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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 1st Session, 2019

Bill Number HB299 **Sponsor** Chatfield/Brown
Tracking Number .212587.1 **Committee Referrals** HEC/HAFC
Short Title Career & Technical Student Organizations
Analyst Force **Original Date** 2/1/19
Last Updated _____

BILL SUMMARY

Synopsis of Bill

House Bill 299 (HB299) appropriates \$650 thousand from the general fund to Regional Education Cooperative Six (REC6) for expenditure in FY20 to support middle school, high school, and postsecondary students in six state-chartered intra- or co-curricular career and technical student organizations to enhance and accelerate career and technical education (CTE), leadership training programs, experiential learning, and economic prosperity. Unexpended or unencumbered balances remaining at the end of FY20 revert to the general fund.

FISCAL IMPACT

HB299 appropriates \$650 thousand to REC6 for use in FY20 to support Career and Technical Student Organizations (CTSOs). Unencumbered and unexpended balances revert to the general fund at the end of the fiscal year.

The Public Education Department (PED) notes funding for New Mexico's eight career and technical student organizations comes from three different sources. New Mexico's Future Farmers of America (FFA) is funded through a direct, \$400 thousand appropriation to New Mexico State University (NMSU). Educators Rising is likewise funded through NMSU, with a direct appropriation of \$35 thousand and an additional \$5,000 via the federal Carl D. Perkins Act. Six other career and technical student organizations are managed by the Career and Technical Leadership Project (CTLP), located at Eastern New Mexico University. CTLP receives \$133 thousand in state funds and \$367 thousand in federal Carl D. Perkins funds.

PED further indicates a direct appropriation of general funds is used only for a short time, an increase in federal Carl D. Perkins funds would not be allowed, because the appropriation from the general fund would supplant the federal funding, violating federal "supplement not supplant" requirements.

The Legislative Finance Committee public school support recommendation includes \$1 million for CTE, and vocational and apprenticeship programs; the executive recommends \$5 million.

SUBSTANTIVE ISSUES

The six CTSOs in addition to FFA and Educators Rising are Business Professionals of America, DECA (formerly, Distributive Education Clubs of America), Family, Career and Community Leaders of America, HOSA – Future Health Professionals, SkillsUSA, and Technology Student Association. While the bill appropriates funding to REC6 to support six of these organizations, it does not specify which six are to be funded.

The National Coordinating Council for Career and Technical Student Organizations notes that CTSOs work as a vital component of classroom instruction, helping students acquire career and employability skills by engaging students in hands-on demonstrations and work experiences through a CTE program. CTSOs help guide students in developing programs of study and career paths, as well as opportunities for leadership positions.

One of the four common foundational elements of the educational systems of top-performing countries according to *No Time to Lose*, is a highly effective, rigorous system of CTE. In these countries, CTE is not viewed as an option for students who may be weaker academically, but rather as a separate, more practicum-oriented approach to education, focusing on development of skills of immediate value in the job market.

Research suggests CTE students have lower dropout rates and higher graduation rates than demographically similar, non-CTE peers. According to the Association for Career and Technical Education, in 2015, the most recent year for which data are available, New Mexico had nearly 60 thousand high school students participating in CTE programs, of which 89 percent of participating seniors graduated. By contrast, in that year, only 69 percent of New Mexico students statewide graduated, representing the lowest graduation rate in the country. Additionally, research suggests CTE is valuable for re-engaging students who become disengaged and less interested in school. This can be particularly helpful for students who are educationally disadvantaged, may probably not attend college, and who need extensive job training in order to enter the labor force in a position to succeed.

ADMINISTRATIVE IMPLICATIONS

PED notes the College and Career Readiness Bureau funds and oversees seven of the eight chartered CTSOs in New Mexico. Providing direct legislative funding to six CTSOs through REC6 might remove PED from administration and oversight of the organizations, but it is unclear that REC6 has the expertise or staff to provide these services.

TECHNICAL ISSUES

Page one, line 24 notes that “unexpected” and unencumbered balances at the end of FY20 revert to the general fund. The sponsors may wish to amend the bill so it reads, “unexpended” or unencumbered balances revert.

RELATED BILLS

HB44, Career-Technical Teacher Development, which requires professional development for career technical teachers and educational assistants in the same manner as teachers of other subjects for which PED has promulgated standards and benchmarks.

HB91, Career Technical Education Pilot Project, which establishes a seven-year pilot program to fund high-quality CTE programs and monitor their effects on student outcomes.

HB183, Apprenticeship Program for Graduation, which requires PED to establish procedures for student to be awarded credit for graduation requirements through completion of work-based training and apprenticeship-related instruction while enrolled in a registered apprenticeship program.

SOURCES OF INFORMATION

- LESC Files
- Public Education Department (PED)
- Regional Education Cooperative Association (RECA)

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