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 1/25/19
Original Amendment  Bill No: HB144
Correction  Substitute ___ ___

Short Title: SCHOOL BRAIN  Person Writing: Daniel Manzano
Title: EDUCATION PROGRAM  Phone: 505-670-3820  Email: Daniel.Manzano@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

<table>
<thead>
<tr>
<th>Appropriation</th>
<th>Recurring or Nonrecurring</th>
<th>Fund Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY19</td>
<td>FY20 $200.0</td>
<td>Nonrecurring</td>
</tr>
<tr>
<td>NFI</td>
<td></td>
<td>General</td>
</tr>
</tbody>
</table>

(REcurrence ( ) Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

<table>
<thead>
<tr>
<th>Estimated Revenue</th>
<th>Recurring or Nonrecurring</th>
<th>Fund Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY19 NFI</td>
<td>FY20 NFI</td>
<td>FY21 NFI</td>
</tr>
<tr>
<td></td>
<td>Nonrecurring</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(REcurrence ( ) Indicate Expenditure Decreases)
<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
<th>3 Year Total Cost</th>
<th>Recurring or Nonrecurring</th>
<th>Fund Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>NFI</td>
<td>NFI</td>
<td>NFI</td>
<td>NFI</td>
<td>Nonrecurring</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Duplicates/Conflicts with/Companion to/Relates to: None as of 1/17/2019
Duplicates/Relates to Appropriation in the General Appropriation Act: None as of 1/17/2019

**SECTION III: NARRATIVE**

**BILL SUMMARY**

*Synopsis:* House Bill 144 (HB144) appropriates two hundred thousand dollars in fiscal year 2020 to train teachers statewide in a program for brain education to foster focus, mindfulness and emotional wellness.

**FISCAL IMPLICATIONS**

Since this is a one-time appropriation, in order for the state and teachers to have the most effective return on investment, the Public Education Department (PED) would develop and promote online e-learning modules for district and charter school use. The e-learning modules will reach more teachers and benefit more students, year after year, as opposed to a one-time training event.

Any unexpected or unencumbered balance remaining at the end of fiscal year 2020 shall revert to the general fund.

**SIGNIFICANT ISSUES**

Mindfulness is the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis. ([https://www.merriam-webster.com/dictionary/mindfulness](https://www.merriam-webster.com/dictionary/mindfulness))

A 2017 article from Psychology Today states that “A new systematic review by the Campbell Collaboration looked at how well mindfulness programs improved academic achievement, behavior and social-emotional functioning of both elementary and high school students. The authors of the review found 61 high-quality studies of mindfulness programs in classrooms and those included a total of 6,207 student participants. ([https://www.campbellcollaboration.org/media/k2/attachments/Campbell_systematic_review_-_Mindfulness_and_school_students.pdf](https://www.campbellcollaboration.org/media/k2/attachments/Campbell_systematic_review_-_Mindfulness_and_school_students.pdf))

Study results were mixed: Students who participated in mindfulness programs showed small but significant improvements in cognitive skills and social and emotional behaviors. But the data did not show that students improved their classroom behaviors or academic achievement as a result of the interventions.” ([https://www.psychologytoday.com/us/blog/evidence-based-living/201704/mindfulness-in-the-classroom-does-it-work](https://www.psychologytoday.com/us/blog/evidence-based-living/201704/mindfulness-in-the-classroom-does-it-work))

The US National Library of Medicine published an abstract regarding the use of a Social Emotional Learning (SEL) curriculum inclusive of mindfulness. The abstract reports “children who received the SEL program with mindfulness (a) improved more in their cognitive control and stress physiology; (b) reported greater empathy, perspective-taking, emotional control, optimism, school
self-concept, and mindfulness, (c) showed greater decreases in self-reported symptoms of depression and peer-rated aggression, (d) were rated by peers as more prosocial, and (e) increased in peer acceptance (or sociometric popularity). (https://www.ncbi.nlm.nih.gov/pubmed/25546595)

PERFORMANCE IMPLICATIONS
None

ADMINISTRATIVE IMPLICATIONS
A short-term administrative implication of HB 144 is that the PED would need to develop age appropriate, evidence-based brain education e-learning modules for teachers that could be utilized year after year in order to have the most effective return on investment.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP
None as of 1/17/2019

TECHNICAL ISSUES
None as of 1/17/2019

OTHER SUBSTANTIVE ISSUES
HB144 does not indicate criteria for the delivery of training with respect to grade level, basis of need, or specific curriculum components.

ALTERNATIVES
None

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL
Teachers would continue to provide instruction in social-emotional learning according to any existing curricula or training the teachers may have received.

AMENDMENTS
None