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F I S C A L I M P A C T R E P O R T

SPONSOR	<u>Sandoval</u>	ORIGINAL DATE	<u>01/30/13</u>
		LAST UPDATED	<u>HB 213</u>
SHORT TITLE	<u>Minority Math, Engineering & Science Program</u>		SB
			ANALYST <u>Roberts</u>

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY13	FY14		
	\$150.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Duplicate of General Appropriation Act: Higher Education Department, other

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)

SUMMARY

Synopsis of Bill

House Bill 213 appropriates \$150 thousand dollars from the general fund to the higher education department for the purpose of funding the minority mathematics, engineering and science achievement (MESA) program.

FISCAL IMPLICATIONS

The appropriation of \$150 thousand dollars contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2014 shall revert to the general fund.

SIGNIFICANT ISSUES

The HED serves as the administrative agency that provides a grant to the New Mexico minority mathematics, engineering and science achievement program's (MESA). The program's general fund allocation for FY13 is \$1,182,300. Passage of this bill would increase the FY14 funding for MESA to \$1,332,300 or a 13 percent increase.

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MESA is a non-profit organization providing a pre-college program that prepares students for postsecondary majors and subsequent careers in mathematics, engineering, science, and other technology-related fields. MESA is part of a nationwide initiative that promotes educational enrichment for pre-college students from historically underrepresented ethnic groups.

Through seven regional offices (two in Albuquerque and one each in Espanola, Las Vegas, Gallup, Las Cruces, and Roswell), MESA supports student programs in middle and high schools throughout the state. A teacher (typically a math or science teacher) from the school administers each school program. Through memoranda of understanding (MOU), school districts pay participating teachers \$2,000 per year and provide up to nine release days, while MESA covers the costs for teachers' food, transportation, and supplies to participate in activities, events, and competitions.

PERFORMANCE IMPLICATIONS

There are existing performance measures for MESA, which include both demographic data such as numbers of students, teachers, and schools participating, as well as longitudinal data addressing rates of enrollment and success in college, as well as level of degree attainment. Standard based assessment (SBA) scores for MESA students are higher than the NM average.

ADMINISTRATIVE IMPLICATIONS

The higher education department would be responsible to the MESA program.

OTHER SUBSTANTIVE ISSUES

The HED cites that according to testimony before the Legislative Education Study Committee in 2010, MESA received 79 percent of its funding from the Legislature, 14 percent from federal agencies, and the balance from donations from corporations and foundations. The testimony also noted that MESA serves over 5,000 students in 135 schools in 39 school districts and one pueblo. Hispanic students account for 61 percent of MESA students, 12 percent are Native American, two percent are African-American, and 25 percent are other ethnicities. According to the testimony, 82 percent of past participants enrolled in college, and 55 percent of those graduated.

New Mexico MESA is a founding member of MESA USA, a partnership of eight states that have joined together to support disadvantaged and underrepresented students in obtaining greater academic skills in math, science, and engineering.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

The New Mexico MESA may not be able to offer the program to as many students as they have in the past.

MIR/svb