



LEGISLATIVE FISCAL OFFICE
Fiscal Note

Fiscal Note On: **HB 828** HLS 16RS 1199
Bill Text Version: **ORIGINAL**
Opp. Chamb. Action:
Proposed Amd.: **w/ PROP HSE COMM AMD**
Sub. Bill For.:

Date: April 19, 2016 3:35 PM	Author: HARRIS, L.
Dept./Agy.: Higher Education	Analyst: Matthew LaBruyere
Subject: Dual Enrollment Reimbursement	

HIGHER EDUCATION

OR SEE FISC NOTE LF EX

Page 1 of 2

Provides relative to reimbursement to public postsecondary education institutions for dual enrollment programs and remedial education courses

Proposed law with proposed committee amendments provides that public postsecondary education institutions shall be reimbursed for certain dual enrollment programs by the local governing authority at course rates negotiated with institutions. Proposed law with proposed committee amendments provides that in order to enroll in an acadenic dual enrollment course, a student must successfully complete a developmental or college preparatory class or achieve a satisfactory score on a placement instrument. Proposed law with proposed committee amendments defines an academic dual enrollment course and that a career and technical course shall not be considered an academic dual enrollment course. Proposed law with proposed committee amendments provides that a student that has not achieved the minimum subscores on ACT English and mathematics for college readiness shall complete, if the student’s schedule allows for it, a developmental or college preparatory course in English or mathematics offered either by the high school or a public postsecondary education institution as as development or college preparatory course.

EXPENDITURES	2016-17	2017-18	2018-19	2019-20	2020-21	5 -YEAR TOTAL
State Gen. Fd.	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	SEE BELOW	
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	2016-17	2017-18	2018-19	2019-20	2020-21	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	\$0	\$0	\$0	\$0	\$0	\$0
Annual Total	\$0	\$0	\$0	\$0	\$0	\$0

EXPENDITURE EXPLANATION

The proposed legislation will likely have no impact on state or local governmental expenditures as a result of determining which students can participate in dual enrollment courses and developmental courses based on the course work and test scores as this simply codifies existing practice into law.

Dual Enrollment

The Minimum Foundation Program formula (MFP) includes Supplemental Course Allocation funding to provide for the cost of secondary course choices from providers approved by the State Board of Elementary and Secondary Education (BESE). The allocation is \$35 for each student enrolled in grades 7 through 12, (\$10.4 M for FY 16). Schools use these funds, in combination with local revenues, to pay approved providers for coursework which includes dual enrollment. As a result, local school districts paid public institutions of higher education a total of \$3.4 M for public high school students enrolled in their institution in FY 16 (Fall 2015 only). To the extent Spring 2016 collections are the same as Fall 2015, a total of \$6.7 M would be paid in FY 16.

Under the proposed legislation, school boards would be required to negotiate rates with the public postsecondary education institutions not to exceed the tuition charged by the institution. This is currently practiced now as some institutions have different agreements with local high schools or school districts for providing the classes. Some institutions teach the class on their own campus, while other institutions send an instructor to the high school campus. Some institutions offer flat fees for all courses and others assess different fees based on the type of course officering.

Developmental Courses

Based on data provided by the Board of Regents regarding the number of high school students enrolled in developmental classes, for Fall 2015 there were 793 students taking 2,427 hours of developmental courses, an average of 3 hours per student per semester. The number of students taking developmental courses enrolled in each system is as follows: LSU - 101 students; SUS - 412 students; ULS - 75 students; and LCTCS - 205 students.

(CONTINUED ON PAGE 2)

REVENUE EXPLANATION

The proposed legislation will likely have no impact on self-generated revenue for postsecondary education institutions as a result of determining which students can participate in dual enrollment courses and developmental courses based on the course work and test scores as this simply codifies into law what is current practice.



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CONTINUED EXPLANATION from page one: Page 2 of 2

CONTINUED EXPENDITURE EXPLANATION FROM PAGE 1:

Based on enrollment counts provided by the Department of Education, approximately 85% of elementary and secondary education students are enrolled in public schools. Since the proposed legislation will only apply to local public school governing authorities, this would result in 670 students taking approximately 2,000 hours of developmental courses.