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FISCAL IMPACT REPORT

SPONSOR Trujillo, CH/Tallman ORIGINAL DATE 1/28/19
LAST UPDATED _____ HB 145

SHORT TITLE After-School & Summer Enrichment Programs SB _____

ANALYST Eckberg

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
	\$2,000.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Regional Education Cooperatives (REC)

SUMMARY

Synopsis of Bill

House Bill 145 appropriates \$2 million dollars from the general fund to the Public Education Department for expenditure in FY20 for after-school and summer enrichment programs.

FISCAL IMPLICATIONS

The appropriation of \$2 million contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2020 shall revert to the general fund.

PED notes they would either need to utilize a percentage of the appropriation for an additional one Full Time Equivalency (FTE) or determine an existing appropriate position within the agency where a percentage of the employee's time and effort would support this initiative and/or identify a contractor for programmatic review and oversight through site visits to the programs successfully funded.

SIGNIFICANT ISSUES

Several LFC program evaluations have found creating more time for student learning and enrichment can improve student outcomes when the additional time is high quality. A recent LFC report *Results First: Education Interventions* reports evidence shows academically-focused summer and afterschool programs have a positive effect on student achievement. The report found summer learning programs and afterschool programs with an academic focus show strong evidence of positive student impact. Additional learning time – either as part of the regular school year, or as add-on programs – can serve as a tool to expand learning opportunities, helping to offset learning gaps for low-income students. Additional learning time provides for more time engaged in academics, more time for enrichment activities, and more time for teacher collaboration and professional development. Additional time is either added to the school day and/or school year, or added as out-of-school time (OST) in the form of summer or afterschool programs. Typically, an extended school day or school year model targets all students in a particular school or district, while OST models may target certain student populations (e.g. students struggling with academic skills), or be voluntary.

Additionally, the LFC *Program Evaluation: Instructional Time and Extended Learning Opportunities in Public Schools (September 28, 2018)* found afterschool and summer enrichment programs can have positive academic benefits for students, but funding fluctuates from year to year and is inadequate to meet demand. For example, the percent of grant applications that received state funding for afterschool and summer programs decreased from 56 percent in FY16 to 19 percent in FY18 due to an increase in applications and a decrease in state appropriations for afterschool programs.

According to PED, in New Mexico, after-school funds are provided through the federal 21st Century Community Learning Centers (CCLC) grant from the U.S. Department of Education (The Every Student Succeeds Act, Title IV Part B). Funding provides awards for approximately 90 centers across the state.

PED notes the appropriation in HB145, taking into account funds for programmatic and fiscal oversight, could potentially fund between 38-40 sites in FY20 depending on the number of applications and the amount requested in applications that are approved through the competitive RFA process or through a competitive RFP process.

ALTERNATIVES

The LFC recommendation includes \$62.4 million for a new extended time factor in the public school funding formula, which would require participating school districts and charter schools to implement after school programs.

NE/sb