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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
56th Legislature, 1st Session, 2023

Bill Number	<u>SB108</u>	Sponsor	<u>Brandt</u>
Tracking Number	<u>.223804.1</u>	Committee Referrals	<u>SEC/SFC</u>
Short Title	<u>Career Technical Education Program Unit</u>		
Analyst	<u>Hathaway</u>	Original Date	<u>1/31/23</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Bill

Senate Bill 108 (SB108) amends existing statute to create a career technical education (CTE) program unit as part of the program cost calculation of the state's public school funding formula. SB108 specifies the number of CTE program units would be determined by multiplying the membership (MEM) in department-approved CTE courses by the cost differential factor of 0.25.

SB 108 notes the provisions of this act would apply to the 2023-2024 school year and subsequent school years.

FISCAL IMPACT

SB108 does not contain an appropriation.

SB108 would create a CTE program unit and increase the number of program units generated by school districts and charter schools as part of the state equalization guarantee (SEG), the state's public school funding formula. These additional program units would create additional costs and funding needed in the SEG.

SUBSTANTIVE ISSUES

Enrollment in CTE Courses. Data reported by the Public Education Department (PED) to the U.S. Department of Education indicates in the 2020–2021 school year, 65,759 total students in New Mexico participated in CTE courses. Of these students, 12,724 were considered to be CTE concentrators—students who complete at least two courses in a single CTE program or program of study.

SEG Secondary Student Cost Multiplier. Secondary students (those in grades seven through 12) in New Mexico generate a cost multiplier of 1.25 in the current calculation of basic program units as part of the SEG.

In 1976, state law increased the cost differential for seventh through ninth grade students from 1.2 to 1.25, decreased the cost differential for 10th through 12th grade students from 1.4 to 1.25, and eliminated a funding formula factor for vocational education, resulting in a single cost differential of 1.25 for seventh through 12th grade, which includes support for vocational education. This was the last time the secondary student cost multiplier was adjusted in the SEG.

SB108 would add a cost multiplier for CTE back into the SEG, although it would also maintain a 1.25 multiplier for secondary students.

If this cost multiplier were applied to all 65 thousand students PED reports are taking CTE courses, the cost could be substantial. SB108 notes program units would be determined by multiplying MEM in department-approved CTE programs, however. Depending on how the definition of MEM is applied, the cost would adjust accordingly.

ADMINISTRATIVE IMPLICATIONS

The Public Education Department (PED) would need to determine how MEM would be calculated and would also need to determine enrollment in department-approved CTE programs to calculate program units.

RELATED BILLS

Relates to House Bill 126, which amends high school graduation requirements; amendments include increased access to CTE courses in high schools.

Relates to House Bill 198, which amends the career technical education pilot project and the career technical education fund to include secondary schools funded by the federal Bureau of Indian Education.

Relates to House Bill 199, which would modify the SEG to increase the cost differentials used to calculate program units for at-risk students, fine arts education programs, and minimum compensation for school administrators.

Relates to Senate Bill 211, which would create a career development success pilot program that offers financial incentives to public schools whose students earn industry-recognized credentials.

SOURCES OF INFORMATION

- LESC Files

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