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FISCAL IMPACT REPORT

BILL NUMBER: House Memorial 47

SHORT TITLE: Study Teacher Workloads

SPONSOR: Romero, GA/Sanchez

LAST ORIGINAL
UPDATE: _____ **DATE:** 2/6/26 **ANALYST:** Liu

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT*

(dollars in thousands)

Agency/Program	FY26	FY27	FY28	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
		No fiscal impact				
Total		No fiscal impact				

Parentheses () indicate expenditure decreases.

*Amounts reflect most recent analysis of this legislation.

Relates to House Bill 161 and Senate Bills 29, 37, 54, and 188

Sources of Information

LFC Files

Legislative Education Study Committee (LESC) Files

Because of the short timeframe between the introduction of this bill and its first hearing, LFC has yet to receive analysis from state, education, or judicial agencies. This analysis could be updated if that analysis is received.

SUMMARY

Synopsis of House Memorial 47

House Memorial 47 (HM47) requests LESC to conduct a study of teacher workload and the structure of the instructional day and develop recommendations to benefit New Mexico students, including at-risk students named in the *Martinez-Yazzie* education sufficiency lawsuit.

FISCAL IMPLICATIONS

Memorials do not contain appropriations and are not enforceable as state law. The study requested in this memorial is within the normal operations of the agencies involved and is unlikely to result in significant costs.

SIGNIFICANT ISSUES

In 2024, LESC and LFC published a joint report on supporting teachers to improve student outcomes, which found average class sizes were within statutory limits and identified ways the state could support teachers. Based on the available data, statewide class sizes appear to be well within statutory and regulatory limits; however, the poor quality of data collection suggested PED did not regularly conduct audits of class sizes. Without addressing workload or instructional practices, the report noted recent teacher salary increases alone would be unlikely to result in effective and sustained staffing changes or improved student outcomes.

According to a 2023 McKinsey and Company report, teachers who consider leaving the classroom typically cite compensation, unreasonable expectations, and an inability to protect their well-being as their top motivators. In New Mexico, while the Legislature has recently made substantial investments in teacher compensation and preparation, less attention has been given to teacher supports within schools.

According to the National Conference of State Legislatures international study of world-class educational systems, *No Time to Lose*, top-performing countries place new teachers with officially designated, well-trained master teachers, and often new teachers begin teaching with a reduced workload. Additionally, research has found first-year teachers assigned a mentor were more likely to return the following year, indicating mentoring can be a valuable strategy for teacher retention.

A 2019 LFC Results First report noted teacher induction and mentoring programs can be effective and have modest effects on test scores. Models that focused teacher learning on the use of data to guide instruction or targeted needs were more likely to result in better outcomes. Coaching from experienced teachers or consultant teachers was also strong, particularly with content-focused coaching.

The effective use of educational assistants (EA) is a key factor in promoting inclusive practices for students with disabilities, reducing teacher stress and workload, and supporting positive learning experiences for students. EAs often perform a range of noninstructional roles, and some may deliver instructional services, mostly individualized or small group instruction to students with disabilities and managing student behaviors. When utilized ineffectively, however, EAs can become a high-cost position with a low or detrimental impact on student learning. Alongside lower pay, EAs often receive minimal induction into their role, lack clear role descriptions, receive limited feedback, are rarely given the opportunity to contribute to program planning, and have inadequate training—many factors beyond their control but nonetheless barriers that affect their ability to support student learning.

ADMINISTRATIVE IMPLICATIONS

Provisions of this memorial request LESC to study the statutory requirements and current practices related to teacher workload and the structure of the instructional day and to develop recommendations to support high-quality instruction and teacher effectiveness. LESC is asked to conduct the study with a representative group of educational leaders, educators representing multiple grade levels, expertise, and communities, school personnel, teacher units, LFC, and PED, and publish the report by December 31, 2026.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

This bill relates to House Bill 161, which allows schools to generate formula funds for additional instructional hours, Senate Bill 29, which establishes screening, intervention, teacher preparation, and parental notification requirements for math, Senate Bill 37, which establishes screening, intervention, and parental notification requirements for literacy, Senate Bill 54, which reduces the frequency of required trainings for teachers, and Senate Bill 188, which appropriates funding to provide paid parental leave for school personnel.

SL/SEC/dw/ct