

LFC Requester:	Travis Dulany
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**AGENCY BILL ANALYSIS
2018 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply: Date 01/29/18
Original Amendment _____ Bill No: SB164
Correction Substitute _____

Sponsor: Senator Howie C. Morales Agency Code: 924
Short PATHWAY TO COLLEGE Person Writing Matthew Montano
Title: PROJECT Phone: 827-6045 Email Matthew.Montano1@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY18	FY19		
0	250.0	Nonrecurring	General

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY18	FY19	FY20		
NFI	NFI	NFI		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(Parenthesis () Indicate Expenditure Decreases)

Companion to: HB 114

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: SB164 makes an appropriation to the UNM Chicana and Chicano studies department to provide for the establishment of the pathway to college transformational initiative pilot project.

FISCAL IMPLICATIONS

This bill directs \$250,000 to UNM to implement a pathway to college transformational initiative pilot project. Any unexpended or unencumbered balance remaining at the end of FY19 shall revert to the general fund.

HB114 specifies that the pilot project will begin on July 1, 2018 and continue until July 1, 2023; however, the bill does not address ongoing funding.

HB114 proposes to use dual credit courses at ten Albuquerque high schools. While dual credit has associated costs for both public education districts (textbooks) and institutions of higher education (tuition), no funding is proposed to cover these costs.

The appropriation is not part of the PED request and is not included in the Executive recommendation.

SIGNIFICANT ISSUES

According to the Higher Education Department, Research and Public Service Projects typically are submitted for the hosting university’s review, and then forwarded to HED for approval. HED reports that this protocol was not followed, and thus the oversight of established institutional leadership is unclear.

PERFORMANCE IMPLICATIONS

SB164 includes several specific performance outcomes for students: academic engagement, academic test performance, graduation rates, and enrollment in higher education. These performance metrics are well aligned with the goals of PED, including increasing the number of New Mexico high school students attending college immediately following graduation, and reducing the need for remediation once they arrive.

SB164 states the following desired outcomes “*high school curricula in order to increase student success in high school retention, high school graduation, college matriculation and college*

academic achievement.”

While multiple research studies have tied dual credit programs with positive student outcomes, it is important to delineate what impacts have been linked with dual credit. The National What Works Clearinghouse (WWCH) reviewed dual credit studies and found that “Dual enrollment programs were found to have positive effects on students’ degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school), with a medium to large extent of evidence. For the staying in high school, college readiness, and attendance (high school) domains, dual enrollment programs had potentially positive effects with a small extent of evidence. Dual enrollment programs were found to have no discernible effects on general academic achievement (college) with a small extent of evidence.”¹

Based on these WWCH findings, appropriate outcomes goals of the program might be high school graduation and college matriculation, however the current research suggests that the program may have limited to no impact on high school retention and college academic achievement outcomes.

ADMINISTRATIVE IMPLICATIONS

SB164’s pathway to college transformational initiative pilot project proposes to meet performance goals through a program that ties a high-quality college preparatory curriculum to a high school curriculum through dual credit courses at ten Albuquerque high schools. The role of the Chicana and Chicano Studies department at UNM in developing and supporting the curricula is unclear, as is the expected role for PED or HED administrative staff.

SB164 specifies that three staff will be covered by the appropriation: A staff coordinator, an outreach and recruitment coordinator, and an assessment coordinator. PED expects these positions would be employed by UNM. As mentioned above, SB164 specifies a five year pilot project; however, the bill does not address ongoing funding for these staff positions.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

PED currently supports high-quality college preparatory curricula through College Board’s Advanced Placement program (AP). Courses approved as AP offerings are aligned with national standards and offer students the option to earn college credit through their performance on a national test. AP courses in Spanish Language and Spanish Culture are among the state’s best represented courses. Thus, the pilot project proposed in SB164 might be duplicative of efforts currently underway within the state to support AP enrollment and test performance.

Furthermore, students currently have access to dual credit options through the extant dual credit program. Best practice use of the next step plan requires students to align dual credit course taking with next step plan goals. Students currently have the option to take Chicana and Chicano studies department courses through the dual credit program. Although the PED/UNM MOA may need to be updated to include these particular courses as potential dual credit courses available to students. Based on a review of the current programs and structures in place at the three stakeholder institutions (PED, HED, and UNM) SB164 may be duplicative and unnecessary to meet desired outcomes.

¹ What Work Clearinghouse Intervention Report Dual Enrollment Programs, February 2017, page 1. Retrieved on 1/18/18 from: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

TECHNICAL ISSUES

None noted.

OTHER SUBSTANTIVE ISSUES

None noted.

ALTERNATIVES

Develop a curriculum at UNM through the Chicana/o Studies department that has been approved by UNM's faculty senate and administrative process. Estimate the number of students to be served, the cost of tuition, materials, and administrative resources for the project prior to making a request for an appropriation.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

The Chicana and Chicano Studies department will be required to submit this pilot proposal for the University of New Mexico's review. If UNM approves the project, then they would submit it to HED for approval as a Research and Public Service Project. Established institutional leadership would determine the merits and appropriate funding levels for the project using existing funding mechanisms.

Allows UNM to have planning time with APS to develop the pilot, the cost, the target student population.

AMENDMENTS

None as of Jan 18, 2018.