

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:

Original	<input checked="" type="checkbox"/>	Amendment	<input type="checkbox"/>	Date	<u>1/17/19</u>
Correction	<input type="checkbox"/>	Substitute	<input type="checkbox"/>	Bill No:	<u>SB33</u>

Sponsor:	<u>Michael Padilla</u>	Agency Code:	<u>924</u>
Short Title:	<u>HIGH SCHOOL WATER MANAGEMENT PROJECT</u>	Person Writing	<u>Daniel Manzano</u>
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY20	FY21		
\$400.0	\$400.0	Nonrecurring after two years	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	NFI	NFI	NFI			

(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: SB33 amends NMSA 22.13 to add a pilot high school water management and conservation program (“program”). It requires reporting by implementers and the PED, and appropriates \$400.0 per year for FY20 and FY21.

FISCAL IMPLICATIONS

\$400.0 per year is allocated for FY20 and FY21. The PED may retain 4% (\$16,000) per year for professional development and department administrative costs.

SIGNIFICANT ISSUES

The PED already offers relevant course codes within the agriculture electives. Specific water management and conservation curricula could be considered as part of the CTE curriculum review process, which is a recurring process. CTE curriculum review and adoption is scheduled for Summer, 2019.

The payment of funds to launch one particular CTE course, outside of a full program of study, may not be aligned with best practices for CTE; however, in the past no state CTE funds have been available. Thus, many sites would welcome the possibility of funds to cover start-up costs for a CTE course. It is unclear what limits, if any, the PED should place on the type of expenditures that would be allowed for the program, or how many sites should be funded.

PERFORMANCE IMPLICATIONS

CTE concentrators are students who take at least two courses in a sequentially aligned program of study, and concentrators are one way schools can earn College and Career Readiness points on their report card. Incentivizing a stand-alone course might undermine efforts to encourage students to concentrate, inasmuch as a site might not offer an aligned sequence of related courses.

ADMINISTRATIVE IMPLICATIONS

The PED is required to develop a suitable curriculum for the program. The PED shall develop and evaluate applications for implementation and establish course content standards and teacher qualifications. The PED shall administer the program in one or more high schools.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None noted.

TECHNICAL ISSUES

Section B requires PED to fund development of a suitable curriculum. Section C requires most of the funds be distributed to implementers of the program, upon a demonstration that their proposed curriculum meets department standards. These two sections appear to be in conflict as to the source of appropriate curriculum.

OTHER SUBSTANTIVE ISSUES

New Mexico community colleges already offer programs for water management and conservation related courses. High school programs should align to the expectations of these postsecondary programs. Dual credit offerings in these postsecondary pathways could be a viable alternative to offering a high school level standalone course.

ALTERNATIVES

None noted.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

High schools will not have access to funds to develop a water management and conservation program. High schools wishing to offer water management and conservation course would do so using existing PED course codes. Providers of water management and conservation curricula may submit it during the Spring, 2019 curricula review cycle for approval by PED and inclusion in the approved curricula list for prioritized materials funding.

AMENDMENTS

None as of Jan 17, 2019.