

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: **Date** 1/19/19
Original **Amendment** **Bill No:** HB134
Correction **Substitute**

Sponsor: Rep. Elizabeth "Liz" Thomson **Agency Code:** 924
Short PRE-K IN COMMUNITY **Person Writing** Daniel Manzano
Title: SCHOOLS ACT **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		
NFI	NFI	FNI	N/A

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	FY20	FY21		
N/A	N/A	N/A	N/A	N/A

(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	N/A	N/A	N/A	N/A	N/A	N/A

(Parenthesis () Indicate Expenditure Decreases)

Relates to: Relates to House Bill 79

Duplicates/Relates to Appropriation in the General Appropriation Act: None as of 1/18/19

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 134 (HB134) amends 22-32-2, The Community Schools Act by expanding the definition of community schools to include pre-kindergarten and encourages the community schools initiative to be used in struggling schools as defined by the Every Student Succeeds Act (ESSA). HB134 requires applicants to provide at least 3 of 10 types of programming prescribed in the law. HB134 requires applicants to conduct data analyses and program evaluation.

FISCAL IMPLICATIONS

HB134 allows a school district or public school to use Title I funds for community schools initiatives. This is currently allowable under federal law. The bill also states the Public Education Department (PED) may use Title I funds to invest in community schools statewide.

The impact on the PED is negligible since the use of Title I funds for community schools is allowable and is included in the school district's Title I application.

SIGNIFICANT ISSUES

HB134 expands the scope of community schools to include pre-kindergarten through high school graduation. It adds the requirement of implementing at least three of ten program activities. The bill also adds requirements for maintaining records and analyzing data in specific areas. The bill significantly strengthens requirements related to meeting students' social, emotional and physical health needs.

The bill lowers the age of children by one year in the definition of "pre-kindergarten" to "children who have attained their third birthday prior to September 1 if they are attending pre-kindergarten in a public elementary school with a community schools initiative". During the 2018-19 school year, 67 schools in 24 LEAs are using Title I funds to support preschool salaries for teachers and educational assistants.

According to the U.S. Department of Education A community school or a Full-Service Community Schools provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. These services may include: high-quality early learning programs and service; remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program; family engagement, including

parental involvement, parent leadership, family literacy, and parent education programs; mentoring and other youth development programs; community service and service learning opportunities; programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled; job training and career counseling services; nutrition services and physical activities; primary health and dental care; activities that improve access to and use of social service programs and programs that promote family financial stability; mental health services; and adult education, including instruction of adults in English as a second language. For more information see <https://www2.ed.gov/programs/communityschools/index.html>

Recently, the Learning Policy Institute and National Education Policy Center found community schools to meet federal guidelines constituting an “evidence-based” strategy. Evidence-based intervention, programs and practices are required under the Every Student Succeeds Act (ESSA). Reference:

Oakes, J., Maier, A., & Daniel, J. (2017). Community Schools: An Evidence-Based Strategy for Equitable School Improvement. Palo Alto, CA: Learning Policy Institute.
<https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>

PERFORMANCE IMPLICATIONS

Governor Michelle Lujan Grisham’s “A New Direction for New Mexico Schools” promises to “Engage families, communities, and students as substantive partners” through the Community Schools model.

The PED’s executive budget is requesting \$2,000.0 for Community Schools roll-out for fiscal year 20.

ADMINISTRATIVE IMPLICATIONS

PED Title I personnel would update its guidance on how to leverage Title I and other funds to provide a community schools model. The Title I application would be updated to include the types of community school programming allowable and the data analyses.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

HB 134 is related to HB 79. HB79 provides an appropriation to implement the Community Schools Act.

TECHNICAL ISSUES

Subgroups of students are mentioned in Section 4 of HB134. It is recommended that the subgroups by which data are disaggregated in the statewide accountability system required under ESSA be used consistently throughout this section: gender; each major racial and ethnic group; status as an English learner; status as a migratory child; children with disabilities as defined in section 602(3) of the Individuals with Disabilities Education Act; economically disadvantaged students; status as a homeless child or youth; status as a child in foster care; and status as a student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty.

Reference: <https://www.law.cornell.edu/cfr/text/34/200.2>

OTHER SUBSTANTIVE ISSUES

None

ALTERNATIVES

None

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Schools and school district can continue to operate preschools and community schools by using their general funds or Title I funds.

AMENDMENTS

None