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FISCAL IMPACT REPORT

ORIGINAL DATE 03/05/13

SPONSOR Lopez LAST UPDATED _____ HB _____

SHORT TITLE Study 3rd Grade/College Student Mentoring SM 81

ANALYST Wojahn

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY13	FY14	FY15	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	NFI					

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Memorial 81 (SM 81) requires the Legislative Education Study Committee (LESC), in cooperation with the Public Education Department (PED) and the Higher Education Department (HED), to establish a work group to conduct a study on the feasibility of establishing programs throughout the state to provide mentoring by college students to third graders who are at risk of not learning to read.

The work group will include the following members:

- College students representing New Mexico community-based colleges and universities in the state; and
- Leaders from the public and private sectors representing the following areas:
 - science;
 - industry;
 - education;
 - community organizations;
 - foundations;
 - government; and
 - health and welfare programs

The feasibility study will include a needs assessment, implementation plan, and fiscal impact analysis with measurable outcome data applicable to the various populations of New Mexico.

SM 81 further requires the LESC, in cooperation with the PED, the HED, and the work group to report the results of the study and their recommendations to the legislature and executive before the 2014 legislative session.

SIGNIFICANT ISSUES

SM 81 points to the following research to support the need for mentors to third grade students:

- The inability to read by the end of third grade correlates with high dropout rates and lower graduation rates.
- New Mexico college students' graduation rates are 15 percent below national averages
- Certain New Mexico scholarship programs have college graduation rates as low as 14 percent over a six-year period.
- Students who are successful in learning to read by the end of third grade can look forward to the lifetime ability to read to learn rather than learning to read.

An international model of college student mentoring and tutoring with at-risk third grade students built into the pilot program with St. John's College and Santa Fe Public Schools has demonstrated success.

The international model of mentoring and tutoring, as adapted in 25 countries, has shown positive benefits including the following:

- Improved academic performance;
- Greater efficiency in meeting graduation requirements
- Increased motivation for college mentors and third grade students
- Higher levels of self-esteem

The PED offered the following:

- A report by the Annie E Casey Foundation found that students who are not reading proficiently by the end of third grade are four times more likely to drop out of high school.
<http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>.
- Students who are not proficient readers at the end of grade 3 are four-times more likely to drop-out of high schools. Further, high school drop-outs make \$10,000 less annually than their peers who exit high school with a diploma.
- 47 percent of New Mexico third graders are not reading proficiently (NM SBA Statistics and Data).
- According to the 2011 NAEP Reading results for New Mexico, the percentage of students in New Mexico who performed below the NAEP proficient level was 80 percent.

PERFORMANCE IMPLICATIONS

According to the PED, the provisions in SM 81 align to the Department’s Strategic Lever #3, “Ready for Success Initiative” to increase the percentage of students in grades K-3 demonstrating growth in reading proficiency.

MEW/svb