

**LEGISLATIVE EDUCATION STUDY COMMITTEE  
BILL ANALYSIS**

**Bill No:** HB 255

**48th Legislature, 2nd Session, 2008**

**Short Title:** High School Vocational Training

**Sponsor(s):** Representatives Richard J. Berry, Sheryl Williams Stapleton, and Others

**Analyst:** Pamela Herman

**Date:** January 28, 2008 (revised)

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**Bill Summary:**

HB 255 appropriates funds to the Public Education Department (PED) for the Instructional Support and Vocational Education Division to fund industrial arts, career-technical, and vocational training programs in high schools.

**Fiscal Impact:**

- \$2.0 million is appropriated from the General Fund for expenditure in FY 09. This bill contains a reversion clause.
- Career Technical Education is not specifically included as a factor in the Public School Funding Formula; however, it is included in the high school multiplier in the formula, which determines the funds available for each local school district to allocate for operational costs. Appropriations for specific programs for operational expenditures circumvent the Public School Funding Formula and may compromise the equity of the formula.
- In addition to state funding, school districts received approximately \$3.6 million for secondary schools plus an additional \$790,000 for High Schools That Work for FY 08 from federal *Carl D. Perkins Career and Technical Education Improvement Act* funds.

**Issues:**

PED states the following regarding HB 255:

- the department would focus funds appropriated in the bill to strengthen programs of study in workforce preparation programs that give students an opportunity to earn an industry-recognized credential or certificate upon high school graduation;
- the programs supported by HB 255 would align with the seven Career Clusters identified in New Mexico to address current and future needs for a highly trained workforce;
- career and technical education (CTE) programs already being implemented across the state include trades and professions included in the Engineering, Construction, Manufacturing, Agriculture, and Energy and the Environment clusters;

- CTE programs are being subjected to increased accountability, as follows:
  - the Career-Technical Workforce Education Bureau will begin collecting data in school year 2008-2009 to gauge performance measures applicable to all students in CTE programs to promote continuous program improvement; and
  - core indicators for success have already been identified, relating to student achievement of challenging academic standards; career and technical skill proficiencies; program completion; high school graduation rates; postsecondary placement rates; and participation in and completion of CTE programs in non-traditional fields.
- at present, school districts fund CTE programs aligned with the Career Cluster initiative either through their operating budgets or with funds from the federal *Carl D. Perkins* program; and
- the agency analysis did not contain an estimate of how many students or schools would benefit from expanded CTE programs with the funds appropriated in HB 255.

**Related Bill:**

SB 170 *High School Vocational Training* (identical)