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## FISCAL IMPACT REPORT

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**SPONSOR** Candelaria **ORIGINAL DATE** 3/4/2015  
**LAST UPDATED** \_\_\_\_\_ **HB** \_\_\_\_\_

**SHORT TITLE** UNM Mentoring in Albuquerque Schools **SB** 259

**ANALYST** Hartzler

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY15	FY16		
	\$500.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY15	FY16	FY17	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>		\$500.0	\$500.0	\$1,000.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to Appropriation in the General Appropriation Act, Section 4J Higher Education, University of New Mexico, Research and Public Service Projects, Student Mentoring

Relates to

- HB 460, Study Lottery Tuition Recipient Mentoring
- HB 500, Youth Mentoring Programs
- HJM 13, Study Student Loan Forgiveness Program (for college students who mentor public school students)
- HM 6, College Students as 3<sup>rd</sup> Grade Reading Mentors
- SB 468, Reading Success Act
- SM 2, College Students as 3<sup>rd</sup> Grade Reading Mentors

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Department (HED)

Public Education Department (PED)

University of New Mexico (UNM)

## SUMMARY

### Synopsis of Bill

Senate Bill 259 appropriates \$500 thousand from the general fund to University of New Mexico (UNM) to administer a mentoring program for ninth-grade students at the following Albuquerque schools: Atrisco Heritage Academy High School, Rio Grande High School, Robert F. Kennedy Charter High School, and West Mesa High School.

## FISCAL IMPLICATIONS

The appropriation of \$500 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY16 shall revert to the general fund. However, if this appropriation for this particular mentoring program is included in Section 4 of the General Appropriation Act, the funding will not revert to the general fund pursuant to legislative language governing that section.

SB 259 appropriates funding to UNM, but does not specify how the appropriation will be allocated among the four schools. More specifically, there is no direction on how funding will be budgeted for hiring college students to mentor, training costs for mentors, or the number of mentee students to be served.

PED notes that the government affairs office at Albuquerque Public Schools was not familiar with the bill to provide sufficient background or content on the issues to be addressed by proposed program.

Funding Existing Student Mentoring Programs. While not an exhaustive list, the state appropriates general fund revenues for student mentoring programs. For example, for FY15, UNM received a \$292.3 thousand general fund appropriation to support a number of student mentoring programs, some of which serve elementary and middle school students. It is unclear whether students attending the schools identified in SB 259 are served by some of these programs, particularly the college mentoring program.

For FY16, both PED and HED report that the university did not request an increase in general fund support for this student mentoring program, and neither the executive nor Legislative recommendation included additional funding. HB 2, as passed by the House, includes \$292.3 thousand for UNM's student mentoring programs.

## SIGNIFICANT ISSUES

Citing national research, UNM reports that student mentoring and other programs have demonstrated success at improving students' transition from high school to college. These programs show greater impact on students who are first-generation college students and financially at-risk.

Favorably, isolated programs have demonstrated the effectiveness of mentoring programs and summer programs in exhibiting youth-centeredness, emotional engagement and low dissatisfaction; improving youth health through fewer risky behaviors and attitude improvements (Coller & Kuo, 2014); and an increase in positive perceptions of teachers,

increased level of school engagement and belief that their school experiences would have an impact on their future success, and increased understanding of racial-gender identity (Jernigan, 2009).

Moreover, several experimental interventions demonstrate that students' postsecondary plans are quite responsive to additional outreach (Castleman & Page, 2013), tiered interventions that provide tutoring, counseling, and mentoring support (Chau, 2012), and carefully designed programs that offer a variety of elements such as a) student peer-mentoring and tutoring, (b) faculty–student academic mentoring and advising, (c) culturally sensitive initiatives, (d) organized parental support—to create high impact with measurable results (Apprey et al., 2014).

In order to effectively support at-risk adolescents in their transition to high school and continuation into post-secondary education, [UNM] advocate[s] for the establishment of programs that enable the integration of proven successful practices into comprehensive strategies that promote students early involvement in High School (9th grade students).

Specifically, the University targeted the four schools identified in SB 259 as having low educational attainment by residents, lower than the general Albuquerque area and the state. For example, the South Valley area (where these schools are located) population has 70.2 percent of its adults with a high school diploma or equivalent degree and 12.7 percent have a bachelor's or higher degree compared with the state averages of 83.3 percent having a high school diploma and 25 percent having a bachelor's degree or higher. Given these disparities, targeted mentoring and college readiness programming would likely benefit high school students in these households.

## **PERFORMANCE IMPLICATIONS**

PED notes that the bill “does not give direction as to what components should be included in a mentoring program, what outcomes are expected, and how success will be measured.” Any funding for such programming should require that these concerns are addressed, particularly as the programs relate to improving both mentor and mentee student outcomes. HED suggests performance metrics could measure the effects of specific mentoring activities, such as tutoring or remedial work or student mentees shadowing college-age mentors.

## **ADMINISTRATIVE IMPLICATIONS**

The University notes that it administers a number of student mentoring programs. While it notes that the program funded under SB 259 would collaborate or build on existing programs, it would be important to be able to maintain discreet funding and institute performance measures for the newly created program to measure its effectiveness on the target population of student mentees.

## **RELATIONSHIP**

There are a number of memorials and bills related to student mentoring:

- HB 460, Study Lottery Tuition Recipient Mentoring
- HB 500, Youth Mentoring Programs
- HJM 13, Study Student Loan Forgiveness Program (for college students who mentor public school students)

- HM 6, College Students as 3<sup>rd</sup> Grade Reading Mentors
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### **ALTERNATIVES**

Instead of funding a new student mentoring program, the University or others could designate existing state general fund appropriations and support to the effort proposed in SB 259. Additionally, other schools besides the four identified in the bill could be included in the effort.

### **POSSIBLE QUESTIONS**

Has the University explored the use of existing state funds or other sources of funding to support this new effort?

If such a program is successful, could it be scaled-up to include other institutions and schools, both to provide college student mentors and public school mentees?

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