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FISCAL IMPACT REPORT

SPONSOR Figueroa LAST UPDATED _____
ORIGINAL DATE 2/21/23
SHORT TITLE Summer & Out-of-School Time BILL _____
Programming NUMBER House Bill 383
ANALYST Liu

APPROPRIATION* (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY23	FY24		
	\$250.0	Recurring	General Fund

Parentheses () indicate expenditure decreases.

*Amounts reflect most recent analysis of this legislation.

Duplicates appropriation in the General Appropriation Act

Sources of Information

LFC Files

Legislative Education Study Committee (LESC) Files

Responses Received From

Early Childhood Education and Care Department (ECECD)

No Response Received

Public Education Department (PED)

Albuquerque Public Schools (APS)

SUMMARY

Synopsis of House Bill 383

House Bill 383 appropriates \$250 thousand from the general fund to PED for the purpose of enhancing six-week summer and out-of-school-time programming for students from under-resourced families in the metropolitan area of APS. The bill further requires a report on the impact of the funding be provided to PED and LESC by October 1, 2024. This bill does not contain an effective date and, as a result, would go into effect June 16, 2023, (90 days after the Legislature adjourns) if signed into law.

FISCAL IMPLICATIONS

The appropriation of \$250 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY24 shall revert to the

general fund. Although the bill does not specify future appropriations, establishing a new grant program could create an expectation the program will continue in future fiscal years; therefore, this cost is assumed to be recurring.

SIGNIFICANT ISSUES

Provisions of this bill would require the six-week summer and out-of-school-time programming to include literacy and mathematics enrichment, social emotional learning, physical wellness and swimming, life and career skills, and individualized tutoring for kindergarten through 12th grade students attending public schools in the Albuquerque metropolitan area who are from under-resourced families. The overly specific language of the appropriation may limit the number of providers that can meet requirements for receipt of this funding.

PERFORMANCE IMPLICATIONS

Following decades of progress, national assessments show academic achievement outcomes worsened considerably during the Covid-19 pandemic. Scores from the biennial 2022 National Assessment of Educational Progress, which examines longitudinal student achievement, showed fourth grade reading scores declined nationally by five points and math scores fell by seven points in 2022 compared with 2020. This is the largest average score decline in reading since 1990, and the first ever score decline in math since the test was administered in the 1970s. Reading and math scores dropped for all student groups, with the largest declines in achievement for the lowest performing student groups. Multiple studies on national student outcomes during the pandemic suggest achievement gaps have widened for at-risk students, particularly younger, minority students that lacked internet access for remote learning.

In 2018, the 1st Judicial District Court ruled in the *Martinez-Yazzie* education sufficiency lawsuit that New Mexico's education system was not constitutionally sufficient nor uniform for all students. The court found evidence-based interventions that added instructional time like prekindergarten, K-3 Plus extended school year, summer school, afterschool, and extended learning time programs could help students close achievement gaps.

ADMINISTRATIVE IMPLICATIONS

Provisions of this bill would require PED to develop a request for proposals and select a provider capable of meeting programmatic requirements. The provider would also need to report on the impact of this funding on academic achievement and student and family engagement to the secretary of PED and LESC by October 1, 2024.

DUPLICATION

This bill duplicates a \$20 million appropriation in the HAFC Substitute for House Bill 2 for out-of-school learning, summer enrichment, tutoring, and programs to address learning gaps.

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