

1 HOUSE BILL 256

2 **56TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2023**

3 INTRODUCED BY

4 G. Andrés Romero

5
6
7
8
9
10 AN ACT

11 RELATING TO HIGHER EDUCATION; CREATING A THREE-YEAR PILOT
12 PROJECT TO DETERMINE THE EFFICACY OF A HYBRID DUAL CREDIT
13 INSTRUCTION MODEL FOR PUBLIC HIGH SCHOOLS AND PROVIDING
14 GRADUATE CREDIT TO PARTICIPATING TEACHERS TO QUALIFY AS ADJUNCT
15 FACULTY TEACHING DUAL CREDIT COURSES; USING CYBERSECURITY
16 COURSES TO TEST THE MODEL; MAKING AN APPROPRIATION; DECLARING
17 AN EMERGENCY.

18
19 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

20 SECTION 1. ~~[NEW MATERIAL]~~ CYBERSECURITY HYBRID DUAL
21 CREDIT PILOT PROJECT--CREATED--TESTING HYBRID INSTRUCTION MODEL
22 IN PUBLIC HIGH SCHOOLS--DESIGN--TEACHER TRAINING--STUDENT
23 PARTICIPATION--DATA COLLECTION--PROVEN OUTCOMES.--

24 A. As used in this section:

25 (1) "center" means the New Mexico

.223834.1

underscoring material = new
[bracketed material] = delete

1 cybersecurity center of excellence at the New Mexico institute
2 of mining and technology;

3 (2) "pilot" means the cybersecurity hybrid
4 dual credit pilot project; and

5 (3) "regional education cooperative" means the
6 Four Corners regional education cooperative no. 1.

7 B. Dual credit courses in technically specialized
8 fields are difficult to deliver statewide because of delivery
9 barriers. The current dual credit delivery models either have
10 students accessing courses on campus, which creates geographic
11 and logistical barriers for students; or have students
12 accessing higher education courses online, which may not
13 provide the face-to-face synchronous academic support needed
14 for successful completion of technically specialized courses.
15 In addition, while public school teachers may have master's
16 degrees, they may not have the required graduate hours to
17 qualify as adjunct faculty who provide dual credit instruction.
18 One potential solution is a hybrid instruction model that
19 allows high school students to access online courses with high
20 school teachers who are qualified as dual credit instructors.
21 The benefit of this component is that participating public high
22 schools will have resident-qualified dual credit instructors,
23 and if the pilot proves successful, it could be expanded,
24 making it easier for other public high schools to expand their
25 dual credit courses.

.223834.1

1 C. Cybersecurity is one of the fastest-growing and
2 most in-demand fields in the United States, and New Mexico is
3 uniquely situated to take advantage of the need for
4 certificate-level and degree-level cybersecurity workers. The
5 "cybersecurity hybrid dual credit pilot project" is created to:

6 (1) test the efficacy of the hybrid
7 instruction model and its expected successful application to
8 other technical fields of study; and

9 (2) train participating high school teachers,
10 who will earn the graduate credits needed to qualify as adjunct
11 faculty teaching dual credit at public post-secondary
12 educational institutions.

13 D. The three-year pilot allows time for one student
14 cohort to graduate from high school with a high school diploma
15 and an associate's degree or certificate in cybersecurity and
16 one teacher cohort to receive sufficient college credit to
17 qualify as dual credit instructors. The pilot is a joint
18 venture among:

19 (1) the center;

20 (2) ten of the state's public early college
21 high schools, selected by application; and

22 (3) the regional education cooperative as
23 pilot administrator.

24 E. The pilot has four main components:

25 (1) the cybersecurity primary coursework

1 delivered online by the center for the student cohort to
2 receive dual credit;

3 (2) training in cybersecurity for the teacher
4 cohort delivered both in-person and online by the center to:

5 (a) prepare teachers to help students
6 master cybersecurity course content; and

7 (b) earn college credit hours needed to
8 qualify as dual credit instructors;

9 (3) continuous collaboration between teachers
10 and the center on student progress, support and intervention
11 needs, instructional efficacy and course engagement; and

12 (4) data collection and third-party evaluation
13 of the pilot, the transferability of the instruction model to
14 other dual credit coursework and the benefit to high schools of
15 having qualified dual credit instructors on staff.

16 F. Applications from early college high schools for
17 participation in the pilot shall be on forms provided by the
18 regional education cooperative. The center shall select up to
19 ten of the applicant schools to participate in the pilot. Each
20 participating high school shall select eight students and one
21 teacher who has a master's degree to participate in the pilot.

22 G. Teacher training shall include:

23 (1) two week-long, in-person summer institutes
24 on the campus of the New Mexico institute of mining and
25 technology during the summers of 2023 and 2024, including

.223834.1

1 intensive preparation on major skills, content and knowledge in
2 cybersecurity and for which a teacher receives one credit hour
3 of university coursework for each summer institute; and

4 (2) one online credit-granting course per
5 academic semester for which a teacher receives three credit
6 hours per semester that leads to certification in cybersecurity
7 and the eighteen credit hours needed to qualify as adjunct
8 faculty in dual credit instruction for New Mexico institutions
9 of higher education.

10 H. The student coursework shall include:

11 (1) courses offered to participating high
12 school students and offered online synchronously to all
13 students in the student cohort;

14 (2) courses scheduled into the cohort's high
15 school course schedules by semester;

16 (3) online course instruction provided by the
17 center with dual credit leading to an associate's degree or
18 certification in cybersecurity; and

19 (4) activities, discussion, facilitation and
20 management in the classroom provided by teachers in the teacher
21 cohort that offers secondary education credit toward high
22 school graduation.

23 I. The regional education cooperative shall provide
24 administrative services, including coordinating the pilot and
25 budgeting and managing pilot finances.

underscored material = new
~~[bracketed material] = delete~~

1 J. The regional education cooperative and the
2 center shall select a third-party evaluator that shall:

3 (1) establish metrics for pilot outcome
4 objectives;

5 (2) analyze data on implementation fidelity
6 and outcome objectives;

7 (3) periodically prepare and report to the
8 legislative education study committee, the public education
9 department and the higher education department on pilot
10 implementation and projected outcomes; and

11 (4) prepare and present a final comprehensive
12 report on pilot outcomes and findings and recommendations to
13 the governor and the legislature, including:

14 (a) continuation of the hybrid
15 instruction model for cybersecurity and the transferability of
16 the model to other technical fields of study;

17 (b) challenges and barriers to full
18 implementation of the hybrid model;

19 (c) cost-benefit analyses of the hybrid
20 model for students, teachers, school districts and public and
21 higher education in New Mexico; and

22 (d) educational policy development and
23 statutory and rule changes needed for implementation of the
24 model.

25 SECTION 2. APPROPRIATION.--One million eight hundred
.223834.1

underscoring material = new
~~[bracketed material] = delete~~

1 thousand dollars (\$1,800,000) is appropriated from the general
2 fund to the Four Corners regional education cooperative no. 1
3 for expenditure in fiscal years 2023 through 2026 to implement
4 the cybersecurity hybrid dual credit pilot project. Any
5 unexpended or unencumbered balance remaining at the end of
6 fiscal year 2026 shall revert to the general fund.

7 SECTION 3. EMERGENCY.--It is necessary for the public
8 peace, health and safety that this act take effect immediately.