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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
58th Legislature, 1st Session, 2026

Bill Number	<u>HB30</u>	Sponsor	<u>Sariñana/Garratt/Figueroa/Baca</u>
Tracking Number	<u>232670.1</u>	Committee Referrals	<u>HEC/HGEIC</u>
Short Title	<u>Teacher Residency Act Changes</u>		
Analyst	<u>Armatage</u>	Original Date	<u>1/21/2026</u>
		Last Updated	<u>1/28/2026</u>

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

BILL SUMMARY

House Bill 30 (HB30) would amend the Teacher Residency Act to index minimum stipends for teacher residents to the minimum level 1 teacher salary at 0.65 for residents without a bachelor's degree and 0.8 for residents with a bachelor's degree.

HB30 would allow teacher residents to complete their teaching commitment in any public school in New Mexico upon completion of their residency.

HB30 would amend language to allow the sponsoring school district or charter school to offer employment to a teacher resident depending on the district or school's staffing needs and the resident's performance.

This bill does not contain an effective date and, as a result, would go into effect 90 days after the Legislature adjourns, or May 20, 2026.

FISCAL IMPACT

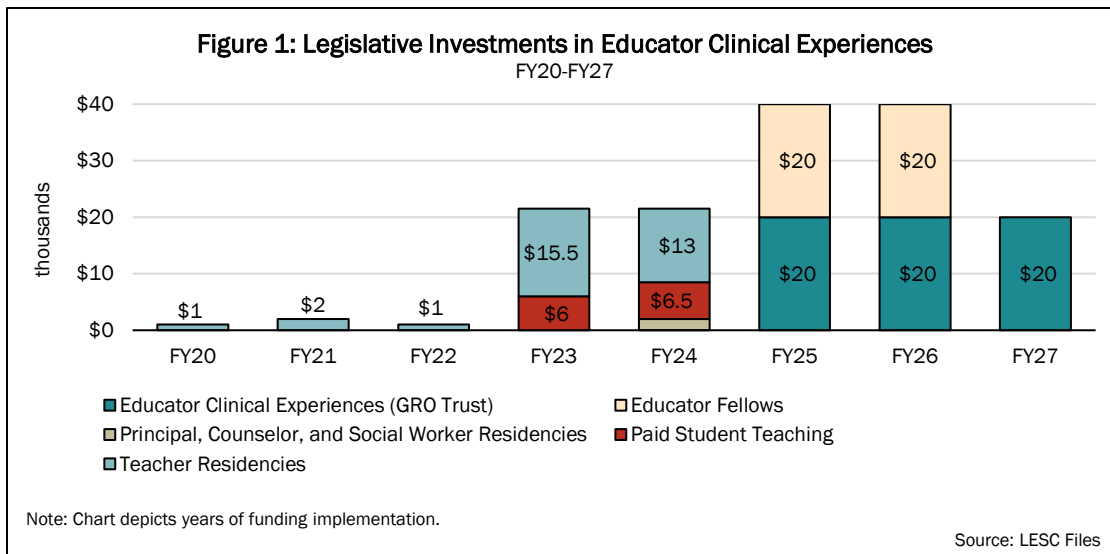
HB30 does not include an appropriation.

Indexing the minimum stipend for undergraduate teacher residents to 65 percent of the minimum level 1 teacher salary in 2025 would increase the annual stipend amount from \$35 thousand to \$35,750.

Indexing the minimum stipend for post-baccalaureate teacher residents to 80 percent of the minimum level 1 teacher salary in 2025 would increase the annual stipend amount from \$35 thousand to \$44 thousand.

LESC staff estimate these changes would cost \$1.3 million more based on the current number of teacher residents (340), or about \$3,856 more per resident.

In FY25, the Legislature consolidated clinical practice funding into a \$60 million appropriation to the government results and opportunity (GRO) expendable trust and program funds for expenditure from FY25 to FY27. The Legislature appropriated \$20 million per year to the Public Education Department (PED) to fund teacher residents, principal residents, and student teachers. In practice, PED has funded teacher and principal residents first and then divided remaining funds between student teachers. As a result, the stipend amount for student teachers varies annually. In the 2025-2026 school year (SY26), the student teaching stipend is \$10.5 thousand.



