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FISCAL IMPACT REPORT

SPONSOR Lopez ORIGINAL DATE 02/25/15
LAST UPDATED _____ HB _____
SHORT TITLE Brain Education Advanced Learning Project SB 282
ANALYST Gudgel

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY15	FY16		
	\$200.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)

SUMMARY

Synopsis of Bill

Senate Bill 282 appropriates \$200 thousand from the general fund to the NMSU board of regents to conduct a professional development pilot project to train public school teachers in “brain education”. Any unexpended or unencumbered balance remaining at the end of fiscal year 2016 shall revert to the general fund.

FISCAL IMPLICATIONS

The appropriation of \$200 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY16 shall revert to the general fund.

House Bill 2 as adopted by the House does not include an appropriation for “brain education”.

SIGNIFICANT ISSUES

HED notes NMSU did not submit a request for this funding to the department for review. HED has established a formal process for reviewing earmarked budget requests for higher education institutions. This process requires prior approval by the governing body of the university or college. It also provides for analysis of each request by HED, Department of Finance and

Administration (DFA) and Legislative Finance Committee (LFC).

ADMINISTRATIVE IMPLICATIONS

The Board of Regents of NMSU will be required to administer this appropriation.

OTHER SUBSTANTIVE ISSUES

During the 2013 interim, the Legislative Education Study Committee heard a report on brain development and “how we learn and what may need to be considered in developing a state policy.” Information was presented on the International Brain Education Association (IBREA), a nongovernmental organization designed to increase awareness of the brains potential.

IBREA defines “brain education” as an educational program for developing innate human capacity to reach health, well-being, and optimal achievement, by managing the brain effectively. The organizations website indicates brain education recognizes that well being requires appropriate and integrated activity of all of our functions: from cognitive processing to breathing and muscle movement to sensations and emotions. To accomplish integrated brain functioning, BE begins on a foundation of physical health, focused on the proper function of the autonomic, motor and sensory systems.

IBREA states the following are the basic assumptions of brain education:

- The brain is the origin of all our behavior and experience, transcending national, ethnic, and religious distinctions.
- Beyond physical well-being, Brain Education puts the stress response in the service of higher executive control.
- On an individual level, Brain Education is about self-actualization and empowerment.
- On a collective level, Brain Education is dedicated to the betterment of humanity.

IBREA indicates the following benefits of brain education:

1. Overall well-being and stress management (more energy and stamina, less fatigue, reduced stress perception, fewer negative physical symptoms, and improved digestion)
2. Emotional well-being and social interactions (enhanced confidence and self-esteem, calmness, greater consideration for others, more harmonious connections to family members, colleagues and peers, and greater enjoyment of everyday activities)
3. Cognitive functions and learning (improved attention and concentration, sharper memory, deeper intuition, expanded imagination and creativity)

LESC also heard from the UNM Family Development Program in the College of Education on their Mind in the Mind (MMNM) professional development program. The program includes a 12-module training program that integrates current research from leading scientists in brain development, neuroscience, psychology, and child development. It is taken for a 3 credit hour course through the UNM Extended University and is recognized by the New Mexico Office of Child Development as the equivalent to the 45-hour entry level course that must be taken by all child-care employees in licensed facilities within their first year of employment.

In addition to the 12-module MMNM training, LESC indicated the UNM Family Development Program has also tailored training around an approach that relates to “seven essential life skills every child needs,” including: focus and self control (children need this skill in order to achieve

their goals especially in a world that is filled with distractions and information overload); perspective taking (children who can figure out what others feel and think are less likely to get involved in conflicts); communicating (children need to be able to determine what they want to communicate and how); making connections (children who can make unusual connections are more creative and can go beyond knowing information to using information well); critical thinking (children need to be able to search for reliable knowledge to guide their beliefs, decisions, and actions); taking on challenges (children who can take on challenges instead of avoiding or simply coping with them will do better in school and in life); and self-directed engaged learning (lifelong learners can change as the world changes in order to reach their full potential).

RSG/aml/bb