

<b>LFC Requester:</b>	<b>Sunny Liu</b>
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**AGENCY BILL ANALYSIS  
2019 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:**

**[LFC@NMLEGIS.GOV](mailto:LFC@NMLEGIS.GOV)**

*and*

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*{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**     **Amendment**    \_\_\_\_\_    **Date** 2/1/19  
**Correction**    \_\_\_\_\_ **Substitute**    \_\_\_\_\_    **Bill No:** HB318

**Sponsor:** Sheryl Williams Stapleton and Christine Trujillo and Patricia Roybal Caballero  
**Short Title:** WORKFORCE SOFT SKILLS PROGRAM FOR STUDENTS  
**Agency Code:** 924  
**Person Writing:** Daniel Manzano  
**Phone:** 505-670-3820    **Email:** Daniel.Manzano@state.nm.us

**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
Total appropriation recorded as FY20	\$4,350.0	Recurring (not specified)	General fund

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	FY20	FY21		
NFI	NFI	NFI	N/A	

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>	NFI	NFI	NFI	N/A	N/A	

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to: None noted.

Duplicates/Relates to Appropriation in the General Appropriation Act: None noted

**SECTION III: NARRATIVE**

**BILL SUMMARY**

Synopsis:

HB318 makes an appropriation of \$4,350.0 to the PED to develop or purchase and to implement in FY19 and FY20 a comprehensive standards-based online program to teach workplace soft skills to middle and high school students.

**FISCAL IMPLICATIONS**

HB318 contains a \$4,350.0 appropriation from the general fund, with unused funds reverting at the end of the fiscal year. The bill does not indicate that the appropriation is recurring; however, recurrence is assumed.

**SIGNIFICANT ISSUES**

The concept and availability of soft skills resources has been included in everything from the Common Career Technical Core Career Ready Practices<sup>1</sup>, Employability Skills Framework<sup>2</sup>, the 21<sup>st</sup> Century Skills for Workplace Success, and Industry Competency Models<sup>3</sup>, to the National Career Readiness Certificate<sup>4</sup>. Soft skills are typically integrated into career and technical education (CTE) curricula, are an integral part of CTE program of study standards, and are practiced within Career and Technical Student Organizations. Nonetheless, many available resources are not comprehensive, and most are not offered as an online program.

At a national level, CTE Associations have developed standards for soft skills, and New Mexico has adopted those standards in NMAC 6.29.3. The soft skills New Mexico has identified include:

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.

<sup>1</sup> <https://careertech.org/career-ready-practices>

<sup>2</sup> <https://cte.ed.gov/initiatives/employability-skills-framework>

<sup>3</sup> <https://www.careeronestop.org/competencymodel/competency-models/pyramid-home.aspx>

<sup>4</sup> <http://www.act.org/content/act/en/products-and-services/workkeys-for-educators/ncrc.html>

6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Multiple curricular resources and national career-readiness initiatives have labeled soft skills by multiple names (ie. employment skills, career ready practices, workplace competencies) and each resource varies in the essential attributes identified. HB318 provides a definition of soft skills in section B (page 2, lines 1-5). It is unclear if PED is expected to modify NMAC 6.29.3 to include the descriptions in HB318, or if other modifications to the definition of standards would be required in order to implement an appropriate program.

PED conducted a brief search for comprehensive standards-based online curricula that would cover the soft skills identified in NMAC 6.29.3, but was unable to identify any such online curricula. An analysis of the financial and human resource commitment that would be required for an implementation plan that included development of a comprehensive online curricula is beyond the scope of this bill analysis.

The College and Career Readiness Bureau (CCRB) is aware of a local company that has been advocating their product as a soft-skills repository; however, CCRB is not convinced by their demonstrations that the product they offer has the ability to serve as a comprehensive, standards-based online curricula.

## **PERFORMANCE IMPLICATIONS**

Research from the Alliance for Student Activities<sup>5</sup> indicates that activities which promote soft skills and student engagement increase student test scores, graduation rates, college acceptance rates and college success rates and reduces student dropout rates. Soft skills are typically taught through hands-on learning, especially through intra- and extra-curricular activities. Student activities, including sports, student organizations, and elective courses, all offer performance benefits.

As documented by Alliance for Student Activities, participation in student activities is linked to higher math and English grades (Broh 2002); improved grades, coursework selection, and homework completion (Marsh & Kleitman 2003); better performance on math, reading, and science tests (Gerber 1996); improved classroom preparation and higher achievement in math and science (Jordan & Nettles 2000); higher scores on geography, history, math, reading, and science tests (Schreiber & Chambers 2002); and increased likelihood of applying to college and the submission of an increased number of college applications (Marsh & Kleitman 2003).

Students who participate in student activities are more likely to want to attend college and submit more college applications (Marsh and Kleitman 2003). Participants in middle and high school student activities are more likely to enroll in college (Marsh and Kleitman 2003), stay enrolled (Barber et al. 2001; Mahoney et al. 2003), get better grades (Zaff et al. 2003), graduate (Barber et

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<sup>5</sup> <http://www.alliance4studentactivities.org/letxequalsa/index.html>

al. 2001), and pursue graduate school education (Marsh and Kleitman 2003).

Participation in at least one student activity decreases the likelihood that a student will drop out of school (Mahoney 2000; Zill et al. 1995). The positive effect of participation in relation to the dropout rate is strongest among at-risk students (Mahoney & Cairns 1997) and minorities (Davalos et al. 1999; Melnick et al. 1992b).

Despite all of the advantages that such student activities offer, PED was unable to identify any similar consequences for online instruction. Therefore, the performance implications for HB318 are unknown.

### **ADMINISTRATIVE IMPLICATIONS**

The staff of PED would be required to research and develop, or to identify and purchase a comprehensive standards-based online learning program for middle and high school students.

PED would need to provide professional development in order to support the implementation of a workplace soft skills curriculum. Funding for professional development is not included in HB318; however, it could be part of the implementation plan. Allocation of the appropriation between acquisition and implementation is left to PED's discretion.

Staffing would be required for research and for implementation oversight. CCRB estimates that at least one FTE would be required for effective implementation.

### **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

None noted.

### **TECHNICAL ISSUES**

None noted.

### **OTHER SUBSTANTIVE ISSUES**

None noted.

### **ALTERNATIVES**

HB318 defines "soft skills" as "the personal attributes needed to succeed in the workplace, including communication, critical thinking, leadership, conflict management, positive attitude, teamwork and work ethic." Instead, perhaps the soft skills should reference existing NMAC 6.29.3.

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

There would not be a shared New Mexico curricula resource for teaching soft skills. Teachers would identify and teach soft skills based on NMAC 6.29.3, as prioritized and understood at the local level.

## **AMENDMENTS**

None identified.