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## FISCAL IMPACT REPORT

ORIGINAL DATE 01/24/08

SPONSOR Sanchez, B LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE High School Vocational Training SB 170

ANALYST Escudero

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$2,000.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates: HB 255

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)  
Higher Education Department (HED)

### SUMMARY

#### Synopsis of Bill

Senate Bill 170 appropriates \$2,000.0 from the general fund to the Public Education Department to Fund Industrial Arts and Vocational Training Programs in High Schools.

### FISCAL IMPLICATIONS

The appropriation of \$2,000.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2009 shall revert to the general fund.

### SIGNIFICANT ISSUES

- According to PED, it is the intent of this legislation to support the position of the Rural Economic Development Committee in seeking funding for schools throughout the state to ensure that students get instruction in industrial arts, auto mechanics, welding, plumbing, electricity, etc. The Committee's intent is to emphasize vocational (see below for

terminology) training because the Committee views the high school emphasis to be on college rather than career development in vocational education (Senator Sanchez, January 22, 2008).

- In efforts to advance economic development, the Governor initiated seven career clusters to address the need for a highly trained workforce. This appropriation would most closely align to such clusters as the following which encompass career and technical education programs already being implemented across the state: Engineering, Construction, Manufacturing, and Agriculture Cluster (with pathways in construction, trades, installation and repair, etc.) and the Energy and Environmental Cluster (with pathways in government inspection, machining, instrument and electrical, etc.).
- More than 80 percent of respondents in the 2005 National Association of Manufacturer's Skills GAP Report indicated that business is experiencing a shortage of qualified workers overall – with 13 percent reporting severe shortages in some areas and 68 percent indicating moderate shortages in others.
- This bill does not appear to use language parallel to the high school redesign legislation enacted in 2007 as SB561. As an example, the use of “industrial arts” in this bill rather than “technology education” to fit SB 561’s model of high school redesign for New Mexico. A name change could :
  - differentiate between the old (‘vocational’) and new (career technical education CTE) paradigm of instructional best practices;
  - address professional development for teachers to include POS --the POS is a rigorous, sequential, aligned course of study leading to an industry recognized credential/certificate, or Associate or Bachelor’s Degree; the POS is based on innovative ideas contained within high school redesign for the 21<sup>st</sup> Century.

According to HED, career and technical education is a massive enterprise in the U.S. Thousands of comprehensive high schools, vocational and technical high schools, area vocational centers, and community colleges offer career and technical education programs.

According the United States Department of Education, virtually every high school student takes at least one career and technical education course, and one in four students takes three or more courses in a single program area. One-third of college students are involved in career and technical programs, and as many as 40 million adults engage in short-term postsecondary occupational training.

Eighty-five years after the passage of the first piece of federal vocational education legislation, career and technical education is evolving from its original and sole focus on preparing students for work immediately following high school. Today's career and technical education programs increasingly incorporate rigorous and challenging academic content standards and provide a non-duplicative sequence of courses leading to an industry-recognized credential or certificate, or an associate or baccalaureate degree.

In New Mexico career and technical education is an essential component of the high school curriculum. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of New Mexico's educational system.