

coursework for public middle school and high school students. Any unexpended or unencumbered balance at the end of FY20 will revert to the general fund.

FISCAL IMPLICATIONS

The bill makes a one-time appropriation of \$1.5 million for an online supplementary learning system; however, maintenance and technical support costs will likely accompany the system in future fiscal years. Additionally, costs to update the program and train users could also be recurring.

The executive and LFC FY20 budget recommendations for public schools include \$5 million and \$1 million, respectively, for CTE initiatives.

SIGNIFICANT ISSUES

Since 2015, New Mexico's statewide PARCC math scores have remained the lowest of all states still participating in the assessment. Between 2017 and 2018, New Mexico's overall math proficiency rates improved from 20 percent to 21.6 percent. In 2018, math proficiency rates between third and 11th grades showed a significant downward trend by grade, falling from 32.3 percent of third-grade students meeting expectations to about 8.3 percent of 11th graders scoring as proficient. Test scores on the National Assessment of Educational Progress (NAEP), a nationally-representative standardized test, show declining math proficiencies in New Mexico since 2011. Nationwide, NAEP performance has been stagnant in the last decade.

The bill provides an appropriation for an online supplementary learning system to improve student learning of important mathematical concepts and skills by integrating mathematics standards into career and technical education course work for middle and high school public school students. The online system noted in this bill could refer to an online program to supplement student learning, much like a blended learning model in which a student learns partly through an online program and partly through face-to-face instruction. Likewise, the online system could be a professional development protocol for teachers to help them do curriculum mapping, which entails designing course sequences and learning objectives for students in a particular subject area.

PERFORMANCE IMPLICATIONS

Research suggests that blending learning models and purposeful curriculum mapping can impact the quality of instruction; however, improvements in student academic outcomes are highly dependent on the training and expertise of teachers implementing online supplementary programs and skills with designing and developing curricula.

ADMINISTRATIVE IMPLICATIONS

Since 2007, PED and HED have jointly operated IDEAL-NM, the statewide eLearning system that serves public schools, higher education institutions, and government agencies. IDEAL-NM collaborates with New Mexico schools to provide online courses, facilitate eLearning best-practice training, implement a statewide learning management system, and coordinate with other statewide technology initiatives. Approximately 40 public schools, 12 charter schools, 17 state agencies, and 11 higher education institutions that have developed portals through IDEAL-NM

and are offering their own online learning programs. The bill's objectives could likely be achieved through use of the existing IDEAL-NM infrastructure.

RELATIONSHIP

This bill relates to House Bill 44, which provides CTE professional development for teachers, and House Bill 91, which establishes a CTE pilot program.

This bill relates to an appropriation in the General Appropriation Act.

OTHER SUBSTANTIVE ISSUES

The 2016 National Conference of State Legislatures report, *No Time to Lose*, found that nations faring well on international academic comparisons shared four common elements:

- strong programs for early childhood readiness, especially for disadvantaged children;
- highly selective teacher preparation programs;
- rigorous systems of CTE; and
- carefully aligned education reforms.

In 2015, the Southern Regional Education Board (SREB) found few New Mexico high schools were offering career pathways or programs of study at a level that led to industry-recognized certificates and degrees. Statewide, less than 20 percent of CTE programs offered three or more courses tied to a specific career pathway, with the most popular pathways being automotive, culinary arts, agriculture, carpentry, and welding programs. SREB recommended New Mexico create new state-approved, industry-validated career pathways aligned to a nationally-recognized curricula; provide training for CTE teachers; establish a career guidance and support system for students before and after high school; and refine accountability systems to equally value academic and technical readiness.

POSSIBLE QUESTIONS

Will the online supplementary learning system be used to train teachers, supplement student learning in the classroom, or both?

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