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

Bill Number	<u>SB183/aSEC</u>	Sponsor	<u>Sapien</u>
Tracking Number	<u>.216573.1</u>	Committee Referrals	<u>SEC/SFC</u>
Short Title	<u>Jobs for America’s Graduates Program</u>		
Analyst	<u>Kennedy</u>	Original Date	<u>2/3/2020</u>
		Last Updated	<u>2/11/2020</u>

BILL SUMMARY

Synopsis of SEC Amendment

The Senate Education Committee Amendment to SB183 (SB183/aSEC) strikes all references to the Jobs for America’s Graduates Program and inserts in lieu thereof “school-to-work transition programs.” In so doing, the amendment resolves conflicts with the New Mexico Constitution and the Procurement Code. The amendment also adds language to require the program to serve at-risk, underserved, and disadvantaged student populations, emphasize graduation attainment and soft employment skills, and lead to postsecondary education and employment.

Synopsis of Original Bill

Senate Bill 183 (SB183) would appropriate \$250 thousand to the Public Education Department (PED) to support the Jobs for America’s Graduates program.

FISCAL IMPACT

The bill appropriates \$250 thousand from the general fund to PED for expenditure in FY21. Any unexpended or unencumbered balance remaining at the end of FY21 shall revert to the general fund.

SUBSTANTIVE ISSUES

College and career pathways programs, including programs commonly referred to as career and technical education (CTE), may satisfy the intent of SB183/aSEC. New Mexico students have access to several college and career pathway programs including Mission: Graduate, offered by United Way of Central New Mexico, Jobs for America’s Graduates – NM (JAG-NM), and various dual-credit, college preparation, and CTE programs offered through public schools and public postsecondary institutions.

College and career pathways are an evidence-based strategy for improving student performance. Several studies have found participation in college and career pathways has a positive effect on

GPA, graduation, postsecondary enrollment, acquisition of industry-recognized credentials, and other outcomes. Moreover, tailoring college and career 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. The National Center for College and Career states college and career pathways 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 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 general fund appropriation for CTE programs.

ADMINISTRATIVE IMPLICATIONS

PED would be responsible for developing an award methodology for the appropriation included in SB183/aSEC.

RELATED BILLS

Related 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.

Related 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.

Related to HJM2/aHEC and SJM10/aSEC, Career Technical Education Task Force, which request the creation of a career technical education task force to develop recommendations for sustainable funding of career technical education programs and provide a report to the Legislature.

SOURCES OF INFORMATION

- LESC Files

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