

LESC bill analyses are available on the New Mexico Legislature website (www.nmlegis.gov). Bill analyses are prepared by LESC staff for standing education committees of the New Mexico Legislature. LESC does not assume any responsibility for the accuracy of these reports if they are used for other purposes.

LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 2nd Session, 2020

Bill Number	<u>HB227</u>	Sponsor	<u>Trujillo, J.</u>
Tracking Number	<u>.216719.1</u>	Committee Referrals	<u>HEC/HAFC</u>
Short Title	<u>Elementary School Mentoring & Tutoring</u>		
Analyst	<u>Porter</u>	Original Date	<u>2/3/2020</u>
		Last Updated	<u>2/6/2020</u>

BILL SUMMARY

Synopsis of Bill

House Bill 227 (HB227) appropriates \$500 thousand from the general fund to the Public Education Department (PED) for expenditure in FY21 to contract with a program to provide mentoring and tutoring services before and after school at elementary schools statewide. Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

FISCAL IMPACT

The bill appropriates \$500 thousand from the general fund to PED for expenditure in FY21 to contract with a program to provide mentoring and tutoring services before and after school at elementary schools statewide. Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

SUBSTANTIVE ISSUES

A longitudinal Legislative Finance Committee program evaluation, *Longitudinal Student Performance Analysis - Impact of School, Teacher and Program Interventions*, found New Mexico schools, on average, provide a year's worth of educational growth for every school year. However, students who start out behind generally stay behind, and a number of studies find this achievement gap is exacerbated by opportunity gaps – differences in academic and learning experiences outside of the classroom. Research has shown up to a 6,000-hour learning gap can develop between poor students and their more affluent peers by sixth grade. After-school and summer enrichment programs could help to reduce the out-of-school time opportunity gap for some students.

The district court's ruling in the *Martinez* and *Yazzie* consolidated lawsuit recognized the value of high-quality extended school programs, such as K-3 Plus and Extended Learning Time Programs (ELTPs), for closing the achievement gap. These programs are part of what the recent National Conference of State Legislatures report, *No Time to Lose*, has recommended as a coordinated effort based on a statewide vision for approaching education, particularly when it comes to meeting the needs of at-risk students.

While in FY19 the Legislature made a below-the-line appropriation of \$325 thousand to PED for after-school and summer enrichment programs, this appropriation was abandoned in FY20, in favor of expanding K-5 Plus and ELTPs. Education reforms enacted in 2019 significantly increased the funding and eligibility requirements for both programs. The state also increased the at-risk index, increasing funds available for local discretionary spending, which may be used for after-school programs.

The House Appropriations and Finance Committee Substitute for House Bills 2 and 3 (HB2/HAFCS) contains an increase of approximately \$8.9 million for ELTPs in the public school funding formula. HB2/HAFCS also includes language leveraging unused K-5 Plus appropriations to cover costs of ELTP growth. ELTP was popular among school districts because it offered a significant amount of local control over the funds.

Many schools offer before or after school tutoring programs, or contract out the service to commercial or non-profit organizations. Tutoring can result in better test scores, higher grades, and even improved physical and psychological development among students who participate, as compared to those who do not.

OTHER SIGNIFICANT ISSUES

According to Big Brothers Big Sisters of America (BBBS), a non-profit organization that provides community- and school-based mentorship programs, the impact of mentorship on minors yields positive results. In its 2018 Annual Impact Report, BBBS reported that after 18 months of spending time with their mentor, the children who participated in the program – and who participated in this study – as compared to children who were not in the program, were: 46 percent less likely to begin using illegal drugs; 27 percent less likely to begin using alcohol; 52 percent less likely to skip school; 37 percent less likely to skip a class; and, were 33 percent less likely to hit someone. Additionally, the children who participated were more confident in their performance in schoolwork and getting along better with their families.

RELATED BILLS

Relates to HB150, Bernalillo Extended Learning & Enrichment, which makes an appropriation to the Department of Finance for Bernalillo County to contract with an organization to provide extended learning and mentoring out-of-school enrichment programs.

Relates to HB112, After-School & Summer Enrichment Programs, which makes an appropriation from the general fund to PED for after-school and summer enrichment programs.

Duplicate of SB47, After School Mentoring in Elementary Schools.

SOURCES OF INFORMATION

- LESC Files

LAP/tb/mc/sgs