

LFC Requester: _____

AGENCY BILL ANALYSIS - 2025 REGULAR SESSION

WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO

AgencyAnalysis.nmlegis.gov and email to 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: 2/3/2025

Check all that apply:

Bill Number: SB0242

Original Correction

Amendment Substitute

Sponsor: Mimi Stewart

Agency Name and Code Number:

New Mexico Institute of Mining and Technology 962

Person Writing

fsdfs _____

Analysis: The VPAF Office

Short Title: Advancing the Science of Reading Act

Phone: 575-835-5606

Email: VPAF@nmt.edu

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		
Not identified	Not identified		

(Parenthesis () indicate expenditure decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY26	FY27	FY28		
No Revenue Identified	No Revenue Identified	No Revenue Identified		

(Parenthesis () indicate revenue decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY26	FY27	FY28	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Hire a literacy coordinator	\$94.5	\$99.2	\$104.2	\$297.9	Recurring	General Funds
Additional faculty compensation	\$20.2	\$21.2	\$22.3	\$63.7	Recurring	General Funds
Cooperative teachers stipends	\$60.0	\$60.0	\$60.0	\$180.0	Recurring	General Funds
Faculty professional development	\$10.0	\$10.0		\$20.0	Nonrecurring	General Funds
Total	\$184.7	\$190.4	\$186.5	\$561.6		General Funds

(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:

Relating to school personnel;

- Enacting the advancing the science of reading act;
- Requiring teacher licensing candidates to demonstrate competency in structured literacy and the science of reading;
- Requiring the use of high-quality instructional materials for all student teaching and supervised field experiences;
- Disallowing balanced literacy as a teaching method in public schools and state institutions;
- Providing for literacy coordinators;
- Providing monitoring and enforcement.

FISCAL IMPLICATIONS:

This bill requires literacy coordinators to be employed at each state-approved teacher preparation program to oversee the implementation of the provisions of the Advancing the Science of Reading Act and ensure compliance with that act and sufficient funding to be provided to support the salary and administrative costs of literacy coordinator positions. Assuming a 5% annual salary increase, it would cost an estimated \$297,911 over three years to support the Literacy Coordinator position (salary plus 35% fringe benefits), and it would cost an estimated additional \$63,838 for faculty to teach two new reading courses over three years. Additionally, a total of \$200,000 is expected to be needed over three years for quality instructional materials and professional development stipends.

SIGNIFICANT ISSUES:

Page 3, Section 3.A: NMIMT offers an Undergraduate Minor in Secondary Education (we do not award a Bachelor's degree in Education). Our students receive a STEM degree and complete one semester of student teaching (full-time clinical experience) as part of their Minor in Secondary Education. Adding 6 additional credits in reading will add to their total time to degree completion. The majority of NMIMT undergraduates receive endorsements in science or math, and will not be teaching language arts or ELA during their supervised/student teaching. Furthermore, NMIMT undergraduates may be reluctant to take elementary reading strategy courses because they might perceive it as "too basic" or irrelevant to their future careers. They may feel they already have sufficient reading skills and don't need to learn strategies primarily aimed at younger students, especially if their chosen field (STEM) and secondary education don't directly involve teaching young children. Therefore, specific endorsement areas (such as English Language Arts) should be added when suggesting "*sixth through twelfth grade teachers in areas such as English Language Arts needing 6 credit hours in phonemics and fluency/reading comprehension as well as requiring minimum of a hundred hours of supervised field experience implementing the science of reading.*"

Page 3, Section 3.A: For the additional 6 credit hour requirement, how will EPPs incorporate additional coursework without exceeding current licensure credit caps for both undergraduate programs and Alternative Licensure? NMIMT recommends modifying current reading courses to adopt new content to include: phonemic awareness and phonics; fluency, vocabulary acquisition, and reading comprehension.

Page 5, Section 4.A: "*Pre-service teachers completing student teaching or supervised field experiences assigned in a classroom in a public school shall use High-Quality Instructional Materials (HQIM) with alignment to a structured literacy approach and the state's literacy framework*" Access to HQIM can be challenging for rural districts and the number of placements for individuals wanting to teach in those areas is already limited by the number of available quality mentors (level 2 and 3). Due to NMIMT's rural location and Socorro's small school district, finding cooperative teachers is an ongoing challenge. Placing requirements outlined in this bill may force us to eliminate our Undergraduate Minor in Secondary Education program. If we add the HQIM requirement, we may be unable to find placements for our student teachers. We recommend a clause that states that when no such classrooms exist within a certain distance, etc., exceptions can be made.

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS:

For many of the proposed changes, NMIMT will need more personnel and financial support to implement, oversee, establish, and report on initiatives outlined in this bill. Without additional resources, it is unclear if NMIMT can sustain its efforts in this area. Both instructors and STEM Education Center staff will need to be trained on the new program which would involve a cost of travel and time.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES:

If the expectation is to incorporate this into the curriculum, will programs be permitted to increase the number of credits in their program (recognizing this may extend the time to degree along with

the need to hire additional personnel with the appropriate expertise)? Otherwise, will there be direction on what component of the curriculum may be removed?

With New Mexico's current teacher shortage specifically in Math and Science fields, this bill is creating more roadblocks to getting qualified teachers in the classroom and less incentive to have interested STEM undergraduates join the teaching workforce by completing our Undergraduate Minor in Secondary Education.

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL: Educational programs and courses will be delivered as normal, with minimal changes if necessary.

AMENDMENTS