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FISCAL IMPACT REPORT

SPONSOR Begaye DATE TYPED 2/7/05 HB 127

SHORT TITLE Indian Education Act Bilingual Education SB _____

ANALYST Chabot

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
	\$250.0			Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Duplicates SB 219

Relates to SB 215

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Indian Affairs (DIA)

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 127 appropriates \$250 thousand from the general fund to PED for the purpose of assessing existing Native American bilingual language programs and establishment of a pilot program for training Native American teachers to digitally generate instructional materials. The appropriation will be used as follows:

1. \$200 thousand for an assessment of existing programs to evaluate effectiveness and recommending methods to increase proficiency of those programs, and
2. \$50 thousand to train teachers in the 16 school districts and 92 schools with Native American language programs.

Significant Issues

According to PED, Native American students represent 11.1 percent of the states public school

students (35,830 of a total enrollment of 322,790). Of these 9,583 are enrolled in Bilingual Multicultural Education and Title III programs (approximately 30 percent).

PERFORMANCE IMPLICATIONS

Providing instruction in native languages could lead to better educational outcomes for Native American students.

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 fiscal year 2007 shall revert to the general fund.

The LFC FY06 appropriation recommendation is balanced between revenues and expenditures and any increase in recurring funding must be offset by reductions in other areas of the recommendation. The Legislature must consider all priorities and funding requirements to find revenue to support this legislation.

PED assesses school districts will have to delegate staff, time and resources to assist with the assessment, professional development and materials development and dissemination. PED staff will have to develop the Request for Proposal, oversee the contract and ensure alignment with Indian Education Act goals. However, no estimate of additional cost to districts is provided; PED costs are estimated at a little over \$4 thousand. LFC assesses the PED costs can be covered by the department's operating budget.

ADMINISTRATIVE IMPLICATIONS

PED would have to establish procedures for requesting the fund by districts, evaluation of district programs, outcome measures to determine if student outcomes are improved, recommend methods to increase proficiency in indigenous languages, and arrange training programs for teachers in sixteen school districts with Native American bilingual programs.

TECHNICAL ISSUES

The LFC assesses this appropriation in this bill as recurring and included in the PED or PSS appropriations. As a result, unexpended or unencumbered balance of the appropriation should revert at the end of each year.

Page 2, line 23 change "2007" to "2006".

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL?

Native American bilingual programs will continue at the current level as outline in the department's Technical Assistance manual for Implementing Bilingual Education and Title III Programs.

POSSIBLE QUESTIONS

1. Can current bilingual education funding be used to conduct the assessment and training

envisioned by this bill?

2. How will PED align this program with other bilingual programs of the department?
3. Which bureau in PED will manage this program and why?

GAC/yr