

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**
Correction **Substitute**

Date 1/25/19

Bill No: HB144

Sponsor: Rep. Christine Trujillo Sen. Linda M. Lopez

Agency Code: 924

Short SCHOOL BRAIN

Person Writing Daniel Manzano

Title: EDUCATION PROGRAM

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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
NFI	\$200.0	Nonrecurring	General

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

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

(Parenthesis () Indicate Expenditure Decreases)

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>).

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)

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>)

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 HB144 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