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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
54th Legislature, 1st Session, 2019

Bill Number	<u>HB183</u>	Sponsor	<u>Trujillo, L.</u>
Tracking Number	<u>.212171.2</u>	Committee Referrals	<u>HLVMC/HEC</u>
Short Title	<u>Apprenticeship Program for Graduation</u>		
Analyst	<u>Force</u>	Original Date	<u>1/28/19</u>
		Last Updated	<u>2/26/19</u>

BILL SUMMARY

Synopsis of Bill

House Bill 183 (HB183) would require the Public Education Department (PED) to establish procedures by which students would be awarded credit for graduation requirements through completion of work-based training and apprenticeship-related instruction under a registered apprenticeship program. “Registered apprenticeship program,” for purposes of this act, means an apprenticeship program approved by the secretary of the Workforce Solutions Department (WSD) with the advice of the State Apprenticeship Council or registered with the Office of Apprenticeship of the Employment and Training Administration of the U.S. Department of Labor.

The bill also creates a new section of the Compulsory School Attendance Law requiring local school boards, governing bodies of charter schools, private schools or state agencies to count time spent in work-based training or a registered apprenticeship program toward high school attendance.

FISCAL IMPACT

HB183 does not contain an appropriation.

SUBSTANTIVE ISSUES

According to the National Conference of State Legislatures’ report, *No Time to Lose*, a strong system of career technical education (CTE) is a hallmark of high-performing educational systems, with many high-performing countries employing CTE as a strategy to enhance national and local economies. CTE programs often have a practicum component, such as work-based learning, lab work, or internships. Apprenticeships are another possible hands-on learning experience for young people interested in an applied education and earlier entry into the workforce than many college-bound students. A good example of a high-performing country’s use of apprenticeships can be found in Finland, where approximately half of secondary students opt to enroll in a CTE pathway. Each of those students spends six to eight weeks as an apprentice or intern.

Participation in high-quality CTE programs has been shown to lower high school dropout rates, raise graduation rates, and reengage students who have lost interest in school. However, New Mexico Independent Community Colleges (NMICC) indicates there currently are no apprenticeship programs in high schools, although some pre-apprenticeship programs do exist. Further, some apprenticeship programs have a minimum age requirement, and may require a high school diploma or equivalency credential, preventing high school students from participating; most apprenticeship programs are offered through postsecondary institutions.

The WSD describes apprenticeships as “earn while you learn” training under the supervision of experienced “journeyworkers” with related classroom instruction to prepare apprentices for skilled occupations. Apprentices work as they complete their classes; upon graduation, apprentices will receive a nationally recognized certificate of completion and will have earned the highly skilled “journeyworker” designation. The program can last one to five years, depending on the occupation. Employers work with WSD State Apprenticeship Office to create program standards in addition to written agreements that specify the length of a participant’s training, the related technical instruction, an outline of the skills that person will need to learn, and the wages he or she will earn. WSD must approve this agreement before apprentices can start their training. Currently, WSD offers apprenticeship programs in a number of occupations, including air and hydraulic balancing technicians, asbestos workers, carpenters, electricians, heavy equipment operators, ironworkers, machinists, plumbers, and roofers.

ADMINISTRATIVE IMPLICATIONS

HB183 requires PED establish procedures by which students would be awarded credit for their participation in apprenticeship programs. Presumably, these procedures may be established by rulemaking. The Higher Education Department (HED) suggests, because secondary school apprenticeship programs may implicate dual credit or enrollment, PED should consult with HED when establishing these procedures.

RELATED BILLS

HB91 creates a career and technical information pilot project.

HB184 creates a tax credit for registered apprenticeship programs for qualified apprentices.

SB229 includes completion of a work-based learning project as an indicator of school climate to be included in school accountability assessments.

SOURCES OF INFORMATION

- LESC files
- Legislative Finance Committee (LFC)
- Higher Education Department (HED)
- Workforce Solutions Department (WSD)
- New Mexico Independent Community Colleges (NMICC)

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