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FISCAL IMPACT REPORT

SPONSOR Garcia, Mary Helen **DATE TYPED** 01/28/05 **HB** 157

SHORT TITLE Center for Border Educational Leadership **SB** _____

ANALYST Woods

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
	\$600.0			Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Duplicates SB90

Relates to the appropriation for New Mexico State University in the General Appropriations Act.

SOURCES OF INFORMATION

LFC Files

Responses Received From

- New Mexico State University (NMSU) (SB90)
- New Mexico Public Education Department (PED)
- New Mexico Commission on Higher Education (CHE)
- New Mexico Department of Health (DOH)
- Department of Indian Affairs (IAD)

SUMMARY

Synopsis of Bill

House Bill 157 – Making an Appropriation for the Center for Border and Indigenous Educational Leadership – appropriates \$600,000 from the general fund to the Board of Regents of New Mexico State University for expenditure in FY06 to support the Center for Border and Indigenous Educational Leadership. Any unexpended or unencumbered balance remaining at the end of FY06 shall revert to the general fund.

Significant Issues

NMSU indicates the mission of the Center for Border and Indigenous Educational Leadership is to address the achievement gap of PK-12 (pre-kindergarten to 12th grade) students from urban, rural, and small school districts in New Mexico through the preparation and professional development of educational leaders, by conducting and providing research that will serve as a resource to educational leaders and policymakers, and by creating a professional network of collaborating leaders. The goals of the center are the following:

- Prepare educational leaders to address the achievement gap of PK-12 students from urban, rural, and small school districts in New Mexico through graduate distance education programs in educational leadership.
- Provide professional development to educational leaders to address the achievement gap of PK-12 students from urban, rural, and small school districts in New Mexico.
- Conduct and provide on-going research that will serve as a resource to educational leaders and policymakers to address the achievement gap of PK-12 students from urban, rural, and small school districts in New Mexico.
- Establish a professional network of educational leaders committed to address the achievement gap of PK-12 students from urban, rural, and small school districts in New Mexico through collaboration.

FISCAL IMPLICATIONS

PED indicates that this bill would provide a second year of funding for the Center for Border and Indigenous Educational Leadership. CHE further notes that the request was approved by New Mexico State University Board of Regents in the amount of \$600,000 and submitted to the CHE for review; however the program was not recommended for expansion by the CHE at this time.

The appropriation of \$600,000 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY06 shall revert to the general fund.

ADMINISTRATIVE IMPLICATIONS

NMSU proposes the following line item analysis (including FTEs) of the appropriation:

Director (1 FTE)	\$ 65,000
Assistant Director (1 FTE)	55,000
Project Coordinator (1 FTE)	45,000
Research Coordinator (1 FTE)	45,000
Secretary	25,000
Benefits (above staff)	65,800
4 Graduate Assistants (0.5 FTE)	80,000
Benefits (graduate assistants)	800
Distance Education Costs	15,000
Professional Stipends	30,000
Professional Development Costs	15,000
Research Costs	17,400
Educational Materials	5,000
Telephone	3,000
Computer Hardware	10,000
Computer Software	2,000
Printing and Reproduction	2,000
Office Equipment	15,000
Office Furniture	5,000
Office Supplies	4,000
Travel	15,000
Consultants	15,000
Program Evaluation	5,000
Administrative Costs	60,000
Total Request	\$600,000

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Duplicates SB90

Relates to the appropriation for New Mexico State University in the General Appropriations Act.

OTHER SUBSTANTIVE ISSUES

PED suggests that the reforms enacted through the federal *No Child Left Behind Act of 2001* (NCLB) and New Mexico’s HB212 place unprecedented demands on school district administrators: new tests and testing procedures, Adequate Yearly Progress (AYP), determinations for schools and districts, requirements related to school choice and supplemental education services, evolving state and federal grant guidelines, three-tiered licensure, redefined roles in educational governance structures at the local level and more. Responding effectively to the broad, systemic changes mandated by these statutes requires extensive knowledge and skills. PED further notes that the center has helped to develop educational partnerships that facilitate creative solutions to issues common to New Mexico’s public schools. In this way, the center assists the PED in the work of fostering excellence in public education by building increased administrative capacity,

and supports the educator quality and rural education goals of the PED and the Governor

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL?

PED indicates that without this funding, the state will be unable to build the capacity of administrators to provide specialized services and support to border and indigenous populations. The Center will close after a single year of operation and school administrators in southern New Mexico will lose access to this particular resource.

BFW/rs