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## FISCAL IMPACT REPORT

**SPONSOR** Trujillo, CH **ORIGINAL DATE** \_\_\_\_\_ **LAST UPDATED** \_\_\_\_\_ **HB** 82

**SHORT TITLE** School Academic and Enrichment Programs **SB** \_\_\_\_\_

**ANALYST** Gudgel

### APPROPRIATION (dollars in thousands)

| Appropriation |           | Recurring<br>or Nonrecurring | Fund<br>Affected |
|---------------|-----------|------------------------------|------------------|
| FY15          | FY16      |                              |                  |
|               | \$2,000.0 | Recurring                    | General Fund     |

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

### SOURCES OF INFORMATION

LFC Files

Responses Received From  
Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 82 appropriates \$2 million from the general fund to the Public Education Department for after-school and summer programs that provide expanded academic and enrichment learning opportunities for public school students. Any unexpended or unencumbered balance remaining at the end of fiscal year 2017 shall revert to the general fund.

### FISCAL IMPLICATIONS

The appropriation of \$2 million contained in this bill is a recurring to the general fund. Any unexpended or unencumbered balance remaining at the end of FY17 shall revert to the general fund.

For FY15, almost \$1.1 million was appropriated to the Public Education Department for after-school and summer enrichment programs. Both the LFC and executive recommendations include \$1.1 million to continue these programs in FY16; all of the executive recommendation is general fund revenues while the LFC recommendation includes \$750 thousand in reprioritized fund balance and \$350 thousand in general fund revenues.

## SIGNIFICANT ISSUES

The bill requires the PED to establish criteria to prioritize awards to programs that:

- align with educational plans for student success and common core state standards;
- provide academic enrichment;
- engage students with science-, technology-, engineering- and mathematics-related activities;
- help students meet state standards in core academic subjects;
- increase opportunities for physical activity and improve student nutrition; and
- collaborate with and leverage existing community partnerships and resources that have demonstrated effectiveness.

Additionally, a portion of each award, as determined by PED, must be used for professional development for after-school and summer program staff and to support an evaluation process focused on student outcomes and family satisfaction and to increase the capacity of staff to deliver high-quality programming related to science, technology, engineering and mathematics that effectively engages children and youth in these subjects.

PED's analysis indicates that unmet demand for afterschool programs has steadily risen over the last 10 years nationally and that in communities across the U.S., many children are without supervision between the hours of 3 p.m. and 6 p.m. The department's analysis indicates that the U.S. Department of Justice reports violent crimes by juveniles occur most frequently in the hours immediately following the close of school on school days. After-school programs may reduce juvenile crime by keeping kids safe and occupied between 3 p.m. and 6 p.m.

After-school programs are funded through both federal and state funds in New Mexico. The state received a federal 21<sup>st</sup> Century Community Learning Center (CCLC) grant from the U.S. Department of Education that provides awards for 19 sites serving approximately 7,552 students.

PED also received almost \$1.1 million in general fund revenues for after-school and summer enrichment programs in FY15. PED released two requests for applications (RFA) for school and charters schools to apply for these funds. The first round of awards provided \$75 thousand each to nine grantees to provide services to 2,832 New Mexico students who might not have otherwise had an afterschool program. The second RFA (released November 14, 2014) will allow for nine additional awarded sites to receive up to \$50 thousand for afterschool programs in the spring semester of 2015.

To be eligible for this funding, the RFA required after-school and summer enrichment programs to include the following four components to be eligible for FY15 funding: 1) academic enrichment, 2) physical activity, 3) nutrition education, and 4) science, technology, engineering and math (STEM) and/or English language arts (ELA) initiatives and activities.

PED's analysis indicates quality after-school programs require approximately \$50 thousand to \$75 thousand per program, depending on population served, in order to develop and maintain a qualify after-school enrichment program. HB82, if passed, could potentially add twenty-five to thirty funded sites for after-school enrichment programs depending on the program's capacity and students served.

## **PERFORMANCE IMPLICATIONS**

Programs funded through this appropriation could improve student outcomes, decrease juvenile delinquency activity, and decrease childhood obesity.

## **ADMINISTRATIVE IMPLICATIONS**

PED's analysis indicates increased funding would result in increased duties related to awarding and monitoring awards, and development of a contract for professional development and evaluation and planning and implementation of a statewide conference. The department states this can be done with existing resources.

## **OTHER SUBSTANTIVE ISSUES**

Currently, PED reports that the department, in conjunction with the New Mexico Afterschool Alliance, hosts an annual Fall Into Place Afterschool Conference. The conference focuses on science, technology, engineering, and math (STEM) initiatives and programs and provides after-school providers with varying capacity levels the opportunity to receive technical assistance on the implementation of quality after-school programming and standards as well as resources for immediate implementation in their programs.

PED funding for the Fall Into Place Conference has been secured by various partnerships in previous years but the conference has had to be capped at 250 participants. PED reports additional funding could allow for expanded statewide participant participation in targeted professional development focusing on afterschool and summer programming inclusive of STEM.

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