

LEGISLATIVE FISCAL OFFICE
Fiscal Note



Fiscal Note On: **SB 190** SLS 17RS 322

Bill Text Version: **ENROLLED**

Opp. Chamb. Action:

Proposed Amd.:

Sub. Bill For.:

Date: June 5, 2017 6:00 PM	Author: THOMPSON
Dept./Agy.: Higher Education	Analyst: Jodi Mauroner
Subject: Provides relative to college transition courses	

COLLEGES/UNIVERSITIES

EN SEE FISC NOTE LF EX See Note

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Provides relative to college transition courses. (gov sig)

Present law requires the State Board of Elementary and Secondary Education (BESE) to consult and collaborate with the postsecondary education management boards to establish initiatives to improve high school graduation rates and ensure that students are college and career ready. Proposed law retains present law and additionally requires BESE, in collaboration with local education agencies and public postsecondary education management boards, to publish a list of transition courses designed to improve identified student academic weaknesses in English and mathematics and enable such students to achieve college readiness by the end of the senior year of high school. Further provides that transition courses be aligned with state content standards. Provides that beginning with the 2018-2019 school year, each high school senior who did not meet the established college readiness standards in English and math be given the opportunity to take appropriate transition courses. Requires local education agency to identify students and provide them with information on available courses and provide appropriate professional development to teachers of transition courses.

EXPENDITURES	2017-18	2018-19	2019-20	2020-21	2021-22	5 -YEAR TOTAL
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	\$0
Agy. Self-Gen.	\$0	\$0	\$0	\$0	\$0	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	
Annual Total						
REVENUES	2017-18	2018-19	2019-20	2020-21	2021-22	5 -YEAR TOTAL
State Gen. Fd.	\$0	\$0	\$0	\$0	\$0	\$0
Agy. Self-Gen.	\$0	\$0	SEE BELOW	SEE BELOW	SEE BELOW	\$0
Ded./Other	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0
Local Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Annual Total	\$0	\$0				\$0

EXPENDITURE EXPLANATION

There may be an increase in the expenditures of local school districts to provide students the opportunity to enroll in transition courses. The amount of any such increases will depend upon the resources of an individual district and the extent to which students avail themselves of transition courses and are indeterminable at this time. There should be no increased costs associated with the required professional development which shall be provided as part of existing professional development activities.

According to the Board of Regents, 61% of the state's 2016 high school graduates (29,702) scored below a 19 in math on the ACT, and 42% (20,451) scored below an 18 in English. These scores trigger the requirement for remedial coursework, and serve to restrict admission to a four year institution (with certain exceptions). Remedial coursework is generally offered by the LA Community and Technical College System (LCTCS) and other two-year institutions (LSU-E and SUSLA).

Proposed legislation requires the Department of Education to publish a list of transition coursework. The SREB currently offers course curricula and teacher guidelines, *Literacy Ready* and *Math Ready*, both of which are available from the SREB at no cost. However, these courses are designed for under prepared students who score within a few points of the college readiness benchmark (16-19 range) and may not provide the appropriate curriculum for all students. **Continued on Page 2**

REVENUE EXPLANATION

To the extent transition coursework reduces the need for remedial course offerings by postsecondary institutions, there will be an indeterminable impact on student enrollment. The reduced need for such coursework could serve to reduce enrollment at certain (two-year) institutions, which could be offset by a demand for other coursework at that institution. Alternatively, this could shift student enrollment to four-year institutions to the extent students' remedial needs are eliminated and they otherwise meet admission requirements. Finally, increasing college readiness for students who currently are academically unprepared and choose not to pursue postsecondary education could result in an overall increase in student enrollment at postsecondary institutions. However, these future impacts are indeterminable at this time.

Senate

Dual Referral Rules

House

13.5.1 >= \$100,000 Annual Fiscal Cost {S&H}

6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}

13.5.2 >= \$500,000 Annual Tax or Fee Change {S&H}

6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}

Evan Brasseaux

Evan Brasseaux
Staff Director

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CONTINUED EXPLANATION from page one:

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Additionally, the Department of Education (LDE) Provider Directory for Course Choice offerings funded via Supplemental Course Allocation (SCA) includes a number of offerings for English and math coursework that could serve to meet this requirement. These costs are currently funded through the SCA, other state, and local funds; students may also be required to pay part of all of course costs. Districts could realize an increase in costs to the extent there is an increase in student demand for these course; however, if district resources are insufficient, these costs could be assessed on the students.

Senate

Dual Referral Rules

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House

- 6.8(F)(1) >= \$100,000 SGF Fiscal Cost {H & S}
- 6.8(G) >= \$500,000 Tax or Fee Increase or a Net Fee Decrease {S}

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