

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY19	FY20	FY21	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	NFI	NFI	NFI	n/a		

(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:

HB562 allocates \$1,500.0 from the general fund to the PED for an online supplemental learning system to improve mathematics education in career and technical education coursework. Unused funds shall revert.

FISCAL IMPLICATIONS

The allocation would impact the general fund by \$1,500.0.

SIGNIFICANT ISSUES

The bill does not include any criteria to guide the selection of online materials. NM PED disbanded the Blended Learning Bureau in Summer, 2018. Currently, the only online educational programs administered by PED are online Advanced Placement (AP) courses, delivered via a contract with a national online provider. To implement HB562, PED would be required to research and evaluate potential online mathematics programs. The appropriation does not indicate that funds can be used by PED for evaluation of potential programs or administrative oversight. Expending \$1,500.0 on an online supplementary learning system without a plan for evaluating its effectiveness might not be a responsible use of funds.

The bill provides funding only for an online program. Mathematics is a point of concern for all students in the state, regardless of whether they are enrolled in CTE courses. Nonetheless, HB562 does not provide equal access for all students and LEAs in New Mexico.

PERFORMANCE IMPLICATIONS

No accountability to document gains in student content knowledge is included in the bill, and it includes no requirement to document the number of students, schools, student demographic information, and districts served.

ADMINISTRATIVE IMPLICATIONS

The bill would require PED to evaluate and select a program, and to administer implementation across districts. PED's existing resources are not well aligned to evaluating online instructional materials, and it is likely PED would need to hire two FTE to carry out this work in FY20.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

HB44 provides that CTE teachers need to be included in professional development. As such, a focus on standards based mathematics instruction within CTE courses might be a component of professional development and training.

TECHNICAL ISSUES

None identified.

OTHER SUBSTANTIVE ISSUES

It is unclear if online mathematics integration materials are available for all CTE programs offered in the state. This might further limit the number of students who would benefit from HB562 funding.

ALTERNATIVES

None identified.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Districts that want to utilize an online supplemental learning system to improve mathematics education in career and technical education coursework will continue to pursue such materials using their standard per-pupil funding.

AMENDMENTS

None identified.