

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current and previously issued FIRs are available on the NM Legislative Website ([www.nmlegis.gov](http://www.nmlegis.gov)) and may also be obtained from the LFC in Suite 101 of the State Capitol Building North.

## FISCAL IMPACT REPORT

**SPONSOR** Hall **ORIGINAL DATE** 03/01/15  
**LAST UPDATED** 03/18/15 **HB** 525/aHEC/aHfI#1  
**SHORT TITLE** Evaluate Community Schools Act Improvement **SB** \_\_\_\_\_  
**ANALYST** Gudgel

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY15	FY16		
	See Significant Issues		

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)

Department of Health (DOH)

Human Services Department (HSD)

### SUMMARY

#### Synopsis of HfI Amendment #1

House Floor Amendment to House Bill 525 as amended by House Education Committee amends the title of the bill to read (bold underlined material new):

#### AN ACT

RELATING TO PUBLIC EDUCATION; REQUIRING IMPLEMENTATION OF AN INDEPENDENT, EVIDENCE-BASED MODEL **OR RESULTS-BASED MODEL** TO EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT IN SCHOOLS OPERATING UNDER PROVISIONS OF THE COMMUNITY SCHOOLS ACT.

The amendment makes the title of the bill conform with changes made in the HEC amendment.

#### Synopsis of HEC Amendment

House Education Committee Amendment to House Bill 525 limits changes to Paragraph 3 of Subsection B to require only the implementation of an independently evaluated evidence-based model or results-based model of integrated student services and comprehensive supports that is proven to increase student achievement.

Synopsis of Bill

House Bill 525 amends the Community Schools Act to require each community school initiative pursuant to the Act to establish and implement an independently evaluated and evidence-based model of integrated student services and comprehensive supports that is proven to increase student achievement.

**SIGNIFICANT ISSUES**

The bill requires public schools implementing a community school initiative to ensure it has been evaluated by an independent evaluator and has been found to be an evidence-based model of integrated student services and comprehensive supports. Including this requirement may allow the state to increase private matching funds, better coordinate with the local community and business partners, and leverage federal funds.

Evidence exists that integrated student supports (ISS) can contribute to student academic progress as measured by decreased grade retention and dropout, and increases in attendance, math and reading proficiency, and grade point averages (GPA). Integrated student supports refers to a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance. While ISS programs take many forms, integration of supports to meet individual students' needs and integration of the ISS program into the life of a school are keys to the mode.

Child Trends states the major providers of ISS include: Beacon Initiative, Children's Aid Society Community Schools, City Connects, Comer School Development Program, Communities In Schools (the largest provider nationally), Elev8, Say Yes to Education, School of the 21st Century, Turnaround for Children, and University-Assisted Community Schools.

Child Trends indicates the number of evaluations to date is relatively small, though they provide initial or emerging evidence of effectiveness of ISS for improving student outcomes. Currently, three programs have been the focus of studies – Comer SPD, Communities in Schools, and City Connects. At the time of the Child Trends Report (2014), four additional models were being evaluated in quasi-experimental studies, including Beacons, Elev8 (a model currently existing in New Mexico), Say Yes to Education, and University Assisted Community Schools.

PED notes current local initiatives to improve scholastic success for New Mexican students are led by efforts of Elev8 in collaboration with schools, parents, nonprofits, philanthropy and members of the community. Each local initiative works to ensure that students have the support they need to succeed in middle school and beyond. Elev8 New Mexico is being implemented in five diverse middle schools statewide—in urban, rural, and tribal communities. Elev8 New Mexico is a program of Youth Development, Inc. (YDI), a statewide endowment-building and grant-making organization that serves and invests in New Mexico's communities and people (<http://www.elev8kids.org/local-initiatives/content/new-mexico> ).

PED also notes the state receives federal 21<sup>st</sup> Century Community Learning Centers grant funding. The federal grant requires awards be made to high-poverty, low-performing schools to

meet academic achievement standards. The awards offer a broad array of additional services designed to complement the regular academic program, including additional educational development for family members of students. Awards are for academic enrichment opportunities during non-school hours. The non-regulatory guidance document published by the U.S. Department of Education indicates states and local communities must identify and implement programs for which there is evidence, based on rigorous research and evaluation, that they can effectively help children to succeed in school. PED indicates 21<sup>st</sup> Century program-expectations an increase in student proficiency in reading and math as measured by the New Mexico Standard-Based Assessment (meet annual measurable objectives, meet proficiency by confidence interval, or reduce non proficiency by 10% or more over the prior year).

### **PERFORMANCE IMPLICATIONS**

Requiring evidence-based community school programs will likely lead to increased math and reading proficiency and graduation rates, and decreased high school dropout and college remediation rates. Other non-educational performance indicators may also be achieved, such as the number of New Mexicans who have received vaccinations or other medical care, reduced teenage pregnancy, and reduced juvenile delinquency.

### **ADMINISTRATIVE IMPLICATIONS**

Public schools implementing a community school initiative will be required to ensure the program has been evaluated by an independent evaluator and is found to be an evidence-based program.

### **OTHER SUBSTANTIVE ISSUES**

#### Coalition for Community Schools

The Coalition for Community Schools (CCS) website characterizes a community school as both a place and a set of partnerships between the school and other community resources with an integrated focus on academics, health and social services, youth and community development and community engagement. CCS states community schools lead to improved student learning, stronger families, and healthier communities.

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment, and communities are desirable places to live.”

CCS developed a “Rational and Results Framework,” that the organization states makes the case for community schools as a primary vehicle for increasing student success and strengthening families and community. CCS also defines specific results that community schools seek—both in terms of how they function and in relationship to the well being of students, families and communities. The organization identifies short-term and long-term results and then impact as follows:

**Short Term Results:**

- Children are ready to enter school;
- Students attend school consistently;
- Students are actively involved in learning and their community;
- Families are increasingly involved in their children’s education; and
- Schools are engaged with families and communities.

**Long-Term Results**

- Students succeed academically;
- Students are healthy physically, socially, and emotionally;
- Students live and learn in a safe, supportive, and stable environment; and
- Communities are desirable places to live.

**Impact**

- Students graduate ready for college, careers, and citizenship.