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FISCAL IMPACT REPORT

SPONSOR McSorley **ORIGINAL DATE** 02/04/14
LAST UPDATED 02/17/14 **HB** _____

SHORT TITLE Incorporate Arts into Classroom Instruction **SB** 250/aSEC

ANALYST Armstrong

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY14	FY15		
	\$350.0	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From
 Public Education Department (PED)
 Attorney General’s Office (AGO)

SUMMARY

Synopsis of SEC Amendment

The Senate Education Committee amendment replaced the bill’s references to “licensed school employees” with “highly qualified arts educators.” This expands the manner in which the appropriated funds may be spent because it is no longer limited to providing curriculum alignment, professional development, technical assistance, portfolio assessment, program support, and networking opportunities to licensed employees, presumably meaning licensed teachers. “Highly qualified arts educators” is not a defined term, and is thus open to PED interpretation. Moreover, there is no guarantee that standard school personnel policies will apply to “highly qualified arts educators.”

Synopsis of Original Bill

Senate Bill 250 appropriates \$350 thousand to PED to create regional centers throughout the state to provide curriculum alignment, professional development, technical assistance, portfolio assessment, program support, and networking opportunities to licensed school employees to incorporate arts into classroom instruction on Common Core subjects and standards-based assessments.

FISCAL IMPLICATIONS

The bill's appropriation of \$350 thousand is a nonrecurring expense to the General Fund. Any unexpended or unencumbered balance shall not revert.

SIGNIFICANT ISSUES

The responsibilities associated with the appropriation in SB 250 are broad, and it is unclear whether the bill includes sufficient funding for PED to accomplish the tasks. PED is struggling to effectively maintain day-to-day operations and a number of current initiatives. Given ongoing vacancy levels, the department may not have sufficient staff to effectively administer this new initiative while maintaining quality administration of existing initiatives. PED states that SB 230's appropriation of \$350 thousand may not be enough to create regional centers throughout the state to perform the services outlined in the bill, considering salary and benefits costs of staff, art materials, space for training and overhead.

According to PED, teachers are encouraged to engage students creatively and to connect content areas to meet the reading, writing, and language standards established in the Common Core State Standards (CCSS). This includes music, literature, artistic displays of information, dance and theatre through classroom plays. CCSS trainings include direction on how teachers can incorporate such activities in their classroom. The state equalization guarantee provides for funding for arts education in elementary school.

JA/jl