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## FISCAL IMPACT REPORT

**SPONSOR** Stapleton/Kernan      **ORIGINAL DATE** 2/17/2020  
**LAST UPDATED** 2/6/2020      **HJM** 2/aHEC/HF1#1  
**SHORT TITLE** Career Technical Education Task Force      **SB** \_\_\_\_\_  
**ANALYST** Gaussoin

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

|              | FY20 | FY21                             | FY22                             | 3 Year Total Cost                | Recurring or Nonrecurring | Fund Affected |
|--------------|------|----------------------------------|----------------------------------|----------------------------------|---------------------------|---------------|
| <b>Total</b> |      | Indeterminate but likely minimal | Indeterminate but likely minimal | Indeterminate but likely minimal | Recurring                 | General Fund  |

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates SJM10 before amendments.  
 Relates to HB71 and SB147  
 Relates to an appropriation in the General Appropriation Act

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Department (HED)  
 New Mexico State University (NMSU)  
 Indian Affairs Department (IAD)

#### No Response Received

Public Education Department (PED)  
 Regional Education Cooperatives (REC)  
 Workforce Solutions Department (WSD)

### SUMMARY

#### Synopsis of House Floor #1 Amendment

House Floor #1 Amendment to House Joint Memorial 2 changes wording concerning the Open Meetings Act from “subject to the same notice provisions and exceptions provided in the Open Meeting Act,” as adopted by the House Education Committee, to “subject to the same notice provisions and other transparency requirements provided in the Open Meetings Act.”

Synopsis of HEC Amendment

The House Education Committee amendment adds a representative from the Workforce Solutions Department to the task force membership and specifies the task force meetings will be open to the public and subject to the provisions of the Open Meetings Act.

Synopsis of Original Bill

House Joint Memorial 2 requests the Legislative Education Study Committee (LESC) and LFC create a career technical education task force to recommend a process for sustainably funding career technical education programs aligned with workforce needs.

There is no effective date of this bill. It is assumed the effective date is 90 days following adjournment of the Legislature.

The memorial asks PED to assist the task force and that the task force includes six middle and high school teachers of career technical education, four school administrators familiar with career technical education, two enrolled members of a tribe or pueblo, five employers, two higher education faculty members familiar with career technical education, a member of the Senate appointed by the Senate president pro tem, and at least one member of the House appointed by the Speaker.

The task force is requested to provide copies of a report on its findings and recommendations by November 1, 2020, to the “appropriate” interim committees.

**FISCAL IMPLICATIONS**

It should be noted that the legislative members could be paid per-diem and agency staff and resources would be need to staff the committee, conduct research, and prepare the report. While this will create a cost for the agencies, it is unlikely to be significant.

**SIGNIFICANT ISSUES**

The 2016 National Conference of State Legislatures report, *No Time to Lose*, found that rigorous systems of career and technical education are a common element of world-class education systems, and the district court decision in the *Martinez* and *Yazzie* consolidate lawsuit on public school sufficiency found the state is not properly preparing students for college and career.

From LFC’s *Legislating for Results: Policy and Performance Analysis*:

With a significant number of high school students who do not enroll in college, the state must ensure they are career-ready. Career and technical education (CTE) programs provide students with opportunities to apply academic knowledge and technical skills and learn workplace competencies through hands-on curricula. While many public schools in New Mexico provide CTE programs to students, implementation varies by region due to differences in program quality, industry types, workforce needs, and partnering organizations. ...

In 2015, the nonprofit Southern Regional Education Board 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; the most popular pathways being automotive, culinary arts, agriculture, carpentry, and welding programs. The board 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.

From HED:

New Mexico still has a low percentage of individuals 25 and older with an associate degree or higher (32.6 percent). New Mexico's per capita income is also lower than the national average, \$22,966 compared to \$27,334. CTE opportunities are a pathway out of poverty for over 200,000 adults in New Mexico that don't have a high school equivalency.

The department adds:

Helping students and adults complete some level of post-high school education is critical for the financial future of the individual and for the financial future of the state. The state already has many programs that focus on Career and Technical Education (CTE). Most of the two-year colleges in the state receive Federal Perkins funding to help support their CTE programs. The colleges often collaborate with their local school district in offering programs. There have been other efforts, such as the SUN PATH project, funded by a \$15 million grant to SUN PATH, that developed a coordination between institutions and the Department of Workforce Solutions (DWS) to recruit students, provide them the necessary education support, and help them find jobs in the health sector in their local communities.

## **ADMINISTRATIVE IMPLICATIONS**

Agency staff and resources would be need to staff the committee, conduct research, and prepare the report.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

HJM2 duplicates SJM7.

The House Appropriations and Finance Committee substitute for House Bill 2&3, the General Appropriation Act, contains a \$3 million recurring special program appropriation and a \$2 million nonrecurring appropriation from the public education reform fund for PED for career and technical education.

HB71 appropriates \$2 million from the general fund to the Workforce Solutions Department (WSD) to establish and administer teen technology centers programs.

SB147 provides scholarships to certain community college students in vocational programs.

**OTHER SUBSTANTIVE ISSUES**

NMSU questions why public schools have 10 members and higher education institutions only two and IAD recommends three enrolled members of a tribe or pueblo – one Apache, one Navajo, and one from a pueblo – for “a more holistic perspective.”

HFG/sb/rl/al