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

**Bill Number** SB604                      **Sponsor** Padilla

**Tracking Number** .211149.1              **Committee Referrals** SEC/SFC

**Short Title** State-Chartered Student Organizations

**Analyst** Force    **Original Date** 2/22/19  
**Last Updated** \_\_\_\_\_

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**BILL SUMMARY**

Synopsis of Bill

Senate Bill 604 (SB604) would appropriate \$500 thousand from the general fund to the Board of Regents of Eastern New Mexico University (ENMU) for expenditure in FY20 to support middle school, high school, and postsecondary students in six state-chartered intra- or co-curricular career and technical student organizations to enhance and accelerate career and technical education (CTE), leadership training programs, experiential learning, and economic prosperity.

**FISCAL IMPACT**

SB604 would appropriate \$500 thousand to ENMU for use in FY20 to support Career and Technical Student Organizations (CTSOs). Unexpended or unencumbered balances remaining at the end of FY20 revert to the general fund.

The Public Education Department (PED), in its analysis of nearly identical bill SB353, notes funding for New Mexico's eight career and technical student organizations comes from three different sources. New Mexico's Future Farmers of America (FFA) is funded through a direct, \$400 thousand appropriation to New Mexico State University (NMSU). Educators Rising is likewise funded through NMSU, with a direct appropriation of \$35 thousand and an additional \$5,000 via the federal Carl D. Perkins Act. Six other CTSOs are managed by the Career and Technical Leadership Project (CTLP), located at ENMU. CTLP receives \$133 thousand in state funds and \$367 thousand in federal Carl D. Perkins funds.

PED also indicates if direct appropriation of general funds is used only for a short time, an increase in federal Carl D. Perkins funds would not be allowed, as the appropriation from the general fund would supplant the federal funding, violating federal "supplement not supplant" requirements.

The House Appropriations and Finance Committee Substitute to House Bill 2 appropriates a total of \$5 million to support CTE.

## **SUBSTANTIVE ISSUES**

The six CTSOs in addition to FFA and Educators Rising are Business Professionals of America, DECA (formerly, Distributive Education Clubs of America), Family, Career and Community Leaders of America, HOSA – Future Health Professionals, SkillsUSA, and Technology Student Association. While SB604 would appropriate funding to ENMU to support six of these organizations, it does not specify which six are to be funded.

The National Coordinating Council for Career and Technical Student Organizations notes that CTSOs work as a vital component of classroom instruction, helping students acquire career and employability skills by engaging students in hands-on demonstrations and work experiences through a CTE program. CTSOs help guide students in developing programs of study and career paths, as well as opportunities for leadership positions.

One of the four common foundational elements of the educational systems of top-performing countries according to *No Time to Lose*, is a highly effective, rigorous system of CTE. 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.

Research suggests CTE students have lower dropout rates and higher graduation rates than demographically similar, non-CTE peers. 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. Additionally, research suggests CTE is valuable for re-engaging students who become disengaged and less interested in school. This can be particularly helpful for students who are educationally disadvantaged, may not attend college, and who need extensive job training in order to enter the labor force in a position to succeed.

## **ADMINISTRATIVE IMPLICATIONS**

PED notes the College and Career Readiness Bureau funds and oversees seven of the eight chartered CTSOs in New Mexico. Providing direct legislative funding to six CTSOs through ENMU might remove PED from administration and oversight of the organizations, but it is unclear if ENMU has the expertise or staff to provide these services.

## **TECHNICAL ISSUES**

Page one, line 24 notes that “unexpected” and unencumbered balances at the end of FY20 revert to the general fund. The sponsors may wish to amend the bill so it reads, “unexpended” or unencumbered balances revert.

## **RELATED BILLS**

HB44, Career-Technical Teacher Development, requires professional development for career technical teachers and educational assistants in the same manner as teachers of other subjects for which PED has promulgated standards and benchmarks.

HB91, Career Technical Education Pilot Project, establishes a seven-year pilot program to fund high-quality CTE programs and monitor their effects on student outcomes.

HB183, Apprenticeship Program for Graduation, requires PED to establish procedures for students to be awarded credit for graduation requirements through completion of work-based training and apprenticeship-related instruction while enrolled in a registered apprenticeship program.

HB299, Career & Technical Student Organizations, appropriates \$650 thousand to Regional Educational Cooperative Six for the same purposes as SB604.

SB353, Career & Technical Student Organizations, is identical to HB299.

**SOURCES OF INFORMATION**

- LESC Files
- Public Education Department (PED)
- Regional Education Cooperative Association (RECA)

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