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## FISCAL IMPACT REPORT

SPONSOR: Madalena DATE TYPED: 3/5/01 HB 699  
 SHORT TITLE: Teaching Culturally Diverse Learners SB \_\_\_\_\_  
 ANALYST: Gilbert

### APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY01	FY02	FY01	FY02		
	\$ 80.0			Recurring	GF

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to: House Bills 506, 507, & 698 and Senate Bill 324

### SOURCES OF INFORMATION

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

### SUMMARY

#### Synopsis of Bill

House Bill 699 appropriates \$80.0 to the State Department of Education (SDE) for culturally diverse learner training for teachers with Acoma-Keres students.

#### Significant Issues

This appropriation would support the establishment of specific learning strategies targeting Acoma-Keres students.

The training required by this bill must include curriculum development that is culturally relevant and the delivery of information through teaching strategies that take into consideration learning styles and learning preferences of students, second language acquisition by Acoma-Keres students, and other strategies to improve learning acquisition by diverse learners.

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

**FISCAL IMPLICATIONS**

The appropriation of \$80.0 contained in this bill is a 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 upon 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** \$65.0 to develop an Acoma-Keres oral language instruction curriculum, to develop teaching resources, and for publication of the new curriculum.

**House Bill 506** to fund Native American language teachers.

**House Bill 507** to develop Native American language standards.

**OTHER SUBSTANTIVE ISSUES**

Currently, bilingual program curricula in New Mexico public schools do not address Acoma-Keres oral 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/jsp