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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 2nd Session, 2020

Bill Number	<u>HJM2/aHEC/aHF1</u>	Sponsor	<u>Stapleton/Kernan</u>
Tracking Number	<u>.216697.1</u>	Committee Referrals	<u>HEC;SEC</u>
Short Title	<u>Career Technical Education Task Force</u>		
Analyst	<u>Kennedy</u>	Original Date	<u>2/5/2020</u>
		Last Updated	<u>2/19/2020</u>

BILL SUMMARY

Synopsis of House Floor Amendment

The House Floor Amendment to House Joint Memorial 2 as amended by the House Education Committee (HJM2/aHEC/aHF1) strikes House Education Committee Amendment 3, which added language requiring meetings of the task force to be open to the public and subject to the provisions of the Open Meetings Act. HJM2/aHEC/aHF1 instead inserts language requesting the task force to conduct its meetings in a manner that is open to the public, with reasonable notice to the public, and consistent with the provisions of Section 10-15-1 NMSA 1978.

Synopsis of HEC Amendment

The House Education Committee Amendment to HJM2 (HJM2/aHEC) adds language which includes a member of the Department of Workforce Solutions (DWS) on the taskforce and makes meetings of the task force open to the public and subject to the provisions of the Open Meetings Act.

Synopsis of Original Joint Memorial

House Joint Memorial 2 (HJM2) requests LESC and the Legislative Finance Committee (LFC) to convene a career technical education (CTE) task force to examine the funding requirements of developing CTE programs statewide and provide a report on the status of CTE education in New Mexico. HJM2 requests the CTE task force present its findings and recommendations to the appropriate interim legislative committee by November 1, 2020.

FISCAL IMPACT

Joint memorials do not contain appropriations.

SUBSTANTIVE ISSUES

New Mexico has a responsibility to improve the college and career readiness of its students, particularly at-risk students. The 1st Judicial District Court found in the *Martinez* and *Yazzie* consolidated lawsuit the state has not upheld its constitutional obligation to ensure at-risk students have the opportunity to obtain an education that prepares them for college and career. Effective CTE programs can improve the college and career readiness of New Mexico students. The Legislature enacted three bills related to college and career pathways in the 2019 legislative session and the General Appropriation Act of 2019 included \$3 million in recurring funding and \$2 million in nonrecurring funding for CTE. However, access to CTE programs in New Mexico varies by region, programs are siloed, and few existing programs contain all of the elements identified by national organizations as essential to effective CTE.

The National Conference of State Legislatures report, *No Time to Lose*, notes countries with high-performing education systems have strong systems of CTE that are well-funded, academically challenging, and aligned with real workforce needs. Several studies have found participation in CTE programs has a positive effect on GPA, graduation, postsecondary enrollment, acquisition of industry-recognized credentials, and other outcomes. Moreover, tailoring CTE programs to local industry needs can help address existing and future workforce gaps. Stakeholders in New Mexico report difficulty finding qualified local candidates to fill high-demand positions.

New Mexico should continue to work to expand access to CTE programs and ensure programs are in line with national best practice. Partly as a result of recent legislative initiatives, many school districts and charter schools offer CTE courses to their students or are in the process of developing courses. Laws 2019, Chapter 61 (House Bill 91) establishes a CTE pilot project and creates a corresponding fund, Laws 2019, Chapter 2 (House Bill 44) directs the Public Education Department (PED) to provide professional development for CTE instructors, and Laws 2019, Chapter 148 (House Bill 664) allows students to substitute a relevant CTE course for a required credit in mathematics, English, or science. It is unclear if existing CTE courses contain all the elements critical to effective CTE programs. The National Center for College and Career states effective CTE programs should include a rigorous blend of career technical and traditional academic instruction, real-world technical skills, opportunities for work-based learning, and personalized student supports.

The Senate Finance Committee Amendment to the House Appropriations and Finance Committee Substitute for House Bills 2 and 3 includes a \$3 million recurring general fund appropriation and a \$2 million nonrecurring appropriation from the public school reform fund for CTE in FY21. The LESC recommendation included \$3 million in recurring funding for CTE; however, LESC also recommended an additional \$10 million in nonrecurring funds.

Analysis from the Indian Affairs Department recommends the task force include three enrolled members of Indian tribes, nations, and pueblos: one Apache, one Navajo, and one Pueblo representative.

ADMINISTRATIVE IMPLICATIONS

HJM2/aHEC/aHF1 requests PED to assist the CTE task force and include as members, representatives who are familiar with CTE including six middle and high school teachers, four education administrators, two enrolled members of Indian nations, tribes, or pueblos, five members

of the employment sector, one representative from DWS, two higher education faculty members, one member of the Senate, and at least one member of the House of Representatives.

LESC and LFC staff are requested to convene and administer the CTE task force. The president pro tem of the Senate would be required to select one senator to serve on the task force. The Speaker of the House would be required to select one representative to serve on the task force. LESL and LFC staff are requested to present their findings and recommendations to the appropriate interim legislative committee(s) by November 1, 2020.

HJM2/aHEC/aHF1 requests the task force to conduct its meetings in a manner that is open to the public, with reasonable notice to the public, and consistent with the provisions of Section 10-15-1 NMSA 1978.

RELATED BILLS

Relates to HB63, Soft Skill Education Funding, which appropriates \$4 million to the board of regents of the University of New Mexico to develop an online learning program to teach soft skills to middle and high school students.

Relates to HB298, College & Career Readiness Systems, and SB156, College and Career Readiness Systems Funding, which appropriate \$4.5 million to PED to contract with an organization to provide evidence-based K-12 college and career readiness systems.

Duplicate of SJM10/aSEC/aHEC, Career Technical Education Task Force.

SOURCES OF INFORMATION

- LESL Files
- Indian Affairs Department (IAD)

NAK/tb/mc/sgs