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FISCAL IMPACT REPORT

SPONSOR Stapleton/Herrera/ **ORIGINAL DATE** 2/18/19
 Madrid/Maestas/Small **LAST UPDATED** _____ **HB** 587

SHORT TITLE Civics Courses _____ **SB** _____

ANALYST Eckberg

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
	\$50.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

No Responses Received From
 Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 587 appropriates \$50 thousand to the Public Education Department (PED) to contract for annual weeklong high school civics courses focusing on New Mexico state government for boys and girls to be held at varying postsecondary educational institutions in New Mexico.

FISCAL IMPLICATIONS

The appropriation of \$50 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY20 shall revert to the general fund.

SIGNIFICANT ISSUES

The 2014 National Assessment of Education progress (NAEP) civics assessment evaluated students' understanding of the democratic institutions and ideals necessary to become informed citizens in shaping America's future. NAEP is the largest nationally representing and continuing assessment of what American students know and can do in various subject areas. In 2014, only 23 percent of eighth graders nationwide performed at or above the proficient level in civics, indicating students are beginning high school with limited civics education. The most recent

NAEP scores for 12th grade students, released in 2010, showed only 24 percent of students performed at or above the proficient level in civics.

The Standards for Excellence in Social Studies in 6.29.11 NMAC outline content standards with benchmarks and performance standards for social studies that are mandated for students in grades K-12. The four strand content areas included in social studies are

1. History,
2. Geography,
3. civics and government, and
4. economics.

For the civics and government content standard, PED rule states that students should “understand the ideals, rights and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions, and how governments function at local, state, tribal and national levels.”

OTHER SUBSTANTIVE ISSUES

According to the Center for Civic Education, “Education in civics and government is a central purpose of education, essential to the wellbeing of American Democracy. Civics and government, like history and geography, is an integrative and interdisciplinary subject. Civics and government should be taught explicitly and systematically to all students kindergarten through twelfth grade, whether as separate units or as readily identifiable parts of other subjects. Effective instruction in civics and government requires attention to the content of the discipline as well as the essential skills, principles, and values required for full participation in and reasoned commitment to our democratic system.”

NE/sb/sl