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FISCAL IMPACT REPORT

SPONSOR Powdrell-Culbert **ORIGINAL DATE** 2/1/16
LAST UPDATED _____ **HB** 245

SHORT TITLE Pre-College Minority Student STEM Programs **SB** _____

ANALYST Dulany

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY16	FY17		
	\$350.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files
 U.S. Department of Education
 University of New Mexico
 National Action Council for Minorities in Engineering

Responses Received From
 Higher Education Department (HED)

SUMMARY

Synopsis of Bill

House Bill 245 appropriates \$350 thousand from the general fund to the University of New Mexico (UNM) to fund an ongoing pre-college minority students program that increases knowledge and skills in the areas of science, technology, engineering, art, mathematics, and health sciences and provides career exploration summer camps.

FISCAL IMPLICATIONS

The appropriation of \$350 thousand contained in this bill is a recurring expense to the general fund. Any unexpended balance remaining at the end of FY17 shall revert to the general fund.

HED indicates this project was not requested by the UNM Board of Regents, and the current appropriation level for minority student services at UNM is \$969.3 thousand. It is important to note, however, that the amount UNM receives for minority student services is not specifically targeted toward pre-college minority students.

SIGNIFICANT ISSUES

HED provides the following information:

According to the UNM Pre-College Science and Math Program website, this program is a community-wide program. It serves all students in grades K-12 in the Albuquerque metro area as well as the surrounding areas. A goal of the program is to assist students who are identified as underprivileged or identified with learning disabilities. The rationale for the program is to prepare students to become capable, responsible, and contributing citizens in the 21st century. The program is designed to help students develop their social, personal, and emotional well-being and their educational futures. The mission and objectives of this program are to:

- extend the learning process beyond the classroom;
- encourage and enable underrepresented students in grades K-12;
- prepare students to obtain a degree in science, mathematics, engineering, teaching or computer technology;
- increase and maintain students' motivation to continue science, mathematics, and technology studies in school;
- encourage students to maintain a positive attitude in science and math from elementary to high school;
- encourage underrepresented minorities to maintain high academic standards so they can participate in programs such as the Associated Students of UNM, Hands-on Minds-On, and the National Society of Black Engineers;
- provide students with experience in science, mathematics, and computers to stimulate their interest; and
- provide rewards for excellence in science and mathematics and thereby foster higher academic performance.

PERFORMANCE IMPLICATIONS

UNM did not submit this request to HED for review. HED has established a formal process for reviewing earmarked budget requests for higher education institutions. This process requires prior approval by the governing body of the university or college. It also provides for analysis of each request by HED, the Department of Finance and Administration, and LFC.

If funded, UNM would be encouraged to develop performance measures for this program, with measurable targets, and report those measures to HED through the research and public service project request process.

OTHER SUBSTANTIVE ISSUES

According to HED, Hispanic students are currently the largest minority group in the public school system. However, they score lower than national averages on math and science achievement tests according to a report commissioned by the U.S. Department of Education. Hispanics are underrepresented in undergraduate and graduate science, technology, engineering, and math (STEM) programs and are not sufficiently exposed to STEM subjects at the K-12 levels.

According to a report commissioned by the National Action Council for Minorities in Engineering, the underrepresentation of African Americans in engineering begins in the postsecondary education level. Successful graduates of engineering are necessary for successful careers in engineering. In 2010, the levels of African American students enrolled in engineering programs remained at 5 percent, even with new freshmen applications. Underrepresentation at the post-secondary level extends beyond the students. African American faculty in engineering total only 3 percent of all engineering faculty in the United States.

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