

LFC Requester:

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**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2024 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment

Date Prepared: 01/29/24

Correction Substitute

Bill No: SB209

Agency Name
and Code

Sponsor: Soules

Number: PED - 924

Short LAS CRUCES SCHOOL

Person Writing Denise Terrazas

Title: SERVICES

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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY24	FY25		
None	\$4,261.6	Nonrecurring	GF

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY24	FY25	FY26		
None	None	None	N/A	NFA

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY24	FY25	FY26	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	None	None	None	None	N/A	NFA

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Relates to Appropriation in the General Appropriation Act: None.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: Senate Bill 209 (SB209) would appropriate approximately \$4.26 million to the Public Education Department (PED) for Las Cruces Public Schools (LCPS) for expenditure in FY25 through FY28 to improve outreach and support for individuals and families.

FISCAL IMPLICATIONS

The bill would appropriate \$4,261,565 from the General Fund to PED for expenditure in FY25 through FY28 for LCPS to connect individuals and families to ten vital services through a one stop shop that provides parenting support from birth through young adulthood, trains the future workforce in trauma and maltreatment and develops cooperative protocols among state agencies and other organizations to improve access to services and reduce adverse childhood experiences. Any unexpended or unencumbered balance remaining at the end of fiscal year 2028 shall revert to the general fund.

SIGNIFICANT ISSUES

The bill would provide funds to be used by LCPS to create a “one-stop shop” for individuals and families to access 10 vital services for parenting support. Funds would also be for LCPS to provide workforce training in trauma and maltreatment and development of cooperative protocols among state agencies and other organizations to improve access to services and reduce adverse childhood experiences. While not clear, the uses of this appropriation appear to align with a plan developed by the 100 percent New Mexico initiative under the Anna, Age Eight Institute, which describes the following 10 vital services to address social determinants of health:

- Medical and Dental Care
- Behavioral Healthcare
- Food Security Programs
- Housing Security Programs
- Transportation
- Parent Supports
- Early Childhood Learning
- Community Schools
- Youth Mentor Programs
- Job training

The bill appears to mirror existing efforts, such as the work of community schools and the Family Income Index.

Community Schools. Community schools are a whole child, comprehensive strategy to transform schools into places where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, they organize in-and-out of school resources, supports, and opportunities so that young people thrive. The New Mexico CS model closely follows research and up-to-date data on outcomes for CS and supports the full CS strategy and six key practices: powerful student and family engagement; collaborative leadership, shared power and voice; expanded, culturally enriched learning opportunities; rigorous community-connected classroom instruction; culture of belonging, safety and care; and integrated systems of support.

Family Income Index. While current at-risk factors provide additional funding based on district-wide percentages of economically disadvantaged students, the Family Income Index uses individual student and family data to ensure money reaches the school level as well. The approach recognizes that schools serving large populations of economically disadvantaged students face not only the challenges of serving individual students but also the compounded and whole-school effects of community poverty.

PERFORMANCE IMPLICATIONS

LCPS notes that their school district has a record of providing family engagement and support services. The school district's Bilingual Education and Family and Community Outreach services, for example, include the Empowered Parents Academy (EPA) adult education programs, from which 90 participants received certificates of completion in May 2023. The program welcomes ESL and Spanish language participants, strengthening skills toward English literacy, high school equivalency, technology fluency, and education paraprofessional workforce readiness. Their directory of services also includes community organizations to help families with food, transportation, housing, utilities and financial assistance, technology, anti-discrimination, clothing, employment, legal immigration, and medical, mental, and behavioral health.

The purpose of the bill's appropriation would align with PED's Comprehensive Strategic Plan, Pillar IV, Asset-Based Supports and Opportunities, with the overarching goal to "provide equitable access to asset-based support services and learning opportunities that enable all students to thrive in their educational setting regardless of their demographics, family income level, or ability status."

ADMINISTRATIVE IMPLICATIONS

The bill does not include school district or participating agency reporting, monitoring, and oversight requirements. If the bill were to pass as written, PED would need to promulgate rule or issue reporting requirements to ensure the school district expends the funds per the provisions of the law.

PED may need at least one FTE position. Because the appropriation would align with statewide priorities, PED would prefer to provide administrative guidance regarding contracting the needed services and hiring, training, and retaining qualified staff.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None.

TECHNICAL ISSUES

The bill proposes to appropriate funds to LCPS to "connect individuals and families to ten vital services thorough a one-stop shop" that provides several supports for students and families; the bill does not, however, enumerate what those ten vital services are. The sponsor may wish to amend the bill to clarify what those ten vital services are.

OTHER SUBSTANTIVE ISSUES

The bill would provide additional funding to LCPS above and beyond funding currently available to LCPS families and community members through PED programs for behavioral health and wraparound supports:

Behavioral Health. Wellness Room and Social Emotional Learning (SEL) funds for year 2023-2024:

- New America School is one of the 12 Wellness Room and SEL Mini grant awardees waiting on their funds of \$125,000.00 + \$25,000.00;
- Camino Real Middle School was awarded an SEL Mini grant waiting on their funds of \$25,000.00;
- Las Montañas Charter School was awarded an SEL Mini grant waiting on their funds of \$25,000.00;
- Explore Academy was awarded an SEL Mini grant waiting on their funds of \$3,500.00;
- Raices del Saber Xinachitli was awarded an SEL Mini grant waiting on their funds of \$25,000.00; and
- LCPS Innovation Zone (IZ) schools receiving funding from PED through the College and Career Readiness Bureau may use the funds on SEL supports.

Wraparound Supports. Student Support and Academic Enrichment (SSAE) Title IV grant Las Cruces Public Schools received \$821,756 in Title IV Part A funds for the 2023-2024 School Year. To date they have spent: \$264,366, allocated as follows:

- Software to support second language acquisition (based on their high population of homeless, EL, migrant, and immigrant students);
- Salaries for staff providing parent workshops with EPA Spanish courses, English courses, GED courses, and childcare so that parents can attend;
- Professional development on mental health supports for the classroom; and
- Salaries for Title IV Secretary; CTE Teacher; Community Outreach Coordinator; Alternative Programs Administrator; Social Behavioral Specialist; and Attendance Social Worker.

Other programs and activities they have outlined in their Title IV application include:

- SEL and enrichment programs;
- SEL professional development, curriculum supplies, materials, and software, substitute teachers, Extra Hours Agreements, registration fees; and
- International Welcome Center providing support to homeless, EL, migrant and immigrant students to transition to schools and provide academic support as second language learners.

LCPS is a recipient of the supplemental Stronger Connections Grant to implement the Evolv Firearms Detection System.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.