

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 (legis.state.nm.us). 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 02/04/10  
 SPONSOR Stapleton LAST UPDATED 02/08/10 HB 71/aHEC  
 SHORT TITLE Mentorship Requirements for Level 1 Teachers SB \_\_\_\_\_  
 ANALYST Hoffmann

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY10	FY11		
	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	FY10	FY11	FY12	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
<b>Total</b>		See narrative				

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Department of Finance and Administration (DFA)

Public Education Department (PED)

### SUMMARY

#### Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 71 gives more detail to the framework for a teacher mentorship program for first-year teachers. The language in Section 2 B in part now reads “The program shall provide mentorship services *by level two or level three mentors* to the first-year teacher for the full school year.

#### Synopsis of Original Bill

House Bill 71 would amend Section 22-10A-7 NMSA 1978 and 22-10A-9 to require that mentorship services be provided to the first-year teacher for the full school year. Additionally, if sufficient mentorship funds are available, the PED may provide funding for mentorship services

that extend beyond the first year if the local superintendent or charter school administrator certifies to the secretary that further formal mentorship of a beginning teacher will provide beginning teachers with an effective transition into the teaching field. This bill specifies that the state shall not pay for more than three years of mentorship for any beginning teacher.

## **FISCAL IMPLICATIONS**

House Bill 71 makes no appropriation.

The DFA observes that between FY 2000 and FY 2009, the Legislature has provided over \$11.4M in funding to support teacher mentoring efforts across the state. The funding appears under Related Appropriations: Recurring. At this point in the session, it is unclear how much money will be provided to the “Beginning Teacher Mentorship” program.

## **SIGNIFICANT ISSUES**

The DFA provides the following summary of the issues that House Bill 71 intends to address.

In early 2009, the Legislative Education Study Committee sent a letter to the PED requesting the agency work in collaboration with the Office of Education Accountability to address a series of issues linked to beginning teacher mentorship and report the findings to the committee. The report was delivered to the committee in November. The staff brief for that meeting included a set of three policy recommendations, the third one suggested changes in legislation that is addressed in House Bill 71 as follows:

3. Endorse legislation to clarify the following language in the School Personnel Act:
  - the use of the terms “level one teachers” and “beginning teachers” in the same section on mentorship, including providing a definition of “beginning teacher” in statute if necessary; and
  - the required length of time for teachers to participate in a formal mentoring program.

House Bill 71 addresses and eliminates ambiguity related to the use of the terms currently established in statute, primarily: Level 1. Because a Level 1 teacher can hold that position for up to five years prior to either moving to Level 2 as mandated for continued employment or exiting the profession all together, the term Level 1 is too ambiguous. House Bill 71 introduces more restrictive terminology to specify who will be served and that is first-year teachers. It also specifies that if funding is available to provide mentoring to a new teacher beyond the first year, districts are authorized to do so, with the limitation that such mentoring support will not extend beyond three years.

House Bill 71 provides critical support to first year teachers as they enter the profession, thus increasing the likelihood they will continue in the field and not be part of the other half who leaves within their first five years.

## **ADMINISTRATIVE IMPLICATIONS**

The PED states that the clarification this bill offers will make it easier distribute mentorship funds.

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

According to the PED, by not enacting HB 71 there will continue to be concerns regarding which classification of public school teachers is eligible to receive mentorship services.

CH/mew