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## FISCAL IMPACT REPORT

ORIGINAL DATE 02/21/07  
 LAST UPDATED 02/25/07    HB 1120

SPONSOR Lujan, B.

SHORT TITLE Pojoaque Valley After-School Programs    SB \_\_\_\_\_

ANALYST Hanika Ortiz

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	\$ 150.0	recurring	General fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to SB 964, SB 955, SB 631, SB 705, SB 867, SB 1009, HB 1119, HB 1168, HB 360, HB 1167, and HB 65.

### SOURCES OF INFORMATION

LFC Files

Responses Received From  
 Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 1120 appropriates \$150 thousand to the PED for after-school programs for elementary and middle-school children in the Pojoaque Valley Public Schools.

### 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 FY08 shall revert to the general fund.

This bill relates to the Executive recommendation of \$6,000.0 for After-School Enrichment Programs in FY08.

If passed, HB 1120 will require the PED to create a request for application (RFA) process, set up the account and flow money to the awarded school districts and can be done with existing staff.

## SIGNIFICANT ISSUES

PED provided the following comments:

Of the 377,946 school-age children in New Mexico:

- 19%, or 71,810, are unsupervised after school
- 19%, or 71,810, are able to participate in after-school programs
- 42% of all children not in after school would be likely to participate.

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). Further, there is evidence that participating in after-school programs has a positive impact on homework completion and school grades (Kane, T.J., The Impact of After-School Programs: Interpreting the Results of Four Recent Evaluations. (A working paper of the William T. Grant Foundation, January 2004).)

More than half of middle-grade youths report that their after-school program is giving them the leadership opportunities and life skills they need to become productive members of society; even more report a high level of self esteem (The After-School Corporation (TASC), Quality, Scale and Effectiveness in After-School Programs (May 2005). Studies spanning more than two decades show a host of positive benefits from children's participation in high-quality after-school programs including: better grades and work habits, improved behavior in school, better emotional adjustment and peer relations and greater sense of belonging to the community (Vandell, D.L. and Shumow, L., After-School Child Care Programs, The Future of Children: When School is Out, Vol. 9, Num. 2, Fall 1999, David and Lucile Packard Foundation.)

A synthesis of research conducted over a 20-year period indicates that out-of-school time activities can have positive effects on the achievement of low-performing or at-risk students in reading and mathematics (Lauer, P.A., Akiba, M., Wilkerson, S.B., Apthorp, H.S., Snow, D., & Martin-Glenn, M. The Effectiveness of Out-of-School-Time Strategies in Assisting Low Achieving Students in Reading and Mathematics: A Research Synthesis).

Violent juvenile crime triples between 3:00 and 6:00 pm. During these same hours, children face the most serious danger of becoming victims of crime. Children unsupervised during after-school hours are at a greater risk of pregnancy, truancy, receiving poor grades, dropping out of high school, mental depression and substance abuse. Unsupervised eight graders in after-school hours are twice as likely to smoke, drink or abuse drugs (Fight Crime: Invest in Kids. America's After School Choice: The Prime Time for Juvenile Crime or Youth Enrichment and Achievement, October 2000).

## PERFORMANCE IMPLICATIONS

After-school programs are showing to have a positive impact on academic achievement. After-school programs may enhance school attendance, graduation rates and student performance by helping to increase the number of students performing at grade level in math and reading. This bill can positively assist Pojoaque Valley Schools in closing the achievement gap.

**ADMINISTRATIVE IMPLICATIONS**

If passed, HB 1120 will require staff to set up a flow through account for the appropriation, provide technical assistance and monitor the funds.

**CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

Relates to: SB 964, SB 955, SB 631, SB 705, SB 867, SB 1009, HB 1119, HB 1168, HB 360, HB 1167, and HB 65.

**WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

If HB 1120 is not passed, \$150 thousand will not be appropriated to Pojoaque Valley Public Schools for after-school programs for elementary and middle-school children

AHO/nt