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## FISCAL IMPACT REPORT

ORIGINAL DATE 02/21/07

SPONSOR Lujan LAST UPDATED \_\_\_\_\_ HB 1119

SHORT TITLE Espanola After-School Program SB \_\_\_\_\_

ANALYST Hanika Ortiz

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	\$150.	recurring	General fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to SB 150; SB 694, SB696; HB 862; HB 844.

### SOURCES OF INFORMATION

LFC Files

Responses Received From  
Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 1119 appropriates \$150.0 from the general fund to the PED for the Espanola Public School's after-school programs for elementary and middle-school children within the Espanola Public School District.

### FISCAL IMPLICATIONS

The appropriation of \$150 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY08 shall revert to the general fund. The funds will be used to expand the existing tutorial program currently in place that concentrates on improving math scores for students in grades 3-8 in the Espanola schools.

The new funding will provide money to support a reading component to assist students in their proficiency in reading. This is a tutorial program that is computer based utilizing A+ Learning. Within this program, there are diagnostic and assessment capabilities to better assess and meet the needs of the students in Espanola elementary and middle schools. This program proposes to serve 800 students within the district.

PED reports the Department will have some new responsibilities with this funding but can implement the bill with existing staff and resources.

The appropriation within this bill relates to the Executive recommendation for \$6,000.0 for after-school enrichment programs.

### **SIGNIFICANT ISSUES**

PED has provided the following comments:

Studies show that sustained individualized attention through extended learning time, when combined with parental involvement and quality school instruction, can raise reading levels. This strategy seeks to create more after-school, weekend and summer learning opportunities to supplement quality classroom instruction in reading by enabling parents and educators to complement and expand existing successful literacy efforts. Many efforts to raise standards and eliminate social promotion include after-school and summer help to master the basics and core subjects

As research continues in the field of academic enrichment in after-school, it is necessary to continue to consider the nature of the after-school context. Literacy instruction and skill development in after-school programs can not truly be understood without considering other critical factors such as engagement, relevancy and not duplicating the experience of the school day for participating students. The quality of program implementation and staff are also critical factors to consider. Given the understanding of the after-school context, research and practice suggest there is great potential for after-school programs to provide a supportive role in the development of students' literacy skills.

### **PERFORMANCE IMPLICATIONS**

There is no specific PED performance measure; however, this does support the PED goals of closing the student achievement gap in all subgroups identified by NCLB and increase academic excellence and student achievement.

### **ADMINISTRATIVE IMPLICATIONS**

PED is the administrative agent for this bill.

### **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

Relates to:

- SB 150, Albuquerque School After-School Academies
- SB 694, 21<sup>st</sup> Century Community Learning Centers
- SB 696, Albuquerque Community Schools
- HB 862, Mountainair After-School Learning Centers
- HB 844, Albuquerque Community Schools

### **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

The Espanola Public School District after school programs will not receive funding through this bill.

AHO/mt