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| LFC Requester: | Sunny Liu |
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**AGENCY BILL ANALYSIS
2019 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply: Date 1/17/2019
Original Amendment Bill No: HB91
Correction Substitute

Sponsor: Rep. Sheryl Williams Stapleton Agency Code: 924
Short Title: CAREER TECHNICAL EDUCATION PILOT PROJECT Person Writing Daniel Manzano
Phone: 670-3820 Email Daniel.Manzano@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

| Appropriation | | Recurring or Nonrecurring | Fund Affected |
|---------------|---------------|---------------------------|---------------|
| FY19 | FY20 | | |
| Not specified | Not specified | 7 year commitment | General |
| | | | |

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

| Estimated Revenue | | | Recurring or Nonrecurring | Fund Affected |
|-------------------|------|------|---------------------------|---------------|
| FY19 | FY20 | FY21 | | |
| NFI | NFI | NFI | | |
| | | | | |

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

| | FY19 | FY20 | FY21 | 3 Year Total Cost | Recurring or Nonrecurring | Fund Affected |
|--------------|-------------|-------------|-------------|------------------------------|--------------------------------------|--------------------------|
| Total | | | | | | |

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
 Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: HB91 creates a Career Technical Education (CTE) pilot project, requires the collection and analysis of student, program, and instructor data to determine the efficacy of the pilot project, and creates a fund. PED is required to develop and deliver professional development, and to deliver an annual report to the legislature.

FISCAL IMPLICATIONS

The summary statement for HB91 indicates that it makes a fund and establishes an allocation; however, the language (quoted below) does not include an allocation:

The "career technical education fund" is created as a nonreverting fund in the state treasury until the end of the pilot project. The fund consists of appropriations, gifts, grants and donations. The department shall administer the fund and money in the fund is appropriated to the department to carry out the career technical education pilot project.

HB91 requires data collection and analysis by PED. Staff to develop and evaluate such data should be included in an operational budget. Additionally, HB91 requires PED staff to develop and deliver professional development on a variety of topics. No operating budget for staff is estimated in this analysis and would need to consider this.

SIGNIFICANT ISSUES

HB91 directs PED to consult with HED and DWS to develop a “high quality career technical education program.” PED has already adopted such standards, which reference national standards and best practices (NMAC 6.29.13). Developing new, different standards will require collaboration across agencies and it is unclear what standards should be revised, or why. The bill does not address how many sites should be included in the pilot program or how to distribute funds to pilot sites.

PERFORMANCE IMPLICATIONS

HB91 does not specify how success of proposed pilot CTE programs might be evaluated. Existing PED performance goals that might be relevant to this bill include Career Technical

Education (CTE) measures such as work-based learning experiences and Career Technical Student Organization (CTSO) participation.

HB91 does not address how long a pilot site would retain funding, or what criteria should be used to continue or discontinue funding. Discretion would fall to PED.

ADMINISTRATIVE IMPLICATIONS

HB91 requires administrative services related to the development and monitoring of the pilot program. HB91 specifically assigned to PED the following tasks: providing professional development training to CTE teachers and educational assistants, developing indicators of quality, evaluating program effectiveness, promulgating code in support of program administration, proving an annual report to the legislature, and administering a fund that includes donations from appropriations, gifts, grants and donations.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None noted.

TECHNICAL ISSUES

None noted.

OTHER SUBSTANTIVE ISSUES

HB91 does not recognize the Carl D. Perkins Career Technical Education Act, a federal CTE initiative that currently provides funding for CTE in New Mexico and is administered by PED. Reference to the federal law could be used in collaboration with the bill's specificity regarding details on high-quality CTE. Reference to the Perkins Act would allow specific details of high quality CTE programs to evolve as the federal law changes. Otherwise, the details included in HB91 run the risk of becoming unsynchronized with federal law.

In Section 2 of HB91, a new section of Public School Code is created to establish the CTE pilot project fund, and "the fund consists of appropriations, gifts, grants and donations." Technical issues are likely in regard to intermingling private gifts and donations with a proposed legislative appropriation.

ALTERNATIVES

None noted.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

PED will continue to only support existing CTE programs using federal Perkins funds, and no new CTE pilot program will be implemented.

AMENDMENTS

Referencing existing definitions of high-quality CTE in federal laws (Perkins, ESSA, and

WIOA) will strengthen the bill. The sponsor might consider providing an indication of specific outcomes that are different from federal performance indicators, or else reference those indicators so that PED could bridge work. It might be appropriate to indicate how many sites should be covered in an appropriation for a pilot project, and if the seven-year funding would provide for only a single cohort of pilots, or for multiple cohorts.