that implementation of rigorous model programs is necessary to recruit, prepare, induct and retain high-quality educational leaders for New Mexico's schools.

New Mexico State University (NMSU) adds that the CeBIEL program is significant because

- learner-centered responsive school leadership is recognized as a key factor in closing the achievement gap in today's schools;
- New Mexico's educational leadership preparation and professional development need to reflect state and national educational reform efforts, and to be responsive to the unique needs of all students; and,
- to ensure professional growth advancement and retention, our educational leaders need sustained support from preparation to induction, in-service, and professional networking.

PERFORMANCE IMPLICATIONS

According to NMSU, effective performance will be demonstrated through the following impacts:

- 1) A partnership between four-year state institutions will be formed to replicate model programs to recruit, train, induct, and retain high quality responsive leaders.
- 2) New Mexico's educational leaders will receive systemic professional development on addressing the achievement gap of PK-12 students.
- 3) Aspiring educational leaders will be prepared to focus on closing the academic achievement gap for all students.
- 4) With regard to the achievement gap, a substantive body of knowledge will be developed that will serve as a permanent resource of information for PED, post-secondary institutions, public school districts and policy makers.
- 5) A collaborative network of New Mexico educational leaders will be established to share best practices regarding improvement of education in New Mexico.

ADMINISTRATIVE IMPLICATIONS

PED notes that this statewide initiative will require collaboration with the PED and other educational associates throughout the state, including regional education cooperatives and other professional development service providers, and that some minimal PED personnel time will be required in terms of communication and input.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

NMSU indicates that, without this appropriation: there will not be a permanent resource of research and information available for educational leaders and policy makers that addresses the PK-12 achievement gap for New Mexico's diverse population; and there will continue to be limited opportunities for New Mexico educational leaders to collaborate through a professional network to address the achievement gap.

ML/mt