

4LFC 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 02/02/18
Original **Amendment** _____ **Bill No:** HM46
Correction _____ **Substitute** _____

Sponsor: Rep. Nathan P. Small **Agency Code:** 924
Short DUAL CREDIT PROGRAM **Person Writing** Matt Montano
Title: TASK FORCE **Phone:** 505-827-6045 **Email** Matthew.montano@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY18	FY19		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY18	FY19	FY20		

(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)

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: HM46 requests the higher education department and the public education department to convene a task force to study funding for the Dual Credit program and to recommend a sustainable strategy to promote the growth and expansion of the dual credit program.

FISCAL IMPLICATIONS

No additional funding is allocated through HM46. There may be some additional costs to both Higher Education Department (HED) and the Public Education Department (PED) in order to convene and implement an evaluation of the Dual Credit Program. The cost of conducting a cost-evaluation will also be borne by the PED and HED.

SIGNIFICANT ISSUES

The Dual Credit program for high school students is a popular program with teachers, students, and families across NM. The benefits of the program are well-documented in peer-reviewed research and include concrete benefits including decreased time to postsecondary degrees and college credit accumulation in high school.

Funding for the Dual Credit Program is an issue that HED and the PED have been discussing over the past few years as the program continues to expand at a rapid rate. According to the 16-17 dual credit report 21,935 high school students took at least one dual credit course, and the program continues to expand – the number of Dual Credit courses taken by high school students has more than doubled since 2012.

Currently the PED receives 1 million in funding to help LEAs pay for the cost of dual credit instructional materials. This funding amount does not cover the entire costs for the LEA. Although no reporting mechanism exists to track total costs, based on feedback from the field, estimated actual costs may be double the allocated amount.

The HED bears the majority of the costs associated with the Dual Credit program including logistics for registration, instructors, facilities, and most other costs associated with course delivery. Evaluating the actual cost to the Higher Education Institutions is valuable not only to ensure the sustainability of the Dual Credit program, but also to ensure tuition at these institutions for non-dual credit students continues to remain affordable. Although not formally evaluated, it is likely that much of the added cost of dual credit to institutions is potentially being passed onto other students in the form of tuition increases.

6.30.7.11E NMAC established a Dual Credit advisory committee, the Dual Credit Council, designed to settle disputes about Dual Credit through an appeals process. In addition, the Dual Credit Council makes recommendations about dual credit policy and is in the process of drafting a dual credit policy manual. The task-force work is not duplicative of the Dual Credit Council as the work of evaluating the cost of funding is not a responsibility of the council, outlined in 6.30.7.11E NMAC. In addition, Dual Credit Council membership is limited to HED and PED representatives and does not include the wide-range of stakeholders outlined in HM46, whose voices would be valuable when evaluating the costs and benefits of the Dual Credit program.

PERFORMANCE IMPLICATIONS

Per HM46 the Dual Credit Program has been designed to “increase high school graduation rates and accelerate attainment of post-secondary credentials” (HM46 page 2, lines 2-5). The Dual Credit program is an important lever in helping ensure equitable access to rigorous college level coursework across the state of New Mexico and has been linked with positive secondary and postsecondary performance outcomes that are a part of the strategic plans of the HED and PED, such as staying in school and time to degree attainment.

ADMINISTRATIVE IMPLICATIONS

HM46 requires administrative support at the PED and HED to convene stakeholders and implement the evaluation. There may be additional costs associated with the implementation and oversight of the evaluation.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None Noted

TECHNICAL ISSUES

None Noted

OTHER SUBSTANTIVE ISSUES

None Noted

ALTERNATIVES

None Noted

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None

AMENDMENTS

HM46 on page 3 lines 14-15 states:

“and to recommend a sustainable strategy to promote the growth and expansion of the dual credit program”;

HM46 assumes that the recommended strategy will be continued expansion. The PED proposes any strategy for expansion should be based upon the findings of the task-force evaluation and recommends changing lines 14-15 on page 3 to read:

“and to recommend a sustainable strategy to promote a high quality and effective dual credit program”: