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FISCAL IMPACT REPORT

ORIGINAL DATE 02/12/13

SPONSOR Stapleton LAST UPDATED 02/15/13 HB 434

SHORT TITLE Bernalillo Math & Science Skills Program SB _____

ANALYST Boerner

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY13	FY14		
	50.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY13	FY14	FY15	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		\$0.0	\$0.0	\$0.0		None

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB 435, Bernalillo Achievement Gap Programs
 Relates to HB 436, Albuquerque Job Skills Training
 Relates to SB 263, Bernalillo GED Educational Training

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)

Public Education Department (PED)

Department of Finance and Administration, Local Government Division (DFA/LGD)

SUMMARY

Synopsis of Bill

This bill appropriates \$50 thousand from the general fund to the Local Government Division of the Department of Finance and Administration (DFA) to provide services to increase basic mathematics and science skills and improve readiness for the transition from high school to post-secondary education for disadvantaged youth in Bernalillo County.

FISCAL IMPLICATIONS

The appropriation of \$50 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2014 shall revert to the general fund.

SIGNIFICANT ISSUES

The Higher Education Department (HED) expressed concerns that the bill does not contain enough information to ensure the effectiveness of the appropriation. The bill appears to support the Public Education Department (PED) Ready for Success Initiative goal to increase the number of students prepared for college and career; however, there are no specifics of how it will be accomplished or how outcomes will be measured.

For example, parameters of program are not specified; no age group or grade level qualification is specified (would affect the staffing qualifications); how students are selected is not addressed; and the bill lacks any provisions for accountability of the expenditure of funding.

The DFA concurs with the above concerns, remarking that it is unclear who the programs will benefit. Although the appropriation is meant to improve readiness for the transition from high school to post-secondary education for disadvantaged youth, any age group of students could potentially benefit from such services. The “disadvantaged youth” referenced is a broad term, which needs more clarification.

PERFORMANCE IMPLICATIONS

The DFA/LGD does not have expertise in the educational needs of disadvantaged youth for transition to post-secondary education.

ADMINISTRATIVE IMPLICATIONS

The DFA/LGD would enter into a grant agreement with Bernalillo County. The county would then issue a request for proposals to find providers for these types of services.

TECHNICAL ISSUES

It is not clear how many providers offer these types of services, if any, and the beneficiaries of the appropriation are not well-defined.

ALTERNATIVES

Since the services provided for in this bill are not a usual DFA-LGD function, it might be preferable for the appropriation to flow through either the PED or the HED.

CEB/svb