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## FISCAL IMPACT REPORT

ORIGINAL DATE 03/16/09

SPONSOR Lopez, L. LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE School-Parent Communication Days SB 639

ANALYST Hanika-Ortiz

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	\$28,000.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

The H AFC recommendation for general appropriations includes reductions in some areas where federal funds can be used. These reductions will have to be made up to maintain the current level of appropriations in FY11 and FY12. In FY11, \$150 million will have to be restored and in FY12, \$330 million will have to be restored. This is in addition to other appropriation increases required in FY11 to maintain current service levels or to implement statutorily scheduled funding increases, such as ERB contributions, instructional material funding replacement, and restoring Medicaid funding from the general fund instead of the tobacco settlement program fund. These add up to \$80 million to \$100 million.

### SOURCES OF INFORMATION

LFC Files

Responses Received From  
Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

Senate Bill 639 appropriates \$28 million from the General Fund to PED for expenditure in FY10 for salaries for two additional school days per year.

### FISCAL IMPLICATIONS

The appropriation of \$28 million contained in this bill is a recurring expense to the General Fund. Any unexpended or unencumbered balance remaining at the end of FY10 shall revert to the General Fund.

PED reports substantial costs for the districts will be incurred by extending the school year for two days through teacher salaries, janitorial services and utilities. The bill provides \$28 million to cover salary costs for the first year (2010) only. For all following years, the districts will have to incorporate that additional cost into their annual budget.

According to the February 2009 revenue estimate, FY10 recurring revenue will only support a base expenditure level that is \$575 million less than the FY09 appropriations before the 2009 solvency reductions. All appropriations outside of the general appropriation act will be viewed in this declining revenue context.

## **SIGNIFICANT ISSUES**

SB 639 adds two days to the school year to be devoted to communications between school administrators, teachers, parents and students. The bill authorizes PED to establish requirements by rule for those two days.

## **PERFORMANCE IMPLICATIONS**

PED further reports that SB 639 duplicates portions of existing NMSA 22-2-8.1 and NMAC 6.30.2.10. According to 22-2-8.1, 33 hours for full-day kindergarten and 22 hours for grades one through five may be used for parent-teacher conferences. NMAC 6.30.2.10 (H) states that local school boards may designate up to 22 hours in kindergarten, 18 hours in grades 1-6, and 12 hours in grades 7-12 for use as parent-teacher conference time.

### **NMAC 6.30.2.10 PROCEDURAL REQUIREMENTS**

H. Length of school day and year:

(1) The district shall be in compliance with length of school day and year requirements as defined in Section 22-2-8.1 NMSA 1978. Within the statutory requirements, the local board determines the length of the school year, which includes equivalent hours. The local board may delegate this authority to the superintendent who in turn may delegate to others. Beginning with the 1997-98 school year, the local board may designate a prescribed number of hours within the school year for parent conferences and/or home visits up to the following maximum hours: Kindergarten - 22 hours; Grades 1 through 6 - 18 hours; and Grades 7 through 12 -12 hours.

### **NMSA 22-2-8.1 LENGTH OF SCHOOL DAY; MINIMUM**

A. Except as otherwise provided in this section, regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:

- (1) kindergarten, for half-day programs, two and one-half hours per day or four hundred fifty hours per year or, for full-day programs, five and one-half hours per day or nine hundred ninety hours per year;
- (2) grades one through six, five and one-half hours per day or nine hundred ninety hours per year; and
- (3) grades seven through twelve, six hours per day or one thousand eighty hours per year.

B. Thirty-three hours of the full-day kindergarten program may be used for home visits by the teacher or for parent-teacher conferences. Twenty-two hours of grades one through five programs may be used for home visits by the teacher or for parent-teacher conferences.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

Relates to HB 212

### **TECHNICAL ISSUES**

The bill adds an appropriation to 22-8-9 for \$28 million. The appropriation section is not noted as new material by the usual underline. In its current form, it appears to be a portion of the existing statute.

### **OTHER SUBSTANTIVE ISSUES**

PED provided the following:

Researchers associated with National Network of Partnership Schools (NNPS), including Dr. Joyce Epstein, have spent the last five years studying the impact of different family and community connections on student achievement. These studies show enhanced student performance when parents are active participants with schools in the educational process. Over 25 years of research have confirmed that students with involved parents, no matter what their income or background, are more likely to earn higher grades and test scores and enroll in more challenging academic programs; be promoted, pass their classes and earn credits; attend school regularly; have better social skills, show improved behavior and adapt well to school; and graduate and go on to postsecondary education.

As many as 40 different state and federal programs in New Mexico *require* parental involvement. Schools and districts continue to struggle with how to meaningfully engage the parents and families to meet even minimum requirements for parental involvement. A healthy and successful education system should see parents as partners. The PED continues to work with its partners to increase the amount and quality of parental involvement in schools. Further, part of the focus of the *No Child Left Behind Act of 2001* (NCLB) and the PED is the requirement for parental involvement at each school site throughout the state.

### **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

PED notes that recent studies show that only a small percentage of teachers have ever received a single class period on the topic of parent involvement. Consequently, many educators may never adequately understand their students and families. Proper parental involvement training and existing resources can be contributors to closing the achievement gap in New Mexico.

AHO/mc



