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FISCAL IMPACT REPORT

SPONSOR Ryan DATE TYPED 02/16/05 HB _____

SHORT TITLE Student Workplace Experience Program SB 622

ANALYST Ford

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
	\$150.0			Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Economic Development Department (EDD)
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 622 appropriates \$150 thousand from the general fund to the economic development department for the purpose of supporting a statewide organization to promote junior achievement by establishing workplace mentor relationships between middle and senior high school students and businesspersons in the community.

Significant Issues

According to PED, Junior Achievement is an organization that works to educate students in grades K-12 about business in the United States and 99 other countries. The organization's programs focus on areas including economics, citizenship, career development, financial literacy, entrepreneurship and ethics. New Mexico has had some history of participation with Junior Achievement but has only experienced the program in limited ways with essential standards of economics, civics and career awareness to support local curriculum.

FISCAL IMPLICATIONS

The appropriation of \$150 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY 06 shall revert to the general fund.

ADMINISTRATIVE IMPLICATIONS

The EDD will incur minor administrative costs to implement the appropriation.

OTHER SUBSTANTIVE ISSUES

This bill makes an appropriation of taxpayer dollars to benefit a specific organization. However, there is no requirement in the bill that the EDD provide monitoring of the program or report to the legislature as to the results of the program. Further, the bill does not provide for any cooperation between EDD and PED.

EF/lg