Without additional funding for clinical experiences, the program cost increase associated with this bill would necessitate either funding about 31 fewer teacher residents annually or reducing the student teaching stipend amount by about half, to an estimated \$5,960 based on the current number of teacher residents and student teachers.

Table 1: Estimated Cost Difference at Current Program Use

	Undergraduate Residents	Post-Baccalaureate Residents	TOTAL
Number of Residents	212	128	
Current Stipend Amount	\$35,000	\$35,000	
Estimated Current Cost	\$7,420,000	\$4,480,000	\$11,900,000
New Stipend Ratio	0.65	0.8	
New Stipend Amount	\$35,750	\$44,000	
Estimated New Cost	\$7,579,000	\$5,632,000	\$13,211,000
Estimated Cost Difference			\$1,311,000

Source: LESC Files

Should educator preparation programs (EPPs) reach PED's goal of 400 teacher residents in SY27, LESC staff estimate the cost difference of implementing this bill could range from \$1.4 million to \$1.9 million, depending on whether the increase would be due to candidates choosing to complete a residency over student teaching (which would reduce student teaching costs), or candidates choosing to complete a residency rather than immediately becoming a teacher of record through alternative licensure (which would represent additional costs).

Should the minimum level 1 teaching salary increase in the future, teacher resident stipends would also increase.

SUBSTANTIVE ISSUES

Teacher Residency Program Effectiveness. Teacher residencies are partnerships between EPPs, school districts, and charter schools that provide teacher candidates with a year of clinical experience under the guidance of an expert teacher. Residencies are widely recognized as the strongest method of teacher preparation, and initial promising research suggests they produce diverse, highly-effective teachers who remain in classrooms longer. Studies examining the impact of teacher residencies on student outcomes suggest residency graduates typically perform as well as, or better than, other novice teachers. National [research](#) consistently finds residency-prepared teachers remain in teaching at higher rates than other novice teachers, typically at a rate of 80 to 95 percent after three years. Remaining in the classroom can contribute to further growth in their effectiveness over time. National [research](#) also consistently finds residency graduate teachers have greater self-efficacy than other novice teachers and principals find them more prepared and effective. A 2022 [evaluation](#) of the Albuquerque Teacher Residency Partnership (ATRP) by the National Center for Teacher Residencies (NCTR) supported these findings.

New Mexico Teacher Residency Programs. New Mexico is a nationally recognized leader in teacher residency programs. While 22 states have created or support teacher residencies through state policy, only California's investment in teacher residencies rivals that of New Mexico. Widely [recognized](#) as the strongest method of teacher preparation, embracing residency programs represents a major shift in the state's approach to preparing teachers. Strong support from a wide variety of stakeholders made this success possible. The Legislature provided funding, now sustained through SY27, and program requirements that meet many best practices. PED operated grant programs, built strong relationships with EPPs, and continues to improve evaluation and reporting practices. Partner organizations, such as Prepared to Teach, provided expertise in the form of communities of practice and co-teacher training. And EPPs shifted administrative, clinical, and coursework practices to meet state requirements.

Indexing Differentiated Teacher Residency Stipends. The New Mexico Alliance for Teacher Residencies (NMATR), a group of New Mexico stakeholders focused on teacher preparation and quality, published a [report](#) in 2025 that shares lessons learned from the state's implementation of residencies and makes suggestions to strengthen the program. The report recommends indexing residency stipends to the minimum level 1 teaching salary to eliminate the need to continually amend the [Teacher Residency Act](#) to adjust for inflation. The NMATR report suggests paying post-baccalaureate residents more than undergraduate residents to acknowledge the former's additional education. While NMATR recommends indexing undergraduate resident stipends at 55 percent of the minimum level 1 teaching salary (about \$30 thousand in 2025—less than the \$35 thousand residents currently receive) and post-baccalaureate teacher residents at 80 percent (\$44 thousand), HB30 would index undergraduate resident stipends at 65 percent (just over \$35 thousand), and post-baccalaureate stipends at 80 percent (\$44 thousand), of the minimum level 1 teaching salary in 2025, indexing resident stipends at the amounts recommended by LESC staff to maintain current stipend amounts.

