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FISCAL IMPACT REPORT

SPONSOR Roch **ORIGINAL DATE** 02/25/15
LAST UPDATED _____ **HB** 469
SHORT TITLE LESC Study Public & Post-Secondary Education **SB** _____
ANALYST Daly

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY15	FY16	FY17	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		Unknown	Unknown	Unknown	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to HJM 13, HM 6, SJM 12, SM 2

SOURCES OF INFORMATION

LFC Files

Responses Received From

Legislative Educational Study Committee (LESC)
Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 469 expands the duties of the Legislative Educational Study Committee to include New Mexico's entire public educational system.

FISCAL IMPLICATIONS

The analysis by LESC does not address the fiscal impact to the State, so any impact is unknown, as reflected in the operating budget impact table above.

SIGNIFICANT ISSUES

No interim legislative committee is tasked with oversight of policy applicable to higher education in New Mexico. The Legislative Finance Committee provides fiscal analysis related to higher education, and some policy guidance particularly as to performance measures. The Higher Education Department is assigned oversight responsibilities regarding both public and private post-secondary educational institutions operating within the state, see Sections 9-25-1

through 13 and Section 21-1-26(D), NMSA 1978. However, there is no legislative interim committee assigned to reviewing or otherwise addressing policy issues related to higher education.

Although existing statutory authority limits LESC's involvement in higher education to the training of certified teaching personnel in post-secondary institutions, according to LESC many topics it currently addresses in its continuing study of education in New Mexico blur the line between secondary and post-secondary education. As examples, it cites:

Several higher education topics have come before the committee due to their roots in the K-12 education system, among them:

- dual credit;
- adult basic education; and
- career technical education.

Further, it advises:

as state policies continue to focus on college and career readiness, the current direction of public education is toward a seamless continuum of education from preschool to graduate school, often called P-20. Likewise, some public school initiatives can have an influence on higher education offerings. As an example, although the Common Core State Standards (CCSS) were adopted for use in K-12 schools, higher education institutions have been encouraged to become involved in the CCSS movement, particularly with regard to first-year course design. This development has additional implications for higher education institutions when it comes to placement exams, as the Partnership for Assessment of Readiness for College and Careers test, which is designed around the CCSS, is being promoted as a college placement test for freshman English language arts and mathematics courses.

LESC additionally reports that its members and staff have been requested to participate in various higher education initiatives throughout the years. One example it cites is HM 101 (2013), Lottery Scholarship 2 Fund Solvency Work Group, under which a work group was formed to study the Legislative Lottery Tuition Scholarship program. Because this work group specifically named the LESC director as a work group member, LESC staff attended and participated in work group meetings for this higher education issue throughout the 2013 interim.

RELATIONSHIP

This bill is related to HJM 13, Study Student Loan Forgiveness Program, HM 6, College Students as Third Grade Reading Mentors, SJM 12, Review Branch & Community Colleges, and SM 2, College Students as Third Grade Reading Mentors.

MD/je