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## FISCAL IMPACT REPORT

ORIGINAL DATE 1/24/08  
 SPONSOR Pinto LAST UPDATED 2/4/08 HB \_\_\_\_\_  
 SHORT TITLE Character Building Dance Program SB 277a/SPAC  
 ANALYST Lucero

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$20.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to SB141 “Las Cruces Youth Dance Programs”, SB238 “Grant and Socorro County Dance Education”, HB92 “Santa Fe Dance Education Programs”, and SB194 “Santa Fe Dance Festival”.

Relates to Appropriation in the General Appropriation Act

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Children, Youth and Families Department (CYFD)  
 Indian Affairs Department (IAD)  
 Public Education Department (PED)

### SUMMARY

#### Synopsis of SPAC Amendment

Senate Public Affairs Committee Amendment to SB 277 increased the appropriation from ten thousand (\$10,000) to twenty thousand (\$20,000).

As amended, SB277 would enable more youth to participate in dance programs, offered by CYFD in partnership with Shiprock schools, encouraging character-building arts education.

#### Synopsis of Original Bill

Senate Bill 277 appropriates ten thousand (\$10,000) from the general fund to the Children, Youth and Families Department for expenditure in FY09 to support a best-practice character-building youth dance program at schools in Shiprock.

## FISCAL IMPLICATIONS

The appropriation of ten thousand (\$10,000) contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of 2009 shall revert to the general fund.

This bill is not part of the Department's request and it is not part of the executive recommendation.

## SIGNIFICANT ISSUES

This amendment raising the appropriation from \$10,000 to \$20,000 would enable more youth to participate in dance programs, offered by CYFD in partnership with Shiprock schools, encouraging character-building arts education. CYFD does not currently manage such a program.

SB 277 would direct CYFD to provide funding to support a best-practice, character-building youth dance program at schools located in Shiprock, NM. According to the National Dance Institute of New Mexico ("NDI-NM"), a character-building dance program is designed to "teach teamwork, tenacity, discipline, and [that] joyful effort can equal success."<sup>1</sup> Dance programs like those provided by NDI-NM fill a "vacuum"<sup>2</sup> in schools by providing physical education to improve health outcomes like obesity, cardiovascular health, and nutrition in children and help teach students skills that improve their academic performance.<sup>3</sup>

Schools serving the greater Shiprock area are within the Central Consolidated School District ("Central District"). Native American students comprise 89.2% of all students of the Central District.<sup>4</sup> According to the New Mexico Public Education Department, none of the Shiprock schools met their "No Child Left Behind" requirements of Adequate Yearly Progress in 2007.<sup>5</sup> And the University of New Mexico cited in their San Juan County health report card the priority to improve teen health.<sup>6</sup> The character-building dance program proposed by SB 277 could potentially help these schools improve both their year progress statistics and health outcomes for children in Shiprock.

Evidence indicates that youth who are involved in recreational activities consistently show lower rates of substance use and gang involvement (The NSDUH Report, 2007; Research Review: Gang Violence and Prevention). They demonstrate healthier functioning on such indicators as academic achievement, psychological adjustment, and improved quality and quantity of interactions with their parents (Social Policy Report, 2006). Activities such as sports, music, and drama help build a sense of self-worth and self-respect.

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<sup>1</sup> National Dance Institute of New Mexico. Webpage. Retrieved 1/22/08, [www.ndi-nm.org/about\\_us.html](http://www.ndi-nm.org/about_us.html).

<sup>2</sup> Journal Santa Fe. "Dance Program 'Definitely Filling A Vacuum'". February 7, 2006. Retrieved 1/22/08, National Dance Institute of New Mexico, [www.ndi-nm.org/news/Journal\\_Santa\\_Fe-3-7-06.pdf](http://www.ndi-nm.org/news/Journal_Santa_Fe-3-7-06.pdf).

<sup>3</sup> Ibid.

<sup>4</sup> New Mexico Public Education Department. "New Mexico Public School Districts with Substantial Indian Enrollment." Retrieved 1/22/08, <http://www.ped.state.nm.us/indian.ed/dl08/LEAs.IndianEnrollment.pdf>

<sup>5</sup> New Mexico Public Education Department. 2007 District-Schools AYP reports-Certified Data, Central Consolidated School District. Retrieved 1/22/08, <http://164.64.166.16/ayp2007/ayp07dist.html>.

<sup>6</sup> University of New Mexico Health Sciences Center, NM Partnerships for Better Health. San Juan County Health Report Card, January 2008. Retrieved 1/22/08, <http://hsc.unm.edu/partners/forbetterhealth/CountyReportCards/sanjuan.shtml>.

## **PERFORMANCE IMPLICATIONS**

CYFD’s mission focuses on working with local communities to develop prevention and intervention programs for youth. This program is consistent with CYFD’s mission.

