

LFC Requester:	Sunny Liu
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**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 2/21/19
Bill No: SB617

Sponsor: <u>Sen. Lopez</u>	Agency Name and Code
<u>EDUCATION FAMILY ENGAGEMENT</u>	Number: <u>924 PED</u>
Short Title: _____	Person Writing <u>Daniel Manzano</u>
	Phone: <u>505-670-3820</u> Email <u>Daniel.Manzano@state.nm.us</u>

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
n/a	0		

(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:

SB 617 proposes to add a new section to the Public School Code to include family engagement. The bill requires public schools to provide equity in education for all students by creating a system that provides support for teachers to create a learning environment that would include collaboration with families and the community and engage that includes engaging the expertise in the community. This bill also requires schools to adhere to the federal Americans with Disabilities Act of 1990 and the federal Individuals with.212706.1 that includes outreach to families and students with disabilities about their rights, responsibilities and procedural safeguards in relation to special education. Additionally, this bill requires that schools increase the number of families being engaged in their child’s education that would include providing a safe, respectful, and professional experience when families and communities visit a school. This bill does not include an appropriation. SB 617

FISCAL IMPLICATIONS

None.

SIGNIFICANT ISSUES

The public school code currently does not require family engagement or advocate for students with disabilities. When the Every Student Succeeds Act was signed into law, it changed language from No Child Left Behind from “parental involvement” to “family engagement.” Districts, schools, and educators are working to make that shift and require additional training and support. Professional development and training is imperative for schools and educators to acquire the necessary support to provide effective family engagement at the schools, and currently this bill does not support with any allocation of resources.

It is unclear whether or how schools districts are required/mandated to report to the state. The administration and monitoring would be conducted by PED. For a higher level of support and monitoring for all schools across the State, additional FTE would be required at the PED.

There is currently a requirement for family engagement for schools receiving Title I funding This bill may also require duplicate reporting for Title I schools.

In addition, cultural and linguistically responsiveness is not mentioned in the bill, which is essential to the state and its families. There are very diverse families and it is important to acknowledge and validate the various structures and cultures.

It is imperative that districts are aware of over identification and supports of students with disabilities- training will be required for full understanding of compliance.

PERFORMANCE IMPLICATIONS

The PED provides schools and districts with research based tools and professional development opportunities to respond to the ongoing and growing interest of our school communities in elevating family and community engagement as a key educational priority.

ADMINISTRATIVE IMPLICATIONS

It is unclear if this this would require/mandate districts and schools to report to the state. If the administration and monitoring will be conducted by PED, additional support by FTE would be required to provide monitoring and professional development and training for schools to acquire the necessary support.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

None

OTHER SUBSTANTIVE ISSUES

None

ALTERNATIVES

None

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

There is currently no mention of family engagement in state code and it would continue to not be monitored in all schools.

AMENDMENTS