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FISCAL IMPACT REPORT

SPONSOR Beffort ORIGINAL DATE 3/2/15
LAST UPDATED _____ HB _____
SHORT TITLE Study Middle School After School Programs SM 95
ANALYST Chavez

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY15	FY16	FY17	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		See Fiscal Implications				

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB 82
Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From

Children, Youth and Families Department (CYFD)
Administrative Office of District Attorneys (AODA)
Public Education Department (PED)

SUMMARY

Synopsis of Senate Memorial

Senate Memorial 95 requests the Legislative Education Study Committee (LESC), in cooperation with LFC, the Public Education Department (PED), and the New Mexico Afterschool Alliance (NMAA) work in collaboration to study the lack of co-curricular and afterschool programs for middle school students, how programs offer additional alternatives to engage middle school students, information regarding existing programs, proposed solutions to transportation barriers, and the feasibility of funding middle school-specific co-curricular and afterschool programs using a per-pupil formula. LESC is requested to report its findings and recommendations no later than December 1, 2015.

FISCAL IMPLICATIONS

This memorial does not contain an appropriation. The costs to PED, LESC and LFC to perform the requested study should be absorbed within existing resources.

PED analysis notes that in FY15, the Legislature appropriated \$1.1 million for afterschool and summer enrichment programs where co-curricular programming was also a requirement.

The HAFC substitute for HB2 includes \$350 thousand for after school and summer enrichment programs.

The majority of after school funding in New Mexico is provided through a federal 21st Century Community Learning Center (CCLC) grant from the U.S. Department of Education. The 21st Century Community Learning state allocation for New Mexico was \$8.8 million for FY14. The estimated allocation for FY15 is \$8.4 million and for FY16 is nearly \$9 million.

SIGNIFICANT ISSUES

LFC evaluation staff is preparing an evaluation for June 2015 that will focus on middle schools in New Mexico. The study proposes to include programming, curriculum, college and career readiness and performance outcomes, including studying which after school, co-curricular or extracurricular activities are offered, and if activities affect student achievement.

According to the U.S. Department of Education website, the CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

PED analysis states funding provided awards in the 2014-2015 school year for 19 sites serving approximately 100 centers and 7,552 students. PED adds that co-curricular programming (e.g., the provision of afterschool activities, programs, and learning experiences that complement what students are learning in school) are a requirement of funding.

PED analysis also notes districts receiving federal Title I of the Elementary and Secondary Education Act funds may also utilize a portion of funding to support afterschool programs.

According to LFC staff research, one in five children across the US does not have someone to care for them after school. PED analysis cites the national report, *America After 3PM*, which states “the unmet demand for afterschool programs has steadily risen over the last 10 years. In 2014, approximately 19.4 million children (41 percent) not currently enrolled in an afterschool program would be enrolled in a program if one were available to them, according to their parents.”

The middle school grades are a critical time to ensure students are prepared for high school and consequently post-secondary education and careers. After school programs may aid in student achievement: a 1998 U.S. Department of Education study on after-school programs across the country found student achievement gains in school districts in New York, Illinois, New Hampshire, Louisiana, California, Texas, and Tennessee that had initiated after-school programs.

ADMINISTRATIVE IMPLICATIONS

PED analysis states administrative implications for the PED in relation to this task force would require the department to utilize available staff and resources to carry out this task in conjunction with the New Mexico Afterschool Alliance.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

HB 82 provides \$2 million for afterschool and summer enrichment programs.

The HAFC substitute for HB2 includes \$350 thousand for after school and summer enrichment programs.

OTHER SUBSTANTIVE ISSUES

PED notes it is unclear if SM 95 is proposing future funding through the state equalization guarantee (SEG) in order to provide programs using a per-pupil formula.

PED also notes SM 95 requires that the study include information regarding state-wide programs (afterschool and co-curricular) that already exist, as geospatial mapping projects within the state have occurred in the past through the Center for Education Policy Research (CEPR) at the University of New Mexico.

ALTERNATIVES

LFC evaluation staff is preparing an evaluation for June 2015 that will focus on middle schools in New Mexico. The study proposes to include programming, curriculum, college and career readiness and performance outcomes, including studying which after school, co-curricular or extracurricular activities are offered, and if activities affect student achievement. The LFC evaluation could include areas of study requested by this memorial.

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