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FISCAL IMPACT REPORT

ORIGINAL DATE 1/31/06

SPONSOR Lujan, B. **LAST UPDATED** _____ **HB** 529

NATIVE AMERICAN STUDENT

SHORT TITLE LEADERSHIP TRAINING **SB** _____

ANALYST Weber

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	\$150.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Indian Affairs Department (IAD)

Public Education Department (PED)

SUMMARY

House Bill 529 appropriates \$150 thousand from the general fund to the Indian Affairs Department to contract for the continued provision of a summer leadership and public policy academy that provides college preparation and leadership training for Native American high school students and involves a partnership between the Santa Fe Indian School and Harvard and Princeton universities.

FISCAL IMPLICATIONS

The appropriation of \$150 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY07 shall revert to the general fund.

SIGNIFICANT ISSUES

The Indian Affairs Department reports that its special project, the Santa Fe Indian School Leadership Program, offers youth opportunities for discourse on public policy issues and tribal community issues. The project has been serving youth for four years. Because this project is housed at the Santa Fe Indian School, a boarding and day school, the program's initiatives reach

youth from all 22 New Mexico tribes and pueblos and as well as tribes across the nation. Further, the program has access to effectively and efficiently reach adult community members, elders and leaders, through the school's extensive family networks. The program involves the school community staff in its programming; 75 percent of the total staff population of 200 is Native American.

The core of the Leadership Program is to provide a heightened awareness and appreciation of the uniqueness of Native culture, traditions, art forms, governance, health and sovereignty within the context of a changing society. Creating a conscious understanding of these issues and of the way that external forces continue to impact the internal community institutions that define humanity and values is the Leadership Program's ultimate goal.

The discourse opportunity created by the Leadership Program functions primarily through three components, the High School Symposia, Community Convocations, and Summer Enrichment Programs. These programs have many inter related purposes, are each structured with strong processes and are supported by collaborative partnerships. These gatherings are cross-tribal and cross-generational. They bring together men and women, elders and youth, and professionals and students together, to have frank, honest and open discussions about provocative and sensitive topics, topics that shape the experiences of tribal community people.

The Leadership Program has established a process for all three components that symbolically relate to the planting of seeds for dialogue for all ages. The process serves as a catalyst for participant contribution through perpetuation of traditional storytelling of shared experiences as a necessary part of understanding what our contributions will be to each person and communities cultural survival.

The Leadership Institute of the Santa Fe Indian School Youth Leadership program had utilized the Woodrow Wilson National Fellowship Foundation at Princeton University, Princeton, NJ to facilitate discussion about issues confronting Indian communities, which is part of the "Community Convocations" component of the youth leadership program. According to Carnell Chosa, the Director for the Leadership Institute at Santa Fe Indian School, 40 to 60 Indian students will participate in first week activities utilizing curriculum developed with the assistance of Harvard and Princeton Universities. During the second week of the summer policy academy, the youth will be involved in the leadership program at either Harvard or Princeton, alternating sites every year. Harvard and Princeton Universities help the program with location, space and curriculum development."

MW/mt:yr