

LFC Requester:	Sunny Liu
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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: 2/23/2025 *Check all that apply:*
Bill Number: SB 242 Original Correction
 Amendment Substitute

Sponsor: Sen. Stewart and Rep. Sariñana **Agency Name and Code** University of New Mexico-952
Short Title: Advancing the Science of Reading Act **Number:** _____
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SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY25	FY26		

(Parenthesis () indicate expenditure decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY25	FY26	FY27		

(Parenthesis () indicate revenue decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(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: This bill aims to revise the state's requirements around the Science of Reading by clarifying requirements for teacher candidates for licensure, adds parental notification requirements in schools, limits the use of curricular materials in different settings, and sets requirements around screenings of children, and teachers' training to conduct those.

FISCAL IMPLICATIONS

As noted in the previous FIR that was completed, there is a recurring cost at colleges of education for the new requirement to hire a Literacy Coordinator. At UNM, that position would require a minimum starting salary (based on education and years of experience) of \$75K plus fringe (~40% at UNM).

Additionally for school districts that do not have high quality instructional materials (HQIM) in the Science of Reading, they will need to replace their materials and purchase those materials.

SIGNIFICANT ISSUES

Overall, this bill makes powerful steps forward to influence the instruction and training of literacy in the State of New Mexico, and should have powerful outcomes for NM's students. There is great promise in ensuring that students are screened early and regularly, and that parents have access to that data, so that they are both aware and able to advocate and support their students.

Furthermore, the integration of the Science of Reading across the educational landscape and use of HQIM will be important so that there are shared languages and resources across the educational ecosystem. There are the fiscal implications noted above, but with those resources provided should support the state in moving forward in such a powerful way.

Here are other issues that should be considered in relation to this bill:

In the SFC revisions, Section 3A4, and repeated in Section 3C4, it adds the word "public school classrooms." As these are sections that sets requirements for teachers pursuing licensure, it would require all Educator Preparation Programs (EPP's) to place teacher candidates only in public school settings for students pursuing licensure in elementary education or special education. Private schools would be precluded settings for teacher candidates seeking to pursue licensure in the state. Although this doesn't reflect a large number of student placements, this would impact the pipeline of future teachers to private schools, and does not support the state's larger orientation around school choice.

Sections 4B and 5A restrict what curricular materials can be used in post secondary education settings. Although we understand the rationale for why this has been added in this particular bill, it creates a slippery slope surrounding academic freedom, and open the door to other future restrictions of what could be taught in higher education classrooms. Under previous

gubernatorial administrations, the legislature approved and empowered the NMPED to review the curricular practices of EPP's, as well as withhold their ability to license their graduates in teaching professions if NMPED found their practices to not be aligned with current state mandates; that issue is also addressed in this proposed legislation. As such, we do not believe this section needs to be included in the proposed legislation, as NMPED already has the powers to address the above issue. As more broad based censorship arounds topics that can be discussed in higher education settings is currently being proposed at the federal level, and has the power to cause greater impact in the State in the future, we kindly request that this section be deleted recognizing the power that NMPED has already been given to address this issue.

Section 7: this section empowers NMPED to develop teacher preparation standards, but deletes the phrase "work with stakeholders to..." Faculty at the different institutions do have expertise in teacher preparation, and can support the department, which has long been understaffed. As any of this work would have to be tasked by the department to outside organizations, oftentimes found out of state and with very specific paradigms for teaching, we request that the phrase not be deleted, and EPP's be considered as one of those stakeholders. Although NMPED will have the ultimate responsibility, we believe it is important that both the discipline and NM expertise would be helpful for this work. Please see the performance section below for a rationale around this concern.

Section 7D5. This data surrounding a graduate's performance in NM schools is housed at NMPED. EPP's provide NMPED with data surrounding who is in our program and are graduates, but NMPED has the access to PK-12 student outcomes and in whose classroom those results occur. This section should read a requirement for EPP's to share data with NMPED, but the data requested here actually occurs in NMPED, and would have to be given to EPP's for preparation programs to be able to track that data. The most streamlined approach would be a requirement for data sharing across those two agencies.

PERFORMANCE IMPLICATIONS

UNM participated in the NMPED pilot with CCSSO last academic year, serving as one of two universities to undergo the TPI Science of Reading (SOR) review. We scored quite well in that visit around SOR, only really receiving feedback in how we can strengthen our curriculum to support pre-service teachers in understanding how to independently locate and use HQIM in schools where HQIM is not utilized; we have revised our courses this year to reflect that issue.

Through that review, we also received very positive feedback and wonderful support in how we've integrated support for English Language Learners' and students with disabilities in our literacy coursework, not using the "add a course" approach that our reviewers have typically seen at other universities across the country but encompassed throughout each literacy course; this feedback was specifically highlighted within our special education programming.

There are concerns across different entities in the State surrounding how they can integrate the Science of Reading and still be responsive to the needs of multilingual learners and students with disabilities. We can't help but wonder if there is a way UNM can support our colleagues in understanding how this work could be integrated in their own programs, and how that might respond to some of the concerns they have raised? There could be an opportunity through this legislation or other funding for the State/NMPED to work with UNM to host professional development sharing sessions in how we have integrated the needs of these important populations in our larger roll-out of Science of Reading, which has been endorsed by outside

national reviewers. This opportunity could help to support the larger state roll-out for this initiative in a way that is consistent, and supportive, of the needs of our diverse New Mexico community across each of our EPP's.

ADMINISTRATIVE IMPLICATIONS

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

AMENDMENTS