

<b>LFC Requester:</b>	<b>Sunny Liu</b>
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**AGENCY BILL ANALYSIS  
2019 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:**

**[LFC@NMLEGIS.GOV](mailto:LFC@NMLEGIS.GOV)**

*and*

**[DFA@STATE.NM.US](mailto: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**    \_\_\_\_\_  
**Correction**    \_\_\_\_\_ **Substitute**    \_\_\_\_\_

**Date** 2/18/19  
**Bill No:** HB532

**Sponsor:** Rep. Joanne J. Ferrary  
Rep. Elizabeth "Liz" Thomson  
Rep. Karen C. Bash  
**Short Title:** FRIENDSHIPS BETWEEN  
CERTAIN STUDENTS

**Agency Name and Code Number:** PED-924  
**Person Writing** Daniel Manzano  
**Phone:** 505-670-3820 **Email:** Daniel.Manzano@state.nm.us

**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
	150,000.00	x	

(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)**

	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>						

(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: HB-532 appropriates \$150,000.00 to the PED to foster student friendship between students with and without intellectual disabilities.

**FISCAL IMPLICATIONS**

Funding would need to be aside to lead this project, manage the project and create measureable outcome in terms of definition of friendship.

**SIGNIFICANT ISSUES**

The bill fails to define how progress toward the objective of fostering friendships between students with and without intellectual disabilities will be achieved and measured. Friendship is not defined.

Within the school districts, staff would need to be trained in strategies that would result in developing friendship. This is not measurable.

**PERFORMANCE IMPLICATIONS**

Documented and tangible evidence may be limited to a small number of students. This not evidence based as an education practice.

**ADMINISTRATIVE IMPLICATIONS**

Within the school districts, staff would need to be trained in strategies that would result in developing friendship. The writer does not determine if all schools would do this statewide

**CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

**TECHNICAL ISSUES**

**OTHER SUBSTANTIVE ISSUES**

**ALTERNATIVES**

The Individuals with Disabilities Education Act – Part B (IDEA-B) places inclusion at the core of its purpose by requiring local education agencies (LEAs) to provide Free and Appropriate

Public Education in the “Least Restrictive Environment (LRE)”. LRE is intended to foster inclusion learning and has been known to produce positive outcomes, when implemented with fidelity. LRE is implemented and scientifically measured according to student severity level.

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

None

**AMENDMENTS**

None