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

Bill Number	<u>HB435</u>	Sponsor	<u>Roybal Caballero</u>
Tracking Number	<u>.211460.2</u>	Committee Referrals	<u>HSEIC/HEC</u>
Short Title	<u>School Development Pathway Plans</u>		
Analyst	<u>Bedeaux</u>	Original Date	<u>2/28/19</u>
			Last Updated

BILL SUMMARY

Synopsis of Bill

House Bill 435 (HB435) would create a new section of law requiring the Public Education Commission (PEC) to create “pathway plans” in consultation with school districts, parents, students, and community partners. Pathways are defined in the bill as educational instructional programs that incorporate technical knowledge, skills, and competency-based applied learning about an occupation or career specialty. School districts would be required to evaluate labor market trends and collaborate with community partners for technical knowledge and to provide competency-based learning for middle and high school students.

FISCAL IMPACT

HB435 does not contain an appropriation.

Analysis on HB435 from the Public Education Department (PED) notes the department’s College and Career Readiness Bureau (CCRB) has resources and materials to support the development of career pathways in some school districts, but the department would need additional staff to develop pathways in all school districts. CCRB staff currently review school district career pathways in 25 school districts, and are funded primarily by federal Carl D. Perkins career and technical education (CTE) funds.

The House Appropriation and Finance Committee Substitute for HB2 appropriates \$3 million to PED for a CTE 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

HB435 would expand CTE pathways for students in New Mexico, pursuing one foundational element common in countries with strong education systems. The National Conference of State

Legislatures' report, *No Time to Lose*, states many high-performing countries employ CTE 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 practical approach to education focused on development of skills of immediate value in the job market.

By requiring consultation with local community partners, including higher education institutions, local businesses, unions, or trade organizations, HB435 would create pathway plans responsive to the needs of local economies. *No Time to Lose* notes high-performing countries are careful to align CTE programs with the needs of local communities, allowing students to earn certification and gain immediate employment in a high-demand field. The bill also allows small school districts to work with Regional Education Cooperatives (RECs) to develop regional pathways, allowing small school districts to offset the administrative costs associated with developing CTE pathways.

ADMINISTRATIVE IMPLICATIONS

School districts would be required to work with PEC, local community partners, and RECs (in the case of small school districts) in the development of pathways.

TECHNICAL ISSUES

It is unclear whether PEC is the appropriate entity to oversee the development of career pathways. Currently, CTE program administration is handled by PED. The sponsor should consider striking “commission” on page 1, line 19 and page 3, line 7 and in lieu thereof insert “department.”

OTHER SIGNIFICANT ISSUES

According to national research, CTE programs and pathways are most effective when they incorporate rigorous academic content alongside technical skills education. According to Johns Hopkins University, 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. 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.

RELATED BILLS

Related to HB91, Career Technical Education Pilot Project, which would establish a seven-year pilot project to fund high-quality CTE programs and monitor their effects on student outcomes.

SOURCES OF INFORMATION

- LESC Files
- Public Education Department (PED)
- Legislative Finance Committee (LFC)