

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill No: HB 371

49th Legislature, 1st Session, 2009

Short Title: African American Center On-Line Education

Sponsor(s): Representative Sheryl Williams Stapleton and Others

Analyst: James Ball

Date: January 31, 2009

Bill Summary:

HB 371 makes an appropriation for the administration and operation of a supplementary online technology-based mathematics and science program at the African American Performing Arts Center.

Fiscal Impact:

\$80,000 is appropriated from the General Fund to the State Fair Commission for FY 10.

HB 371 contains a reversion clause.

Fiscal Issues:

According to the State Fair Commission (SFC), the State Fair operates through an enterprise fund, which means that it is fully self-supporting with 35 percent of revenues generated from admissions fees, 27 percent from facilities rentals and the remainder from merchandise sales, horse racing, gaming, carnival operations, flea market and other events. The only General Fund money received by the SFC is for programs at the African American Performing Arts Center.

Issues:

According to the SFC, low income children in proximity to the AAPAC currently benefit from programs at the center. The web-based program could extend the reach of the center's programs to more children, particularly in rural areas of the state.

Two other bills have been introduced to support the online mathematics and technology work of the AAPAC, each with different purposes and appropriations. These are:

- HB 325 – \$50,000 for students; and
- HB 439 – \$75,000 for educators.

Background:

According to the website of the AAPAC, the Center and Exhibit Hall, located on the grounds of the New Mexico State Fair, is the nerve center for comprehensive communal activities of research, preservation and nurturing of the intellectual and cultural histories of people of African descent in New Mexico and the Southwest. The AAPAC currently has a modest web presence

that makes available a tool to assist classroom teachers in identifying students who might need additional help in math and science by providing:

- text materials that emphasize basic concepts and principals in the area of math and science;
- an interactive and animated program to present students with a variety of practice problems; and
- a built-in management tool component that allows teachers to closely monitor student participation and progress.

Data from the New Mexico Standards Based Assessment provided by the Public Education Department indicate the need for programs and activities that would enhance learning and narrow the achievement gap for African-American children:

Proficient or Above on the 2008 New Mexico Standards Based Assessment

	Mathematics		Science		Reading	
	African-American	Other	African-American	Other	African-American	Other
Elementary	32%	42%	55%	60%	51%	55%
Middle	24%	32%	25%	30%	51%	53%
High	25%	35%	25%	36%	46%	51%

Related Bills:

HB 325 *African American Center Web-Based Program*

HB 439 *African American Center On-Line Program*