

LFC Requester:	Sunny Liu
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**AGENCY BILL ANALYSIS
2018 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 1/23/2018
Original **Amendment** **Bill No:** HB30
Correction **Substitute**

Sponsor: Rep. William "Bill" R. Rehm **Agency Code:** 924
Short Title: SOFT SKILLS EDUCATION PROGRAMS **Person Writing:** Matthew Montano
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY18	FY19		
	250.0	Nonrecurring	General fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY18	FY19	FY20		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY18	FY19	FY20	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(Parenthesis () Indicate Expenditure Decreases)

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: HB30 makes an appropriation to the PED for the development and implementation of soft skills education programs for high school students.

FISCAL IMPLICATIONS

This bill directs \$250.0 to the PED to implement a soft skills education program. Any unexpended or unencumbered balance remaining at the end of FY19 shall revert to the general fund.

The appropriation is not part of the PED request and is not included in the Executive recommendation.

SIGNIFICANT ISSUES

The bill is vague as to what soft skills education program is envisioned, and it does not define soft skills education. It does not address if the expenditure is for a pilot program, or if all high school students should receive services.

PERFORMANCE IMPLICATIONS

The bill does not specify how soft skills training would be evaluated. Existing PED performance goals that might be relevant to this bill include Career Technical Education (CTE) measures of work-based learning experiences and Career Technical Student Organization (CTSO) participation.

WorkKeys is a nationally recognized assessment that evaluates applied skills. The NM Department of Workforce Solutions provides free WorkKeys assessments to any New Mexico resident, and the test is used by many employers in New Mexico. Specifying a soft skills education program that prepares students to be successful on WorkKeys would make expectations for specific performance outcomes explicit.

ADMINISTRATIVE IMPLICATIONS

The bill requires administrative services related to the development and monitoring of the program. PED anticipates that oversight of the soft skills education program would require one-half FTE.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None noted.

TECHNICAL ISSUES

Defining soft skills would strengthen the bill, as would an indication of specific outcomes that might be expected from the program. It would be appropriate to indicate if the appropriation is for a pilot project or a statewide implementation.

OTHER SUBSTANTIVE ISSUES

The PED already supports soft skills initiatives and the allocation of funds to an existing but limited program might be more effective, instead of developing a new program.

PED supports Jobs for Americas Graduates (JAG) through an appropriation of federal funds received through the Carl D. Perkins Career Technical Education Act. JAG is a national program that develops soft skills for high-need high school students. The bill might be strengthened by specifying an allocation to expand JAG to additional locations.

Career Technical Education (CTE) and Career Technical Student Organizations (CTSOs) are also supported through an appropriation of federal funds received through the Carl D. Perkins Career Technical Education Act. CTE and CTSO provide hands-on learning that is aligned to workforce needs. Both CTE and CTSOs operate with active business advisory boards that strive to instill soft skills into the high school curriculum. Allocating funding specifically to work-based education programs as part of CTE is another way to support the development of soft skills in high school, and would offer additional benefits as CTE students learn technical skills that are applicable to a career or trade.

PED currently oversees the dual credit instructional materials appropriation. The appropriation of funds for specific college courses to develop soft skills, delivered through dual credit, is another opportunity to support the development of soft skills without developing a new program.

Non-profit providers in the community, such as Junior Achievement and Mission Graduate, also strive to develop soft skills. These programs might be appropriate partners for a state-wide soft skills program.

ALTERNATIVES

None noted.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

PED will continue existing CTE programs using general fund and federal funds, and no new direct soft skills education program will be implemented.

AMENDMENTS