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FISCAL IMPACT REPORT

SPONSOR <u>Lujan/Herrera/Lara/Garratt/Sariñana</u>	LAST UPDATED _____
	ORIGINAL DATE <u>3/7/23</u>
SHORT TITLE <u>Community Schools Funding Task Force</u>	BILL NUMBER <u>House Memorial 44</u>
	ANALYST <u>Helms</u>

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT* (dollars in thousands)

	FY23	FY24	FY25	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
		No fiscal impact	No fiscal impact			

Parentheses () indicate expenditure decreases.
 *Amounts reflect most recent analysis of this legislation.

Sources of Information

LFC Files

No Response Received
 Public Education Department (PED)

SUMMARY

Synopsis of House Memorial 44

House Memorial 44 (HM44) requests the secretary of the Public Education Department to create a task force focused on community schools sustainable funding, certification levels, and strategic planning. The memorial cites the current community schools program outreach, funding strategy, and return on investment. The task force would consist of the secretary of public education, representatives from legislative committees and the coalition for community schools, and representatives from the Indian Education Advisory Council. The task force would be tasked with some specific analyses related to funding and strategy, with a final report to be provided to the governor and Legislature by November 1, 2024.

Memorials do not require a signature by the governor to become effective.

FISCAL IMPLICATIONS

House Memorial 44 does not contain an appropriation. If a community schools funding task force directive is signed by the House, there could be associated administrative costs for involved committees and councils, and for the Public Education Department.

SIGNIFICANT ISSUES

As noted in HM44, community schools implementation grants are funded via the public education department's community schools fund. PED's FY23 operating budget included \$8 million in nonrecurring funding, used towards planning and implementation grants for community schools; the HAFB substitute for House Bill 2 includes \$10 million for community schools, a \$2 million increase in funding.

Via PED's grants, schools can apply for an implementation grant, a three-year grant of \$150 thousand per year, and subsequently, can apply to receive renewal grants to sustain the community schools program. For SY22-23, 69 schools received state funding.

HM44 proposes a task force that would consist of 10 members to include:

- The secretary of public education or designee,
- Three representatives from the coalition for community schools,
- Two staff members from the Legislative Education Study Committee,
- Two staff members from the Legislative Finance Committee, and
- Two members from the Indian Education Advisory Council.

In a report due to the governor and Legislature by November 1, 2024, the task force would be required to analyze:

- If current funding is sufficient to both run the program and to hire a full-time community schools coordinator at each grantee location,
- Impacts of funding sources on community school sustainability,
- Potential short-term and long-term goals and action steps to be developed in partnership with the coalition for community schools,
- The need for developing indicators for high-quality community schools, including potential implementation of a certification to be eligible for funding to be developed in partnership with the coalition for community schools,
- Cost estimates for any recommended changes in strategy for developing high-quality community schools, and
- Any other associated costs of the community schools program and return-on-investment.

While PED has guidelines for community schools and requires a community school coordinator and community outreach, HM44 notes there are not designations or certifications for levels of community schools or to discern between community schools needing assistance versus high-quality or self-sufficient community schools. Currently, providing designations or assessing ongoing program quality in a comparative or published way is not part of PED's community schools program. Presentations from the Public Education Department have noted in the national community schools model, developing a sustained community school program typically takes at least five years, and community schools looks different according to needs in their community. PED's website on community schools notes the community schools framework in New Mexico involves six factors including:

- Student and family engagement,
- Collaborative and shared leadership,
- Culturally informed learning opportunities,
- Community-connected classroom instruction,
- A culture of belonging, and

- Integrated support systems.

For FY22-23, PED has partnered with University of New Mexico’s Project ECHO to offer technical assistance and targeted community-building to participating community school partners. PED offers one-one-one technical assistant with the PED team and has materials available on a community schools framework and playbook.

National research and evaluations from the Legislative Education Study Committee (LESC) show the community schools model can be valuable and in New Mexico, can be improved. A 2019 LESC evaluation on community schools in operation for more than five years showed better growth in student achievement growth than other district schools, even when student populations included higher proportions of students from low-income families, students with disabilities, and English learners.

A 2019 report from the Learning Policy Institute cites national research on the community schools model shows “when the Community Schools pillars are implemented fully, they reduce gaps in students’ learning opportunities, improve students’ outcomes, create more positive school climates, and build trusting relationships among adults and children that are crucial for learning. Cost analyses find a return on investment ranging from \$3 to \$15 for every dollar spent, accruing from less grade retention, lower dropout and higher graduation rates, and, in the long term, higher wages and taxpayer savings from higher employment and lower incarceration rates.” Recommendations from the Learning Policy Institute include ensuring sufficient funding for all high-poverty schools to implement community schools, to require accountability and enhance technical assistance to community schools, to utilize Regional Education Cooperatives to support community schools, and to integrate community schools-related training into teacher and administrator professional development.

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