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FISCAL IMPACT REPORT

ORIGINAL DATE 1/17/08

SPONSOR Begaye LAST UPDATED _____ HB 25

SHORT TITLE Tribal Cooperative Extension Centers SB _____

ANALYST Haug

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$500.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Indian Affairs Department (IAD)
 New Mexico State University (NMSU)
 Higher Education Department (HED)

SUMMARY

Synopsis of Bill

House Bill 25 appropriates \$500.0 from the general fund to the Board of Regents of New Mexico State University to start up three tribal cooperative extension centers as a base for intercultural youth programs, health based programs and natural resource and agricultural information services which are not currently available in targeted tribal communities.

FISCAL IMPLICATIONS

The appropriation of \$500.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2009 shall revert to the general fund.

The Higher Education Department includes this project in its recommendation and states that it would not oppose the bill if funding is available.

The HED's evaluation table of FY09 Research and Public Service Projects provided to the LFC classifies this project as a "Would not oppose if funding available" project. Reasons for this

classification decision are not provided. (LFC Report 07-20, Higher Education Department Review of Selected Research and Public Service Projects, January 12, 2008, Table 4, p74.)

According to NMSU, the following three (3) Tribal Extension Center locations to be supported by House Bill 25 have been identified and commitments have been secured with each of the respective Pueblos and Tribes:

1. Santa Ana Pueblo: Southern Pueblos (Santa Ana, Santo Domingo, Cochiti, Jemez, San Felipe, Isleta, Zia, Isleta Del Sur and Sandia)
2. San Juan Pueblo: Eight Northern Pueblos (San Juan, Santa Clara, San Ildefonso, Taos, Picuris, Pojoaque, Tesuque, and Nambe)
3. Laguna and Acoma Pueblos (Laguna, Acoma, and Zuni)

Tribal cooperative extension centers received a general fund appropriation of \$247.0 in the 2007 session. In 2007, NMSU Tribal Extension Centers were established at Diné College in Shiprock, NM, and at Navajo Technical College in Crownpoint, NM.

NMSU anticipates funding requests in the future for an additional three Tribal Extension Centers in phase III which will include Jicarilla and Mescalero Apache Nations in addition to providing more complete coverage of Navajo Nation and Pueblos listed above

SIGNIFICANT ISSUES

NMSU plans to continue expanding its cooperative extension community-based education programs to better serve all 22 Native American communities in New Mexico. The goal of the pueblo and tribal nations, and supporting agencies and organizations is to develop and implement permanent cooperative extension service centers in Native American communities. The centers will be housed in existing tribal schools and cultural centers and will partner with public schools and tribal colleges to establish sustainable school and community-based education programs, and natural resources and agriculture information services that are limited or currently not provided.

Goals for the centers' staff will be to develop programs:

- For youth that include leadership, agriculture and home economic skills, such as culturally appropriate 4-H programs for kindergarten through high school youth.
- Which provide practical information for all ages about health and nutrition, such as healthy food choices, food preparation, and diabetes and health programs.
- Designed to involve youth in their tribal culture and language.

OTHER SUBSTANTIVE ISSUES

IAD and NMSU report that seventy-nine percent (79%) of Native American college freshmen in New Mexico drop out during their first year. Through formal partnerships with tribal colleges, NMSU, the USDA, and other federal agencies, a major goal of community based education is to increase the number of Native Americans completing college degrees in New Mexico. HB 25 could increase the number of Native American New Mexico students served and the rate of higher education completed by Native American students by offering local community support through extension services and programs.