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## FISCAL IMPACT REPORT

ORIGINAL DATE 2/17/2007

SPONSOR Stapleton LAST UPDATED \_\_\_\_\_ HB 954

SHORT TITLE Albuquerque After School Math and Science SB \_\_\_\_\_

ANALYST Schuss

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	\$175.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY07	FY08	FY09	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
<b>Total</b>		\$2.6		\$2.6	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to HB 54, SB 40, HB 147, HB 220 as amended SB552, SB 32, SB 955

### SOURCES OF INFORMATION

LFC Files

Responses Received From  
Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 954 appropriates \$175,000 from the general fund to the Public Education Department for the purpose of after school math and science programs in the Albuquerque Public Schools using educators, engineers and those in related fields trained in national aeronautics and space administration technology and curriculum.

### FISCAL IMPLICATIONS

The appropriation of \$175,000 contained in this bill is a recurring expense to the general fund.

Any unexpended or unencumbered balance remaining at the end of FY09 shall revert to the general fund.

PED reports the following implications:

PED would have to research available providers and staff would be required to develop a contract for this initiative. Time required for writing, approving, and finalizing a contract as well as to time to visit the programs totals 60 hours for one Educational Administrator equivalent at \$25.50 plus benefits (\$1,989); 20 hours for one Executive Secretary and Administrative Assistant at \$16.89 plus benefits (\$439.14) and 10 hours for a Financial Specialist at \$15.11 plus benefits (\$196.43) to set up accounts and process documentation. Total cost: \$2,624.57.

## **SIGNIFICANT ISSUES**

The LFC remains concerned with funding initiatives outside the funding formula as it tends to disequalize school funding and diverts funding away from core educational needs.

PED reports the following:

The After-school Alliance reports that 25% of youth, K-12, are responsible for taking care of themselves in the after-school hours, while only 11% of youth, K-12, participate in an after-school program. The need for after-school programs at the middle school is particularly high – just 6% are enrolled in after-school programs (After school Alliance, America After 3pm Executive Summary)

It has been found that elementary-age students who participate in high-quality after-school programs demonstrate higher school attendance and higher language redesignation rates. Parents and teachers report that students who participate in after-school programs are more excited about school and more confident, especially in their academic ability (Policy Studies Associates, Inc., *Building Quality and Supporting Expansion of After-school Projects: Evaluation Results from the TASC After-School Program's Second Year*, February 2001).

An after-school program in Albuquerque using NASA-trained undergraduate and graduate students has been able to link K-12 students with the professional workforce. Evaluations of that program have demonstrated that

- 85% of the students experienced improved performance on short-cycle assessment in math;
- 82% of the students improved in reading;
- 92% of the students said they were now doing better in school;
- 87% indicated that they would encourage others to participate in the program;
- 92% of the parents indicated that their children enjoyed the after-school program; and
- 87% of the parents said their children now had better attitudes about school.

## **PERFORMANCE IMPLICATIONS**

PED states that this bill relates directly to performance measures on proficiency in mathematics and supports PED's efforts to fully implement the standards and benchmarks in science and mathematics.

**RELATIONSHIP**

Relates to HB 54/SB 40, HB 147, HB 220 as amended/SB552, SB 32, SB 955

BS/nt