



LFC Requester: Liu

**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2025 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: 02/12 /25

Bill No: [SB345](#)

Agency Name and Code: PED - 924

Sponsor: Figueroa

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Short Title: TEACHER & INSTRUCTIONAL
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SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		
\$6,000.0	None	Nonrecurring	General Fund

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY26	FY27	FY28		
None	None	None	N/A	NFA

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY26	FY27	FY28	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	None	None	None	N/A	Nonrecurring	NFA

Duplicates/Relates to Appropriation in the General Appropriation Act: [HB141](#), the current version of the General Appropriation Act of 2025, includes \$6 million for the Public Education Department for community school and family engagement initiatives.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: Senate Bill 345 (SB345) would amend [Sections 22-10A-7](#) and [22-10A-12](#) NMSA 1978 concerning teacher licensure and licensure reciprocity. Specifically, the bill would:

- modify the conditions for obtaining a level one teaching license by allowing candidates to fulfill requirements through either the New Mexico teacher assessments or the New Mexico teacher portfolio; and
- extend licensure reciprocity to instructional support providers licensed in other states, permitting them to obtain a level two or level three license if they meet competency requirements, hold a professional license if applicable, and pass a background check. It would allow instructional support providers to receive a lower-level license if they do not qualify for a higher-level one. Local superintendents would also have the authority to require a mentorship period if they deem it necessary.

The bill does not provide an effective date. Laws go into effect 90 days after the adjournment of the Legislature enacting them, unless a later date is specified. If enacted, this bill would become effective June 20, 2025.

FISCAL IMPLICATIONS

The bill does not contain an appropriation.

SIGNIFICANT ISSUES

Per statute ([Section 22-10A-7 NMSA 1978](#)), candidates who choose to complete the portfolio would still be required to complete an assessment of the candidate's knowledge of the science of teaching reading.

The [2024 New Mexico Educator Vacancy Report](#) highlighted 737 teacher vacancies, emphasizing the ongoing teacher shortage in the state. The provisions of SB345 may help address this by providing an alternative pathway for teacher licensure, allowing candidates to meet the assessment requirement through either the New Mexico teacher assessments or the New Mexico teacher portfolio. This flexibility may help attract more aspiring educators who may excel in practical teaching skills but struggle with standardized tests, removing a potential barrier to entry into the profession.

Furthermore, by broadening the licensure process to accommodate different competencies, SB345 could help to expand the pool of qualified applicants, which might lead to faster placement of teachers in classrooms and a reduction in overall vacancies. This change is particularly beneficial in high-need subject areas and rural districts, where teacher shortages are often more pronounced, as it ensures that capable individuals who can demonstrate their teaching effectiveness through alternative assessments are not excluded from the profession.

SB345 grants local superintendents the discretion to require a mentorship period for out-of-state instructional support providers if necessary, ensuring that school districts have the flexibility to assess and support incoming professionals based on their specific needs rather than enforcing a uniform requirement. This provision could facilitate a smoother transition for instructional support providers who may require additional training or guidance.

PERFORMANCE IMPLICATIONS

None.

ADMINISTRATIVE IMPLICATIONS

The Public Education Department would need to review and potentially amend rules that pertain to licensure.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to:

- House Bill 79, Audiology & Speech-Language Pathology Compact
- House Bill 81, Occupational Therapy Compact
- House Bill 82, Physical Therapy Licensure Compact
- House Bill 118, Professional Recruitment and Retention Act
- House Bill 217, Counselling Compact
- Senate Bill 12, Out-of-State Telehealth Providers
- Senate Bill 46, Interstate Medical Licensure Compact
- Senate Bill 104, Audiology & Speech Licensure Compact

TECHNICAL ISSUES

In Section 2 of the bill, proposed new Subsection C indicates, “An instructional support provider licensed in another state may be granted a level two or level three license if [they have] professional experience[...].” but the bill fails to define or otherwise delineate what sort and duration of work experience would fulfill this requirement.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

See, “Technical Issues,” above. The sponsor may wish to consider amending the bill to define what sort and how much work experience is required to fulfill the conditions of Section 2.C of the bill. Alternatively, the sponsor may wish to consider amending the bill to delegate that decision to PED.