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FISCAL IMPACT REPORT

SPONSOR:	Picraux	DATE TYPED:	1-28-00	HB	76/aSEC
SHORT TITLE:	Requiring a Statewide Beginning Teacher			SB	
Mentorship				ANALYST:	Baca

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY00	FY01	FY00	FY01		
	\$ 3,000.0			Recurring	GF

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to

SOURCES OF INFORMATION

State Department of Education (SDE)

SUMMARY

Synopsis of HEC Amendment

The amendment adopted by HEC strikes the phrase "and remove teachers who show little promise of success". All other provisions and the intent of the bill are left intact.

Synopsis of Bill

House Bill 76 appropriates \$3,000.0 for a statewide mandatory mentorship program for beginning teachers for periods ranging from one to three years.

Significant Issues

According to SDE, New Mexico is experiencing a teacher shortage which is expected to worsen over the next five to ten years. Reasons for the shortage include the departure of trained personnel after only one year of teaching. It is believed that more beginning teachers would remain in the profession if professional and moral support were provided. This bill purports to do precisely that; experiences in other states support this contention.

The SDE analysis states that during the 1998-99 school year, there are 3,381 teachers in New Mexico Schools in their first, second or third year of teaching and that "Clearly, there is not ample funding to provide a mentorship activity for all of them."

The analysis further states that the State Board of Education and the Commission on Higher Education have been awarded a \$2,400.0 Teacher Quality Enhancement Grant to improve teacher preparation and teacher quality. It is suggested that the federal grant and HB 76 funding can be used to jointly help "expand, enhance and institutionalize the mentoring programs."

FISCAL IMPACT

Reduces the general fund by \$3,000.0. Any unexpended or unencumbered balance remaining at the end of FY01 shall revert to the general fund.

According to the SDE analysis, the fiscal impact on the SDE will be minimal because "many of the activities can be accomplished in collaboration with the Teacher Quality Enhancement grant."

ADMINISTRATIVE IMPLICATIONS

See fiscal impact statements.

LB/gm