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The most recent FIR version (in HTML & Adobe PDF formats) is available on the Legislative Website. The Adobe PDF version includes all attachments, whereas the HTML version does not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

SPONSOR:	Miera	DATE TYPED:	2//10/03	HB	HJM 11
SHORT TITLE	E: Fund Special Educati	ion Services in Sch	ools	SB	
ANALYST:				L. Baca	

REVENUE

Estimated Revenue		Subsequent Years Impact	Recurring or Non-Rec	Fund Affected
FY03	FY04			
		Significant	Recurring	Federal

(Parenthesis () Indicate Revenue Decreases)

SOURCES OF INFORMATION

Responses Received From

State Department of Education (SDE)

SUMMARY

Synopsis of Bill

House Joint Memorial requests that the President and Congress fully fund the federal government's share of special education services in public elementary and secondary schools in the United States under the federal Individuals with Disabilities Act (IDEA).

This HJM was introduced for the Legislative Education Study Committee.

Significant Issues

One of the federal government's major efforts to promote the delivery of services to special education students occurred in 1975, P.L. 94-142, the precursor to IDEA. The law imposed new requirements on states and promised to fund 40 percent of the national average per special education pupil cost as an incentive to the states to implement these new requirements. To date, the federal government funds less than 17 percent of the costs incurred to provide services to students with disabilities. HJM 11 requests that the federal government keep its word and provide the funding promised.

House Joint Memorial 11 -- Page 2

FISCAL IMPLICATIONS

The SDE estimates it would cost about \$18.0 billion to fund the federal share at 40 percent for the 2002-2003 school year. Funded at the 40 percent level, New Mexico would have received an additional \$158 million if IDEA had been funded at the 40 percent level.

OTHER SUBSTANTIVE ISSUES

Receiving additional federal funding for special education students does not ensure that state funds will be displaced and become available to provide services for other students. New Mexico has had one experience where federal dollars became available after the state had been delivering services and the federal statute required "maintenance of effort on the part of the states.

LRB/njw:sb