

LFC Requester:

Sunny Liu

AGENCY BILL ANALYSIS - 2025 REGULAR SESSION

WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO

[AgencyAnalysis.nmlegis.gov](https://www.legis.nm.gov/AgencyAnalysis) 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: 2/19/2025 *Check all that apply:*
Bill Number: SB416 Original Correction
 Amendment Substitute

Sponsor Pete Campos **Agency Name and Code** ECECD 611
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Short Title: PRE-K THROUGH 3RD GRADE ONLINE MATH & READING **Phone:** (505)231-2997 **Email:** Elizabeth.groginsky@ecd.nm.gov

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

Appropriation		Recurring or Nonrecurring	Fund Affected
FY25	FY26		
NA	\$1,000.0	Nonrecurring	General Fund

(Parenthesis () indicate expenditure decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY25	FY26	FY27		
NA	\$1,000.0	NA	Nonrecurring	General Fund

(Parenthesis () indicate revenue decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		\$160,000				

(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

SB416 would make a \$1 million appropriation to the Early Childhood Education and Care Department (ECECD) for the provision of online math and reading support for students in PreK through third grade.

The appropriation for one million dollars from the general fund to ECECD is to be expended in FY26 for the provision of evidence based online math and reading support for early intervention and strengthening of foundational literacy and numeracy skills for students in PreK through third grade. The funding is also to be utilized for the provision of professional development for educators and care givers and for the purchase of materials to support the online reading and math supports. Funding that is unexpended or unencumbered at the end of FY26 shall revert to the general fund.

FISCAL IMPLICATIONS

SB416 appropriates one million dollars from the general fund to ECECD to be expended in FY26 for the provision of online math and reading support for students in PreK through third grade. The Department would need at least two FTEs or contract staff to manage, coordinate, and implement the PreK Math and Reading pilot.

SIGNIFICANT ISSUES

According to the American Academy of Pediatrics, children aged 3-10 should have no more than one hour of screen time per day. SB416 does not provide guidance as to how many hours per day students would be expected to participate in this supplemental programming.

Online math and reading programs for pre-K through third grade can offer several benefits, including personalized learning, increased engagement through interactive activities, improved access to practice, development of digital literacy, and the ability to learn at their own pace, which can be particularly helpful for students who may need extra support or are ahead in their learning trajectory; all while providing valuable practice in foundational math and reading skills.

PERFORMANCE IMPLICATIONS

This activity likely can be more easily implemented in kindergarten through third grade in which instructional time is very structured and led by the educator. Implementation in a PreK setting may be a bit more challenging as many early childhood curricula are designed to be student led, meaning curricula gives a child choice as to what they want to work on, and is not rigid. Educators can help guide and or pique interest in the use of the online math and reading but it may become challenging to ensure every child meets this requirement on a weekly basis.

This tool could easily be implemented through a parent engagement lens in which ECECD would provide parents with access to the online tools, provide training and support to parents for use as an extension of the classroom at home. NM PreK requires that each NM PreK program provide parent engagement opportunities for a minimum of 90 hours per program year. Programs and

parents could utilize this additional programming to meet the parent engagement requirements supporting the parents and the first and most important educator for their children and help their children make great gains in literacy and numeracy in the process further supporting school readiness.

ADMINISTRATIVE IMPLICATIONS

SB416 appropriates one million dollars from the general fund to ECECD to be expended in FY26 for the provision of online math and reading support for students in PreK through third grade. Kindergarten through third grade is under the administration of the Public Education Department. A memorandum of understanding or agreement (MOU or MOA) would need to be developed to transfer funds to support the online reading and math supports including the professional development and materials. There would need to be a formula to determine a cost per child to ensure equitable distribution of the funds between ECECD and PED. The MOU or MOA would also need to address any data sharing, reporting, data management, etc, that might be required to measure and demonstrate outcomes.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP **HB455 is a duplication of SB416**

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

If SB416 is not enacted, one million dollars will not be appropriated to ECECD and students in PreK through third grade will not participate or have access to online reading and math supports funded by SB416.

AMENDMENTS