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FISCAL IMPACT REPORT

SPONSOR Nava DATE TYPED 1/31/05 HB _____

SHORT TITLE Gifted Education Program Advisory Committee SB 185

ANALYST Hanika-Ortiz

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		

SOURCES OF INFORMATION

LFC Files

Responses Received From
Public Education Department

SUMMARY

Synopsis of Bill

SB 185 amends Section 22-13-6.1 NMSA 1978, Section 1, paragraphs A and B by replacing “state board” with the term “department” as entity responsible for adopting the educational standards used to determine a child as “gifted” in the New Mexico public schools.

SB 185 also amends Section 1, paragraph C allowing a school district to form one gifted advisory committee or as many committees as there are high schools. Language is also added paragraph C clarifying the enrollment of culturally relevant membership reflective of the school or district the committee advises.

Significant Issues

SB 185 would increase the possibility of having committees formed that is more representative of the student population allowing for easier identification of students.

PERFORMANCE IMPLICATIONS

PED maintains SB 185 supports the PED’s initiatives to develop a district wide continuum of services from Kindergarten through the 12th grade.

FISCAL IMPLICATIONS

The more children identified as eligible for a “gifted” curriculum, the greater the impact on school district staff and resources.

ADMINISTRATIVE IMPLICATIONS

The Public Education Department reports that current statute requires every school with a gifted program form a gifted advisory committee that represents the population of the school.

TECHNICAL ISSUES

The term “gifted” is used when describing a person, such as “gifted student”, whereas a “gifted education program” is for students who have been identified as “gifted”, under very specific criteria identified by the PED.

In addition, Section 1, paragraph D, has very vague terms used for identification purposes listed as #'s 1 through 4. More specific criteria such as reading and math achievement scores or other more descriptive terms would help in clarifying the “departments” standards for gifted determination.

ALTERNATIVES

The state board will continue to be responsible for adopting and ensuring implementation of the standards used to determine if a child qualifies for a gifted program.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL?

School districts will continue to be expected to form a gifted advisory committee at schools offering a gifted education program.

POSSIBLE QUESTIONS

How many children in New Mexico are currently labeled as “gifted”?

How many of those children labeled “gifted” are minority or low income?

If a child does not qualify under the district’s assessment, can the family appeal the decision?

If appealed, does an “outside of district” assessment establish “giftedness” for the PED’s purposes of placement?

AHO/lg