

LFC Requester:	Becerra
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**AGENCY BILL ANALYSIS
2021 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 2/17/2021
Bill No: SB330

Sponsor: Michael Padilla
Short Title: DROPOUT PREVENTION PROGRAM

Agency Name and Code PED-924
Number: _____
Person Writing John Sena
Phone: 505-570-7816 **Email** John.Sena@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY21	FY22		
NFI	\$200.0	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY21	FY22	FY23		
NFI	NFI	NFI	n/a	n/a

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY21	FY22	FY23	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	NFI	NFI	NFI	NFI	n/a	n/a

(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: Senate Bill 330 (SB330) would appropriate \$200,000 to the Public Education Department (PED) to support dropout prevention programs for FY22. Specifically, this bill would require programs to serve at-risk, underserved and disadvantaged populations who are identified through early warning systems to receive targeted interventions, and use a trauma-informed approach to help students gain employability skills competencies, graduate from high school and pursue post-secondary education, employment or military opportunities. Additionally, the bill would require programs to provide at least one year of post-high school graduation follow-up and support to ensure success beyond high school.

Lastly, SB330 would require dropout prevention programs to make periodic reports as required by the department, and furnish final reports that includes data on the number of students served, graduation rates, employment, post-secondary enrollment and success, and other information required by the department.

FISCAL IMPLICATIONS

This bill would appropriate \$200,000 from the general fund to the PED. Any unexpended or unencumbered balance at the end of FY22 shall revert to the general fund.

The PED would also be required to create a Request for Application (RFA) for prospective programs to apply for funding. Furthermore, the appropriation of \$200,000 may not be sufficient to carry out the provisions in SB330.

SIGNIFICANT ISSUES

Currently, the PED has several initiatives that are included in the executive budget recommendation and that are designed to address dropout prevention. SB330 specifically mentions early warning systems. The FY21 ECHO for Early Warning Systems is a professional learning community that meets bi-weekly. It has approximately 80 participants who receive a \$500 stipend. Increased funding for this program would allow PED to support more educators.

PED currently supports Career Technical Education Student Organizations (CTSOs) to help students gain employability skills using federal and state CTE funds. SB330 may be able to provide professional learning opportunities specifically for trauma-informed approaches within CTSOs.

SB330 would require at least one year of post-high school graduation follow up and support; however, the PED does not have any mechanism in place to conduct such follow-up at this time. Using a third party would likely cost more than SB330 has allocated.

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS

SB330 may add administrative burdens by requiring at least one year of post-high school graduation follow up and support. At this time, the PED lacks infrastructure for tracking such students and does not have staff that are trained in delivering trauma-informed supports post-graduation. Furthermore, development and implementation of reporting requirements and program oversight could require additional PED staff.

If the funds were used to contract with an external provider, the PED would need to administer an RFA process in order to outline requirements, award funds, and manage the award.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

According to the [National Dropout Prevention Center](#) (NDPC), students in our schools deal with high levels of stress and have been shown to be exposed to traumas. Additionally, research by the NDPC states:

"Stress of life, and prevalence of traumas can negatively impact a student's cognitive functions and behaviors in school. Educators are calling for additional support in the form of guidance counselors, school psychologists, and behavioral specialists to deal with these growing challenges. Trauma, however, is particularly challenging for teachers/educators to address because students often do not express the distress they are feeling in a way that is easily recognizable, and they may mask their pain with behavior that is aggressive or off-putting."¹

The NDPC seeks to provide models related to trauma-impacted students and provides ways for school districts, schools, teachers, and staff to develop [understanding of trauma, create strategies, and establish policies and procedures that support students.](#)

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

¹ Improving School Outcomes of Trauma-Impacted Students(2018, J. Gailer, S. Addis, L Dunlap, W. Daggett, R. McNulty)

The PED will continue to support dropout prevention programs such as ECHO-EWS and the Counselor initiative via the executive funding request.

AMENDMENTS

None noted as of 2/17/2021.