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

Bill Number HJM11 **Sponsor** Madrid/Lara
Tracking Number .213026.1 **Committee Referrals** HEC
Short Title Middle School Family & Consumer Sciences
Analyst Ochoa **Original Date** 2/4/19
Last Updated _____

BILL SUMMARY

Synopsis of Bill

House Joint Memorial 11 (HJM11) requests the secretary of the Public Education Department (PED) to explore strategies to reinstate and support family and consumer sciences courses in middle schools.

FISCAL IMPACT

The bill does not contain an appropriation, however there is cost associated with implementing programs within schools. PED analysis cites family and consumer sciences courses fall under the category of career technical education (CTE) courses. School districts and charter schools use Perkins funding for CTE courses. Perkins funding was not previously available for use at the middle school level, however due to a recent reauthorization effective July 2020, Perkins funding will be allowed for use in middle schools.

SUBSTANTIVE ISSUES

HJM11 requests family and consumer sciences courses to be reinstated at the middle school level to ensure middle school students gain employability and life skills that are crucial for student development. Currently, middle schools are not required to offer family and consumer sciences courses. Albuquerque Public Schools reports some middle schools in the district are able to offer the courses as an elective but even those schools struggle to sustain the programs. Even at the high school level, family and consumer sciences courses are not required. The courses can meet a CTE or elective requirement, however many students can graduate high school not having any exposure to family and consumer sciences topics.

While national standards for family and consumer sciences exist, New Mexico does not have an adopted set of standards to guide current or future programs. The sponsor may wish to add a request for the adoption of standards to facilitate standardized implementation of family and consumer sciences courses throughout the state.

Effects of Family and Consumer Sciences. Multiple sources, including The National Coalition of Family & Consumer Sciences Education, cite the benefits of family and consumer sciences courses. Sources indicate societal issues such as obesity, financial literacy, career preparation, and achieving a work-life balance are addressed through family and consumer sciences courses. Additionally, sources indicate that although it is beneficial to integrate family and consumer sciences topics in core-content courses, such as math and English, it is crucial for students to receive dedicated instruction focused on the family and consumer sciences.

Academic Readiness. Current state and federal standards place emphasis on career and college readiness, including employability and life skills, of high school students. The current school grading system measures high school student participation and performance in college entrance exams, dual credit, and vocational certification as evidence of career and college readiness. By contrast, the school grades assigned to middle schools do not assess students' preparedness for high school. Student preparedness for high school is difficult to gauge using current measures. There is currently not a tool for assessing how prepared students are for high school. Such a tool would also need to include employability and life skills that would be addressed in family and consumer sciences courses.

ADMINISTRATIVE IMPLICATIONS

HJM11 asks PED to inform superintendents and middle school principals of the importance of family and consumer sciences courses. Additionally, HJM11 requests PED to report to LESC its findings that reinforce and support middle school family and consumer sciences programs.

RELATED BILLS

HJM4, Support School Family & Consumer Science Pgms
SJM3, Middle School Family & Consumer Sciences

SOURCES OF INFORMATION

- LESC Files
- Public Education Department (PED)

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