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FISCAL IMPACT REPORT

ORIGINAL DATE 01/29/09

SPONSOR Kernan LAST UPDATED HB

SHORT TITLE Create School Leadership Institute SB 124

ANALYST Williams

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
\$200.0		Non-recurring	Education Lock Box, Appropriation Contingency Fund, General Fund
	\$200.0	Recurring in FY11	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Companion to Senate Bill 123 and Senate Bill 133

Relates to special appropriation in House Bill 13, General Appropriation Act (LFC recommendation) for \$200.0 thousand to the Department of Finance and Administration, Office of Education Accountability to develop statewide instructional leadership institute.

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Finance and Administration, Office of Educational Accountability (OEA)
Higher Education Department (HED)
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Endorsed by the Legislative Education Study Committee

Senate Bill 124 appropriates \$200.0 thousand from the Appropriation Contingency Fund, specifically “the education lockbox”, to the Higher Education Department for the purpose of establishing a school leadership institute. The institute would be administratively attached to the Higher Education Department. The institute would identify and recruit candidates based on partnerships with state agencies, higher education institutions and professional associations.

The institute would provide a framework for preparing, mentoring and providing professional development for principals and other school leaders. The institute would provide at least the following programs: 1) licensure preparation services; 2) mentoring for superintendents, principals and other public schools leaders; 3) intensive support for principals at schools in need of improvement; and 4) professional development for aspiring superintendents.

FISCAL IMPLICATIONS

The appropriation of \$200,000 contained in this bill is a non-recurring expense to the appropriation contingency fund of the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2010 shall revert to that fund.

Because the appropriation would establish the school leadership institute and provide for salaries and benefits for up to three full-time-equivalent positions, this appropriation would be required in subsequent years and thus become recurring.

SIGNIFICANT ISSUES

HED notes this request was not on its list of legislative priorities and is not included in the strategic activities in the 2020 Vision strategic plan.

HED would issue a request for proposals to establish this institute.

PERFORMANCE IMPLICATIONS

OEA and PED note research indicates “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn in school.” Further, “there are virtually no documented instances of troubled schools being turned around in the absence of interventions by talented leaders.”

According to OEA, 68.2 percent of New Mexico’s schools did not meet federally-mandated achievement targets under No Child Left Behind. Currently about half of New Mexico high school graduates are required to take remedial coursework in reading and math when they enter New Mexico public, post-secondary institutions.

In July 2008, New Mexico implemented the High Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P). According to PED, this system provides “greater clarity regarding the roles and responsibilities of principals and assistant principals relative to today’s educational challenges.”

ADMINISTRATIVE IMPLICATIONS CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

The extent to which HED could fulfill the requirements of this bill given current funding and staff is not clear.

OTHER SUBSTANTIVE ISSUES

Based on Senate Joint Memorial 3 from the 2008 legislation session, the OEA, in conjunction with PED and HED, established a committee and presented recommendations to the Legislature in December 2008. The process involved nearly 150 stakeholders. This bill is a result of that report.

The average principal tenure in New Mexico is only 2.8 years. Almost half of 535 schools in a 2004 study had between three and seven principals over a ten year period. The average age of New Mexico school principals is 51. Thirty-three percent of school principals are 55 years old or older and 15 percent are 60 or over. A recent survey of principals found concerns about the extent to which current leadership preparation programs adequately prepare them to address discipline issues; create a school-wide vision and mission; implement a cohesive curriculum; work with parents; monitor school progress and engage staff in improvements.

Similar institutes exist in Georgia, Massachusetts, Kentucky, Illinois and Arkansas.

ALTERNATIVES

OEA recommends the following amendment:

Strike Sections B and C and insert in lieu thereof:

“B. The institute shall partner with state agencies, institutions of higher education, public school districts and professional associations to identify and recruit candidates for the institute and coordinate, enhance and improve programs to offer at least the following:

- (1) Licensure preparation for aspiring principals;
- (2) Mentoring for new principals and other public school leaders;
- (3) Intensive support for principals in schools in need of improvement;
- (4) Professional development for aspiring superintendents; and
- (5) Mentoring for new superintendents.”

POSSIBLE QUESTIONS

1. Is the appropriation contained in this bill an appropriate use of the education lock box?
2. What is the role of the Public Education Department?
3. Have educational outcomes improved due to the efforts of similar institutes in other states?
4. To what extent is grant funding or existing school leadership development initiatives at the state, regional or national level available to address the intention of this bill?
5. Does this proposal duplicate or complement existing efforts of state higher education institutions to develop educational leaders? Are leadership courses a requirement in the state’s teacher education and training programs?
6. Would the Institute charge fees to help support its programs?
7. What are the anticipated performance outcomes, and how would they be measured?