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FISCAL IMPACT REPORT

SPONSOR Marquardt DATE TYPED 02/26/05 HB 427/aHEC

SHORT TITLE Statewide After School Tutoring Program SB _____

ANALYST Wilson

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
	\$6,300.0		\$78.0	Recurring	General Fund

Relates to SB 434, SB 520, and SB 530

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of HEC Amendment

The House Education amendment to House Bill 427 rewrites the language in this bill to clarify its meaning.

Synopsis of Original Bill

House Bill 427 appropriates \$6.3 million from the general fund to the PED to distribute to school districts to provide after school tutoring programs for students in grades one through six. In offering the programs, a school district may use teachers employed by the district or may contract with private-sector teaching programs that employ teachers who have experience in classroom instruction. The tutoring programs shall teach reading, language arts and mathematics, and may teach other subjects as determined by the school district.

Significant Issues

The need for after-school programs to enhance and support classroom learning continues to exceed the capacity of current programs. Current research indicates that quality out-of-school-time programs, particularly after-school and summer programs, lead to increases in student achieve-

ment, decreases in negative student behaviors and attendance patterns and increases in positive parental attitudes towards their children's schools, which also correlates with increased student academic achievement and positive behaviors.

There are currently 29 federal awards to districts and other community organizations that provide opportunities for after-school tutoring, as well as other activities, for students who need additional support, particularly in reading, math and their homework.

The TANF School-Age Care Program is in the final year of operation and currently funds before- and after-school programs at 55 sites in 10 districts for five- to eight-year-old students to improve their reading and math literacy.

Other sources of funding available for after-school tutoring programs include:

- Title I, at the district's discretion, and
- Supplemental Educational Services for schools in the second year of being designated for school improvement under the federal No Child Left Behind Act of 2001.

FISCAL IMPLICATIONS

The appropriation of \$6.3 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2006 shall revert to the general fund.

This bill will impact the amount of time PED staff spends on developing and disseminating a Request for Application (RFA), conducting a proposal review process, granting of awards, technical assistance, monitoring and support for after-school programs. PED believes the additional costs will be one education administrator at a cost of approximately \$67 for salary and benefits and \$11 thousand for travel and office support for a total estimated cost of \$78 thousand.

ADMINISTRATIVE IMPLICATIONS

PED will have to administer the program. They expect to hire an additional FTE to manage this program.

RELATIONSHIP

Relates to SB 434, CYFD Out-of-School Program, SB 520, Out-of-School Program and SB 530, Santa Fe Low-Income After-School Programs

TECHNICAL ISSUES

This act applies to the 2005-2006 school year and subsequent years but the funds revert at the end of fiscal year 2006.

DW/lg