

LESC bill analyses are available on the New Mexico Legislature website (www.nmlegis.gov). Bill analyses are prepared by LESL staff for standing education committees of the New Mexico Legislature. LESL 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>HB127/aHEC</u>	Sponsor	<u>Lara</u>
Tracking Number	<u>.216184.1</u>	Committee Referrals	<u>HEC/HAFC</u>
Short Title	<u>Task Force on Asset Mapping and Gap Analysis</u>		
Analyst	<u>Alexander</u>	Original Date	<u>1/20/2020</u>
		Last Updated	<u>2/5/2020</u>

BILL SUMMARY

Synopsis of HEC Amendment

The House Education Committee Amendment to House Bill 127 (HB127/aHEC) adds one member to the social services in public schools task force, who must be a member of the Indian Education Advisory Council and knowledgeable about social services and the behavioral health needs of Native American children.

Synopsis of Original Bill

HB127 would require the Public Education Department (PED) to convene a task force to conduct an asset mapping and gap analysis of public school students' access to social services. HB127 appropriates \$500 thousand from the general fund to PED for expenditure in FY21. The task force will be required to present their findings to the governor, LESL, the Legislative Council Service (LCS) library, and the public by December 1, 2020. The final report presented by the task force must include:

- An analysis of which social services are and are not available for each school district and charter school,
- An analysis of the barriers preventing school districts and charter schools from providing access to social services,
- Short-term policy and funding recommendations to ensure all students have access to social services,
- Long-term policy and funding recommendations on how the state can ensure all students have access to social services with five years.

FISCAL IMPACT

HB127/aHEC appropriates \$500 thousand from the general fund to PED for the expenses and staffing of the "social services in public schools task force." Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

SUBSTANTIVE ISSUES

Definitions. Asset mapping is a strengths-based research process of identifying resources, services, and strengths available within a given community. The purpose is to enhance a community’s self-sustainability, foster connections between local organizations and community members, and improve community outcomes.

Gap analysis involves the comparison of current performance and outcomes with potential or desired performance and outcomes. In the context of communities and schools, gap analysis identifies where a lack of resources and barriers to accessibility are preventing desired or potential student outcomes.

Potential Benefits to Students. The *Martinez* and *Yazzie* lawsuit identified that at-risk students – English language learners, students with disabilities, Native American students, and low-income students – are negatively impacted by gaps in instructional and social services; for example, academic outcomes for English language learners suffer due to a lack of available, high-quality, multilingual education. The report generated by the asset mapping and gap analysis task force would identify local resources already available to at-risk students and highlight obstacles faced by at-risk students in their communities, thereby helping school districts and charter schools develop locally-informed, actionable steps toward compliance with the lawsuit.

Judge Singleton’s decision and order in the consolidated *Martinez* and *Yazzie* lawsuit requires the Legislature and the executive to take steps to ensure New Mexico schools provide at-risk students with a sufficient education that enables them to be college- or career-ready.

Long-Term Financial Benefits. Findings from the asset mapping and gap analysis proposed in HB127/aHEC may help school districts and charter schools more effectively implement social services, which in turn may reduce costly student outcomes. Analysis from the Department of Health (DOH) suggests access to school-based social services reduces costly negative outcomes such as disciplinary incidents, delinquency, dropout, substance abuse, and involvement with the criminal justice system.

ADMINISTRATIVE IMPLICATIONS

The PED secretary will be required to convene and support the “social services in public schools task force,” which would include at least 20 members from PED, DOH, the Children, Youth, and Families Department, the newly established Early Childhood Education and Care Department, the Human Services Department, and other agencies and communities. The members will be required to bring expertise in public school behavioral health services, social work, individualized education plans (IEPs), socio-emotional health of students, education unions, nursing, and other social service areas.

The task force must conduct asset mapping and gap analysis of public school students’ access to social services and present these findings, first to the PED secretary by October 1, 2020, and then to the governor, LESC, LCS library, and public by December 1, 2020. Notably, the task force is not required to present to the Legislative Finance Committee (LFC). The bill also does not state whether the final report will be directly distributed to the school districts and charter schools who participated.

For each school district and charter school, the asset mapping must include the following

- Demographic makeup of the student population,
- Number of students accessing each type of social service (nursing, school counseling, or behavioral health) over the last three years,
- Demographics of students accessing each type of social service,
- The manner by which students have accessed these social services (through school staff, contracts with community organizations, or community schools),
- How school districts and charter schools are utilizing community partners and resources to provide services,
- Whether social services are also available to family members,
- The cost of providing social services,
- Any other information deemed beneficial by the task force.

For each school district and charter school, the gap analysis must include:

- How many students do not have access to social services by type because that social service is not available,
- How many students have not accessed social services by type, when the services are available,
- What services need to be developed to close the social services gap and ensure all students have access,
- What barriers to social services exist, such as lack of staff, funding, and transportation,
- Any other information deemed beneficial by the task force.

RELATED BILLS

Relates to HB56, Behavioral Health Licensure Study, which appropriates \$200 thousand for a study of the licensing of behavioral health-related professions.

Relates to HB59, At-Risk Program Units & Index Calc. Change, which appropriates \$50.5 million to increase the at-risk index. School districts are eligible for at-risk program units if they can identify services, including partnerships with SBHCs, that are being implemented to improve the academic success of at-risk students.

Relates to SB54, Behavioral Community Integration Act, which provides community-based support services for adults and youth facing mental illness and emotional disturbance challenges.

SOURCES OF INFORMATION

- LESC Files
- Department of Health (DOH)

CA/tb/mc/sgs