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FISCAL IMPACT REPORT

ORIGINAL DATE 02/12/13

SPONSOR Trujillo, CH LAST UPDATED _____ HB 278

SHORT TITLE After-School Enrichment Programs SB _____

ANALYST Roberts

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY13	FY14		
	\$2,000.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Human Services Department (HSD)

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 278 appropriates \$2 million dollars from the general fund to the public education department for after-school enrichment programs that provide expanded learning opportunities. Further, the PED shall establish criteria to prioritize awards to programs that are aligned to educational plan for student success and common core standards, provide academic enrichment opportunities for students, help students meet state standards in core academic subjects, increase opportunities for physical activity and nutrition and collaborate with and leverage existing community partnerships and resources that have demonstrated effectiveness. A portion of each award, as determined by PED, may also be used to support professional development activities for after-school program staff.

FISCAL IMPLICATIONS

The appropriation of \$2 million dollars contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2014 shall revert to the general fund.

SIGNIFICANT ISSUES

The PED reports:

Quality after-school programs may 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. After-school programs can serve as an important resource for families especially the working parent. After-school programs may provide parents assurances that their children are being supervised and are in an educational environment.

Teens who do not participate in after-school programs are nearly three times more likely to skip classes than teens who do participate.

Habitual truancy is known to be a predictor of school dropout. In New Mexico, school districts report rates as high as 60.6 percent. Resiliency factors, including having a caring adult in one's home, school or community as well being engaged in extra-curricular activities have been proven to reduce risk factors (NM Youth Risk and Resiliency Survey, 2011). After-school programs may provide a supportive and safe environment where children and youth receive physical activity, nutrition and tutoring in reading and math.

Juvenile crime triples between the hours of 3 p.m. and 6 p.m. After-school programs may reduce juvenile crime by keeping kids safe and occupied between 3 p.m. and 6 p.m.

In New Mexico, after-school funds are provided through a federal 21st Century Community Learning Center (CCLC) grant from the U.S. Department of Education. Funding provides awards in the 2012-2013 school year for 17 sites serving 70 centers. However, funding is not adequate to meet the needs of all the applications for after-school programs that the PED received in the 1st funding cycle for 21st CCLC.

Prior legislative sessions provided state funds for after-school enrichment in FY08 through FY11. Funds have decreased each year and funding opportunities for school districts and charter schools also decreased with the decreased funding. The last year fiscal year, FY11, in which state funds were appropriated for after-school programs, the PED received \$144.3 thousand allowing for the funding of four sites. State funding was eliminated in FY12.

Quality after-school programs as funded through both federal and state funds in previous years require approximately \$50 thousand per program in order to develop and maintain a quality after-school enrichment program. If HB 278 is enacted, it could potentially add forty more funded sites for after-school enrichment programs.

PERFORMANCE IMPLICATIONS

This PED reports that this bill supports the department's strategic lever ensuring that students are ready for success by: providing a safe, inviting, and caring learning environment; and providing after-school structured learning in reading and math.

ADMINISTRATIVE IMPLICATIONS

The Public Education Department will be responsible for administering the funds for after-school enrichment programs that provide expanded learning opportunities. Additionally the department will be responsible for establishing criteria to prioritize awards to programs.

OTHER SUBSTANTIVE ISSUES

The PED notes that they would need to develop an application process and criteria from which districts and charter schools can request funding for after-school enrichment programs; they would need to provide compliance and oversight of the approved programs; and lastly the department would be required to create parameters to issue a Request for Proposal (RFP) or Request for Application (RFA) with eligibility criteria, selection and issuance of awards, and to monitor awards for school districts and charter schools. The departments reports that this can be done with existing resources.

MIR/blm