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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**53rd Legislature, 1st Session, 2017**

<b>Bill Number</b>	<u>HB307/aHEC</u>	<b>Sponsor</b>	<u>Williams Stapleton &amp; Trujillo, CH</u>
<b>Tracking Number</b>	<u>.205746.1</u>	<b>Committee Referrals</b>	<u>HLEDC/HEC</u>
<b>Short Title</b>	<u>Career-Technical Professional Development</u>		
<b>Analyst</b>	<u>Macdonald</u>	<b>Original Date</b>	<u>2/7/17</u>
		<b>Last Updated</b>	<u>2/28/17</u>

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**BILL SUMMARY**

Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 307 strikes the reference to “child” in the title of the bill and replaces it with “student.”

Synopsis of Original Bill

House Bill 307 (HB307) requires professional development for career technical teachers and educational assistants in the same manner as teachers of other subjects for which the Public Education Department (PED) has promulgated standards and benchmarks. Additionally, the bill requires the use of federal Every Student Succeeds Act (ESSA) Title II funding for career technical professional development.

**FISCAL IMPACT**

HB307/aHEC does not contain an appropriation.

The bill requires PED and school districts to use all available funding sources, including ESSA Title II, to provide professional development for career technical teachers and educational assistants.

The purpose of the Title II, Part A program is to provide grants to school districts in order to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms. Title II, Part A allowable expenditures fall into one of the following four categories: high-quality professional development; class-size reduction; retention of highly qualified teachers; and recruitment of highly qualified teachers.

In FY16, PED received approximately \$17.7 million for Title II, Part A; \$15.3 million is the preliminary total to distribute to school districts and state-chartered charter schools for the 2016-2017 school year. Based on an analysis from the Congressional Research Services in

Washington, DC, New Mexico is estimated to receive between \$16.1 million and \$17.9 million, depending on the total amount the U.S. Congress appropriates under Title II, Part A for FY17.

The Carl D. Perkins Vocational and Technical Education Act (Perkins Act) was signed into law in 2006 and provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability. Under this act, a state must spend between \$60 thousand and \$150 thousand on services to prepare individuals for nontraditional fields. PED budgets approximately \$70 thousand. There are specific mandatory leadership activities for which this funding must be used, including for professional development programs for career and technical teachers.

## **SUBSTANTIVE ISSUES**

HB307/aHEC amends Section 22-10A-19.1 to require a systematic framework for professional development of career technical teachers and educational assistants. In addition to school employees and parents, the framework will be developed and evaluated with organizations that have specific subject-area expertise or offer professional development. Furthermore, the framework will include guidelines for integrating career technical education content into academic instructional practices, including training on best practices to understand state and regional workforce needs and transitions to postsecondary education and the workforce. PED will develop the guidelines for funding professional development in the same manner already in place for other subjects.

Under Title II, Part A, PED provides the following examples that are considered professional development: conduct staff study groups at the school, including pay stipends for staff, purchase books and materials, contract with speakers pertaining to the subject of the study; pay for professional development costs associated with bringing a new supplemental program into the school; pay staff stipends and benefits for curricular mapping activities and other standards-related activities; hire instructional coaches to assist staff with instruction and assessment in reading or math; pay registration fees and travel expenses for trainings, within reason; pay costs of substitute teachers while regular teachers are participating in professional development; and pay costs associated with bringing a speaker or consultant into the school to work with staff on data analysis.

In addition, PED defined high-quality professional development as: improves and changes teaching practices; addresses the needs of students with different learning styles; improves student classroom behavior; involves parents in the student's education; addresses using data and assessments to improve classroom practice; based on a needs assessment; ongoing and job-embedded; not short-term workshops; and raises student achievement.

PED submitted a state plan to the U.S. Department of Education Office of Vocational and Adult Education under the Perkins Act. In the state plan, PED committed to providing professional development to assist career technical educators, administrators, counselors, and other professionals in designing curriculum and delivery systems to implement career pathways, the integration of rigorous academic standards into career technical education programs, development and implementation of national skills standards, and assessment of student progress.

Additionally, PED works in collaboration with the Department of Workforce Solutions, Economic Development Department, and the Higher Education Department to identify professional development trainings, which are research-based, and include programs that support professional learning communities such as America’s Choice, the American Diploma Project, Partnership for 21st Century Skills, Project Lead The Way, Schlechty Center’s project-based learning and Quality Design Elements, and the Southern Regional Education Board’s High Schools That Work framework.

### **ADMINISTRATIVE IMPLICATIONS**

PED is required to create guidelines for integrating career technical education content into academic instructional practices and for funding professional development for career technical teachers and educational assistants.

### **OTHER SIGNIFICANT ISSUES**

According to the New Mexico Framework for Professional Development, professional development is a systemic process by which educators increase knowledge, skills, and abilities to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students. These opportunities provide educators with the processes, intellectual tools, and resources to assess and diagnose students’ academic, social, and emotional needs in order to create rigorous and rewarding learning experiences for every student.

According to research from Learning Forward, an education association whose mission is to increase student achievement through more effective professional learning, found that effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators’ learning needs.

### **RELATED BILLS**

Relates to HM23, Career & Technical Student Organization Day  
Relates to SB311, Fund ENMU Career Technical Student Programs  
Relates to SM28, Career & Technical Student Organization Day

### **SOURCES OF INFORMATION**

- LESC Files
- U.S. Department of Education
- PED

**HLM/rab**