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

<b>Bill Number</b>	<u>SB103</u>	<b>Sponsor</b>	<u>Cisneros/Gonzales</u>
<b>Tracking Number</b>	<u>.211917.1</u>	<b>Committee Referrals</b>	<u>SEC/SFC</u>
<b>Short Title</b>	<u>Digital Training and Education Programs</u>		
<b>Analyst</b>	<u>Terrazas</u>	<b>Original Date</b>	<u>1/30/19</u>
		<b>Last Updated</b>	<u>2/4/19</u>

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**BILL SUMMARY**

Synopsis of Bill

Senate Bill 103 (SB103) appropriates \$650 thousand to the Public Education Department (PED) for digital media education and training programs in public schools statewide.

**FISCAL IMPACT**

The bill appropriates \$650 thousand from the general fund to PED for expenditure in FY20. Any unexpended or unencumbered balance remaining at the end of FY20 shall revert to the general fund.

The Legislative Finance Committee and executive budget recommendations for FY20 include \$1 million and \$5 million, respectively, for career technical and vocational education and apprenticeship programs.

**SUBSTANTIVE ISSUES**

According to the National Conference of State Legislatures' report, *No Time to Lose*, a strong system of Career and Technical Education (CTE) is a hallmark of high-performing educational systems, with many high-performing countries employing it as a strategy to enhance national and local economies and offer better post-education work options to a larger portion of their populations. 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. Alignment with market needs is emphasized, leading to postsecondary employment that may eventually lead to, rather than preclude, university-level education, as accomplished CTE students may seek professional certification or additional training later.

CTE programs can offer a different path to better employment with higher wages without necessarily having to commit to completion of a bachelor's degree. However, investment in CTE programs in the United States lags compared with other developed nations. In New Mexico, as in

many states, CTE lacks a comprehensive, unified focus, with piecemeal efforts being divided among different programs that are not universally available. Nationally, CTE students graduate at higher rates than their non-CTE peers. A 2016 study from Fordham University found that students who concentrate in a single program of CTE study increase their likelihood of graduating by 21 percentage points; just taking one additional CTE class above the national average of 5 classes can increase a student's graduation chances by 3 percentage points. This trend is borne out in New Mexico. 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.

## **TECHNICAL ISSUES**

The bill does not specify how to allocate funds or the role of PED in administration and oversight. As such, funding could be used for various purposes, such as expanding digital and media education for students, providing training for school personnel, or purchasing resources for media programs.

## **ALTERNATIVES**

PED notes New Mexico community colleges already offer programs for digital media related courses, with which high school programs should align. Dual credit offerings in these postsecondary pathways could be a viable alternative to offering a high school level standalone course.

PED notes this bill and Senate Bill 194 could be consolidated into a single appropriation supporting both the teaching and learning of digital and media education.

## **RELATED BILLS**

Relates to HB299, Career & Technical Student Organizations, and SB353, Career & Tech Student Organizations, which appropriate \$650 thousand for CTE student organizations.

Relates to SB194, School Media Literacy Program, which appropriates \$400 thousand to PED for a media literacy program for teachers.

## **SOURCES OF INFORMATION**

- LESC Files
- Legislative Finance Committee (LFC)
- Public Education Department (PED)
- Department of Information Technology (DoIT)

**DT/mc**