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FISCAL IMPACT REPORT

SPONSOR Ferrary/Thomson/ Bash **ORIGINAL DATE** 2/18/19 **LAST UPDATED** _____ **HB** 532
SHORT TITLE Friendships Between Certain Students **SB** _____
ANALYST Gaussoin

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
	\$150.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

New Mexico School for the Blind and Visually Impaired (NMSBVI)

No Responses Received

New Mexico School for the Deaf (NMSD)

Department of Health (DOH)

SUMMARY

Synopsis of Bill

House Bill 532 appropriates \$150 thousand from the general fund to the Public Education Department for the purpose of fostering one-on-one friendships between middle school and high school students with and without intellectual and developmental disabilities.

FISCAL IMPLICATIONS

The appropriation of \$150 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY20 shall revert to the general fund.

PED indicates designing and implementing the project and measuring its results would likely require additional resources, although it does not estimate the impact. Within school districts,

staff would need to be trained in strategies that foster friendships.

SIGNIFICANT ISSUES

PED reports the federal Individuals with Disabilities Education Act – Part B (IDEA-B) emphasizes inclusion by requiring local education agencies provide a free and appropriate education to those with intellectual and developmental disabilities in the least restrictive environment. Placing challenged children in the least restrictive environment, when implemented with fidelity, helps the academic and social development of these children.

However, the department notes the bill fails to define “friendship” or how progress toward the objective of fostering friendship will be achieved and measured.

PERFORMANCE IMPLICATIONS

PED notes the approach advocated in this bill is not an evidence-based education practices and reports documenting the impact of the approach with tangible evidence would be limited.

ADMINISTRATIVE IMPLICATIONS

The bill would likely create additional administrative responsibilities for PED, school districts, and schools.

HFG/sb