

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill Number: HB 435

51st Legislature, 1st Session, 2013

Tracking Number: .192283.1

Short Title: Bernalillo Achievement Gap Programs

Sponsor(s): Representative Sheryl M. Williams Stapleton and Others

Analyst: James Ball

Date: February 14, 2013

Bill Summary:

HB 435 makes an appropriation for educational and cultural programs to close the achievement gap of inner city students in Bernalillo County.

Fiscal Impact:

\$100,000 is appropriated from the General Fund to the Local Government Division of the Department of Finance and Administration (DFA) for expenditure in FY 14. Unexpended or unencumbered funds revert to the General Fund.

Substantive Issues:

According to DFA, the appropriation in HB 435 could support programs of the National Dance Institute of New Mexico (NDI-NM), an entity located in Albuquerque and Santa Fe serving children throughout the state of New Mexico. The purpose of this program is to help children develop discipline, a standard of excellence, and a belief in themselves that will carry over in all aspects of their lives. NDI-NM brings award-winning arts and healthy lifestyle programs to underserved children in urban, rural, and Native American communities. NDI-NM partners with public schools throughout New Mexico to provide dance classes as part of each school's regular curriculum.

Background:

According to an August 13, 2012 article in the *Albuquerque Journal*, the achievement gap, which has been much discussed in recent years, has been the focus of educational reform efforts launched by the state and the Albuquerque Public Schools. The Latino Education Task Force notes, however, that despite the 2010 *Hispanic Education Act*, which aims to examine and improve Hispanic education in New Mexico, there has been no progress in high schools thus far toward closing the achievement gap for Hispanic students.

A growing body of studies, including those in the research compendium *Critical Links*, a 2006 study by the National Assembly of State Arts Agencies, presents evidence connecting student learning in the arts to a wide spectrum of academic and social benefits. These studies document that what students learn in the arts helps them to master other subjects, such as reading, math, or social studies. In a national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found that students

with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer hours of TV, participated in more community service, and reported less boredom in school.

Committee Referrals:

HEC/HAFC

Related Bills:

HB 278 *After-School Enrichment Programs*

HB 381 *Albuquerque After-School Enrichment Program*

SB 362 *Santa Fe Performing Arts Program*