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FISCAL IMPACT REPORT

SPONSOR Lujan, B. ORIGINAL DATE 02/11/07
LAST UPDATED _____ HB 778
SHORT TITLE Native American Student Leadership Training SB _____
ANALYST Weber

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	\$150.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From

Indian Affairs Department (IAD)
Department of Public Education (DPE)
Higher Education Department (HED)

SUMMARY

Synopsis of Bill

House Bill 778 appropriates \$150 thousand from the general fund to the Indian Affairs Department to contract for the continued provision of a summer leadership and public policy academy for Native American high school students and involves a partnership between the Santa Fe Indian School and Harvard and Princeton Universities.

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 2008 shall revert to the general fund.

The Indian Affairs Department appropriation in the current version of the GAA includes \$105 thousand for this purpose.

SIGNIFICANT ISSUES

The Higher Education Department notes that The Santa Fe Indian School Leadership Program offers high school students an opportunity to participate in a two week academy on public policy issues and tribal community issues. This project began ten years ago and has offered programs to Indian youths since. The project is housed at the Santa Fe Indian School, a boarding and day school. The school enrolls Indian youth from the 22 New Mexico tribes and pueblos as well as other tribal nations from across the United States.

The goal of the Leadership Program is to provide a heightened awareness and appreciation of the uniqueness of Native culture, traditions, art forms, governance, health and sovereignty within the context of a changing society. Moreover, creating a conscious understanding of how external forces impact the tribal communities through a curriculum that allows Indian youth to discover the values of humanity through leadership is an important goal. The Leadership Program comprises of three components: the High School Symposia, Community Convocations, and Summer Enrichment Academy. The programs are interrelated in purposes and processes and supported by collaborative partnerships which are cross-tribal and cross-generational. The academy creates opportunities for participants to have frank, honest and open discussions about provocative and sensitive topics that shape the experiences of tribal people. This process serves as a catalyst for participant contribution through perpetuation of traditional storytelling of shared experiences as a necessary part of understanding what our contributions will be to each person and communities cultural survival.

The Leadership Institute of the Santa Fe Indian School Youth Leadership program collaborates with the Woodrow Wilson National Fellowship Foundation of Princeton University and the Harvard University to shape curriculum for the summer academy. Princeton University curriculum on Community Convocations is used to facilitate discussions about issues confronting Indian communities. Harvard University Honoring Nation case studies are used for student research. According to Carnell Chosa, the Director for the Leadership Institute at Santa Fe Indian School, 30 to 40 Indian students will participate in the two week academy. Upon completion of the academy, students will have an opportunity to participate in a leadership internship at the local, state or federal levels of government.

The Indian Affairs Department reports that According to the Journal of College Student Development (July/August 2003), “Despite evidence of academic ability, postsecondary dropout rates are higher for Native Americans than for any other minority. Native Americans are also underrepresented in graduate programs. In addition, Native Americans consistently have lower educational attainment than other ethnic minorities.”

The Chronicle of Higher Education (July. 2004) also noted from 2000 Census data that, “Although an increasing number of American Indians are enrolling at postsecondary institutions, the percentage of those attaining bachelor's degrees or higher remains relatively low -- 11 percent, compared with more than 25 for the general population.”

The leadership and public policy academy may have a positive impact on increasing the number of Native Americans attending and completing college, particularly at the highly respected Harvard and Princeton Universities.

PERFORMANCE IMPLICATIONS

Since there is an existing appropriation for this purpose, consideration may be given to including some performance indicators consistent with the higher resource level. The indicators could be as basic as how many additional students participated to tracking the potential increased academic achievement.

MW/nt