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## FISCAL IMPACT REPORT

SPONSOR Roybal ORIGINAL DATE 1/25/18  
Caballero/Morales LAST UPDATED \_\_\_\_\_ HB 114

SHORT TITLE College Transformational Initiative Pathway SB \_\_\_\_\_

ANALYST Daly

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY18	FY19		
	\$250.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Department (HED)  
Public Education Department (PED)  
University of New Mexico (UNM)

### SUMMARY

#### Synopsis of Bill

House Bill 114 creates a pathway to college transformational initiative pilot project, to be established by the Chicana and Chicano studies department at the University of New Mexico (UNM). The project shall offer high-quality college preparatory curricula tied to high school curricula to increase student success in high school retention and graduation, college matriculation and college academic achievement, using dual enrollment courses at ten Albuquerque high schools.

HB 114 appropriates \$250 thousand from the general fund to the board of regents of UNM for expenditure in FY19 for the pilot project.

### FISCAL IMPLICATIONS

The appropriation of \$250 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY19 shall revert to the general fund.

## **House Bill 114 – Page 2**

Although this pilot project is to begin July 1, 2018 and is directed to continue until July 1, 2023, no ongoing funding is provided.

Further, PED notes that although dual credit courses will produce associated costs for both PED (textbooks) and UNM (tuition), no funding is included to cover those costs.

HED reports that UNM did not submit this request to it for possible incorporation into the HED higher education funding recommendation.

### **SIGNIFICANT ISSUES**

UNM explains the purpose of this bill is to provide for the Pathways to College Transformational Initiative, a partnership between public schools and the University of New Mexico to develop and maintain educational and community partnerships that increase the pipeline of students from high school campuses to New Mexico colleges universities. Access to the partnership is provided on a voluntary basis and can be provided through UNM academic units. The cost structure is based on administrative support, interactive relationships and programming costs that comprise the foundation of these partnerships.

PED, on the other hand, reports that it 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 HB114 might be duplicative of efforts currently underway within the state to support AP enrollment and test performance.

Furthermore, PED advises, 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, but the PED/UNM MOA may need to be updated to include these particular courses as potential dual credit courses available to students. PED concludes that, based on a review of the current programs and structures in place at the three stakeholder institutions (PED, HED, and UNM) HB 114 may be duplicative and unnecessary to meet desired outcomes.

### **TECHNICAL ISSUES**

Requiring "periodic" reports over a five-year period, as required on page 2, line 14, may be too vague and could lead to inconsistent reporting.

### **OTHER SUBSTANTIVE ISSUES**

PED advises that the National What Works Clearinghouse (WWCH) <sup>1</sup> reviewed dual credit studies and based on its findings, concluded that appropriate goal outcomes of the program might be high school graduation and college matriculation. However, the current research suggests that

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<sup>1</sup> What Work Clearinghouse Intervention Report Dual Enrollment Programs, February 2017, page one. Retrieved on 1/18/18 from: [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_dual\\_enrollment\\_022817.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf)

the program may have limited to no impact on high school retention and college academic achievement outcomes.

UNM reports that the administrator of a different but related initiative found that the Early College High School Initiative strengthened awareness among students of the critical link between high school preparation and university matriculation and success. From fall 2016 to fall 2017, the UNM that Initiative enrolled a total of 118 students at three APS high schools including Atrisco Heritage Academy, Albuquerque High and Highland High. The project completed the 2016-17 academic year with a 96 percent completion rate, which is higher than the general reported UNM completion average. Furthermore, participating teachers reported that at least 18 percent of these students transferred to UNM in fall 2017.

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