

<b>LFC Requester:</b>	<b>Sunny Liu</b>
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**AGENCY BILL ANALYSIS  
2024 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO:**

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*{Analysis must be uploaded as a PDF}*

**SECTION I: GENERAL INFORMATION**

*{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}*

Check all that apply:  
**Original**        **Amendment**      
**Correction**        **Substitute**   

**Date** January 22, 2024  
**Bill No:** HB 171

**Sponsor:** Rep. G. Andrés Romero, Rep. T. Ryan Lane, Sen. Stewart  
**Short Title:** School Graduation Requirements

**Agency Name and Code** University of New Mexico 952  
**Number:** \_\_\_\_\_  
**Person Writing** Lenaya Montoya  
**Phone:** 5052771670    **Email** lenayamontoya@unm.edu

**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY24	FY25		
Undeterminable fiscal impacts	Undeterminable fiscal impacts	--	--

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY24	FY25	FY26		
Undeterminable fiscal impacts	Undeterminable fiscal impacts	Undeterminable fiscal impacts	--	--

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	FY24	FY25	FY26	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	Undeterminable fiscal impacts	Undeterminable fiscal impacts	Undeterminable fiscal impacts	Undeterminable fiscal impacts	Undeterminable fiscal impacts Undeterminable fiscal impacts	

(Parenthesis ( ) Indicate Expenditure Decreases)

## **SECTION III: NARRATIVE**

### **BILL SUMMARY**

#### Synopsis:

HB 171 provides for changes to existing graduation requirements for student entering ninth grade in the 2025-2026 year and thereafter. The overall goal of the bill is to “establish rigorous expectations to support” graduate success. The major elements include the following:

- Maintaining annual requirement of a next-step plan for each student, beginning at the end of 8<sup>th</sup> grade and continuing to the end of the 11<sup>th</sup> grade, and a final next step plan prior to graduation in the 12<sup>th</sup> grade;
- Maintaining the required graduation credits at 24;
  - Maintaining the number of 4 required units in English, providing for department approved work-based learning, career technical education, or courses that meet state English or English language development content standards to qualify for 4 units;
  - Maintaining the number of 4 required units in Math, reducing the minimum level of math from Algebra 2 to Algebra 1 and geometry or “another integrated pathway of mathematics equivalent to Algebra 1 and geometry; provided that financial literacy courses,” and providing for department-approved work-based learning or career technical education courses to qualify for 4 units; further, Algebra 2 shall continue to be offered;
  - Maintaining the total number of science units at 3 units with two laboratory components, and providing for department-approved work-based learning or career technical education courses to qualify for 3 units provided they meet the required content and performance standards;
  - Raising the number of social science units from 3.5 to 4, with no provision for work-based learning or career technical education courses to qualify for social science units; such courses shall include U.S. History and Geography, World History and Geography, New Mexico History, Government and Economics, and Personal Financial Literacy which includes Civics.
  - Maintaining the number of physical education units at 1 which may include “a physical education program that meets state content and performance standards or participation in marching band, dance programs, junior reserve officers’ training corps, or interscholastic sports sanctioned by the New Mexico Activities Association or any other co-curricular physical activity;”
  - Requiring .5 units for health education which can be earned in middle school or high school; with specific content requirements listed to include CPR, the Heimlich maneuver, etc.; approved training and instructional materials must be provided in both English and Spanish;
  - Reducing the previous elective requirement in the bill from 6 to 5.5 units which shall include” a 2-unit pathway concentration of the student choice in a language other than English, including American Sign Language; fine arts; health; military career preparation; a career technical education program; or community or service learning, a capstone course or work-based learning; provided that financial literacy, computer science student service learning, career technical education courses, and a sequence of languages other than English shall be offered as electives; and provided further that media literacy and pre-apprenticeship programs may be offered as electives;”

- Within the 5.5 elective units, providing for a two-unit pathway concentration that may be comprised of work-based learning or career technical education; providing for two units to be determined by the local school board or charter school.
- Allowing 2 units to be “set by each local school board or governing body” to meet content and performance standards;
- Requiring the credits earned at the previous school shall be counted toward graduation if a student transfers from one district or charter school to another,
- Allowing a district or charter school to require more units for graduation than outlined in this bill;
- Maintaining the opportunity for students to complete advanced placement, honors, international baccalaureate, distance learning courses, or dual credit course; and
- Requiring districts and charter schools to develop a graduate profile specific to their communities and including required academic competencies and subjects.

