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## FISCAL IMPACT REPORT

SPONSOR Picraux DATE TYPED 2/20/05 HB 728

SHORT TITLE Human Rights School Education Program SB \_\_\_\_\_

ANALYST Wilson

### APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
	\$150.0			Recurring	GF

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Department of Finance and Administration (DFA)

Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

House Bill 728 appropriates \$150 thousand from the general fund to DFA for the Bernalillo County Sheriff's Department (BCSD) to contract with a program already developed and successfully field-tested to present human rights education programs in the public schools that integrate the social and emotional development of the student while meeting state-mandated educational achievement goals, state standards and benchmarks.

The BCSD has partnered with the New Mexico Foundation for Human Rights Projects (NMFHRP) in the past to conduct the pilot program.

#### Significant Issues

This appropriation will support the Bernalillo County Sheriff's Department's initiatives in reducing juvenile violence. This initiative will establish partnerships with law enforcement, criminal justice agencies, schools and youth service providers. The program hopes to impact more than 30,000 students in Bernalillo County. The proposed program will work with targeted audiences: teachers, counselors, social workers, parents and students in middle, high school and alternative students in Bernalillo County.

The goal of the program is to challenge youths to think critically about their own behavior, assume greater personal responsibility for their actions, recognize and reject all forms of prejudice and violence and to deal more sensitively with others.

The pilot program was designed for a human rights school education program to reduce youth violence through partnerships with law enforcement agencies, criminal justice agencies, schools, and youth service providers. A Violence Impact Forum was held in 2003 and 2004 and was attended by more than 4,000 students. 1,000 were turned away due to space limitations. A random sample of these students in a pre, post, and 45-day post event survey was taken. The data shows that students reported learning that violence is wrong, the importance of making good and positive choices and avoiding risky behaviors, of the need to choose their friends carefully, and to not seek revenge. Data also showed a long term understanding of the negative consequences of gang membership.

Teachers are continually looking for good resources by which to better prepare their students in a changing world.

### **FISCAL IMPLICATIONS**

The appropriation of \$150 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2006 shall revert to the general fund.

This appropriation will provide for program development and implementation, salaries for a program director, part time program assistant, and a part time program evaluator.

### **ADMINISTRATIVE IMPLICATIONS**

BCSD partners with agencies that in turn contract with independent contractors. NMFHRP contracted with Davis Innovations, a public health and human service consulting firm to conduct independent evaluations of their programs and events. The evaluations determine program satisfaction, curriculum effectiveness, socioeconomic factors, and violence prevention indicators. Information gathered is utilized to improve programs and to assist in identifying future program needs.

### **OTHER SUBSTANTIVE ISSUES**

The New Mexico Content Standards and Benchmarks, and especially the Civics and Government Strand were written to support our students' understanding of the importance of each person as an individual, the importance of respect for the human and civil rights of all people and our shared heritage.

Under Benchmark III of Civics and Government (K-12), students are expected to be able to:

- Examine issues of human rights (Grade 4)
- Understand the multiplicity and complexity of human rights issues (Grade 8)
- Evaluate standards, conflicts and issues related to universal human rights and their impact on public policy (Grades 9-12)