

<b>LFC Requester:</b>	<b>Helms</b>
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**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**  **Amendment**   
**Correction**  **Substitute**

**Date** 01/31/23  
**Bill No:** HB198

**Sponsor:** Lente

**Agency Name and Code**                       
**Number:** PED - 924

**Short Title:** CAREER TECH FUNDS FOR INDIAN ED

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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY23	FY24		
None		N/A	NFA

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY23	FY24	FY25		
None	None	None	N/A	NFA

(Parenthesis ( ) Indicate Expenditure Decreases)

**ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)**

	FY23	FY24	FY25	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	None	None	None	None	N/A	NFA

(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:** House Bill 198 (HB198) would amend [Section 22-1-12 NMSA 1978 - career technical education pilot project](#) – to include federal Bureau of Indian Education (BIE) secondary schools

as eligible applicants for the Career Technical Education Pilot Project. HB198 also amends Section 22-1-13 NMSA 1978, the Career Technical Education Fund, in the state treasury, to include provision for federal BIE secondary schools as eligible recipients of grants from the fund.

The effective date of HB198 would be July 1, 2023.

### **FISCAL IMPLICATIONS**

HB198 does not contain an appropriation.

### **SIGNIFICANT ISSUES**

About 6,000 Native American students in New Mexico attend schools on tribal land funded by the federal Bureau of Indian Education. In New Mexico, the BIE system consists of 44 schools, which includes 22 tribally controlled schools and 22 schools operated directly by BIE. Of those schools, 32 are elementary and middle schools, and 12 are high schools. Students living on tribal land may have access to both BIE and state-supported public schools at various points in their schooling.

Native American students make up about 10 percent of public-school enrollment, roughly the same as the Native American share of the total state population. The number of Native American students in New Mexico public schools has decreased by 8.5 percent, from 35,500 in SY15 to 32,400 in SY19.

New Mexico has 23 sovereign Native American governments, a state funded public education system, and a federally funded Bureau of Indian Education (BIE) system. There are 23 Native American tribes located in New Mexico - 19 Pueblos, three Apache tribes, and the Navajo Nation. Each tribe is a sovereign nation with its own government, traditions, and culture, and each tribe has a separate and unique relationship with the state public education system and the federal Bureau of Indian Education system.

Native American students have improved performance on several key outcomes, including high school graduation. The Native American students four-year high school graduation rate increased by 11 percentage points in New Mexico during the decade between 2009 and 2019, from 58 percent to 69 percent. This increase was greater than the nine-point increase statewide during that time. Native American third graders also improved in reading and math proficiency by eight and seven percentage points, respectively, between 2015 and 2019, but remain below statewide proficiency rates. Native American students also increased their bilingual proficiency rates from 30 percent to 47 percent between 2015 and 2019.

### **PERFORMANCE IMPLICATIONS**

N/A

### **ADMINISTRATIVE IMPLICATIONS**

HB198 would require PED to collaborate with the Higher Education Department (HED) and Department of Workforce Solutions (DWS) to determine what constitutes a high-quality career technical education program and what constitutes student knowledge demonstratable to employers for success in career technical fields.

PED would be required to monitor the effects of high-quality career technical education programs for their effectiveness on student outcomes, including achievement scores, academic

growth, remediation rates, and graduation rates.

**CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

N/A

**TECHNICAL ISSUES**

N/A

**OTHER SUBSTANTIVE ISSUES**

A [2020 report by the Learning Policy Institute \(LPI\)](#), recommends tribal government departments of education and PED complete memoranda of understanding for the sharing of student data encompassing public school, BIE, and tribally controlled school data. These memoranda could serve as templates for local districts to further strengthen data sharing by also entering into agreements with local tribal governments. This would be a step toward the collaboration and communication the Indian Education Act requires. Additionally, LPI recommends PED support districts, tribally controlled schools, and Bureau of Indian Education schools to blend and braid education related funds. This could include permitting combined applications, budgets, and reporting requirements.

**ALTERNATIVES**

N/A

**WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

N/A

**AMENDMENTS**

N/A