Overall, the changes to the bill make it possible to substitute department-approved work-based learning or career technical education units in the 9-12 curriculum. Further, Algebra 1 and Geometry will be the highest level of mathematics required for graduation and allow for health education to be completed in 8<sup>th</sup> grade.

## **FISCAL IMPLICATIONS**

The changes to the bill may require administrative costs at high schools, the Public Education Department, the Higher Education Department, and Higher Education institutions (HEIs) for establishing equivalencies between work-based and career and technical education courses and English, math, and science.

Additionally, substituting work-based and career and technical education courses for educational development of quantitative literacy, reading and writing literacy, critical thinking, and science literacy may have significant impacts to higher education institutions and the New Mexico workforce. Districts and higher education institutions may need to expand course offers and professional development to appropriately support 9-12 work-based partners and technical educators.

Regarding teacher preparation, with substitutions allowed for physical education requirements, the demand for physical education teachers could decrease. The University of New Mexico (UNM) currently does not offer professional learning or licensure for any areas of career-technical education. With the increase of .5 credits in social sciences, UNM may experience an increase in the demand for secondary social studies teachers.

All bachelor’s-granting institutions will have to specify academic admissions requirements beyond receipt of a high school diploma, and HEIs will have to offer more developmental courses and student support services than is currently the case in academic areas formerly covered in grades 9-12.

## **SIGNIFICANT ISSUES**

HB 171 does not provide guidance for how the Public Education Department or districts would determine and approve qualification of work-based and career and technical education courses

for meeting English, math, and science standards. It is also unclear why units in all content areas (English, math, science) can be met with work-based and career and technical education units except social sciences.

With more course offerings being accepted from career-technical programs, UNM may lose students in our traditional licensure programs to other HEIs that offer career-technical teacher preparation.

New Mexico consistently ranks between 48<sup>th</sup> and 50<sup>th</sup> in the United States in literacy and quantitative literacy. New Mexico is investing in measures to make completion of college possible. This bill may impact the number of high school graduates who achieve literacy and quantitative literacy benchmarks and are prepared for success in college.

Further, this bill may impact New Mexicans by tracking certain students towards the academic courses necessary for successful college entry while other students who, by taking primarily work-based and career and technical education courses, are tracked for jobs immediately after high school graduation. This may impact individuals' life outcomes. Beyond impacting an individual student's outcomes, this bill may influence larger economic prospects for the state as workforce development could shift based on the skill New Mexico students obtain in high school.

## **ADMINISTRATIVE IMPLICATIONS**

Significant workload implications exist for the Public Education Department in establishing how and why work-based and career and technical education units may fulfill unit requirements in English, math, and science. Significant workload implications exist for public schools, charter schools, and private schools in tabulating equivalencies between work-based and career and technical education units and unit requirements in English, math, and science.

Significant workload implications and challenges exist for HEIs since a high school diploma may be comprised of work-based learning or career technical education units per the revisions to this bill. All bachelor's-granting institutions will have to specify academic admissions requirements beyond receipt of a high school diploma. HEIs will have to offer more developmental courses than is currently the case in academic areas formerly covered in grades 9-12.

Students and families in New Mexico may need additional information regarding why a high school experience that is primarily work-based, and career and technical education units may require additional supplemental education to prepare a student for success in an associate's or bachelor's-granting institution.

Some employers in New Mexico may need additional information to determine preparedness of job applicants since a high school diploma may correspond with a broader spectrum of skills and achievement levels that graduates will have attained.

## **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

By not enacting the bill, New Mexico will maintain the current graduation standards that offer a universal curriculum seeking to prepare all young people in the state to enroll in HEIs and compete in a complex economy.