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## FISCAL IMPACT REPORT

ORIGINAL DATE 02/17/09

SPONSOR Ortiz y Pino LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE South Valley School Summer Programs SB 503

ANALYST Varela

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	\$600.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY09	FY10	FY11	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
<b>Total</b>		\$6.7	\$6.7	\$6.7	Recurring	

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)

Department of Finance and Administration (DFA)

### SUMMARY

#### Synopsis of Bill

Senate Bill 503 appropriates \$600 thousand from the general fund to the Public Education Department (PED) to contract with a partnership of one national organization and one local nonprofit organization to provide school-based, after-school and summer programs for English Language Learners (ELL) in eight south valley elementary schools in the Albuquerque public school (APS) district.

## **FISCAL IMPLICATIONS**

The appropriation of \$600 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of 2010 shall revert to the general fund. The contract is contingent on \$200 thousand in matching funds from sources other than the state.

According to the February 2008 revenue estimate, FY10 recurring revenue will only support a base expenditure level that is \$575 million less than the FY09 appropriations before the 2009 solvency reductions. All appropriations outside of the general appropriation act will be viewed in this declining revenue context.

PED reports that the department would be the fiscal agent for SB 503. PED estimates that it would take approximately 200 hours of staff time to develop, administer, and monitor the distribution of the funding by the department. The estimated staff cost is approximately \$6.7 thousand per year.

## **SIGNIFICANT ISSUES**

According to PED, the 2008 Legislature appropriated approximately \$3.3 million for after-school programs: \$1.5 for After-School Enrichment Programs and \$1.8 million for 21st Century Program. Albuquerque Public Schools were awarded through the 2008-09 After-School Enrichment Programs for the following sites: South Valley Academy Charter School, Montessori of the Rio Grande Charter School, Alamosa Elementary, Corrales Elementary and Zia Elementary.

PED notes that of the 58 school districts and 17 charter schools implementing State Bilingual Multicultural Education programs there are 55 providing services to Hispanic students.

Since the 2004-2005 Legislative Session, PED and the NM Association for Bilingual Education annually recognize exemplary schools serving the needs of English Language Learners (ELL) and which serve a large number of Hispanic students. From the 31 schools, which will be recognized during the 2009 Legislative Session, 30 provide services to Hispanic or Latino students with instruction in English and Spanish.

Student Teacher Accountability Reporting System (STARS), 40th Day Report for SY 08-09:

- 56% of the student population attending public school districts are Hispanic or Latino
- 20% of the Hispanic or Latino students speak a language other than English (Spanish)
- Of the 61,009 student population participating in Bilingual Multicultural Education programs, 77% are made up of Hispanic or Latino students.

The National Hispanic Recognition Program honored 43 New Mexico public school students for high grade point average (GPA) and reading, writing and math scores on the Preliminary Scholastic Achievement Test (PSAT) / National Merit Scholarship Qualifying Test as determined by the College Board.

According to the NM Standards Based Assessment results in SY08, Hispanics or Latino students:

- **READING-** 8th graders made the greatest gains in the four-year period, progressing 12.5%, followed by 3rd graders (3.8%)
- **MATH-** 8th and 5th graders progressed significantly (12.3% and 13.8% respectively), followed by 7th graders (8.8%), 6th graders (7.5%), and 11th graders (5.3%)
- **SCIENCE-** 5th and 7th graders gained 7.9% and 7.6% in proficiency, followed by third graders increasing 4.8%

References:

- New Mexico Public Education Department's Academic Growth and Analysis Bureau. New Mexico Standards Based Assessment Results.
- New Mexico Public Education Department's Public Information Office and Bilingual Multicultural Education Bureau.
- Student Teacher Accountability Reporting System (STARS). Reports: Student Snapshot (Total Students, Total Hispanic Students, Languages other than English, and Participation in Bilingual Multicultural Education Programs). Retrieved January 20, 2009 from STARS 40th Day SY 2008-2009.

## **PERFORMANCE IMPLICATIONS**

PED states that SB 503 supports providing specialized assistance to ELL students and could positively impact PED performance measures that relate to closing the student achievement gap in all subgroups identified by No Child Left Behind. This bill may positively impact the Governor's Obesity Prevention Initiative. Obesity prevention initiatives, such as after-school programs, may enhance school attendance, graduation rates and student performance by helping to increase the number of students performing at grade level in math and reading.

PV/svb