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

Bill Number	<u>HB562</u>	Sponsor	<u>Stapleton/Trujillo, C./ Herrera/Ferrary/Sariñana</u>
Tracking Number	<u>.213475.1</u>	Committee Referrals	<u>HEC/HAFC</u>
Short Title	<u>Math Instruction Online Learning System</u>		
Analyst	<u>Bedeaux</u>	Original Date	<u>2/18/19</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

House Bill 562 (HB562) would appropriate \$1.5 million in FY20 for an online supplementary learning system to improve student understanding of important mathematical concepts and skills through career technical education (CTE) coursework.

FISCAL IMPACT

HB562 would appropriate \$1.5 million from the general fund to the Public Education Department (PED) for expenditure in FY20. Any unexpended or unencumbered balance remaining at the end of FY20 shall revert to the general fund.

SUBSTANTIVE ISSUES

HB562 would appropriate funds to PED to create or contract with a content provider for an online supplementary learning system that integrates mathematical concepts and skills with CTE course work. As an example of one such system, the National Research Center for Career and Technical Education (NRCCTE) at the Southern Region Educational Board developed a mathematics curriculum integration model called Math-in-CTE. This program focuses on professional development for CTE teachers, focusing on emphasizing math that naturally occurs throughout the course of CTE pathways. The NRCCTE website notes the first cohort of teachers trained in the Math-in-CTE program showed significantly higher student achievement on standardized tests and math college placement exams.

One of the four common foundational elements of the educational systems of high-performing countries according to the National Conference of State Legislatures' *No Time to Lose* report is a highly effective, rigorous system of CTE. In high-performing countries, CTE is not viewed as an option for students who may be weaker academically, but rather as a separate pathway focusing on development of skills of immediate value in the job market.

PED has requested and LFC has recommended funds in the public school support budget to support mathematics and CTE programs. In FY19, PED received \$3 million for the department's Science, Technology, Engineering, Art, and Mathematics (STEAM) initiative. The executive budget for FY20 requested \$6 million for the STEAM initiative, while the LFC recommendation for FY20 holds this funding flat at \$3 million. Additionally, the executive requested \$5 million to support career technical and vocational education apprenticeship programs in FY20; LFC recommended only \$1 million for this line item.

RELATED BILLS

Related to HB44, Career Technical Teacher Development, which requires professional development for career technical education teachers and educational assistants.

Related to HB299, Career & Technical Student Organizations, which appropriates \$650 thousand to support six career and technical student organizations to enhance and accelerate career and technical education.

SOURCES OF INFORMATION

- LESC Files

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