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FISCAL IMPACT REPORT

SPONSOR Brandt ORIGINAL DATE 2/16/17
 LAST UPDATED _____ HB _____

SHORT TITLE Charter School Priority for Pre-K Students SB 383

ANALYST Liu

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY17	FY18		
	NFI		

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB354, SB32, SB256, SB323

SOURCES OF INFORMATION

LFC Files

No Responses Received From
 Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 383 amends the Charter Schools Act, adding a provision that students who attend a charter school’s prekindergarten program be given enrollment preference into the charter school’s kindergarten program.

FISCAL IMPLICATIONS

This bill does not make an appropriation. No significant additional fiscal impacts are expected, given the program unit generation of student membership in kindergarten through the public school funding formula. In FY17, PED reported 54 school districts, two regional education cooperatives, and six state-chartered charter schools receiving prekindergarten awards. The following chart details expenditures for prekindergarten programs at the six state-chartered charter schools:

Charter School	# of Class-rooms	Total # of Children: 1/2 day + Extended-day	# of Children Funded for 1/2 Day	1/2 Day Funding @ \$3206.20	# of Children Funded for Extended-day	Extended Day Funding @ \$6412.40	Transpo rtation Funding	Total FY17 Funding to Charter
Coral Community Charter School	1	26	26	\$83,361				\$83,361
Horizon Academy West Charter	1	40	40	\$128,248				\$128,248
La Promesa Early Learning Center	3	70	40	\$128,248	30	\$192,372		\$320,620
North Valley Academy Charter	1	40	40	\$128,248				\$128,248
Red River Valley Charter School	1	10			10	\$64,124	\$5,000	\$69,124
Turquoise Trail Charter School	2	26			26	\$166,722	\$2,175	\$168,897
TOTALS:	9	212	146	\$468,105	66	\$423,218	\$7,175	\$898,499

Source: PED

SIGNIFICANT ISSUES

The transition to kindergarten can be challenging as it represents a shift on many fronts. Children are moving from a preschool, daycare center, or their own home, where different rates of development had been acceptable, to an elementary school requiring mastery of specific academic skills by predetermined deadlines.

The developmental model of transition, which is based on Pianta and Walsh’s (1996) contextual systems model and Bronfenbrenner and Morris’s (1998) biocological model, emphasizes the importance of fostering positive relationships among the home, school, community, and peer group to support the child throughout the transition to kindergarten. This model recognizes that a child is embedded within a group of interacting systems that successful transitions are related to close and supportive relationships among the family, school, peers, and community.

Research on peer interactions, for example, show the interconnectedness of children’s relationships and demonstrate the importance of indirect effects. Parent’s prosocial behavior predicts children’s successful peer contacts in kindergarten (Ladd & Hart, 1992), and in turn children with successful peer relationships are more likely to benefit academically (Ladd, 1990). In light of the benefits of friendships, children from highly transient families may be at risk because they are less likely to experience continuity in peer relationships (Masten, Miliotis, GrahamBermann, Ramirez, & Neeman, 1993), and these influences on school outcomes may be apparent as early as kindergarten.

Family–teacher communication, coherence between home and school learning, mutual support, cooperative decision making between parents and teachers, and promotion of achievement and parental expectation for success have all been shown to contribute to children’s success in school (Bempechat, 1990; Epstein, 1996; and Reynolds, 1989). Further, parents and teachers who create academic and social goals together enhance the continuity between home and school (Comer & Haynes, 1991) and also ease children’s transition from home to school. Research on these indirect effects show that family support networks can buffer stress that accompanies the kindergarten transition (Barth & Parke, 1996).

RELATIONSHIP

This bill relates to HB354, which adds provisions regarding academic acceleration for gifted students; SB32, which expands K-3 Plus eligibility for certain schools; SB256, which increases instructional time minimums for kindergarten through sixth grade; and SB323, which expands early enrollment provisions for kindergarten.

OTHER SUBSTANTIVE ISSUES

A 2015 Utah State University study of New Mexico's K-3 Plus program noted increased gains from K-3 Plus throughout the school year when students stay with the same teacher they had during the summer.

A 2000 National Center for Early Development and Learning kindergarten transition study noted, "Introducing preschool children to kindergarten and kindergarten-related activities are ways to familiarize the child with the classroom, school environment, and their new teacher, further easing the transition process...Assigning a child to a class with children expected to be in the same kindergarten creates opportunities for continuity of peer connections. This can foster existing peer neighborhood connections, as well...In addition to family-school, child-school, and peer connections, connections at the broader community level between schools and other agencies serve a critical role in the transition process. These community linkages across programs help ensure continuity for children. Transition is supported when kindergarten and preschools meet together to identify goals for children...The challenge becomes greater when children attend a preschool or daycare program independent from the elementary school or have no pre-kindergarten school experience. These situations require careful coordination among the programs. Effective transition experiences, therefore, are not only influenced by the relationships teachers and other school personnel have with families, but by broader school and agency policy, as well."

SL/sb