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FISCAL IMPACT REPORT

ORIGINAL DATE 02/26/09

SPONSOR Beffort LAST UPDATED _____ HB _____

SHORT TITLE Study Pre-Kindergarten Effectiveness SJM 34

ANALYST Aguilar

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY09	FY10	FY11	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		Indeterminate				General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Office of Educational Accountability (OEA)

Children, Youth and Families Department (CYFD)

SUMMARY

Synopsis of Bill

Senate Joint Memorial 34 directs the CYFD Secretary to convene a study of the current requirements of teachers and staff for CYFD state- funded pre-kindergarten (PreK) with participation by various stakeholder groups, including state agencies, boards, and non-governmental organizations.

FISCAL IMPLICATIONS

While no appropriation is included in the memorial, the cost of implementing such a study could be expensive. The Office of Education Accountability has conducted an evaluation of the Pre-K program annually for the last three years and a substantial amount of data is available. This evaluation may preclude the study outlined in this bill.

SIGNIFICANT ISSUES

The study is to take into consideration PreK program evaluation information, the correlation of staff qualifications to classroom outcomes, costs of providing early care and salaries paid to PreK teachers and staff. Findings are to be reported to the Secretary of CYFD and the Child Development Board by November 1, 2009.

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Since its inception in 2005, the New Mexico PreK program has been the focus of a state-level evaluation conducted by the National Institute for Early Education Research (NIEER), a widely recognized leader in the field of early education research. The evaluation, managed by the NM Department of Finance and Administration's Office of Education Accountability, is in its fourth and final contract year. Over the past three years, findings from the evaluation have established that outcomes of students who attend either a PED- or CYFD-funded program are similar in terms of school readiness as reflected in higher measures of vocabulary, math, and early literacy, compared to children who did not participate.

While the two agencies operate under separate sections of the New Mexico State Statutes and the New Mexico Administrative Code, New Mexico's PreK Program Standards for 2008-2009 provide the uniform guidance for "desired results, outcomes, or learning experiences for children below kindergarten age." Included within these standards is "Essential Element II: Professionalism" that details administrator, teacher, educational assistant qualifications for both agencies.

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