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FISCAL IMPACT REPORT

ORIGINAL DATE 1/19/19
LAST UPDATED 1/24/19 **HB** 44

SPONSOR Stapleton

SHORT TITLE Career-Technical Teacher Development **SB** _____

ANALYST Liu/Rabin

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		See Fiscal Implications				

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB 91

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)
 New Mexico State University (NMSU)
 University of New Mexico (UNM)
 Eastern New Mexico University (ENMU)
 Regional Education Cooperatives Association (RECA)
 Independent Community Colleges
 Central New Mexico Community College (CNM)

No Response Received From

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Bill 44 proposes to amend the Public School Code to require PED to develop a framework for professional development for career-technical teachers and educational assistants similar to requirements for other teachers and requires PED to develop guidelines for integrating career-technical education content into academic instructional practices.

FISCAL IMPLICATIONS

This bill does not contain an appropriation but requires PED and school districts to use all available funding sources, such as federal Every Student Succeeds Act (ESSA) Title 2 funding, to provide professional development for career-technical teachers and educational assistants.

Federal Title 2 funds provide states resources to train and retain highly qualified teachers and principals. According to the New Mexico State Plan for ESSA, PED leverages Title 2 funds to support New Mexico's three-tiered licensure system, principals pursuing excellence program, teachers pursuing excellence program, advanced placement (AP) teacher training, educator preparation programs, professional development sessions, and other initiatives. School district officials from Albuquerque Public Schools reported using ESSA Title 2 funds for instructional coaches, pedagogical professional development, and new principle trainings.

ESSA Title 2 funding for New Mexico decreased by \$6.8 million (29 percent) from \$22.3 million in FY07 to \$15.5 million in FY16. Over 97 percent of New Mexico's Title II funds go to compensation or professional, technical, or other services for public schools.

SIGNIFICANT ISSUES

The bill requires PED to develop a systemic framework for professional development in conjunction with licensed school employees, the Higher Education Department and higher education institutions. This bill now also requires the framework be developed and evaluated with school employees, parents and organizations with specific subject-area expertise or professional development.

The bill requires the systemic framework include guidelines for integrating career-technical education content into academic instructional practices, including training on best practices to understand state and regional workforce needs and transitions to post-secondary education and the workforce. The bill also requires the systemic framework include guidelines for funding rigorous professional development for career-technical teachers and educational assistants similar to teachers and educational assistants of other subjects for which PED has promulgated standards and benchmarks.

CNM began offering a professional development pathway for career-technical education instructors this year which meets the need for quality professional development opportunities as laid out in HB 44. The pilot of CNM's program will have its first four or five graduates this spring, and CNM's Education Department is already recruiting for a summer cohort. According to CNM, while the language of the bill implies that no professional development pathway exists or is available to career-technical teachers, CNM's existing program for this specific professional development that could be used as reference in the development of the framework and guidelines under HB44.

ADMINISTRATIVE IMPLICATIONS

School districts may incur additional costs associated with professional development for career-technical teachers and educational assistants.

PED may incur additional costs associated with informing school districts about the new section of the Public School Code and with developing new guidelines required in the bill. In addition, this may require additional staff time at PED and HED. Funding to support these new requirements cannot be determined at this time.

The bill recommends PED work with HED to establish the framework. Additionally staffing may be required at HED to support this program.

RELATIONSHIP

This bill relates to House Bill 91, which establishes a career technical education pilot project.

SL/ER/al/sb/al