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FISCAL IMPACT REPORT

SPONSOR Morales ORIGINAL DATE 02/05/14
LAST UPDATED _____ HB _____

SHORT TITLE Intellectual Disability Student Friendships SB 280

ANALYST Armstrong

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY14	FY15		
	\$100.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From
Department of Health (DOH)

No Response From
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 280 appropriates \$100 thousand to PED to enhance programs in middle schools and high schools directed at fostering one-to-one friendships between students with and students without intellectual and developmental disabilities and promoting inclusion in school climates.

FISCAL IMPLICATIONS

The bill's appropriation of \$100,000 is a recurring expense to the General Fund. Any unexpended or unencumbered balance remaining at the end of FY15 shall revert.

SIGNIFICANT ISSUES

According to DOH analysis, programs like those targeted by SB 280 enhance inclusion and promote all important social relationships for middle school and high school students with

intellectual and developmental disabilities. Inclusion is a key concept in special education. Inclusion represents a belief that students with disabilities belong in regular school programs and assure that special services are available to support the effort. This belief expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend.

A key facet of inclusion is promotion of social competence. By fostering one-to-one friendships, social competence is significantly enhanced.

“Social competence is the degree to which students are able to establish and maintain satisfactory interpersonal relationships, gain peer acceptance, establish and maintain friendships, and terminate negative or pernicious interpersonal relationships. Well-developed social skills can help youth with disabilities develop strong and positive peer relationships, succeed in school, and begin to successfully explore adult roles such as employee, co-worker/colleague, and community member. Social skills also support the positive development of healthy adult relationships with family members and peers. Adequate social skills need to be acquired while students are still enrolled in school and further supported and refined in postsecondary, community, and work settings,” (The National Association of Special Education Teachers Journal. *Promoting Positive Social Interactions in an Inclusion Setting for Students with Learning Disabilities*, National Association of Special Education Teachers).

Entities, such as PED, that sponsor or foster the development of one-to-one friendships in educational settings will stand to provide positive outcomes for their students and graduates and enhance academic performance and performance later on in the world of work. Financial impact for the state can also be realized in terms of greater productivity and lessen the need for expensive interventions and programs later on in the life of persons with intellectual and developmental disabilities as individuals may have improved social and community inclusion as well as improved likelihood of contributing substantially to their communities through meaningful employment.

JA/svb