

**LEGISLATIVE EDUCATION STUDY COMMITTEE  
BILL ANALYSIS**

**Bill No:** HB 830

**49th Legislature, 1st Session, 2009**

**Short Title:** Taos At-Risk Youth Training

**Sponsor(s):** Representatives Robert J. “Bobby” Gonzales and Others

**Analyst:** David Harrell

**Date:** February 26, 2009

---

**Bill Summary:**

HB 830 makes an appropriation to contract for training in ambassadorship, international service learning, job readiness, and education services for at-risk youth in Taos County.

**Fiscal Impact:**

\$50,000 is appropriated from the General Fund to the Local Government Division of the Department of Finance and Administration for FY 10.

Unexpended and unencumbered funds revert to the General Fund.

**Fiscal Issues:**

The Fiscal Impact Report (FIR) by the Legislative Finance Committee notes that the February 2009 revenue estimate of recurring revenue for FY 10 will support only a base expenditure level that is \$575 million less than the FY 09 appropriations before the 2009 solvency reductions; and that all appropriations outside the *General Appropriation Act* will be viewed in this context of declining revenue.

**Issues:**

The analysis of HB 830 by the Public Education Department (PED) notes that an organization called the Rocky Mountain Youth Corps, through contract with PED, is currently providing a leadership model to promote student wellness and school connectivity to reduce truancy in middle and high schools in the communities of Questa, Peñasco, and Taos. Among its goals, this program strives to:

- provide job skills through enhanced employment opportunities for young adults;
- engage young adults in meaningful conservation work;
- forge partnerships with local land management agencies, community service, and nonprofit organizations; and
- promote an ethic of service to communities and the environment.

The FIR reports that HB 830 provides no details on the nature of the training in ambassadorship, international service learning, or other services and no details on the target population or expected outcomes.

**Background:**

According to the National Service-Learning Clearinghouse, service-learning is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” Among its benefits, service-learning:

- promotes learning through active participation in service experiences;
- provides structured time for students to reflect by think, discussing, and/or writing about their service experience;
- provides an opportunity for students to use skills and knowledge in real-life situations;
- extends learning beyond the classroom and into the community; and
- fosters a sense of caring for others.

This clearinghouse says that international service-learning, one of the programs mentioned in HB 830, covers both US students working internationally on service-learning projects and international educational institutes and students doing service-learning.

Formed in 1993, an organization called International Service Learning (ISL) provides medical and educational teams of volunteers to provide services for the underserved populations of Central and South America, Mexico, and Africa. ISL now serves students from 65 colleges and universities across the United States.

Finally, the *Public School Code* requires school districts to offer service-learning as an elective for graduation.

**Related Bills:**

HB 80 *Taos County After-School Program*

SB 96 *Taos After-School Program*