

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current FIRs (in HTML & Adobe PDF formats) are available on the NM Legislative Website (legis.state.nm.us). Adobe PDF versions include all attachments, whereas HTML versions may not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

ORIGINAL DATE 1-26-2006

SPONSOR Madalena LAST UPDATED _____ HB HB102

SHORT TITLE New Mexico Tribal Cooperative Extension Centers SB _____

ANALYST Dearing

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	\$1,000.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Energy, Minerals, and Natural Resources Department (EMNRD)
 Indian Affairs Division (IAD)
 Department of Health (DOH)
 Public Education Department (PED)
 New Mexico State University (NMSU)

SUMMARY

Synopsis of Bill

House Bill 102 appropriates \$1,000,000 for expenditure in Fiscal year 2007, to the New Mexico State University Board of Regents for the cooperative extension service for start-up costs of eight proposed tribal cooperative extension centers to provide a base for intercultural youth programs, health-based programs and natural resource and agricultural information services that are currently not available in the targeted New Mexico tribal communities.

FISCAL IMPLICATIONS

The appropriation of \$1,000,000 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2007 shall revert to the general fund.

According to Indian Affairs Division, total start up cost to develop the eight centers is estimated

at \$3.0 million. This appropriation of \$1.0 million will be used towards these “start-up” costs.

W.K. Kellogg Foundation has given a \$150,000 grant towards this project. Tribal entities have also committed in-kind contributions.

This initiative started two years ago.

This program funding is listed among New Mexico State University Board of Regents’ legislative priorities for the 2007 fiscal year, although at the \$250,000 level.

SIGNIFICANT ISSUES

The New Mexico Tribal Cooperative Extension Program, under the auspices of the New Mexico State University, was created for the express purpose of developing community-based education programs, conducting research, sponsoring demonstrations at rural farm locations, and providing technical assistance to tribal communities and schools. The Tribal Extension mission is to coordinate existing Cooperative Extension services and to develop new programs and research efforts that are designed by tribal advisory committees to better serve the Indian tribes in New Mexico.

Because of limited federal funding and resources, most of these communities have had limited access to Cooperative Extension Service. This is particularly true of people who have relied on farming as their primary way of life. It is therefore, very critical that every effort be made to extend NMSU Cooperative Extension educational programs and other services including those offered by the 1994 Land Grant Tribal Colleges to local tribal farmers and ranchers.

Grassroots efforts can be particularly effective in developing tribal agriculture, natural resources and assisting families through outreach education, and the need to assure outreach that is culturally, economically, and socially relevant to the unique tribal communities.

A task force, “New Mexico Tribal Extension Task Force” was formed in 2004 to develop tribal cooperative extension centers. The task force is a diverse group of all 22 New Mexico Tribes and Pueblos, New Mexico State University, three N.M. 1994 Tribal College land grant institutions, Commission on Indian Affairs, Indian Affairs Department, Farm to Table, the NM Food and Agriculture Policy Council, Santa Fe Indian School, the School for the Deaf, USDA Risk Management Education Program, and the USDA Farm Service Agency.

This task force addresses the development of community-based education programs to:

- revitalize indigenous agriculture (including agriculture related business and economic skills to help farmers and ranchers market their products to schools, farmers’ markets, events, restaurants and other retail outlets):

Native American retain about 7.8 million acres of Indian Trust Lands or reservations comprising about 10% of New Mexico. New Mexico’s Native Americans still primarily occupy their original homelands, which has helped them retain traditional knowledge and evolve unique languages.

- provide economic opportunities

Native Americans children are twice as likely to be in poverty as all U.S. races. The median household income of Native Americans is 70 percent that of all US races.

- improve the health and nutrition of individuals, families and communities (including health education of healthy food choices, food preparation, diabetes, health and nutrition resources for all families including senior citizen centers)

The biggest killers for Native Americans are alcoholism, diabetes, and suicide. Type II diabetes is a particular problem among Native American youth.

- Implement culturally appropriate youth leadership projects and promote tradition, culture and indigenous language projects:

The Indian Health Service recently reported that there are more than 800 Native American gangs nationwide in reservation and urban communities. This incidence is attributed to the deterioration of traditional values and lack of cultural integration and connection to the land among youth and young adults. The incidence of substance abuse and related mental health problems is highest among the Native American population of Northwest New Mexico (DOH, Epidemiology and Response Division, 2003). Programs that target Native American Youth development and health are critical to helping address public health concerns for this population. School dropout rates are highest for Native American students compared to all other populations. High school dropout rates average 50 percent and college dropout rates approach 65 percent. Among Native American college freshmen, the average dropout rate is 79 percent in New Mexico.

