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

Bill Number	<u>HB71</u>	Sponsor	<u>Trujillo, C./Sariñana</u>
Tracking Number	<u>.215859.1</u>	Committee Referrals	<u>HEC/HAFC</u>
Short Title	<u>Teen Technology Center Programs</u>		
Analyst	<u>Kennedy</u>	Original Date	<u>1/28/2020</u>
		Last Updated	<u>2/7/2020</u>

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

BILL SUMMARY

Synopsis of Bill

House Bill 71 (HB71) would appropriate \$2 million from the general fund to the Workforce Solutions Department (DWS) to establish and administer teen technology center programs in Alamogordo, Roswell, Raton, Taos, and Albuquerque. HB71 requires the programs to be based on a community center model and immerse teenagers in science, technology, engineering, and mathematics (STEM) while meeting social and recreational needs.

FISCAL IMPACT

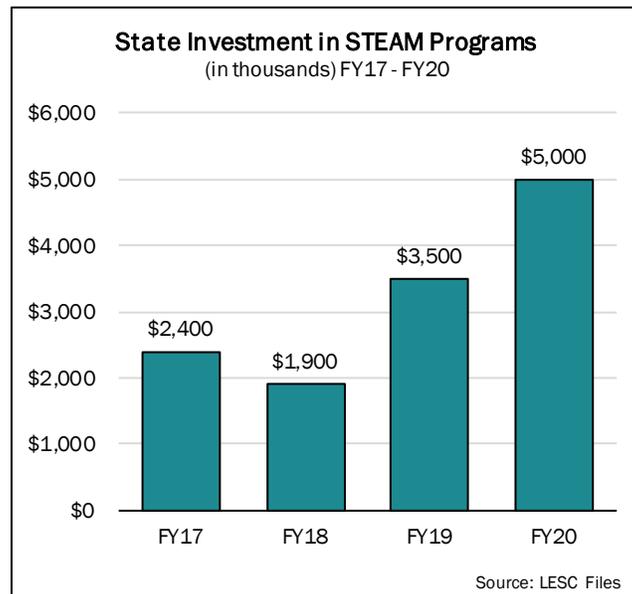
The bill appropriates \$2 million from the general fund to DWS for expenditure in FY21. Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

SUBSTANTIVE ISSUES

The state has made significant investments in science, technology, engineering, arts, and mathematics (STEAM) programs, yet statewide proficiency rates in science have decreased 5 percent in the last three years. In 2017, the Public Education Department (PED) adopted the NM STEM Ready! Science Standards (NMSRSS), which combine the national Next Generation Science Standards and six New Mexico-specific standards, to improve the rigor of STEAM instruction. State funding for STEAM initiatives has increased considerably in the past several years, from a low of \$1.9 million in FY18 to \$5 million in FY20. The House Appropriations and Finance Committee Substitute for House Bills 2 and 3 includes \$5 million for PED's STEAM initiative. Despite new initiatives and increased funding, only 35 percent of New Mexico students were proficient in science in FY19. Investing in new forms of effective STEAM programs may help to boost student performance.

Effective STEAM education has been shown to improve a variety of student outcomes. A national study found that students who take applied STEAM courses have lower dropout rates, higher test scores, and increased postsecondary enrollment. The effects are especially pronounced for students with learning disabilities.

Investing in STEAM education prepares New Mexico students for a changing economy. Analyses by the National Science Foundation suggest STEAM education in the K-12 system plays a critical role in preparing students to enter STEAM majors and careers. According to the U.S. Bureau of Labor Statistics, STEAM-related job sectors are projected to grow significantly through 2026. DWS reports qualified candidates in fields such as engineering, medicine, physics, and computer technology are in high demand, especially in rural areas of New Mexico.



Research shows that participation in out-of-school time programs, such as community centers offer, contributes to positive outcomes including reduced juvenile delinquency and improved educational performance. Youth recreation centers, described in HB71, provide safe, structured, and productive environments for youth and may be especially beneficial for at-risk youth who would not otherwise have access to such spaces.

RELATED BILLS

Relates to SB21, Development and Support of Robotic Teams, which appropriates \$1 million from the general fund to PED for the development and support of STEM programs in middle schools and high schools, including robotics teams.

Relates to SB42, Pilot Project for Early Physics Education, which establishes a five-year early physics education pilot project to serve students in sixth, seventh, and eighth grades and creates an early physics education fund. SB42 appropriates \$600 thousand from the general fund to the early physics education fund.

SOURCES OF INFORMATION

- LESC Files