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FISCAL IMPACT REPORT

ORIGINAL DATE 1/28/19

SPONSOR Trujillo, CH/Lopez LAST UPDATED _____ HB 144

SHORT TITLE School Brain Education Program SB _____

ANALYST Eckberg

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
	\$200.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From
Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 144 would appropriate \$200 thousand dollars from the general fund to the Public Education Department (PED) for expenditure in FY20 to train public school teachers statewide within a program for brain education to foster student focus, mindfulness, and emotional wellness.

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 fiscal year 2020 shall revert to the general fund.

PED notes in order for the state and teachers to have the most effective return on investment, PED would develop and promote online e-learning modules for district and charter school use to reach more teachers and benefit more students, year after year, as opposed to a one-time training event.

SIGNIFICANT ISSUES

Melina Uncapher, PhD, assistant professor and director of education at University of California San Francisco and co-founder and executive director of the Institute for Applied Neuroscience, in a 2018 presentation to the Legislative Education Study Committee (LESC) emphasized the need to understand the science of learning. Dr. Uncapher indicated education is an applied science and the future of education will benefit from being grounded in a scientific understanding of how the brain learns. She further stated that an understanding of how learning works gives educators the guiding principles around which to innovate.

PED notes the Campbell Collaboration, an evidence-based researcher, looked at how well mindfulness programs improved academic achievement, behavior and social-emotional functioning of both elementary and high school students. The authors of the review found 61 high-quality studies of mindfulness programs in classrooms and those included a total of 6,207 student participants.

Study results were mixed: Students who participated in mindfulness programs showed small but significant improvements in cognitive skills and social and emotional behaviors. But the data did not show that students improved their classroom behaviors or academic achievement as a result of the interventions.

https://www.campbellcollaboration.org/media/k2/attachments/Campbell_systematic_review_-_Mindfulness_and_school_students.pdf

PED notes additional research from the US National Library of Medicine reports The US National Library of Medicine reports “children who received Social Emotional Learning (SEL) programs with mindfulness (a) improved more in their cognitive control and stress physiology; (b) reported greater empathy, perspective-taking, emotional control, optimism, school self-concept, and mindfulness, (c) showed greater decreases in self-reported symptoms of depression and peer-rated aggression, (d) were rated by peers as more prosocial, and (e) increased in peer acceptance (or sociometric popularity). <https://www.ncbi.nlm.nih.gov/pubmed/25546595>

NE/sb