Tribal Cooperative Extension programs are designed to reverse the negative patterns of cultural disintegration by revitalizing traditional indigenous agricultural, family, and natural resource restoration practices. The traditional Native culture serves as a foundation for strengthening community, creativity, and pride. In many traditional Indian cultures, agriculture serves as an everyday expression of cultural identity and a mechanism for continuing traditions and sustaining tribal community. Extension programs will be designed to promote the development of strong self-assured youth through leadership experiences, training, creative self-expression, and community service.

PERFORMANCE IMPLICATIONS

Major Goals and Objectives:

The goal of the New Mexico Cooperative Tribal Extension Program initiative is to plan for the establishment of 8 regional Tribal Extension Centers in New Mexico. Once established, these Centers will make available to all 22 Tribal communities Cooperative Extension programs and services. The goals of the program are as follows:

- To initiate the New Mexico Tribal Cooperative Extension Programs.

- To strengthen the relationship with the federal and state Cooperative Extension Service units, the 22 Indian tribes in New Mexico, and other Indian and non-Indian organizations.
- To produce a five-year NM Tribal Cooperative Extension strategic plan of work that prioritizes community based initiatives.
- To establish Tribal Cooperative Extension centers on tribal reservations and schools in New Mexico.
- To develop and implement the four major Cooperative Extension program areas of (1) Agriculture and Natural Resource Management, (2) 4-H Youth and Youth Leadership development, (3) Community Resource, Economic Development, and Leadership Development, and (4) Strengthening Family, Health, Nutrition and Resource Management in tribal communities.
- To develop a funding mechanism that will guarantee continued support from federal, state, and tribal funds using a matching formula system.
- To develop and implement a Native American Cooperative Extension Education and Training Program that offers college level credit courses in selected areas.

A formal evaluation will be conducted at the end-of-the-project year to assess the success of the Cooperative Tribal Extension Program. The evaluation model will involve both formative and summative activities. The formative evaluation activity will include documenting monthly meetings of the Tribal Cooperative Extension Steering Committee and Task Force to review progress and accomplishments. The summative evaluation activity will include an end-of-the-year assessment of the program. Evaluation and participant feedback forms will be used to develop a summative progress report.

ADMINISTRATIVE IMPLICATIONS

The fully funded Tribal Extension Initiative calls for the addition of 35 to 40 FTE, Extension faculty and staff at a total investment of \$3.05 million. This request of \$1,000,000 will support 4 to 6 FTE. Native American professionals will be hired into these positions. Tribal Extension staff, agents, and local volunteers will help to implement educational and community-based programs. NMSU's Tribal Extension agents will be linked with subject matter specialists in the field and on campus to teach sound educational programs and serve as resources for local communities.

TECHNICAL ISSUES

The basic mission of the tribal Cooperative Extension Service will remain the same--to work with grassroots people to improve their lives and communities. Developing partnerships with local community groups, local governments, federal agencies, and the land grant universities and tribal colleges will be an essential element of the Tribal Cooperative Extension Service. Extension Programs will reach the whole range of people that provide benefits to infants, youth, adults, and the elderly. The broad categories of Extension Program areas also allow staff to provide a

very wide range of services. Some of the services provided include programs in tourism, diabetes prevention, cultural and language preservation, programs for at-risk youth through 4-H clubs, farming and range management, economic development, and teaching the life skills in home improvement, community gardening, money management and home economics.

OTHER SUBSTANTIVE ISSUES

According to the Energy, Minerals, and Natural Resources Department, this bill may indirectly benefit the Forestry Division's pest management program with CES. The Division's program tracks activities that assess, detect, prevent and suppress pest infestations and disease conditions on state and private forestlands in New Mexico. Providing technical expertise to tribal communities would enhance the program effectiveness.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

The five extension Indian reservation programs at the College of Agriculture and Home Economics at NMSU will continue to provide services to tribal communities with no additional resources.

The companion grant from W.W. Kellogg Foundation for \$150,000 for start up costs of these centers might expire and would have to be leveraged again in the future.

POSSIBLE QUESTIONS

Where are the eight centers to be located within the State?

PD/nt