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FISCAL IMPACT REPORT

SPONSOR Rodriguez ORIGINAL DATE 1/28/2020
LAST UPDATED _____ HB _____
SHORT TITLE Afterschool Mentoring in Elementary Schools SB 47
ANALYST Liu/Gelay

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY20	FY21		
	\$500.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Duplicate of HB227
Relates to HB112, HB150, HB236

SOURCES OF INFORMATION

LFC Files
Legislative Education Study Committee (LESC) Files

Responses Received From
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 47 appropriates \$500 thousand from the general fund to PED to contract with a program providing mentoring and tutoring before and after school at elementary schools throughout the state in FY21.

FISCAL IMPLICATIONS

The bill requires PED to contract with a program to provide mentoring and tutoring services before and after school at elementary schools statewide. The appropriation of \$500 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

SIGNIFICANT ISSUES

In FY19, PED received \$325 thousand for after-school and summer enrichment programs, which supported 10 programs across the state. In FY20, the PED appropriation was discontinued and incorporated as a part of extended learning time programs (ELTP), which require after-school programs. ELTPs are funded through a \$62.5 million factor in the public school funding formula and allocated through the state equalization guarantee (SEG) distribution to public schools. The department notes this appropriation could be part of a menu of funding sources to support required after-school activities for school districts participating in ELTPs.

PED notes the appropriation in this bill could potentially fund 50 to 60 sites in FY21, depending on the number of applications and the amount requested in applications that are approved through the competitive request for applications (RFA) process. Prior legislative appropriations for after-school and summer enrichment programs administered through a competitive RFA process have usually been capped at \$50 thousand per program. Approximately 90 centers across the state receive funds for after-school programs through the federal 21st Century Community Learning Centers (CCLC) grant from the U.S. Department of Education (federal Every Student Succeeds Act, Title IV Part B).

Quality after school and summer enrichment programs include opportunities for academic enrichment to reinforce what is taught during the school day. According to the Afterschool Alliance, nationally about 10.2 million children, or 18 percent, participate in an after-school program and 11.3 million children are without supervision between the hours of 3 p.m. and 6 p.m. Research by the U.S. Department of Justice indicates that violent crimes by juveniles occur most frequently in the hours immediately following the close of school on school days.

The LFC's 2018 program evaluation, *Instructional Time and Extended Learning Opportunities in Public Schools*, noted:

“Afterschool and summer learning programs can help to offset the disparity in enrichment opportunities between low-income and other students. Children of parents with higher annual incomes participate more in extracurricular activities than other children, and low-income students do not have the same access to [out of school] time programs as do middle income and higher-income students. Research from Expanded Schools found that children from middle- and high-income families receive 6,000 more hours of learning from afterschool and enrichment activities than children in poverty by the sixth grade. In 2015, a Pew Research Center survey found that parents with a higher annual income were more likely to report that their children participated in an extracurricular activity. High-income families spend more on learning enrichment than low income families, and this spending gap has increased over time, with families in the richest quintile spending almost six times more per child than families in the poorest quintile on enrichment expenditures (e.g. books, child care, and summer camps) in 2005-06...”

According to the Partnership for the Future of Learning, the effectiveness of expanded and enriched learning time and opportunities depends on the quality of the program and implementation. For students to receive the greatest benefit, policies lengthening school days or years should add at least 300 hours, or a 25 percent increase over existing class time. Out-of-

school programs, including after-school and summer offerings, must provide additional time to accommodate both academic and enrichment activities.

PERFORMANCE IMPLICATIONS

Engaging students in the early grades could help close achievement gaps and address some of the findings identified in New Mexico’s education sufficiency lawsuit. A mentoring and tutoring program for elementary school children in New Mexico could potentially boost academic performance and attendance and help establish meaningful relationships in the school environment.

A 2019 LESC report on New Mexico community schools, which often provide after-school programs and integrated student supports (like mentoring and tutoring), found students in schools operating as community schools for at least 5 years gained 6 percentage points in reading proficiency and 3 percentage points in math proficiency but did not close the achievement gap between student subgroups. New Mexico community schools have also increased graduation rates but have not kept pace with statewide growth in graduation, suggesting few are fully implementing all evidence-based practices.

ADMINISTRATIVE IMPLICATIONS

PED would need to develop and issue an RFA with eligibility criteria, evaluate the submissions, issue award letters, and monitor awards. The agency would need to provide compliance and oversight of approved programs, including the fiscal monitoring of budget adjustment requests and requests for reimbursements, as well as program monitoring in the field. PED anticipates up to 2 FTE or an external contractor is necessary to oversee the fiscal and programmatic aspects of this appropriation.

DUPLICATION, RELATIONSHIP

This bill is a duplicate of House Bill 227 and relates to House Bill 112, which makes an appropriation for after-school and summer enrichment programs; House Bill 150, which makes an appropriation to Bernalillo County to contract for extended learning and mentoring out-of-school enrichment programs; and House Bill 236, which removes community school grant caps.

TECHNICAL ISSUES

PED notes the bill does not specify if community-based organizations are eligible to apply directly for these funds and provide services on a school campus or at an alternative off-campus location.

ALTERNATIVES

Rather than using PED as the intermediary for this program, school districts and charter schools implementing ELTPs could directly contract with programs that provide mentoring and tutoring services before and after school at elementary schools. The LFC’s FY21 budget recommendation increases ELTP funding in the SEG by \$8.9 million and authorizes PED to use up to \$35 million of K-5 Plus funds to support ELTPs if participation exceeds the budgeted level. The executive’s FY21 budget recommendation also authorizes the use of unspent K-5 Plus funds for ELTPs but

maintains flat funding levels for both programs.

POSSIBLE QUESTIONS

What would the framework for mentorship be? How would effectiveness of the program be measured, and by whom? Would the mentors be peer-mentors or adult mentors? How will the appropriation be divided among the various school districts in New Mexico?

JGG/SL/sb