

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 ([www.nmlegis.gov](http://www.nmlegis.gov)). 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 02/12/13

SPONSOR Hall LAST UPDATED \_\_\_\_\_ HB 50

SHORT TITLE No Funds for Certain School of Ed. Programs SB \_\_\_\_\_

ANALYST Hartzler-Toon

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY13	FY14		
	Unknown	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	FY13	FY14	FY15	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>			Unknown	Unknown	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act: Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, Northern New Mexico College, University of New Mexico, Western New Mexico University

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Department (HED)  
University of New Mexico (UNM)

#### Responses Not Received From

Public Education Department (PED)  
All other four-year institutions with schools of education/teacher preparation programs

### SUMMARY

#### Synopsis of Bill

House Bill 50 would provide instruction and general (I&G) purpose funding for schools of education or teacher preparation programs (schools or programs) at public, postsecondary

institutions if the school or program instructs students in the teaching of reading courses that

- (1) are based on current scientific reading research and the science of reading,
- (2) are aligned with reading standards adopted by the Public Education Department (PED), and
- (3) include strategies and assessment measures to ensure that beginning teachers are proficient in teaching reading.

The bill requires the Higher Education Department (HED) to

- (1) certify that the college or program satisfies the program requirements listed above, and
- (2) withhold the I&G appropriation amount designated for the college or program if the program fails to meet the above requirements during the fiscal year in which the appropriation is made.

### **FISCAL IMPLICATIONS**

While there is no effective date for HB 50, the FY14 I&G general purpose, general fund appropriation for schools and programs could be impacted to some degree. To determine the fiscal impact to the general fund, the HED would need to determine the appropriation amount per school and program and assess whether the school or program satisfies the conditions of the law. It is unclear whether the HED would withhold such general fund appropriations for the entire fiscal year or withhold the funds until such time as the school or program can satisfy the conditions.

While HB 50 is silent as to whether withheld funds would revert to the general fund, all institutional I&G general purpose funds are nonreverting under the General Appropriation Act, Section 4.

If HB 50 is enacted, the HED would incur operational costs to review the legal requirements of law, determine the amount of I&G general purpose appropriations apply to schools and programs, review schools and programs for compliance, and either release to or withhold from institutions the I&G general purpose fund appropriations. This additional burden on the HED staff may require additional resources.

### **SIGNIFICANT ISSUES**

Both the Legislative Education Study Committee (LESC) and Legislative Finance Committee (LFC) have studied efforts to improve teacher preparation, including a focused review of the teaching of reading. The LESL's 2011 Interim report (pp. 35-36) summarized efforts of a legislative working group to study reading curricula in teacher education. The working group's findings noted that many of the teacher education programs in New Mexico integrate scientifically-based research components in reading; include field experiences with students that feature scientifically-based research components; and have increasing activities focused on the English-language learned.

The working group's findings and further collaborative efforts among the PED, LESL, and deans of education schools led to amending the level one licensure requirements to require a licensure candidate to pass the New Mexico teacher assessments examination, which includes a rigorous

assessment of the candidate's knowledge of the science of teaching reading. (Section 22-10A-7 NMSA 1978)

The PED reports that its process for approving teacher preparation programs includes a comprehensive review of colleges of education and related departments. The evaluation process is based on measures endorsed by the National Council for Accreditation of Teacher Education.

Specific to HB 50, the PED opines that the “bill would require a specific evaluation of reading programs in all state-funded teacher preparation programs. Such an evaluation would require development of an assessment tool that includes outcomes of public education students of recently-trained teachers. In addition, it would require the use of pre-service assessment data that is disaggregated by program and performance rate.”

### **PERFORMANCE IMPLICATIONS**

The PED reports that the assessment tool required for licensure under Section 22-10A-7(D)(3) will provide additional data points for analyzing the quality of teacher reading programs.

### **ADMINISTRATIVE IMPLICATIONS**

Both the PED and the HED recognized the importance of coordinating efforts required by HB 50. While the PED is responsible for approval of reading programs within the teacher preparation programs, the HED administers funding to all postsecondary institutions, including colleges of education.

### **TECHNICAL ISSUES**

The University of New Mexico (UNM) response noted that there are no nationwide standards for measuring the efficacy of reading programs and that the PED lacks standards or procedures in place for evaluating individual reading programs. However, the PED proposed approaches for using existing assessments and developing additional ones to guide the review of teacher reading programs.

The PED is responsible for approving programs within the teacher preparation programs, while the HED does not have this responsibility. The bill sponsor may seek to strengthen the bill by amending Section B, ll. 15-16, to require that (1) the PED certify the programs meet Section A and (2) the PED then reports to the HED on what programs satisfy or fail to satisfy Section A. The HED would then distribute or withhold funds accordingly.

### **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

The university noted that the licensure requirement that a candidate have knowledge of the science of reading will demonstrate the success of teacher preparation programs. The success of licensure candidates on this assessment should be sufficient to demonstrate programs without the punitive measures of HB 50. However, the PED notes that a candidate's success or failure on the assessment will have a direct impact on the candidate but little impact on the teacher preparation program or school of education.