

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill No: HB 786

49th Legislature, 1st Session, 2009

Short Title: Native American Student Art & Leadership

Sponsor(s): Representative Ray Begaye

Analyst: James Ball

Date: March 2, 2009

Bill Summary:

HB 786 makes an appropriation to implement an interdisciplinary art and leadership program for Native American middle and high school students that incorporates skill-building and problem-solving with techniques that develop creativity, leadership, and self-esteem.

Fiscal Impact:

\$40,000 is appropriated to the Indian Affairs Department (IAD) from the General Fund for FY 10.

Unexpended and unencumbered funds revert to the General Fund.

Fiscal Issues:

The Legislative Finance Committee's Fiscal Impact Report on HB 786 states that, according to the February 2009 revenue estimate, FY10 recurring revenue will support only a base expenditure level that is \$575 million less than the FY 09 appropriations before the 2009 solvency reductions. All appropriations outside of the *General Appropriation Act* will be viewed in this declining revenue context.

Issues:

The Public Education Department states in the analysis of HB 786 that:

- the *Indian Education Act*, as amended in 2007, provides for the study, development and implementation of educational systems that positively affect the educational success of Native American students;
- New Mexico is one of only two states that emphasize art, music, dance, and theater by providing funding for these in-school programs through the public school funding formula; and
- research has shown that young people who participate in the arts for at least three hours, three days each week for at least one full year are:
 - four times more likely to be recognized for academic achievement;
 - three times more likely to be elected to class office within their schools;
 - four times more likely to participate in a math and science fair;

- three times more likely to win an award for school attendance, and
- four times more likely to win an award for writing an essay or poem.

In its analysis, IAD notes that the bill is unclear on three points:

- which schools or programs would be eligible for funding;
- whether the funding is intended for in-school or after-school programs; and
- whether there are any measurement or reporting requirements regarding the impact of the program on Native American student leadership or self-esteem.

Background:

According to IAD, the *2008 Native Youth Agenda: Voices of Native Youth* report states that one-quarter of all Native youth in New Mexico have attempted suicide compared with 14.5 percent of all youth in New Mexico, a rate that is already twice the national average. The report recommended developing more strategic community-led wellness programs for youth and community to participate in and for which Native youth could feel ownership. The development of creativity, leadership, and self-esteem among Native American youth is important to addressing this issue.

Related Bills:

- HB 80 *Taos County After-School Program*
- HB 177 *School Educational Field Trips*
- HB 325 *African American Center Web-Based Program*
- HB 371 *African American Center On-Line Education*
- HB 435 *Attendance at State Fair as Instruction Day*
- HB 439 *African American Center On-Line Program*
- HB 440 *Native American School Visits to the Legislature*
- HB 483 *Mountainair After-School Learning Center*
- HB 514 *Bernalillo Stay in School Program*
- HB 595 *West Las Vegas School Enrichment Services*
- SB 96 *Taos After-School Program*
- SB 168 *Gadsden Community Education Center*
- SB 632 *West Las Vegas Community Learning Center*
- SB 634 *Mora Schools Community Learning Center*