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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 1st Session, 2019**

<b>Bill Number</b>	<u>HB664/HECS</u>	<b>Sponsor</b>	<u>HEC</u>
<b>Tracking Number</b>	<u>.214105.2</u>	<b>Committee Referrals</b>	<u>HEC/HSEIC</u>
<b>Short Title</b>	<u>School Credit for Certain Courses</u>		
<b>Analyst</b>	<u>Force/Bedeaux</u>	<b>Original Date</b>	<u>2/28/19</u>
		<b>Last Updated</b>	<u></u>

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**BILL SUMMARY**

Synopsis of Bill

The House Education Committee Substitute for HB664 (HB664/HECS) proposes, for purposes of high school graduation, to allow high school students to take career technical education (CTE) courses or participate in work-based training programs that have been approved by the Public Education Department (PED) in lieu of taking one of four required units in English, and one of three required units in science currently required for high school graduation. The bill would also allow high school students to take a PED-approved CTE course or work-based learning program, or a financial literacy class, in lieu of one of three required units of science. These CTE or work-based learning programs must satisfy state English, math, and science academic content and performance standards.

**FISCAL IMPACT**

HB664/HECS does not contain an appropriation.

**SUBSTANTIVE ISSUES**

**Career and Technical Education.** Research shows participation in CTE can improve outcomes for certain students. For example, a 2016 study from Fordham University found that students who concentrate in a single focused program of CTE study increase their likelihood of graduating by 21 percentage points. This trend is evident in New Mexico where, according to the Association for Career and Technical Education, in 2015, the most recent year for which data are available, New Mexico had nearly 60 thousand high school students participating in CTE programs, of which 89 percent of participating seniors graduated. By contrast, in that year, only 69 percent of New Mexico students statewide graduated, representing the lowest graduation rate in the country.

Yet participation in CTE has been on the decline in the United States over time. According to the Brookings Institution, the number of CTE credits earned by high school students between 1990 and 2009 in the United States dropped by 14 percent, a result of increasing graduation requirements, declining funding, and growing societal perception that all young people should

attempt a four-year college degree. However, more attention has been focused on CTE in recent years, as the Brookings Institution notes, with many states passing new laws and increasing funding for CTE programs.

A key factor of successful CTE programs is the inclusion of intellectual and academic rigor in CTE coursework. According to the National Conference of State Legislatures' report, *No Time to Lose*, a strong system of CTE is one of the four foundational elements of high-performing educational systems, with many high-performing countries employing it as a strategy to enhance national and local economies and offer better post-education work options to a larger portion of their populations. However, it is not enough for students to merely participate in CTE courses. According to Johns Hopkins University, successful programs should incorporate aligned elements of both secondary and postsecondary education that include rigorous academic content and relevant CTE content in a progression of non-duplicative courses. Further, according to authorities such as the Urban Assembly and the National Center on Education and the Economy, an essential element of CTE programs is the integration of CTE and core academic content.

HB664/HECS specifies that the CTE or work-based learning programs must integrate academic content that satisfies state content and performance standards and be approved by PED. These are the sort of aligned, academically and intellectually rigorous CTE programs that can potentially improve student outcomes, such as graduation rates, and lead to industry-recognized credentials and entry into the workforce or further postsecondary work.

**Graduation Requirements.** Under current department rule, students can use career and workforce experiences to demonstrate competency for high school graduation. Students engaged in CTE may demonstrate competency in a subject by earning an industry-recognized credential related to the subject, completing a PED-approved program of study, or completing a sufficient amount of dual credit coursework. However, students still must meet the minimum course requirements required for graduation.

To graduate, students must both take a minimum number of PED-approved courses and demonstrate competency in each of the following subjects: mathematics, English reading and writing, science, and social studies. See **Attachment, PED-Approved Courses Required for Graduation**. Courses must adhere to either the rigorous Common Core State Standards or other academic content standards adopted in Chapter 29 of Title 6 NMAC. By allowing academically rigorous CTE courses to fulfill the requirements of core academic subjects of math, English, and science, HB664/HECS would offer students, particularly students who benefit from applied learning, another avenue to graduation and entry into the workforce

## **OTHER SIGNIFICANT ISSUES**

The House Appropriation and Finance Committee Substitute for HB2 appropriates \$3 million to PED for a CTE pilot project (contingent upon passage of related legislation), and an additional \$2 million special appropriation to PED for a CTE pilot to include an online supplemental learning system that integrates algebra and geometry into CTE studies, and to teach online workplace soft skills for high school students.