## **ADMINISTRATIVE IMPLICATIONS**

CYFD does not currently manage such a program and as such administering this bill will require CYFD to use existing resources to develop, implement, and administer a contract or contracts in partnership with the local school districts to disburse the funds as intended.

There is no direct implication to the PED performance measures; however, these funds support students attaining the New Mexico Content Standards, Benchmarks and Performance Standards.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

Relates to SB141 “Las Cruces Youth Dance Programs”, SB238 “Grant and Socorro County Dance Education”, HB92 “Santa Fe Dance Education Programs”, and SB194 “Santa Fe Dance Festival”.

Relates to Appropriation in the General Appropriation Act

## **TECHNICAL ISSUES**

It is unclear if the sponsor of the bill is wishing to prioritize at risk youth in the dance program by appropriating to CYFD instead of PED. To ease administrative burden, if there is not an intention to prioritize at risk youth, the appropriation could be made directly to PED.

## **OTHER SUBSTANTIVE ISSUES**

Involvement with music and the arts has been repeatedly identified as a resiliency factor for youth that, in concert with other resiliencies, serves to protect them from risk factors to their health, safety, and development.

New Mexico’s Physical Education Content Standards with benchmarks call for students to:

- Maintain and improve physical fitness, motor skills and knowledge about physical activity.
- Practice and demonstrate physical activity as a vehicle for self-expression.

The National Dropout Prevention Center/Network data specifies that “Many disadvantaged students in urban and rural environments lack the day-to-day experiences that stimulate their intellectual development. After-school opportunities have positive effects on academic success, social behavior and provide opportunities for enrichment for at-risk students. There are a multitude of youth programs available, but many are inaccessible to inner-city and rural youth. These youth have fewer programs from which to choose than those in the suburbs. Urban youth often turn to gangs and the drug trade for protection, friends and job opportunities due to lack of parental authority. The rural areas tend to lack the level of violence of inner cities, but there are still problems. A disproportionately large share of the poor is enrolled in rural schools. Rural areas are characterized by geographic isolation, declining population and inadequate community facilities which exacerbate the problems related to economic hardship and racial and ethnic tensions”

There is an association between sedentary lifestyles and obesity, which can result in sleep apnea, asthma and Type II Diabetes -- all of which impact student learning and can contribute to the achievement gap.

National data indicate that 15% of youths are overweight. In New Mexico, 17% of elementary, 52% of middle school and 43% of high school students are overweight. The economic burden of chronic diseases associated with obesity is \$324 million in New Mexico and \$117 billion nationally.

According to the 2005 New Mexico Youth Risk and Residency and Survey

- 44% of New Mexico high school students did not participate in physical activity during the past week of the survey
- 50% of high school students are not enrolled in physical education.

The Public Education Department notes that movement, choreography, storytelling, valuing one's own and others' cultures can be enhanced through the Performing Arts/Dance. Learning through the arts for students creates interest, discipline, focus and promotes learning and skill development.

The NM Content Standards for the Arts make a foundation for this learning along with other Content Standards through:

- Demonstration of an understanding of the dynamics of the creative process.
- Observation, discussion, analysis and making critical judgments about artistic works.
- Increased awareness of diverse peoples through the performing arts.
- Connections and parallels among the arts, health and physical education disciplines as well as Science, Math, Language Arts, and Social Studies, Modern, Classical and Native Languages and Career Technology.
- Contributions to the local community by sharing learning in movement, and dance.

As the world moves from a logical, linear Information Age into an economy and society built on the inventive capabilities of a Conceptual Age, creative design, symphony, empathy and meaning\* will emerge to be as valued as logical thinking and linear skills are now. (Pink, 2005).

This legislation will also support and encourage new performing arts talent from the Native American communities in Shiprock. The arts make unique contributions to education, culture and society. Students, teachers, parents and community members would benefit from a Native American arts, culture and education program that would support recognition and celebration of the diversity of culture in New Mexico.

Educational outreach programs based upon learning through the arts and culture promote:

- Creative, engaged, skilled and confident students for New Mexico
  - Family and community involvement
  - Cultural and traditional celebrations, appreciation and connections
  - Celebration and development of artistic skills and knowledge
  - Support to New Mexico's elementary arts education programs
  - Contribution to closing the achievement gap for students
  - Improved school performance, cultural preservation and rejuvenation and job training.
- (The President's Committee on the Arts and the Humanities, U.S. Department of Education, 2006).

References:

Daniel Pink (2005). *A whole new mind*. New York. Riverhead Books

*New Mexico Content Standards, Benchmarks, and Performance Standards Visual and Performing Arts K-12* (2007 revision)

DL/mt