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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 2nd Session, 2020

Bill Number	<u>SB239</u>	Sponsor	<u>Campos</u>
Tracking Number	<u>.216724.1</u>	Committee Referrals	<u>SEC/SFC</u>
Short Title	<u>Acequias & Land Grants in Public Education</u>		
Analyst	<u>Porter</u>	Original Date	<u>2/7/2020</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

Senate Bill 239 (SB239) appropriates \$75 thousand to the board of regents at New Mexico Highlands University (NMHU) for expenditure in FY21 for the Center for Education and Study Diverse Populations and the Ben Lujan Leadership and Public Policy Institute to convene educators, acequia and land grant stakeholders and youth to study and develop recommendations for curriculum and teacher development that will support the integration of acequias and land grants into multicultural education in New Mexico public schools.

FISCAL IMPACT

The bill appropriates \$75 thousand from the general fund to the board of regents of NMHU for expenditure in FY21. Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

SUBSTANTIVE ISSUES

The 1st Judicial District Court found the *Martinez* and *Yazzie* consolidated lawsuit specifically noted that at-risk students, including students with disabilities, economically disadvantaged students, Native American students, and English learners, have not had the opportunity to obtain a culturally relevant education. SB239 suggests that culturally relevant education should include the study of the historical development of acequia and land grant communities and the issues they encounter. Analysis from the State Land Office notes including education in the history and structure of land grants and acequias provides students with a robust context for some of the earliest governmental structures in the history of the state.

New Mexico's state content standards for social studies identified in Part 10 of Section 6.29.11 NMAC currently requires the study of acequias and land grants in public schools. The history learning benchmarks for ninth through 12th grade require students to accomplish the following:

“analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: land grant treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels; role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations....”

Education about acequias and land grants could be incorporated into additional history and geography learning benchmarks, as related to New Mexico history and geography, where relevant.

Many New Mexico state departments, universities, and school districts have taken recent strides to further incorporate ethnic and multicultural studies into policy, trainings, and curriculum. One of the Indian Affairs Department’s missions is to support tribal communities’ efforts to expand opportunities, leverage state resources to tribal benefit, and work to create relationships across state, tribal, philanthropic, educational, and private sectors for the New Mexico Indian nations, tribes, and pueblos. Albuquerque Public Schools (APS) has offered ethnic studies in all 13 of its high schools, and the University of New Mexico (UNM) Ethnic Studies Department is currently implementing a dual credit ethnic studies college preparation program in seven APS schools. At the November 2019 LESC committee meeting, Dr. Irene Vasquez of the UNM Chicano/Chicana Studies Department provided an overview of the program’s impact on high school students. Data from the first cohort enrolled in the UNM ethnic studies dual credit program in 2016 reflects improved academic outcomes including higher grade point averages (GPAs), increased college enrollment and retention, and a strengthened sense of community connection.

ADMINISTRATIVE IMPLICATIONS

The Center for the Education and Study of Diverse Populations, the Ben Lujan Leadership and Public Policy Institute, and NMHU are requested to convene educators, stakeholders, and youth to study and develop recommendations.

RELATED BILLS

Relates to HM31 and SM31, Include Acequia & Land Grant Learning, which request the reform of New Mexico’s educational system include learning about acequias and land grants as a part of multicultural education for diverse student populations in New Mexico.

SOURCES OF INFORMATION

- LESC Files
- State Land Office (SLO)

LAP/tb/mc/sgs