

**LFC Requester:****Connor Jorgensen****AGENCY BILL ANALYSIS - 2025 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO**  
[AgencyAnalysis.nmlegis.gov](http://AgencyAnalysis.nmlegis.gov) and email to [billanalysis@dfa.nm.gov](mailto:billanalysis@dfa.nm.gov)  
*(Analysis must be uploaded as a PDF)*

**SECTION I: GENERAL INFORMATION***{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}*

**Date Prepared** 2/18/25 *Check all that apply:*  
**Bill Number:** HB0433 Original  Correction   
 Amendment  Substitute

**Sponsor:** Anita Gonzales, Joy Garratt, Meredith A. Dixon **Agency Name and Code Number:** Dept. of Workforce Solutions-631  
**Person Writing Analysis:** Sarita Nair **Email:** Evan.Sanchez@dws.nm.gov  
**Short Title:** Study Career and Tech Education **Phone:** 505-263-3187 :

**SECTION II: FISCAL IMPACT****APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		
\$100.	\$100.	Nonrecurring	General Fund

(Parenthesis ( ) indicate expenditure decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY26	FY27	FY28		
n/a	n/a	n/a	n/a	n/a

(Parenthesis ( ) indicate revenue decreases)

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

	FY26	FY27	FY28	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	\$50.	\$0	\$0	\$50.	Nonrecurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

## **SECTION III: NARRATIVE**

### **BILL SUMMARY**

#### **Synopsis:**

HB 433 would require the New Mexico Higher Education Department (HED), in collaboration with the NM Public Education Department (PED), the NM Department of Workforce Solutions (DWS), and the Legislative Education Study Committee (LESC), to conduct a comprehensive study regarding the availability of career and technical education (CTE) courses and instructors, the salaries and compensation packages of those instructors and a report and recommendations to the Governor, the Legislative Finance Committee, and other relevant legislative committees by October 1, 2025. Specifies particular components of the study and report regarding industry, workforce, and CTE course needs for adequate skill building of students, compensation of CTE instructors, and identifying and addressing workforce and CTE course shortages.

### **FISCAL IMPLICATIONS**

The bill appropriates \$100,000 to HED to conduct the study and report, many of the bill's required elements of the study and report require data, programmatic, and coordinative analyses by DWS. To meet these requirements, DWS would need to dedicate a portion of time from one work-based learning program coordinator, one staff person from the Employment Services Division, and one economist from the Economic Research & Analysis Bureau, totaling approximately \$50,000. The bill's specific requirements of DWS in this regard include: requiring the study to examine current and future student and industry needs and demands; whether the CTE courses adequately address industry employer needs for workers' skills and students' needs for skills in workforce jobs; whether the courses offered adequately address current or future workforce shortages and other needs; opportunities to encourage and coordinate with industry employers to address workforce shortages and future needs; whether industry employers have current or future concerns about CTE courses; a review and evaluation of CTE instructor salaries; reasons why there is a shortage of CTE instructors; reasons why industry employers have identified specific findings and recommendations; and identification of industry employers to provide input and recommendations.

In addition to the currently proposed HED appropriation, another \$50,000 could be appropriated directly into DWS's budget to fund its role in the study and report. Alternatively, DWS could enter into an agreement to draw on those funds with HED.

### **SIGNIFICANT ISSUES**

The information revealed by this study and report could both improve the effectiveness of CTE programs in supporting students' workforce skills by better informing those programs' curricula and instruction, and better meet employers' needs to have skilled workers in key industries by addressing students' skill needs, and by publicizing industry demands and occupational shortage and compensation information.

### **PERFORMANCE IMPLICATIONS**

n/a

### **ADMINISTRATIVE IMPLICATIONS**

n/a

**CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

n/a

**TECHNICAL ISSUES**

PED houses the College & Career Readiness Bureau and oversees teacher licensure. This project might be better housed in PED.

**OTHER SUBSTANTIVE ISSUES**

n/a

**ALTERNATIVES**

n/a

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

n/a

**AMENDMENTS**