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## FISCAL IMPACT REPORT

**SPONSOR** Garcia **ORIGINAL DATE** 1/25/10 **LAST UPDATED** \_\_\_\_\_ **HB** \_\_\_\_\_  
**SHORT TITLE** Develop Accelerated Learning Master Plan **SJM** 14  
**ANALYST** Pava

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY10	FY11		
	NFI	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Dept (HED)

Public Education Dept (PED)

### SUMMARY

#### Synopsis of Bill

Senate Joint Memorial 14 proposes NMHED and PED convene a work group to develop a master plan of options for high school students to accelerate learning by studying at the post-secondary level and present it to the Legislative Education Study Committee (LESC) by November 1, 2010.

### FISCAL IMPLICATIONS

There is no appropriation or fiscal impact.

### SIGNIFICANT ISSUES

PED indicates the following:

SJM14 could build upon the work of the Dual Credit Committee created by SB943 "Dual High School and Postsecondary Credits" in 2007 and SB31 "Expand Schools in Dual Credit Program" in 2008.

To clarify options for accelerated learning in high school beyond dual credit, the work plan proposed in SJM 14 could work in partnership with the proposed Race to the Top challenge facing NM: There are too many instances of students who spend their senior year only partially engaged. NM's plan offers them more control over their educational and career pathways. However, NM will not know before April 2010 if Race to the Top is funded.

HED indicates the following:

SJM14 appears to be further formalizing the work of the Dual Credit Committee which has essentially the same representation requested in SJM14.

SJM14 gives direction to the Dual Credit Committee to address uniform implementation of the Dual Credit Program, and to find ways that accelerated programs in high schools such as Dual Credit, Advanced Placement, concurrent enrollment and articulated courses could complement, rather than compete with each other.

### **PERFORMANCE IMPLICATIONS**

This initiative supports the concept of finding ways to assist students in earning a college degree in three rather than four years.

Clarifying accelerated learning options might encourage high school students to graduate from high school and continue postsecondary education, thus increasing graduation rates and matriculation into postsecondary.

### **ADMINISTRATIVE IMPLICATIONS**

There is no bureau within PED with Dual Credit oversight. PED has a 22% vacancy rate as of January 5, 2010 and does not expect the state hiring freeze to be lifted. This impacts the feasibility of adding work group and master plan development tasks to those of existing staff already dealing with staff shortages. It's estimated the work required would entail .5 FTE for six months or approximately \$20,000 in salary/benefits.

NMHED assumes their administrative responsibilities for developing the proposed master plan would be similar to those in developing administrative rules and reports for the Dual Credit Program and hosting their meetings, so this effort is within their scope if a recently vacated position of Policy Analyst can be filled.

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

High school students' access to accelerated learning and postsecondary institutions' ability to offer such options will be less effective, and not be as streamlined and or clear. However, the Dual Credit Committee will continue to deal with similar issues.

CP/mt