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## FISCAL IMPACT REPORT

**SPONSOR** Heaton **ORIGINAL DATE** 2/22/2007  
**LAST UPDATED** 3/10/2007 **HB** 220/aHEC/aHAFC/aSEC/aSFC  
**SHORT TITLE** Mathematics & Science Education Act **SB** \_\_\_\_\_  
**ANALYST** Aguilar

### **ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)**

	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>3 Year Total Cost</b>	<b>Recurring or Non-Rec</b>	<b>Fund Affected</b>
<b>Total</b>		\$4,120.0	\$4,120.0	\$8,240.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to HB 2, HB 3

Duplicates appropriations in the General Appropriation Act  
Relates to appropriations in the General Appropriation Act

### **SOURCES OF INFORMATION**

LFC Files

#### Responses Received From

Higher Education Department (HED)

Public Education Department (PED)

Energy, Minerals and Natural Resources Department (EMNRD)

Department of Finance and Administration (DFA)

### **SUMMARY**

#### Synopsis of SFC Amendment

The Senate Finance Committee amendment makes technical changes to language to correct a conflict within the provisions of the bill pertaining to the math and science advisory council.

#### Synopsis of SEC Amendment

The Senate Education Committee amendment to House Bill 220 as amended deletes an HEC amendment and removes “for public school students” from language for whom professional development is provided. See technical issues below.

Synopsis of HAFC Amendment

The House Appropriations and Finance Committee amendment to House Bill 220 as amended removes all appropriations from the bill.

**TECHNICAL ISSUES**

The Legislature may wish to consider the following technical change:

On page 6, Line 11 as amended by HEC appears to provide that professional development is for the students rather than teachers. The legislature may wish to consider inserting as follows: for [the benefit] of public school students” or simply delete the phrase “for public school students”.

Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 220 adds to the responsibilities of the Mathematics and Science Bureau, expands the entities to which awards can be made from the Mathematics and Science Proficiency Fund and denotes professional development programs are to be for public school students.

**SIGNIFICANT ISSUES**

HB220/aHEC expands the responsibilities of the math and science bureau to include the development and evaluation of curricula, instructional programs and professional development programs in mathematics and science aligned with state academic content and performance standards.

The amendment also adds persons to the list of entities eligible to receive awards from the fund.

Item six of the amendment adds “public school students” as the intended recipients of the services noted in the bill, however the last item in the list is professional development which is more suitable for teachers and other providers and not students. This language was stricken from Senate Bill 262 which has similar provisions.

Synopsis of Original Bill

House Bill 220 creates the Math and Science Bureau in the Public Education Department, establishes the math and science advisory council and details its duties, provides funding for mathematics and science programs and projects, creates the Math and Science Proficiency fund and makes appropriations.

House Bill 220 appropriates \$3 million from the general fund to the mathematics and science proficiency fund for the purpose of funding summer mathematics, science and reading institutes.

HB 220 appropriates \$620 thousand from the general fund to the public education department to work with national laboratories, other federal science-related facilities, and science and technology businesses to create internships; and to work with the institutions of higher education and the mathematics and science advisory council to increase the rigor of mathematic and science teacher preparation courses.

HB 220 appropriates \$500 thousand to the state parks division of EMNRD to support a statewide outdoor classroom program.

## FISCAL IMPLICATIONS

The appropriation of \$3 million contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2008 shall not revert to the general fund but shall revert to the mathematic and science proficiency fund.

The appropriation of \$1.12 million contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2008 shall revert to the general fund.

This bill creates a new fund and provides for continuing appropriations. The LFC has concerns with including continuing appropriation language in the statutory provisions for newly created funds, as earmarking reduces the ability of the legislature to establish spending priorities.

## SIGNIFICANT ISSUES

HB 220 creates the Math and Science Bureau. Funding for the bureau was included in Laws 2006, Chapter 110; however legislation establishing the bureau was not enacted. Funding for the bureau is included in the department's operating base. This bill formalizes the duties and responsibilities of the bureau.

The bill creates the Mathematics and Science Advisory Council to advise the Bureau on implementation of its duties; to make recommendations to the Bureau and PED regarding the statewide strategic plan for improving mathematics and science education; advise PED and the Legislature regarding appropriations for math and science education, administration, resources and services; and work with the PED to determine the needs of New Mexico public school students for math and science achievement.

A temporary Math and Science Advisory Council has been appointed; its composition aligns with the provisions of this bill. They have begun work with the Math and Science Bureau to create a statewide strategic plan for math and science education that incorporates the perspectives of the many stakeholders in this issue.

It is important to note that the appropriation to the math and science proficiency fund is for mathematics, science and **READING** summer institutes. A similar appropriation with identical language was contained in the General Appropriations Act of 2006, yet little or no emphasis was placed on the reading component. It is important not to lose sight of the importance of improving reading while at the same taking steps to improve math and science.

## PERFORMANCE IMPLICATIONS

PED reports that the \$1.7 million appropriated by the 2006 Legislature for math, science and reading institutes has already served almost 1,000 math and science teachers in grades K-12 in nine projects, and more institutes are planned in the Spring and into the Summer up to June 30.

The names of teachers and their schools are being added to a database so that the future achievement of their students can be compared to their past achievement.