

LFC Requester:	Sunny Liu
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**AGENCY BILL ANALYSIS  
2019 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:**

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*{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 2/4/19  
 Original     Amendment     Bill No: SB341  
 Correction  Substitute   

Sponsor: Linda M. Lopez                      Agency Code: 924  
 Short                      TRANSFER COMPLETED                      Person Writing                      Daniel Manzano  
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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
NFI	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	FY20	FY21		
NFI	NFI	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>	NFI	NFI	NFI			

(Parenthesis ( ) Indicate Expenditure Decreases)

**SECTION III: NARRATIVE**

**BILL SUMMARY**

Synopsis: SB341 requires via changes to section 22-12-10 NMSA 1978, that school districts create policy such that students who complete coursework prior to transferring to another public school receive credit for that course work even if a grading period has not occurred.

**FISCAL IMPLICATIONS**

No fiscal implications to PED are noted.

**SIGNIFICANT ISSUES**

Section 22-12-10 currently applies to *students who experience disruption*, and this clause refers to students in limited specific circumstances (homelessness, adjudication, treatment or program placement).

SB341 creates provisions such that districts must develop a partial credit policy when students have started but not completed a course. It specifies that students must get partial credit even if the transfer did not occur at the end of the grading period.

Partial credit might benefit students who are subject to disruptions and are later able to access a course that is similar to one that they did not complete; however, it is unclear what benefit such partial credit would offer for core academic requirements. Partial credits might impact the total credit count on a student's record toward graduation requirements. For example, if a district implemented a partial credit policy that was a direct fraction, then a student attending for half of the scheduled course time could earn half a unit. If a student was taking eight block-scheduled courses and transferred mid-way through the semester, the receiving school might reflect that student as earning four units toward graduation, even though the student has not completed any of the courses in question.

If well-aligned courses are unavailable, the student might need to take different courses, and the district would need to again only award partial credit. For example, a student might be taking algebra and then transfer into an integrated math course. SB341 would require the transcript to reflect a ½ unit of each class. This might increase the burden on district personnel who are charged with determining when graduation requirements are met.

## **PERFORMANCE IMPLICATIONS**

When students transfer into a required course midway through the year, districts typically award a full unit of credit if the student successfully completes the course. If partial awards for prior work result in less than full awards for partial attendance in a class the student successfully completes, the net effect could be that it takes more coursework for students to earn required credits. To the extent that students are unable to earn a full unit for academic courses they successfully complete, graduation rates might be impacted.

## **ADMINISTRATIVE IMPLICATIONS**

On page 4, line 10, school districts should create policy to determine how credit shall be awarded for partially completed courses, “with guidance from the department”. The magnitude service hours of department staff may be such that a PTE or FTE may be required to support all school districts in policy development.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

None noted.

## **TECHNICAL ISSUES**

As written, HB341 might be interpreted as applying to all transferring students, not just those defined as experiencing disruption in their education.

## **OTHER SUBSTANTIVE ISSUES**

This amendment also clarifies that transfer provisions apply to students moving between New Mexico public schools.

## **ALTERNATIVES**

None noted.

## **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

Students who transfer within their school district or within the State of New Mexico may lose credit for courses that have been started but are incomplete at the time of transfer.

## **AMENDMENTS**

None as of 1/28/2019.