## **RELATED BILLS**

HB44, Career-Technical Teacher Development, requires professional development for CTE teachers and educational assistants be conducted in the same manner as teachers of other subjects

and requires the use of federal Every Student Succeeds Act Title II funds for CTE professional development.

HB91, Career Technical Education Pilot Project, would establish a seven-year pilot project for CTE to fund high quality programs, monitor their effects on student outcomes, and provide for CTE teacher professional development.

HB183, Apprenticeship Program for Graduation, allows participation in a registered apprenticeship program to count toward high school attendance and graduation requirements.

**RKF/TB/mc**

**PED-Approved Courses Required for Graduation**  
 Graduating Cohort of 2022

<p><b><u>Mathematics</u></b></p> <p>Requirement: Four credits of math in high school, one of which shall be the equivalent to or higher than the level of Algebra II</p>	<ul style="list-style-type: none"> <li>• Algebra I (2031)</li> <li>• Geometry (2034)</li> <li>• Algebra II (2041)</li> <li>• Applied Math (2024)</li> <li>• Probability and Statistics (2029)</li> <li>• Algebra II/Trig (2044)</li> <li>• Financial Literacy (2097)</li> <li>• Integrated Pathway: Math I (2080)</li> <li>• Integrated Pathway: Math II (2081)</li> <li>• Integrated Pathway: Math III (2083)</li> <li>• AP Courses, IB courses, and courses at a higher level than Algebra II.</li> <li>• Computer Science A (0327 or 0346)</li> <li>• Computer Science Principles (0345 or 0336)</li> <li>• Fractal Mathematics (2039)</li> <li>• Mathematical Modeling (2078)</li> <li>• Scientific Technologies (1783)</li> </ul>
<p><b><u>English</u></b></p> <p>Requirement: Four credits of English with major emphasis on grammar, nonfiction writing, and literature.</p>	<ul style="list-style-type: none"> <li>• English Language Arts (ELA) 1 (1001)/English Language Development (ELD) I (1064)</li> <li>• ELA 2 (1002)/ELA-ELD II (1065)</li> <li>• ELA 3 (1003)/ELA-ELD III(1066)</li> <li>• ELA 4 (1004)/ELA-ELD IV (1067)</li> <li>• SREB Literacy Ready (1037).</li> <li>• AP and IB courses covering the required content are permitted.</li> </ul>
<p><b><u>Science</u></b></p> <p>Requirement: Three credits of science, two of which must have a laboratory component.</p>	<ul style="list-style-type: none"> <li>• Secondary courses under STARS codes in the 1700s (includes AP and IB courses)</li> <li>• Computer Science A (0327 or 0346)</li> <li>• Computer Science Principles (0345 or 0336)</li> <li>• Fractal Mathematics (2039)</li> <li>• Mathematical Modeling (2078)</li> <li>• Scientific Technologies (1783)</li> </ul>
<p><b><u>Social Studies</u></b></p> <p>Requirement: Three and one half credits to include US History and Geography, World History and Geography, Government and Economics, and half of a credit of New Mexico History.</p>	<ul style="list-style-type: none"> <li>• US History and Geography (2729)</li> <li>• World History and Geography (2706)</li> <li>• 0.5 US Government (2730)</li> <li>• 0.5 Economics (2741)</li> <li>• 0.5 NM History (2717).</li> <li>• AP and IB courses covering the required content are permitted.</li> </ul>
<p>Students must also complete the following:</p> <ul style="list-style-type: none"> <li>• One unit (1) in physical education;</li> <li>• One unit (1) in a career cluster, workforce readiness, or a language other than English;</li> <li>• Seven and one-half units (7.5) in elective courses that meet department content;</li> <li>• One course (0.5 or 1) in health (may be earned in middle school); and</li> <li>• Any additional courses required by individual school districts or charter schools.</li> </ul>	
<p align="center"><b>TOTAL CREDITS REQUIRED – 24</b></p>	