Post-baccalaureates, in addition to already holding a bachelor's degree, often bring professional experience. Alternatively licensed teachers, who already hold a degree, are strongly incentivized to forego a residency for becoming a teacher of record, which yields a higher salary and health insurance benefits. Increasing the stipend for post-baccalaureate residents would reduce this

incentive and honor the additional education and often professional experience they bring to the classroom. A 2024 LESC report on teacher clinical experiences found the majority of teacher residents in New Mexico are pursuing licensure through traditional undergraduate pathways (79 percent in SY24). Although national research suggests residencies are important and effective means of preparation for traditional licensure teachers, they could be especially helpful for alternative licensure teachers who receive far less preparation in pedagogy and classroom management than traditional candidates. Increasing the stipend for post-baccalaureate candidates could bolster the number of alternative licensure teachers completing residencies.

Post-Completion Teaching Commitment. The Teacher Residency Act requires teacher residents to commit to teaching for three years in their sponsoring school district or charter school following completion of their residency. Likewise, the sponsoring school district or charter school is expected to make an offer of employment to their resident upon program completion. The NMATR report includes two observed trends that make these current requirements challenging and sometimes prohibit the most beneficial match between teacher and employer. First, undergraduate residents often want to return to their home communities following graduation. Second, school districts and charter schools do not always have a vacancy the following year that matches the licensure area of the resident.

HB30 would amend the Teacher Residency Act to allow residents to complete their post-completion commitment in any public school in New Mexico, and to expect sponsoring school districts and charter schools to offer residents employment only when the resident fulfills their staffing needs.

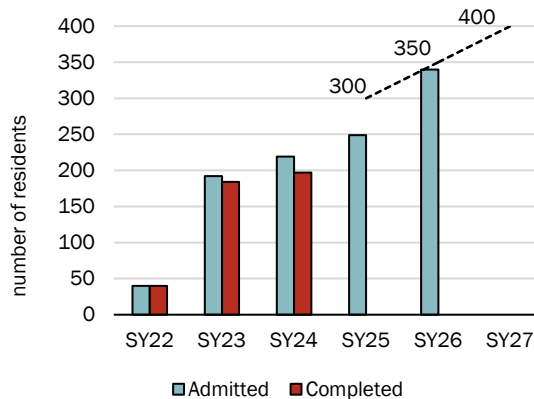
OTHER SIGNIFICANT ISSUES

Teacher Resident Program Utilization. Seven institutions have teacher residency programs: Central New Mexico Community College (CNM), Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), New Mexico State University (NMSU), Northern New Mexico College (NNMC), San Juan College (SJC), University of New Mexico (UNM), and Western New Mexico University (WNMU).

A 2024 LESC [report](#) on teacher clinical practice found preliminary outcomes indicate teacher residency programs have been successful in recruiting and retaining diverse teacher residency candidates from around the state. Residency completion rates are high and a majority of residents complete programs leading to special education and elementary education licensure—the state’s top two teacher vacancy areas. **Figure 2: Teacher Residents Admitted and Completed** shows from SY22 to SY24, over 90 percent of teacher residents who began a residency completed it. PED set teacher resident recruitment goals beginning in SY25 (see the dotted line in Figure 2). EPPs fell 10 residents short of the SY26 recruitment goal of 350 residents.

Teacher Diversity. Teacher residents in New Mexico are more diverse than the state’s teacher workforce, reflecting national research on resident diversity. Well-designed, paid

Figure 2: Teacher Residents Admitted and Completed



Source: LESC Files

teacher residencies typically attract a more racially diverse pool of candidates than the broader pool of practicing teachers. However, studies indicate the amount of financial support is key to ensuring the program's success in increasing teacher resident diversity. For example, out of four residency programs in Pennsylvania, only the program that provided residents substantial financial support (tuition assistance and a \$40 thousand stipend) succeeded in recruiting diverse candidates. New Mexico's financial supports for teacher residents are substantial, including \$35 thousand stipends in addition to the teacher preparation affordability scholarship and the teacher loan repayment program. These supports have likely helped support the diversity of teacher residents in New Mexico. According to PED, 66 percent of New Mexico's teacher residents through SY23 identified as people of color, compared with 60 percent of all teacher preparation program enrollees in SY22. These numbers suggest the teacher workforce, 46 percent of whom identify as people of color, will likely better reflect the diversity of the students they serve (over 75 percent of whom identify as people of color) in the future.

SOURCES OF INFORMATION

- LESC Files
- New Mexico Independent Community Colleges (NMICC)
- Regional Education Cooperatives (REC)
- University of New Mexico (UNM)

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