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## FISCAL IMPACT REPORT

ORIGINAL DATE 3/12/09

SPONSOR Fischmann LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE Study Teacher Candidate Math Curriculum SM 84

ANALYST Varela

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	FY09	FY10	FY11	3 Year Total Cost	Recurring or Non- Rec	Fund Affected
<b>Total</b>		Indeterminate*	Indeterminate*	Indeterminate*	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

\*See Fiscal Impact

### SOURCES OF INFORMATION

LFC Files

### SUMMARY

#### Synopsis of Bill

Senate Memorial 84 requests that the Office of Education Accountability (OEA), the Higher Education Department (HED), the Public Education Department (PED) to convene a task force to study the rigor and relevance of the required mathematics curriculum for students preparing for a career as an elementary school teacher.

### FISCAL IMPLICATIONS

This memorial carries no appropriation. Additional operating costs would be incurred by the participating entities in the form of staff time and effort. Estimated costs to the state would depend upon the number participating entities and staff dedicated to conducting the study and convening a task force.

**SIGNIFICANT ISSUES**

This memorial requests that OEA, HED, and PED convene a task force to study the rigor and relevance of the required mathematics curriculum for students preparing as an elementary school teacher. The task force should collaborate with all colleges and universities in the state that prepare prospective teachers to identify whether a standard level of math proficiency is required of all candidates prior to admission into a degree program.

The task force should develop a list of required mathematics courses in those schools and universities and a description of how each course addresses essential competencies as contained in PED's content standards and benchmarks for math. The study should address whether teachers who have completed nine hours of math are better prepared as elementary school teachers than those with six hours, which is the current requirement. The findings of this study should be presented to the LESC by December 2009.

PV/mt