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FISCAL IMPACT REPORT

SPONSOR: Madalena DATE TYPED: 3/5/01 HB 698
 SHORT TITLE: Acoma-Keres Language Instruction SB _____
 ANALYST: Gilbert

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY01	FY02	FY01	FY02		
	\$ 65.0			Non-Rec	GF

(Parenthesis () Indicate Expenditure Decreases)

Relates to: House Bills 506, 507, & 699 and Senate Bill 324

SOURCES OF INFORMATION

LFC Files
 State Department of Education (SDE), Indian Education Unit

SUMMARY

Synopsis of Bill

House Bill 698 appropriates \$65.0 to the State Department of Education (SDE) for a contract to develop an Acoma-Keres oral language instruction curriculum, to develop teaching resources, and for publication of the new curriculum.

Significant Issues

According to the SDE, Native American students (including Acoma Pueblo students) perform at lower levels as compared to other ethnic groups on all statewide assessments administered in English.

PERFORMANCE IMPLICATIONS

According to the SDE, this program, if developed, must be an integral part of the overall curriculum. If an Acoma Keres oral language instruction curriculum is developed, it must be aligned with the New Mexico Content Standards and Benchmarks for Modern, Classical, Native Languages and for Language Arts. Each school district is required to develop an Education Plan for Student Success, that addresses student needs. Native American students' academic achievement must align with and be included in the districts' plan.

The SDE also recommends that school districts with Acoma Pueblo students be required to report Native American academic achievement and performance data in the districts' state accountability reports, and to disseminate such report to Acoma Pueblo tribal governments.

FISCAL IMPLICATIONS

The appropriation of \$65.0 contained in this bill is a non-recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY02 shall revert to the general fund.

ADMINISTRATIVE IMPLICATIONS

SDE staff would be required to monitor this initiative to ensure program and fiscal compliance. The SDE states that to preclude an impact on current programs, new FTE may be necessary to comply with the provisions of this bill.

CONFLICT/DUPLICATION/COMPANIONSHIP/RELATIONSHIP

Senate Bill 324 \$75.0 for standardized test instructions in tribal languages for public school students.

House Bill 699 \$80.0 for culturally diverse learner teacher training for teachers with Acoma-Keres students.

House Bill 506 to fund Native American language teachers.

House Bill 507 to develop Native American language standards.

TECHNICAL ISSUES

The SDE recommends amending this bill to insert the word "oral" between the words "Keres" and "language" on lines 12 and 18.

OTHER SUBSTANTIVE ISSUES

The Acoma Keres language instruction curriculum as proposed is based on Acoma Pueblo government tribal policy and tribal policy resolution of 1995 that supports oral language development for Acoma Pueblo students.

Currently, bilingual program curricula in New Mexico public schools do not address Acoma-Keres Language instruction. Native American language curriculum development is not currently being addressed in Education Plan for Student Success Standards for Acoma Pueblo students attending New Mexico public schools. 555 Acoma Pueblo students attend New Mexico public schools with prominent enrollment of Acoma Pueblo students in Grants/Cibola, (417 students), and Albuquerque Public Schools, (92 students).

LG/sb