

LFC Requester: \_\_\_\_\_

**AGENCY BILL ANALYSIS - 2025 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO**

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*(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:** 02/07/2025 *Check all that apply:*  
**Bill Number:** HB0282 Original  Correction   
 Amendment  Substitute

**Sponsor:** Eleanor Chávez and Yanira Gurrola  
**Short Title:** REQUIRING EMPLOYEE RIGHTS IN THE WORKPLACE TO BE TAUGHT TO HIGH SCHOOL STUDENTS.  
**Agency Name and Code Number:** NM Division of Vocational Rehabilitation (NMDVR)  
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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY25	FY26		
0.00	0.00	0.00	0.00

(Parenthesis ( ) indicate expenditure decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY25	FY26	FY27		
0.00	0.00	0.00	0.00	0.00

(Parenthesis ( ) indicate revenue decreases)

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

	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>	0.00	0.00	0.00	0.00	0.00	0.00

(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:**

AN ACT RELATING TO EDUCATION; REQUIRING EMPLOYEE RIGHTS IN THE WORKPLACE TO BE TAUGHT TO HIGH SCHOOL STUDENTS. The bill mandates that employee rights in the workplace be incorporated into the high school curriculum to equip students with knowledge about employment laws and their rights as employees. It aims to provide high school students with a clear understanding of their workplace rights before entering the workforce.

#### **FISCAL IMPLICATIONS**

The bill does not specify any direct fiscal impacts; however, there may be associated costs related to implementing curriculum changes, training educators, and creating teaching materials. These costs could potentially be offset by existing educational resources or grants. Training requirements and professional development for teachers to understand labor laws will be needed.

#### **SIGNIFICANT ISSUES**

Educators and school administrators will need time and resources to integrate these materials into existing curriculums, which may require some coordination. Additionally, the proposed curriculum may have implications for social studies standards.

#### **PERFORMANCE IMPLICATIONS**

If enacted, NMDVR staff will need to be educated on updated credential requirements, which typically occurs through cross-collaboration training with the Public Education Department (PED) at the beginning of each academic year. This is important as it aligns with the training NMDVR staff will need to ensure the smooth delivery of related services.

#### **ADMINISTRATIVE IMPLICATIONS**

The bill may impact coordination between NMDVR and PED staff for transition planning, particularly in relation to work-based learning experience curricula. Additionally, NMDVR may need to adapt its support materials and case development tools to reflect updated course requirements regarding employee rights and related federal employment laws.

It is expected that school districts will be required to oversee and enforce these changes. However, the administrative burden should be manageable. If a standalone course were created, it could serve as the fourth Social Studies option under HB171, addressing questions from LEAs about what could count as the fourth required course.

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

The bill does not conflict with other existing regulations or laws related to the NMDVR VR program. It does not reference the Rehabilitation Act, WIOA, or pre-employment transition services (pre-ETS), which are key mandates for the NMDVR VR program. Therefore, there is no direct overlap or duplication with those existing programs.

#### **TECHNICAL ISSUES**

N/A

## **OTHER SUBSTANTIVE ISSUES**

N/A

## **ALTERNATIVES**

N/A

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

Not enacting the bill would leave high school students without the formalized instruction on employee rights and other federal employment laws, which could limit their preparedness for entering the workforce. Additionally, it would potentially miss an opportunity to expand self-advocacy education for students involved in vocational rehabilitation services. This could impact students' ability to navigate their rights effectively in the workforce and hinder the overall goal of preparing them for employment and self-advocacy.

There are some concerns that topics related to labor unions, worker rights, and government regulations may be controversial in certain communities or industries. Additionally, some stakeholders believe Financial Literacy would better serve students as a required course rather than employee rights. The appropriateness of this course for younger students is also under consideration, with recommendations suggesting it may be more effective as a Senior-level course rather than for 9th or 10th-grade students.

## **AMENDMENTS**

N/A