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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
53rd Legislature, 2nd Session, 2018

Bill Number	<u>HB114</u>	Sponsor	<u>Roybal Caballero/Morales</u>
Tracking Number	<u>.209379.3</u>	Committee Referrals	<u>HRC</u>
Short Title	<u>College Transformational Initiative Pathway</u>		
Analyst	<u>Terrazas</u>	Original Date	<u>1/25/18</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

House Bill 114 (HB114) requires the Chicana and Chicano Studies Department at the University of New Mexico (UNM) to establish the “Pathway to College Transformational Initiative” pilot project to begin on July 1, 2018 and continue until July 1, 2023. The purpose is to increase student success in high school retention, high school graduation, college matriculation, and college academic achievement.

FISCAL IMPACT

The bill appropriates \$250 thousand from the general fund to the board of regents of UNM for expenditure in FY19 for the “Pathway to College Transformational Initiative” pilot project. Any unexpended or unencumbered balance remaining at the end of FY19 shall revert to the general fund.

SUBSTANTIVE ISSUES

HB114 requires the pilot project to offer high-quality college preparatory curricula tied to high school curricula. The pilot project must include provisions for a staff coordinator, an outreach and recruitment coordinator, and an assessment coordinator. The pilot project must also include provisions for curriculum development, special events, public education projects, supplies, and dual enrollment courses at 10 Albuquerque high schools, three of which the Chicana and Chicano Studies Department has been working with on a similar initiative. The Chicana and Chicano Studies Department hopes to expand the work they are currently doing with the passage of this bill.

In the fall of 2016, the Chicana and Chicano Studies Department partnered with Albuquerque High School, Atrisco Heritage Academy High School, and Highland High School to implement an Early College High School initiative to increase the admission, retention, and graduation of first generation college students, giving participating high school students the opportunity to earn college credit before entering UNM. University faculty worked directly with high school teachers,

paid a small stipend, to develop the college curriculum, which was reviewed and approved by UNM. According to the Chicana and Chicano Studies Department, the program led to greater interaction between students and staff from participating institutions. UNM faculty and students visited the high school campuses and participating high school instructors and students visited the UNM campus. In its first year, the program enrolled 118 students from the three Albuquerque Public Schools' high schools and had a 96 percent completion rate.

According to the Chicana and Chicano Studies Department, 112 of the participating students completed a survey. Survey results showed 91 percent of students visited the UNM campus for the first time, 83 percent reported taking college credit curriculum for the first time, and 63 percent had never visited a college classroom before the program. Participating teachers reported at least 18 percent of students in the program transferred to UNM in the fall of 2017.

The Chicana and Chicano Studies Department has identified four other schools it will be partnering with – Robert F. Kennedy High Charter School, Rio Grande High School, Native American Community Academy, South Valley Academy – and is talking with three other high schools that are interested.

ADMINISTRATIVE IMPLICATIONS

HB114 requires the Chicana and Chicano Studies Department to report periodically and issue a final report on December 1, 2023 to the Legislature and to the board of regents of UNM on the progress of the pilot project.

According to the Higher Education Department, the appropriation contained in HB114 would be managed by the Chicana and Chicano Studies Department.

If passed, HB114 would relieve the chair of the Chicana and Chicano Studies Department of coordinating duties on a day-to-day level, but not supervisory duties. A new staff member would coordinate the educational initiative between UNM and the partner schools.

TECHNICAL ISSUES

The sponsor might consider clarifying the timing for the “periodic” reporting requirements.

The sponsor might consider clarifying if the pilot project would entail the development of new courses or if the project would include developing sequences of existing courses.

OTHER SIGNIFICANT ISSUES

The Chicana and Chicano Studies Department at UNM is an interdisciplinary program that promotes a critical understanding of Chicano/Hispano/Mexicano communities through teaching, research, and advocacy. The program offers courses on gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism, and queer studies.

ALTERNATIVES

Funds could go through existing college access programs.

POSSIBLE QUESTIONS

How will the program be funded after FY19?

SOURCES OF INFORMATION

- LESC Files

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