

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current FIRs (in HTML & Adobe PDF formats) are available on the NM Legislative Website (legis.state.nm.us). Adobe PDF versions include all attachments, whereas HTML versions may not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

ORIGINAL DATE 1/28/08

SPONSOR M.H. Garcia LAST UPDATED _____ HB 362

SHORT TITLE English Teacher Collaboration Program SB _____

ANALYST Haug

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$25.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)
New Mexico State University (NMSU)
Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 362 appropriates \$25.0 from the general fund to the Board of Regents of New Mexico State University for the English Teacher Collaboration Program, which provides professional development for teachers of secondary and post-secondary English.

FISCAL IMPLICATIONS

The appropriation of \$25.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2009 shall revert to the general fund.

The HED states that this request was not submitted by NMSU to the New Mexico Higher Education Department (NMHED) for review. The Department's funding recommendation for FY09 is a continuance of FY08 recurring funding in the amount of \$20,000.

SIGNIFICANT ISSUES

According to NMSU, NMSU seeks to further develop the English Teacher Collaboration Program to provide professional development for secondary and postsecondary English teachers. The program strives to improve student preparedness for college, as well as increase student retention. This appropriation would provide additional funds for program development, travel, materials and recruitment. The design of the program includes the following opportunities for teachers:

- Observation of other teacher’s classrooms;
- Design and plan co-constructed assignments;
- Team teaching; and
- Cross-institutional professional development.

The HED notes that the greatest impact is that NMSU will be able to continue the professional development of secondary and postsecondary English teachers. The funding will provide a recurring revenue stream to support the increased number of students involved in the program and continue collaboration between NMSU and high schools in Las Cruces. This appropriation would provide funds for program development, conferences, materials, and recruitment.

According to the PED, House Bill 362 addresses the issue of alignment between high school and undergraduate programs in English but, more specifically, speaks to the issue of entering first-year students lacking the prerequisite language, reading and writing skills to successfully undertake college work. The need for remediation in Reading 100 is nearly universal. Both high school and college instructors can benefit from professional development that seeks to raise high school English class standards so that they are aligned with the requirements for postsecondary and workforce success.

The PED adds that such professional development would be designed in collaboration with the NMSU English Department and College of Education and local school district administrators and teachers. Support for implementation of this effort would be provided by NMSU’s Alliance for the Improvement of Border and Rural Schools, a collaboration of NMSU and school district administrators. It is envisioned that such aligned efforts between high school and college instructors, with support from NMSU English experts, will result in reduced numbers of students needing remedial courses and in better preparation for college and workforce success.

The PED notes that HB 362 could serve to support the Public School Support Performance Measures:

- Annual percent of highly qualified teachers in high-poverty schools, kindergarten through twelfth grade and
- Annual percent of core academic subjects taught by highly qualified teachers, kindergarten through twelfth grade.

GH/bb