



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: 02/19 /25
Bill No: SB416

Agency Name and Code: PED - 924

Sponsor: Campos

PED Lead Analyst: Steven Heil

Phone: (505) 309-1855 **Email:** steven.heil@ped.nm.gov

Short Title: PRE-K THROUGH 3RD GRADE
ONLINE MATH & READING

PED Policy Director: Denise Terrazas
Phone: (505) 470-5303 **Email:** denise.terrazas@ped.nm.gov

SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		
\$1,000.0	None	Nonrecurring	GF

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	None	N/A	NFA

Duplicates/Relates to Appropriation in the General Appropriation Act: Relates to a \$14 million appropriation for early literacy and support and a \$30 million appropriation for a reading intervention program based on the science of reading.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: Senate Bill 416 (SB416) would fund targeted, supplemental online math and reading support for students in pre-kindergarten through third grade by the Early Childhood Education and Care Department (ECECD) as well as professional development for educators and high-quality learning materials.

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 would appropriate \$1 million to ECECD in FY26 to implement online, evidence-based instructional programs grounded in the science of reading, provide professional development for educators, and supply high-quality learning materials for teachers and caregivers. Any unexpended or unencumbered balance remaining at the end of fiscal year 2026 would revert to the general fund.

SIGNIFICANT ISSUES

The [Early Childhood and Care Department Act](#) created the ECECD in 2019. The provision of high-quality early education overlaps with the responsibilities of the Public Education Department and is a key component of the state's cradle-to-career unified vision of education.

The bill emphasizes the implementation of evidence-based instructional programs grounded in the science of reading, professional development for educators, and the provision of high-quality learning materials for caregivers.

Improving reading instruction by grounding it in the science of reading is a primary education policy initiative both of the Executive and the Legislature. Currently, 62 percent of New Mexico students are not proficient in reading.

Additionally, high-quality reading instruction can help reduce disparities in literacy rates among students from different socioeconomic, linguistic, and cultural backgrounds and can even reduce the cost of remediation and intervention, as well as possibly reducing the number of students who are incorrectly identified as having a learning disability. Research-based materials ensure students have access to equitable, high-quality instruction, regardless of their school or district funding levels.

Academic improvement of children using online interventions. In 2018, a large-scale experimental [study](#) involving more than 4,000 students across 230 classrooms in the United States demonstrated that an online intervention had a statistically significant positive effect on student outcomes, with an effect size of 0.875 for language and 0.702 for math, equating to approximately 40 weeks of additional growth.

A separate two-year longitudinal study published in the [Journal of Applied Research on Children](#) examined the impact of an online intervention on prekindergarten and kindergarten students identified as at risk for school failure. The study found that students who engaged more with the intervention demonstrated greater gains in literacy and math skills compared to their peers.

Possible limitations of online interventions. Studies suggest that young learners benefit most when online programs are used alongside teacher or caregiver support. Without engagement strategies, students may lose interest. Some researchers caution against excessive screen time for early learners, emphasizing the importance of hands-on learning experiences.

The purchase of appropriate technology may be necessary to support the provision of online instructional resources.

PERFORMANCE IMPLICATIONS

Targeted funding for literacy and math supports for young learners may contribute to improved academic outcomes and may support more students to perform at grade level throughout their primary and secondary education.

ADMINISTRATIVE IMPLICATIONS

None for the Public Education Department.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Duplication in HB455.

Relates to:

- House Bill 71, Early Childhood Ed & Care Fund Transfers, which would amend Section 9-29A-1 NMSA 1978 to increase the minimum annual distributions from the early childhood trust fund from \$250 million to \$500 million.
- Senate Bill 242, Advancing the Science of Reading Act, which would require teacher preparation programs to emphasize structured literacy practices or evidence-based instruction grounded in the science of reading.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.