

NOTE: As provided in LFC policy, this report is intended only for use by the standing finance committees of the legislature. The Legislative Finance Committee does not assume responsibility for the accuracy of the information in this report when used for other purposes.

The most recent FIR version (in HTML & Adobe PDF formats) is available on the Legislative Website. The Adobe PDF version includes all attachments, whereas the HTML version does not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

SPONSOR: Taylor, J.G. DATE TYPED: 3/2/03 HB 672/aHEC
 Rio Grande HS Cluster
 SHORT TITLE: Dropout Prevention Program SB _____
 _____ ANALYST: L. Baca

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY03	FY04	FY03	FY04		
\$350.0				Recurring	GF

(Parenthesis () Indicate Expenditure Decreases)

Identical to SB 582, Rio Grande HS Cluster Dropout Prevention
 Relates to: HB 246, CYFD Truancy Prevention Program
 SB 404, Dropout Prevention in Certain Counties
 SB 606, At-Risk Youth Drug Demand Reduction Program
 SB 758, OCA Dropout Prevention and Education Program

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

Responses Received From
 State Department of Education (SDE)
 Rio Grande Education Collaborative (RGEC)

SUMMARY

Synopsis of HEC Amendment

The amendments adopted by the House Education Committee make the appropriation for fiscal years 2003 and 2004, add an emergency clause, and “four-stage student re-engagement efforts” included in the list of authorized activities.

Synopsis of Original Bill

House Bill 672 appropriates \$350.0 from the general fund to the State Department of Education to support the Rio Grande High School cluster dropout prevention programs, including mentorship and student leadership programs.

Significant Issues

This bill addresses the need to establish and sustain a highly successful high school dropout prevention program. The bill's intent is consistent with multi-year efforts across the state to reduce the number of students leaving high school without earning a high school diploma.

The Rio Grande Educational Collaborative (RGEC) is a non-profit organization whose primary mission is the improvement of public education in New Mexico through:

- 1) Direct services to students,
- 2) Professional Development for Educators, and
- 3) Community Development.

This is a public/private partnership whose first-year was funded primarily through private donations from foundations and private corporations, such as Public Service Company of New Mexico. This "pilot project" is unique and is gaining success in reforming and improving the delivery of educational services in Albuquerque's South Valley schools. The program cannot continue without state funding due to economic conditions that have reduced the ability of the private sector to continue to fund these activities.

FISCAL IMPLICATIONS

The appropriation of \$350.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of (fiscal year 2004 shall revert to the general fund.

OTHER SUBSTANTIVE ISSUES

The RGEC analysis reports that:

"The Rio Grande High School has seen its dropout rate plunge from 17.2% annual dropout in the FY 2000-2001 to 6.8% annual dropout in FY 2001-2002 due primarily through an innovative partnership with a non-profit organization, the Rio Grande Educational Collaborative (RGEC). RGEC utilized its 4-stage fourteen week intervention program entitled Student Reengagement Program to help students recover lost credits, engage parents in developing individual success plans and meaningful dialogue, family counseling, "hand's-on" experiential learning, computer-based instruction, and working with school counselors to transition students back into the traditional high school setting. Additionally, using quality tools, Rio Grande High School (RGHS) with guidance by RGEC "re-designed" its approach to serving those children "at-risk" of dropping out by establishing a process whereby students who meet certain indicators are transferred to RGEC before dropping out."

POSSIBLE QUESTIONS

1. Why is the data cited by the analysis different?
2. Are parents pleased with the results of The RGEC/s successes?
3. Have more parents become involved as a result of these successes?