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## FISCAL IMPACT REPORT

ORIGINAL DATE 3/02/09

SPONSOR Lujan B. LAST UPDATED \_\_\_\_\_ HB 842

SHORT TITLE Santa Fe Schools Tennis Lessons SB \_\_\_\_\_

ANALYST Varela

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	\$35.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	FY09	FY10	FY11	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
<b>Total</b>		\$1.3	\$1.3	\$2.6	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Department of Finance and Administration (DFA)

Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 842 appropriates \$35 thousand from the general fund to the Public Education Department (PED) to fund a program of tutoring in math, English, language arts and tennis lessons in public schools in the Santa Fe public school district and the Pojoaque valley public school district.

### FISCAL IMPLICATIONS

The appropriation of \$35 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of 2010 shall revert to the general fund.

According to the February 2009 revenue estimate, FY10 recurring revenue will only support a base expenditure level that is \$575 million less than the FY09 appropriations before the 2009 solvency reductions. All appropriations outside of the general appropriation act will be viewed in this declining revenue context.

PED reports that the department will be the fiscal agent for this legislation. It is estimated that it would take approximately 40 hours of time to administer and monitor the distribution of funding at an approximate cost of \$1.3 thousand per year.

### **SIGNIFICANT ISSUES**

According to PED, after-school programs could produce connections with individuals or activities that are healthy and supportive of positive growth and development of life skills. Those who attend programs that emphasize healthy relationships and behaviors are less likely to engage in risk-related relationships and behaviors.

After-school programs could promote relationships with supportive adults as well as positive peer-bonding opportunities within the school. They could also provide the extracurricular activities that might appeal to different interests (Spreading Resiliency, 2006).

Reference:

- Millstein M., & Henry, D. *Spreading resiliency: Making it happen for schools and communities*, 2006.

PV/mc