

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current FIRs (in HTML & Adobe PDF formats) are available on the NM Legislative Website (legis.state.nm.us). Adobe PDF versions include all attachments, whereas HTML versions may not. Previously issued FIRs and attachments may be obtained from the LFC in Suite 101 of the State Capitol Building North.

## FISCAL IMPACT REPORT

SPONSOR Ezzell DATE TYPED 3/8/05 HB HM33/aHEC

SHORT TITLE Study Early College High School Initiative SB \_\_\_\_\_

ANALYST Woods

### APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY05	FY06	FY05	FY06		
	NFI				

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

Responses Received From

New Mexico Public Education Department (PED)

No Responses Received From

New Mexico Commission on Higher Education (CHE)

### SUMMARY

Synopsis of HEC Amendment

House Education Committee amendment to HM33 amends the legislation as follows:

*On page 3, line 10: delete "2005" and insert "2006" in lieu thereof.*

House Education Committee amendment to HB747 attaches no appropriation to the legislation.

Original Synopsis of Bill

House Memorial 33 requests that Eastern New Mexico University at Roswell and the Hagerman School District study the feasibility and effectiveness of an *Early College High School Initiative*; develop a survey of staff, students, parents and community members to gauge expectations, satisfaction and local needs; monitor curricula to ensure high academic standards, alignment and effectiveness of instruction; and evaluate current curricula to ensure adequate preparation of mid-

dle and high school students for participation in an *Early College High School Initiative*. Specifically, the memorial observes that:

- education beyond high school is now more critical than ever before and only ten percent of Hispanic students complete a bachelor's degree;
- first generation college students are nearly twice as likely not to complete college as those students with college-educated parents, and lower-income students are seven times more likely not to complete a bachelor's degree than upper-income students;
- students are not academically prepared for college, as evidenced by the growing number of students enrolled in noncredit, remedial courses offered by state colleges and universities;
- the best predictors of college completion are not a student's grades or SAT scores, but the difficulty of the high school courses a student is required to complete;
- in the transition from high school to college, there is a need to emphasize academic preparedness rather than credit-hours alone;
- the need exists to allow students to earn an associate's degree or two years of college credit toward a bachelor's degree and a high school diploma simultaneously;
- high school faculty can act as advisors to assist students in completing an academic plan and can monitor their progress to help them overcome barriers to success;
- experiencing the rigor, depth and intensity of college-level work during high school can help underachieving, average and outstanding students build confidence in their ability to succeed in college; and
- this initiative could develop a unique vision and learning environment that could dramatically increase the possibility that our most needy students can truly meet the mandates of the federal *No Child Left Behind Act*.

The memorial additionally requests that the results of this study be presented to the Legislative Education Study Committee by September, 2005.

### Significant Issues

PED indicates that the Internet web site for the *Early College High School Initiative* describes "Early College High Schools" as small schools where students can earn a high school diploma and an associate's degree or two years of college credit towards a bachelor's degree.<sup>1</sup> Students start college work based on performance and all students prepare to complete a bachelor's de-

---

<sup>1</sup> <http://www.earlycolleges.org/>

gree. As of 2004, there were 46 “Early College High Schools” open in 19 states with over 8,000 students enrolled. All have connections with either two-year or four-year postsecondary institutions and seven states have statewide early college initiatives. The web site emphasizes the value of this program for minority students and its efforts to decrease the gap between high school exit standards and the preparation needed to succeed in college courses. The *Early College High School Initiative* is funded by the Bill and Melinda Gates Foundation in partnership with the Carnegie, Ford and Kellogg Foundations.

PED adds that *The Early College High School Initiative* focuses on young people for whom a smooth transition into postsecondary education is problematic. They include students who lack the academic preparation needed to meet high school standards, students for whom the cost of college is prohibitive, students who are English language learners and young people who must balance school, work and family obligations. As an alternative to traditional high school education, “Early College High Schools” combine high school and college. They offer young people a new kind of learning institution that:

- inspires students to stretch themselves intellectually, making it more likely that young people graduate high school and gain a postsecondary credential;
- enables high school seniors to focus on their studies in high school rather than get tangled in the maze of college and financial-aid applications;
- saves tuition dollars for students and their families, making college more affordable; and
- offers a path to college that includes substantive guidance and coaching from adults through the first two years of postsecondary education.

In New Mexico, the Albuquerque Technical-Vocational Institute has indicated its intent to open an “Early College High School” in partnership with the Albuquerque Public Schools Career Enrichment Center in the fall of 2005.

## **PERFORMANCE IMPLICATIONS**

PED suggests that the department’s performance measures include a Middle College Dropout Prevention Program as one of its education reform initiatives. The Middle College Program has many similarities to the Early College Program and the results of the proposed study may provide valuable information for the improvement of related PED programs.

**BFW/yr**