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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: 13 March 2025 *Check all that apply:*
Bill Number: SB524 SECS Original Correction
 Amendment Substitute

Sponsor: Steward **Agency Name and Code:** NM Independent Community Colleges 994
Short Title: Public Peace, Health, Safety & Welfare **Person Writing:** Vanessa K. Hawker
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SECTION II: FISCAL IMPACT

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		Indeterminate	Indeterminate		R	Institution operating budgets

(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: Senate Bill 524 Senate Education Committee Substitute (SB524/SECS) establishes a new section in Chapter 21 NMSA 1978, establishing in statute requirements for teacher preparation programs as they teach teacher candidates how to teach reading. The section includes definitions for “high-quality instructional materials”, “science of reading”, “scientifically based reading instruction”, and “structured literacy”.

SB524/SECS enacts structured literacy as the primary method for teacher education programs to teach foundational literacy skills for learning to read. The literacy instruction is to include evidence-based practices for biliteracy, differentiation and culturally and linguistically responsive instruction.

All teacher preparation programs are to offer courses and student teaching that:

- Includes the science of reading, structured literacy, and scientifically based reading instruction
- Provides a minimum of 100 hours of supervised field experience implementing the science of reading, structured literacy, and scientifically based reading instruction.

The public education department (PED) shall develop educator preparation standards related to the five components of the science of reading. In reviewing educator preparation programs, PED shall monitor all educator preparation programs. Programs that do not adhere to the science of reading will be required to submit corrective action plans. Programs that do not adhere to the science of reading may lose state approval for their educator preparation program.

SB524/SECS provides requirements educator preparation programs must provide to PED, including an annual accountability report.

SB524/SECS provides requirements for PED as it provides initial approval and ongoing review of educator preparation programs.

A new section of the public-school code is created, requiring parents to be notified if their student is not reading on grade level.

FISCAL IMPLICATIONS

SB524/SECS does not have an appropriation. There will be costs to higher education institutions to comply with the provisions of the bill.

SIGNIFICANT ISSUES

SB524/SECS codifies current PED requirements that educator preparation programs teach the science of reading utilizing structured literacy and scientifically based reading instruction.

PED Oversight

SB524 establishes in statute requirements related to the teaching of reading educator preparation programs must meet to be a certified educator preparation program.

- Higher education educator preparation program faculty who teach the science of reading will need to be trained in LETRS (Language Essentials for Teachers of Reading and Spelling).
- Educator preparation programs will be required to submit yearly reports that include evaluations of the program and faculty qualifications.

SB524/SECS reinforces current state – if educator preparation programs are not compliant with PED’s program requirement, the program can lose certification. Students from non-certified programs can not apply for NM teacher licensure.

PED Rulemaking

Upon implementation, PED will need to develop rules to address many facets of the bill, including:

- Ensuring the needs of bilingual/multilingual students are met.
- Provisions for instances when the student who is learning to read does not have a

- home-based support system that can assist the student in learning to read English. For example, parents or guardians who speak and write in a language other than English.
- Ensuring the parental notification templates are available in multiple languages.
 - SB524/SECS requires 100 hours of supervised field experience – PED rulemaking will be required to specify if this is a requirement for all licenses (such as secondary licensed teachers, vocational-technical licensed teachers) or only specific licenses.
 - Establishing responsible parties for the collection of data on the effectiveness of educator preparation program graduates in applying the science of reading practices.

It is assumed PED will seek input from the Professional Practices and Standards Council, created by PED in New Mexico Administrative Code (6.2.8 NMAC) in implementing SB524/SECS.