

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: 2/22/2025 *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 may be reluctant to take elementary reading strategy courses because they might perceive it as irrelevant to their future careers, particularly since secondary education doesn't directly involve teaching young children. Therefore, remove *"A. To be SFC→initially←SFC licensed as a teacher for pre-kindergarten through third grade, kindergarten through eighth grade, fifth through ninth grade, sixth through twelfth grade or pre-kindergarten through twelfth grade special education, in addition to other licensing requirements, an applicant shall have successfully completed the following"*.

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.

For rural institutions, it may be difficult to hire individuals with this expertise.

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.

We are concerned implementation of this bill, in its current form, will decrease interest among students to pursue the minor because it will increase degree requirements and time to degree.

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