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## FISCAL IMPACT REPORT

SPONSOR Zanetti ORIGINAL DATE 2/10/06  
LAST UPDATED \_\_\_\_\_ HB 745  
SHORT TITLE Social Studies & Civics Development SB \_\_\_\_\_  
ANALYST Earp

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	\$30.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

### SOURCES OF INFORMATION

LFC Files

Responses Received From  
Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 745 appropriates \$30,000 from the general fund to the Public Education Department for the statewide social studies and civics professional development.

### FISCAL IMPLICATIONS

The appropriation of \$30,000 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. This request is related to the operating budget for PED as provided in the General Appropriation Act.

### SIGNIFICANT ISSUES

This proposal was not included among the special program funding requests submitted by the University of New Mexico to the Higher Education Department (HED) for review. Consequently, this proposal has not been included in the HED fiscal year 2007 funding recommendations to the Legislature.

## **PERFORMANCE IMPLICATIONS**

PED reports that there is no direct impact on the PED's Performance Measures; however, this bill does support the implementation of the New Mexico Social Studies Content Standards, Benchmarks, and Performance Standards.

## **ADMINISTRATIVE IMPLICATIONS**

PED reports that this will require some staff time for the identification and initiation of an agreement for the services required. These can be absorbed within the current resources.

## **OTHER SUBSTANTIVE ISSUES**

PED reports that teacher professional development is an important issue. As we continue to be exposed to the complexities of issues facing our governments (local, state, tribal and national) it is challenging for teachers to engage students with interesting and motivating curricular activities to meet their level of understanding and application in real life. HB 745 not only attempts to support the above issues regarding teacher professional development for civics and government but also supports the findings of SJM 29 of the 2005 Legislative Session. The memorial required the PED to report to the Legislative Education Study Committee (LESC) prior to the 2006 legislative session on the alignment of social studies curricula to the New Mexico Social Studies Content Standards, Benchmarks, and Performance Standards with emphasis on those standards dealing with civics and government. The memorial also requested recommendations for improvement and possible initiatives to insure compliance. The report was submitted at the December meeting of the LESC.

The information gained from the surveys indicated that schools did have aligned curricula and that some were using extended activities to better engage students in their understanding and knowledge of civics and government. This was, however, a teacher issue. Those teachers that have attended trainings, workshops or conferences where programs were presented or modeled were more likely to implement them in their own classrooms. This is reflected in the teacher responses for recommendations of the December report.

DKE/mt