

COMMITTEE ON LEGISLATIVE RESEARCH
OVERSIGHT DIVISION

FISCAL NOTE

L.R. No.: 3365-03
Bill No.: Perfected SCS for SB 945
Subject: Education, Elementary and Secondary
Type: Original
Date: March 16, 2004

FISCAL SUMMARY

ESTIMATED NET EFFECT ON GENERAL REVENUE FUND			
FUND AFFECTED	FY 2005	FY 2006	FY 2007
Total Estimated Net Effect on General Revenue Fund	\$0	\$0	\$0

ESTIMATED NET EFFECT ON OTHER STATE FUNDS			
FUND AFFECTED	FY 2005	FY 2006	FY 2007
Total Estimated Net Effect on Other State Funds	\$0	\$0	\$0

Numbers within parentheses: () indicate costs or losses.
This fiscal note contains 4 pages.

ESTIMATED NET EFFECT ON FEDERAL FUNDS			
FUND AFFECTED	FY 2005	FY 2006	FY 2007
Total Estimated Net Effect on <u>All</u> Federal Funds	\$0	\$0	\$0

ESTIMATED NET EFFECT ON LOCAL FUNDS			
FUND AFFECTED	FY 2005	FY 2006	FY 2007
Local Government	\$0	\$0	\$0

FISCAL ANALYSIS

ASSUMPTION

According to officials from the **Department of Elementary and Secondary Education (DESE)**, the Division of Career Education operates the current Service-Learning program. The school-based service-learning combines meaningful service to the community with classroom studies in a way that improves student learning and strengthens the community. The program is federal in nature with no state dollars involved. Currently, 34 school districts receive grants with over 27,300 students and 1,200 teachers in K-12 participating, as well as over 1,600 community volunteers.

There is one FTE (Supervisor) that oversees the program, and this staff person provides technical assistance to all the schools involved in the program. In conjunction with the supervisor of the program, there is a network of experts in the field of Service-Learning that assist current grant sites and school districts interested in adopting Service-Learning. They offer assistance implementing Service-Learning programs, offer peer-to-peer workshops for teachers interested in Service-Learning, or answer questions related to Service-Learning projects.

No new competitive grants will be given for the 03-04 school year. This is the result of Missouri not receiving any additional federal dollars for the Service-Learning program. In fact, there was a decrease in federal funding from the previous school year. Getting more school districts to adopt Service-Learning programs, will require an appropriation of state dollars for the program.

ASSUMPTION (continued)

School districts that receive Service-Learning grants must match 100% of the funds requested. In order to ensure that districts are willing to invest in this program, the district shall generate at least 10% of the match in “district monies”. The other 90% of the match can be generated in teacher or volunteer hours, supplies donated by outside sources, etc. A district can generate more, but not less than the total amount awarded in grant monies based on this percentage.

Oversight assumes DESE is already providing technical assistance in this area and that school district participation is optional. **Oversight** also assumes this proposal is an enhancement of an existing program and no fiscal impact will be assigned to DESE or the school districts. Any necessary funding requests can be handled through the appropriation process.

<u>FISCAL IMPACT - State Government</u>	FY 2005 (10 Mo.)	FY 2006	FY 2007
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	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
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<u>FISCAL IMPACT - Local Government</u>	FY 2005 (10 Mo.)	FY 2006	FY 2007
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	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
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FISCAL IMPACT - Small Business

No direct fiscal impact to small businesses would be expected as a result of this proposal.

DESCRIPTION

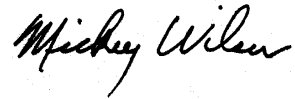
This proposal directs the State Board of Education to assist and encourage school districts in adopting service-learning programs and projects. Service learning may be included as part of any course contributing to the satisfaction of credits necessary for high school graduation and also as an instructional strategy at any grade level to address appropriate areas of current state educational standards.

This legislation is not federally mandated and would not require additional capital improvements or rental space.

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SOURCES OF INFORMATION

Department of Elementary and Secondary Education

A handwritten signature in black ink that reads "Mickey Wilson". The signature is written in a cursive, flowing style.

Mickey Wilson, CPA
Director
March 16, 2004