LFC Requester:	Sunny Liu

AGENCY BILL ANALYSIS
2019 REGULAR SESSION

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

SECTION I: GENERAL INFORMATION
{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply:

Original ___ **Amendment** X
Correction ___ **Substitute** ___

Date 2/18/19
Bill No: HB495

Sponsor: Rep. Madrid

Short Title: LEVEL 1 TEACHER MENTORING

Agency Name and Code Number: 924 PED

Person Writing Daniel Manzano
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	**FY20**		

(Parenthesis ( ) Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	**FY20**	**FY21**		

(Parenthesis ( ) Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY19	FY20	FY21	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 495 (HB495) generates an appropriation of two million five hundred thousand dollars ($2,500,000) to fund the public education department expenditure in fiscal year 2020 to pay for the cost of mentoring all beginning level one teachers as required by Section 22-10A-7 NMSA 1978.

FISCAL IMPLICATIONS

A significant portion of teachers in New Mexico are in their first year of teaching and, as a result, school districts are spending a portion of their budgets to pay stipends to their mentors. Annually, around 10% of the teachers in NM are first year teachers. For example, during the SY 16-17 of the 22,619 total teachers in the state. 2,986 were in their first year as teachers.

SIGNIFICANT ISSUES

Districts will need to provide mentorship training.
Districts may not have enough qualified staff members to serve as mentors.

PERFORMANCE IMPLICATIONS

Podolsky, Kini, Bishop, & Darling-Hammond (2016) posit that teachers who receive effective mentoring are more likely to be retained as a teacher at rates more than twice those of teachers who did not receive mentoring support.

Novice teachers can become overwhelmed as they navigate their first year in teaching. Mentor teachers can provide instrumental support to new teachers. A supportive mentor teacher may make the difference on whether a teacher is retained in the profession.

Source:
Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Palo Alto, CA: Learning Policy Institute.

ADMINISTRATIVE IMPLICATIONS

If these funds are appropriated, NMPED will need to train districts on how to apply for these funds and the department will need to ensure that it has employees who will, with fidelity, administer and evaluate this program.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

NMPED will need to ensure they have a clear spending formula on how to disperse funds and a well-defined policy on how they evaluate how districts will implement the funds to their mentors.

OTHER SUBSTANTIVE ISSUES

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Districts would have to find the funds for mentor stipends from their own budgets.

AMENDMENTS