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FISCAL IMPACT REPORT

ORIGINAL DATE 02/04/08

SPONSOR Lujan, B LAST UPDATED _____ HB 548

SHORT TITLE Santa Fe Summer Day Camps SB _____

ANALYST Escudero

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$250.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to: The Executive recommendation for public school support includes \$250.0 for summer camp program in Santa Fe.

Relates to: \$175.0 is included in HB 2 for Summer Camp Program in Santa Fe

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 548 appropriates \$250.0 from the general fund for FY 09 to the Public Education Department (PED) to pay for expenses for Santa Fe summer day camps.

FISCAL IMPLICATIONS

The appropriation of \$250.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY09 shall revert to the general fund.

PED would be the fiscal agent for House Bill 548. It is estimated that it would take approximately 40 hours of time by an Education Administrator O (\$22.74 x 40 + 30% Benefits = \$1,182) to develop, administer and monitor the distribution of the funding by the PED.

SIGNIFICANT ISSUES

As stated by PED, summer programs can emphasize important skills to help bridge the gap between school years. For example, summer enrichment programs could produce connections with individuals or activities that are healthy and supportive of positive growth and development of life skills. Those who attend programs that emphasize healthy relationships and behaviors are less likely to engage in risk-related relationships and behaviors.

Summer enrichment programs could promote relationships with supportive adults as well as positive peer bonding opportunities within the schools. They could also provide the extracurricular activities that might appeal to different interests (*Spreading Resiliency*, 2006).

In another example, national research supports the implementation of literacy camps in providing maintenance and development of early literacy skills through the summer. The Sterling McDowell Foundation contends that the lack of ongoing instruction over the summer months contributes to the decline in student literacy skills. Its research indicated that shorter programs in three- to four-week blocks, as opposed to six- to eight-week blocks, were more effective. Additionally, the Foundation concluded that the summer literacy program was successful in increasing the interest of developing learners, with the fidelity of the curriculum being very important, and that parents' participation seems to influence children's levels of success in obtaining proficiency. Furthermore, most communities across the USA show success with summer literacy programs.

By offering additional instruction, students are able to maintain current levels of performance and begin the school year better prepared to meet the proficiencies of their new grade level.

PERFORMANCE IMPLICATIONS

According to PED, this appropriation could possibly relate to the public school performance measure of percent of elementary school students who achieve the No Child Left Behind Act annual measurable objective for proficiency or above on standards-based assessments in reading and language arts.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

The Executive recommendation for public school support includes \$250.0 for a summer camp program in Santa Fe.

TECHNICAL ISSUES

HB 548 does not state what age group, type of program or number of targeted attendees are estimated to attend the Santa Fe day camps.

PME/bb