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

Bill Number	<u>HB91</u>	Sponsor	<u>Stapleton</u>
Tracking Number	<u>.2120022.1</u>	Committee Referrals	<u>HEC/H AFC; SEC/SFC</u>
Short Title	<u>Career Technical Education Pilot Project</u>		
Analyst	<u>Force</u>	Original Date	<u>1/21/19</u>
		Last Updated	<u></u>

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

BILL SUMMARY

Synopsis of Bill

House Bill 91 (HB91) establishes a seven-year pilot project for career and technical education (CTE) to fund high-quality CTE programs and monitor their effects on student outcomes. The pilot is to be administered by the Public Education Department (PED), which may provide grants to qualified applicants for the establishment of CTE programs in public schools and the provision of CTE professional development for teachers. In order to qualify, CTE programs must include a number of elements such as rigorous content aligned with both academic standards and relevant CTE content that align secondary and postsecondary content, the potential for dual credit courses, and the inclusion of science, technology, engineering, and math (STEM) content. The bill directs PED to provide CTE professional development for CTE teachers that addresses, among other elements, project-based learning, pedagogy, and the integration of CTE with core content areas. PED is to promulgate rules for the administration of the pilot project and annually report the pilot's efficacy to the Legislative Education Study Committee and the governor. Finally, the bill creates the "career technical education fund" to be administered by PED for the provision of grants to participating school districts and charter schools.

FISCAL IMPACT

HB91 does not contain an appropriation. The bill creates the "career technical education fund," which is a nonreverting fund that consists of appropriations, grants, gifts, and donations. Money in the fund is to be appropriated to PED for the provision of grants, and expenditures from the fund shall be on warrants of the secretary of finance and administration on vouchers signed by the secretary of public education, or their designee.

The House Appropriation and Finance Committee Substitute for HB2 appropriates \$3 million to PED for the pilot project, and an additional \$2 million special appropriation to PED for a CTE pilot to include an online supplemental learning system that integrates algebra and geometry into

career technical education studies, and to teach online workplace soft skills for high school students.

SUBSTANTIVE ISSUES

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 throughout the state. However, according to the National Conference of State Legislatures' report, *No Time to Lose*, a strong system of career and technical education is one of the four foundational elements 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.

Research also shows CTE is valuable for re-engaging students who become disengaged and less interested in school, and indicates CTE students have lower dropout rates, higher graduation rates, higher employment rates, and greater earnings than demographically similar, non-CTE peers. A 2016 study from Fordham University found greater exposure to CTE is associated with better student outcomes, with benefits increasing with the number of CTE courses taken. For example, 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.

According to Johns Hopkins University, successful CTE programs should incorporate aligned elements of both secondary and postsecondary education that include rigorous academic content and relevant CTE content in a progression of non-duplicative courses. Such programs may also include the opportunity for secondary students to gain postsecondary credit through dual or concurrent enrollment and should lead to an industry-recognized credential or a degree. According to authorities such as the Urban Assembly and the National Center on Education and the Economy, essential elements of CTE programs include permeable career pathways, integration of CTE and core academic content, partnerships with industry and postsecondary institutions, work-based learning opportunities, and teacher recruitment and support strategies. Many of the program requirements of HB91 align with these requirements, including rigorous academic content that is aligned with secondary and postsecondary education, permeable career pathways, partnerships with industry and postsecondary institutions, the opportunity for dual credit, and the possibility of industry-recognized credentials. The bill also requires consultation with both the Higher Education Department (HED) and the Department of Workforce Solutions (DWS), to help keep programs aligned across secondary and postsecondary institutions and focused on high-demand industries.

The bill also includes a section on the provision of CTE professional development to support participating CTE teachers and offer training for new CTE instructors. The training must address project-based learning and integrate CTE curricula with core academic content areas, a key component of successful CTE programming. HB91 also requires professional development to focus on the instruction of employability and soft skills, equally important to students in both

academic and applied learning programs, and includes training in trauma-informed instruction, of particular importance in a state where 70 percent of students in public school are considered at-risk. Finally, CTE professional development must address department standards and benchmarks for CTE.

Currently, the Career and College Readiness Bureau (CCRB) of PED has made available to schools a number of programs of study that are designed to help educate students and parents about available education and career services to help students prepare for the workforce or continued education towards industry credentials or appropriate degrees. These programs are in culinary arts, hotel lodging management, energy and power, innovations in science and technology, biomedical science, engineering, and computer engineering. PED indicates these nationally developed CTE course sequences were selected based on the Department of Workforce Solutions' priority employment sectors and the National Career Clusters Framework. Each of these programs of study include coursework to satisfy state- and local-level graduation requirements, career pathway and elective requirements, and general electives.

PED notes that the bill makes no reference to the federal Carl D. Perkins Career Technical Education Act that provides funding for CTE programs in the states, and which PED administers. PED suggests inclusion of references to the act would allow details of the legislation to evolve as federal law changes; without such reference, PED notes, state law may become out of synch with federal requirements.

ADMINISTRATIVE IMPLICATIONS

HB91 directs PED to promulgate rules for the administration of the pilot program, the collection and analysis of student, program, and instructor data, and required reporting by participating public schools.

HED indicates that consultation with PED on the establishment of performance measures for high-quality CTE programs, as required by Section 1 of the bill, may require additional staffing and resources.

OTHER SIGNIFICANT ISSUES

New Mexico was one of 42 states involved in the development of the Common Career Technical Core (CCTC), a common set of benchmark standards that define what CTE students should know and be able to do to succeed in the global economy. Developed in 2012, the CCTC focus was on alignment between secondary and postsecondary standards. Since 2009, PED has had practice standards for seventh through 12th grade that include strands such as communications, problem solving, and critical thinking each with corresponding content standards. In 2015, PED adopted career clusters, pathways, and standards directly corresponding to the CCTC, which can be found at Part 3 of 6.29 NMAC.

PED notes that the bill makes no reference to the federal Carl D. Perkins Career Technical Education Act.

RELATED BILLS

HB44, Career-Technical Teacher Development, requires professional development for CTE teachers and educational assistants be conducted in the same manner as teachers of other subjects

and requires the use of federal Every Student Succeeds Act Title II funds for CTE professional development.

HB183, Apprenticeship Program for Graduation, allows participation in a registered apprenticeship program to count toward high school attendance and graduation requirements.

HB184, Apprenticeship Program Income Tax Credits, permits employers in registered apprenticeship programs to take a tax credit for a portion of a participating apprentice's wages.

SOURCES OF INFORMATION

- LESC Files
- PED
- HED

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