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FISCAL IMPACT REPORT

ORIGINAL DATE 2-8-06

SPONSOR Gonzales, R.J. LAST UPDATED _____ HB 614

SHORT TITLE Northern NM Teacher Development Programs SB _____

ANALYST Dearing

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	\$1,500.0	Non-Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 614 appropriates \$1,500,000 from the general fund to Public Education Department for the purpose of implementing professional development programs for teachers and principals dedicated to closing the achievement gap for rural students in northern New Mexico.

FISCAL IMPLICATIONS

The appropriation of \$1,500,000 contained in this bill is a non-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.

Major assumptions: \$1,500.0 will be appropriated from the general fund to the Public Education Department (PED) for fiscal year 2007.

Additionally, PED staff will be required to access and compile student data and other pertinent information to guide the development of the professional development topics. It is estimated that the PED will need 10% FTE educational administrator –A @ \$25.495 per hour x 2,080 hours x 30% for benefits. This totals \$6,900 in addition, a budget analyst – A @\$20.399 per hour x 2,080 x 30% for benefits. This totals \$5,500 the combined total cost for PED staff is \$12,400.

SIGNIFICANT ISSUES

HB 614 will provide professional development programs, for teachers and principals working in rural northern New Mexico, critical in closing the achievement gap for children attending rural northern New Mexico schools.

The Executive recommendation includes \$2,000.0 for Teacher Professional Development Fund.

The promotion of Science, Technology, Engineering, and Mathematics (STEM) education programs within educational institutions within New Mexico have recently been high-lighted as issues that are at the forefront of both the New Mexico Federal Congressional Delegation's as well as the federal Executive's funding and legislative initiatives. While this proposed legislation deals with the development of these core competencies within the teaching community, this is directly related to the overall goal of increasing scientific, technical, engineering, and mathematical abilities of students within the state, through increasing the ability of teachers to convey this knowledge to their students.

PERFORMANCE IMPLICATIONS

HB 614 relates to the schools' performance measures for increasing the percentage of students achieving proficiency or above on the criterion-referenced assessments in reading/language arts and mathematics.

ADMINISTRATIVE IMPLICATIONS

Professional development program funds will support salary, travel and per diem office materials and supplies for: (1) an Education Administrator A - 10% FTE and (2) a Budget analyst - 10% FTE for implementation of the program specific to the professional development of teachers and principals working with rural, northern New Mexico students closing the achievement gap.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Related to: HB 3: School Improvement Framework includes professional development for public school educators in New Mexico.

Related to: HB 86/SB 42: Professional development "highlighting border and rural areas".

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

If this bill is not enacted, the PED will continue providing professional development programs to teachers and administrators working with students in all of New Mexico schools to increase the percentage of students achieving proficiency or above on the criterion-referenced assessments in reading/language arts and mathematics.

POSSIBLE QUESTIONS

At less than 1% of appropriation, can the administration costs incurred to the State Department of Public Education be provided via the appropriation?