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FISCAL IMPACT REPORT

SPONSOR Nava DATE TYPED 02-14-04 HB _____

SHORT TITLE Address Issues Impeding Dual Credit Program SB SJM 74

ANALYST Wilson

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY04	FY05	FY04	FY05		
			NFI		

Relates to SB145 and HB226

SOURCES OF INFORMATION

LFC Files

Responses Received From
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Joint Memorial 74 requests the Commission on Higher Education (CHE), the PED and representatives from colleges and public schools to conduct a study to examine the problems in the implementation of the dual credit program, currently known as Concurrent Enrollment, and address issues relating to compliance, communication and oversight of the program. The group will make recommendations for any changes in laws, policies or regulations in order to ensure successful implementation of the dual credit program and to remove barriers, create opportunities, ensure accountability and assess student participation and success. The CHE and the PED shall report the results of the study and make recommendations to the Legislative Education Study Committee (LESC) no later than November 15, 2004.

Significant Issues

Concurrent Enrollment is a program through which secondary students in academic and vocational courses can enroll at postsecondary institutions and be eligible to receive credit at both the secondary and postsecondary levels. There must be a written agreement between the cooperating school district and postsecondary institution, which must be subject to policies of both the PED

and the CHE. Chapter 25, New Mexico Laws of 1990, contains language specifying that the public school districts with students participating in concurrent enrollment will transfer tuition and fees to the postsecondary institution if the student is counted in the membership of the public school district and will receive high school credit for coursework taken at the postsecondary institution.

In the summer of 2002, a survey was undertaken by the PED and CHE on concurrent enrollment in order to better understand the status of concurrent enrollment in the state. The results indicated that there is statewide inconsistency in program implementation and funding/payment of concurrent enrollment. The surveys were distributed to all 89 secondary school superintendents and to all educational administrators in the public postsecondary institutions. Fifty-nine school districts and 22 postsecondary institutions responded to the survey. Also collected were copies of the Concurrent Enrollment Agreements, which were then reviewed and analyzed as part of the survey.

Data suggests there is statewide confusion and inconsistency in program implementation and funding of and/or payment for concurrent enrollment.

The concurrent enrollment advisory committee was established in the fall of 2003 and met three times in response to HJM079 and SJM086. The recommendations that the committee developed were presented to the LESC on December 15, 2003. The following recommendations were presented to the LESC:

1. Add language to reference dual credit, not concurrent enrollment.
2. Add a definition for dual credit: A program that allows high school students to enroll in college courses prior to high school graduation. This provides students with enrichment opportunities and first-hand experiences with the requirements of college-level work. Dual credit students receive both high school and college credit simultaneously.
3. Add language to state that dual credit courses may be taken as elective high school credits.
4. Add language to state that dual credit courses may satisfy high school core courses when state PED standards and benchmarks are met as verified by the PED, and curriculum is aligned to meet postsecondary requirements.
5. Amend statute to allow participation by and transfer of tuition and fees to all state institutions of higher education. NOTE: Statute is now limited to community colleges.
6. Add language to clarify that requirements for tuition and fees from the public school districts be limited to dual credit students. Define and distinguish dual credit students from early admission students.
7. Add language to clarify the Public School district as the responsible party for transportation of students.
8. Develop a standard agreement used by PED and CHE to reflect a more compre-

hensive understanding of responsibilities and to prevent future misunderstandings between parties.

9. Provide improvement in data about dual credit students. It has been recommended that the PED and CHE incorporate the collection of information in their respective data systems, ADS and DEAR.

10. Dual credit students, after accumulating 12 credit hours with a 2.5 GPA, will be allowed access to the Lottery Scholarship.

11. An appropriation for textbook funds established for each institution offering dual credit to purchase required textbooks for dual credit students.

12. An appropriation for training for high school counselors, financial aid personnel and other educators to increase awareness of dual credit, financial aid, articulation and related issues.

13. A dual credit factor added to the Public School Funding Formula to credit public school districts with revenue to offset expenditures for tuition, fees, counseling services, information technology and other costs.

ADMINISTRATIVE IMPLICATIONS

This memorial will create additional duties for both the SDE and the CHE. Existing staff will perform these duties.

RELATIONSHIP

SJM 74 relates to SB145 and HB226. These bills amend current law statute to allow participation by and transfer of tuition and fees to all state institutions of higher education. The statute is now limited to community colleges.

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