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FISCAL IMPACT REPORT

SPONSOR: Regensberg DATE TYPED: 3/4/03 HB 800/aHEC
 SHORT TITLE: Require Land Grant & Native American History SB _____
 ANALYST: L. Baca

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY03	FY04	FY03	FY04		
	NFI				

(Parenthesis () Indicate Expenditure Decreases)

Conflicts with: HB 212, Public School Reforms
 HB 837 Require NM History for High School Graduation
 SB 149, Graduation Requirements
 SB 230, Public School Reforms
 SB 472, Family Communication Requirement
 SB 488, Require Health Credit for Graduation
 (All of these bills address graduation requirements, but none require Land Grant and Native American History.)

Relates to: HB 180, Align Public School Curricula
 HB 186, Advanced Placement Program
 HB 150a, Indian Education Act
 SB 115a, Indian Education Act
 SB 149a, Graduation Requirements
 SB 396, Multicultural Educational Materials
 SB 472, Family Communication Graduation Requirement

SOURCES OF INFORMATION

Responses Received From
 State Department of Education (SDE)

SUMMARY

Synopsis of HEC Amendment

The amendments adopted by the House Education Committee strike the Land Grant and Native American History and, instead, require one unit of New Mexico history for all ninth graders beginning in 2005-2006.

Synopsis of Original Bill

House Bill 800 amends graduation requirements beginning in 2004-2005 school year to add one unit in New Mexico Land Grant History and Native American History; reduces the number of electives to 8; reconciles certain previous amendments to the same section by changing “physical fitness” to “ and “physical education” and “R.O.T.C.” to reserve Officer Training Corps’ and provides that, with the approval of the local board, the marching band may be used to satisfy the physical education graduation requirement.

Significant Issues

According to the SDE analysis, the State Board of Education’s content standards and benchmarks require that students gain a knowledge of New Mexico land grant issues in grades 7 through 12. Knowledge of Native American History and issues are also included throughout the American History and government strands of this statute.

The examples of content standards and benchmarks cited in the SDE analysis include:

- students are required to have knowledge of important person, events and turning points in World, American and New Mexico History; and
- students are required to know the social and political forces that impact U.S. history and world history to include “land grant and treaty issues unresolved to the present day and continuing to impact relations among the state’s social groups and political entities.

FISCAL IMPLICATIONS

School district will have to obtain the instructional materials needed for the course along with the expense of developing viable curricula and support activities.

ADMINISTRATIVE IMPLICATIONS

The effective implementation date allows school districts time to develop curricula, obtain materials, find qualified teachers, and help students work the new course requirement into their graduation program of studies. Finding qualified teachers, however, could pose serious problems because of the many legal and technical issues revolving around land grants and the sensitivity of Native American groups regarding the “accurate” portrayal of their history and culture.

OTHER SUBSTANTIVE ISSUES

Land grant issues are local to New Mexico and the Southwest. Finding suitable materials will be a problem. Obtaining quality, readily accessible and affordable materials for Native American History could prove difficult, especially if steps are taken to ensure that the materials used are not objectionable to local Native American groups.

POSSIBLE QUESTIONS

1. Will Native American tribes be involved in developing the Native American History curriculum and in reviewing materials that may be used in the course?

2. Will those assigned to teach Native American History be required to have training in the history of the social groups being studied?
3. Land grant issues can be highly technical and emotional. Will the State Board consider requiring endorsements for those assigned to teach this unit?
4. Are instructional materials readily available, accessible and affordable?

LRB/lb/njw