

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill Number: SB 250a

51st Legislature, 2nd Session, 2014

Tracking Number: .196651.1

Short Title: Incorporate Arts into Classroom Instruction

Sponsor(s): Senator Cisco McSorley

Analyst: James Ball

Date: February 19, 2014

AS AMENDED

The Senate Education Committee amendments:

- **strike language referencing licensed school employees, and in lieu thereof insert “highly qualified arts educators”; and**
- **strike language referencing classroom instruction, common core subjects, and standards-based assessments, and in lieu thereof insert “standards-based instruction in kindergarten through grade twelve.”**

Original Bill Summary:

SB 250 makes an appropriation to create regional centers throughout New Mexico to assist licensed school employees to incorporate the arts into classroom instruction in common core subjects and standards-based assessments by providing:

- curriculum alignment;
- professional development;
- technical assistance;
- portfolio assessment;
- program support; and
- networking opportunities.

Fiscal Impact:

\$350,000 is appropriated from the General Fund to the Public Education Department (PED) for expenditure in FY 15 and subsequent years. Unexpended or unencumbered funds will not revert to the General Fund.

Fiscal Issues:

The Legislative Finance Committee (LFC) Financial Impact Report (FIR) notes that:

- the responsibilities associated with the appropriation in SB 250 are broad;
- it is unclear whether the bill includes sufficient funding for PED to accomplish the tasks;
- PED is struggling to effectively maintain basic day-to-day operations and several current initiatives; and

- given ongoing vacancy levels, PED might not have sufficient staff to effectively administer this program.

PED did not submit an analysis of SB 250. In the absence of information from the agency it is unclear how PED might create the regional centers to support licensed school employees to incorporate the arts into classroom instruction in common core subjects.

Substantive Issues:

SB 250 supports the *Fine Arts Education Act* (FAEA) of 2003, which requires as a condition of funding, that the fine arts be integrated into the general curriculum.

An October 2013 report by PED and the Department of Cultural Affairs (DCA), to the LFC and the Legislative Education Study Committee (LESC) on the implementation of the FAEA, found that professional development for teachers was identified as a major need for the full implementation of the FAEA.

Background:

The PED/DCA October 2013 report to the LFC and LESC also notes that studies have shown that:

- socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas when compared to their low-arts-engaged peers;
- at-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general student population; and
- positive relationships between arts education and civic engagement are noted in socially and economically advantaged children as well as their disadvantaged peers.

Committee Referrals:

SCC/SEC/SFC

Related Bills:

SB 273 *Arts Education*