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FISCAL IMPACT REPORT

ORIGINAL DATE 01/31/08

SPONSOR Nava LAST UPDATED _____ HB _____

SHORT TITLE Dona Ana Academic & Behavioral Support SB 411

ANALYST Escudero

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$350.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 411 appropriates \$350.0 from the general fund to the Public Education Department (PED) for academic, behavioral and social support services in public schools in Dona Ana County in fiscal year 2009.

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 FY09 shall revert to the general fund.

This proposed appropriation would require PED to establish a special legislative projects appropriation budget, develop a request for information packet to be completed by the public schools affected by the funding, monitor the use of funds, review and approve district cash requests, and submit cash requests for payment. It is estimated that it would take 40 hours of an Education Administrator's time to accomplish this (40hrs x 25.50 + 30% = \$1.3)

SIGNIFICANT ISSUES

According to PED, the relationship between academic success and health, including behavioral health, has been established through research.

The academic success of America's youth is strongly linked with their health.

Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors such as substance use, violence and physical inactivity are consistently linked to academic failure, and often affect students' school attendance, grades, test scores, and ability to pay attention in class.

In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor and determinant of adult health outcomes. Leading national education organizations recognize the close relationship between health and education, as well as the need to embed health into the educational environment for all students (CDC DASH). Students using school-based mental health services have higher graduation rates and less absenteeism and tardiness (McCord and Gall).

Social support has also been shown to have positive educational effects. Parent involvement, social skills training for students and teacher training to create a healthy school environment resulted in better graduation rates and better grades (Hawkins).

Currently, the three school districts in this county have 50% or more of their schools in some status as Schools in Need of Improvement based on not meeting Adequate Yearly Progress for one or more years. Student groups that most often miss AYP in these schools are special education students,

English Language Learner students and students who fall within the Free and Reduced Lunch category. Current research describes these groups of students as populating a segment of the public school population that struggles to achieve because they enter the educational setting with a diversity of school readiness and availability to resources. Academic success can be realized by these students when the variables of time and additional intensive training are provided. This can only be realized through additional resources.

ADMINISTRATIVE IMPLICATIONS

This proposed appropriation would require PED to establish a special legislative projects appropriation budget, develop a request for information packet to be completed by the public schools affected by the funding, monitor the use of funds, review and approve district cash requests, and submit cash requests for payment. PED can accomplish this with existing staff.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Needed academic, behavioral and social support services will not be provided in Dona Ana County schools. In addition, there are 9 schools in these 3 districts that receive intensive PED attention, with a potential 20 additional schools that may enter the range of intensive intervention during the 08-09 school years. Without this funding there would not be these additional resources.