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FISCAL IMPACT REPORT

SPONSOR:	Begaye	DATE TYPED:	02/9/00	HB	428
SHORT TITLE:	Declining Number of Native American			SB	
Teachers				ANALYST:	Kehoe

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY00	FY01	FY00	FY01		
	\$ 25.0			Non-Recurring	GF

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to HB 259, HB 77, HB 32, SB 104, SB 38, & SJM 11

SOURCES OF INFORMATION

LFC files, State Department of Education (SDE)

SUMMARY

Synopsis of Bill

House Bill 428 appropriates \$25.0 from the general fund to the Office of Indian Affairs to conduct a study to determine the reasons for the decline in the number of Native Americans teaching in New Mexico public schools.

Significant Issues

According to the SDE analysis, Native American students in New Mexico public schools are 10.5% of the population while Native American Teachers make only 2.3% of the teaching force. Some of the reasons cited for the decline relate to the availability of funds in relation to the demand, the absence of articulation between high school and university programs, education priorities set by tribes do not rank teacher preparation high on the list of scholarship awards, and insufficient resources at the local level to recruit and retain Native American teachers.

The analysis points out that the Commission on Higher Education (CHE) and the State Board of Education have collaborated on a "K - 16 Action Plan" to improve the quality of the state's teacher workforce. Recruitment and retention of teachers, especially teachers that represent the state's minority groups is a significant component of the plan.

FISCAL IMPLICATIONS

The bill appropriates \$25.0 to the Office of Indian Affairs for expenditure in fiscal year 2001. Any unexpended on unencumbered balance remaining at the end of fiscal year 2001 shall revert to the general fund.

ADMINISTRATIVE IMPLICATIONS

The appropriation and the cooperation of SDE and CHE should enable the Office of Indian Affairs to implement the provisions of the bill.

POSSIBLE QUESTIONS

Why have the tribes placed a lesser priority on scholarships for prospective teachers than for other professions?

Is there any indication that the Lottery Scholarship Fund may be helping lure more Native American students in teacher preparation programs?

LMK/njw