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FISCAL IMPACT REPORT

SPONSOR Tsosie DATE TYPED 02/11/05 HB _____

SHORT TITLE American Indian Advanced School Curriculum SB 215

ANALYST _____

APPROPRIATION

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

(Parenthesis () Indicate Expenditure Decreases)

Relates to SB 138

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Indian Affairs (DIA)
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 215 amends the Indian Education Act (Section 22-23A-1 NMSA 1978) to require the PED Indian Education Division to develop or select challenging, sequential, culturally relevant curriculum for K-6 grades American Indian students to prepare them for pre-advanced and advanced placement classes in 7-12 grades. Required editorial changes are made throughout the Indian Education Act.

Significant Issues

PED states “the Indian Education Division is currently building capacity to meet the provisions of the Indian Education Act...the division is working within PED to ensure that all American Indian Students meet all state content standards, benchmarks and performance standards.

“The Advanced Placement coursework/program is recognized as one means of getting students to a higher level of understanding and performance. There is an assumption in the way the bill is

currently written that this is the only way to get American Indian students to a higher level of performance. The PED is in the process of developing a standard curriculum for New Mexico that raises the expectation for higher academic performance for all students. The entire system of educating all students must change to meet the needs of all students, including American Indian students.”

PERFORMANCE IMPLICATIONS

Challenging and culturally relevant coursework should lead to improved education outcomes for American Indian students. DIA expresses that this bill would allow the State to take steps to improve Indian education by facilitating educational reform and achieve Indian student academic success.

This bill is related to PED’s core performance measures in reform initiatives under Indian Education, Rural Education Advanced Placement Acceleration Program and Measures and Benchmarks for Reading/Language Arts and Mathematics.

FISCAL IMPLICATIONS

PED estimates \$432.5 thousand will be needed to develop the curriculum required by this bill with \$430 thousand for a contract to analyze the curriculum requirements.

ADMINISTRATIVE IMPLICATIONS

PED will have to review and evaluate existing programs and develop a meaningful curriculum for implementation in schools with predominately Native American students.

OTHER SUBSTANTIVE ISSUES

DIA cites the high drop rate for Indian students (5.8 percent versus 3.5 percent for whites) and test disparities in the 10th grade (49.7 for Indians and 84.5 percent of whites) and states “to reverse the negative trends in Indian education, Indian students need to be challenged and supported with the early grades through high school. The provision as set forth in SB 215 may be one viable option to improving the educational system to support achievement and success among Indian students by providing a culturally relevant school curriculum.”

PED states the Indian Education Act requires any curriculum development specifically for American Indian students must go through tribal notification, review and approval for determining appropriateness of the education program.

ALTERNATIVES

PED is developing a state curriculum and more effective teaching strategies based upon student needs and assess this should address the intent of this legislation.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL?

Current curriculum development will be continued by PED.

POSSIBLE QUESTIONS

1. Does this bill conflict with responsibilities of other divisions in PED?
2. Should the bill require the Indian Education Division to collaborate with School and Instructional Support Division in developing curriculum to be used in schools with predominately Native American students?

GAC/lg