



LFC Requester: Liu

**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2026 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: January 19 2026

Bill No: HB30

Committee Referrals: HPREF

Sponsor: Sariñana / Figueroa

Agency Name and Code: PED - 924

Short: TEACHER RESIDENCY ACT
Title: CHANGES

PED Lead Analyst: Jacqueline Sánchez

Phone: (505) 372-8810 Email: jacqueline.sanchez@ped.nm.gov

PED Policy Senior Manager: 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
FY27	FY28		
None	None	N/A	NFA

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY27	FY28	FY29		
None	None	None	N/A	NFA

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY27	FY28	FY29	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: None.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 130 (HB130) would amend the [Teacher Residency Act](#) by removing the stipend amount of \$35,000 for teaching residents and replacing it with a stipend calculated as a percentage of the statutory minimum salary for a level one teacher. The bill would require that a teaching resident who is an undergraduate receive a stipend of no less than 65 percent of the statutory minimum salary for a level one teacher, and a teaching resident who holds a bachelor's degree receive a stipend of no less than 80 percent of the statutory minimum salary for a level one teacher.

The bill would also amend post-residency service and employment provisions by allowing teaching residents to fulfill the three-year service contract at any public school rather than the sponsoring school district. The bill revises existing language regarding post residency employment to clarify that a partner school district or charter school is expected to offer employment to teaching resident following completion of the residency program, contingent upon staffing needs and the resident's performance.

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 May 20, 2026.

This bill is endorsed by the Legislative Education Study Committee.

FISCAL IMPLICATIONS

The bill does not contain an appropriation but relates to the GRO appropriation made in the 2024 regular legislative session for \$20 million for clinical practice in FY25-FY27.

The [State Personnel Act](#) outlines salary minimums for teachers at levels one, two, and three. School districts may offer higher wages at their discretion. The Act, last updated in 2025, currently requires a \$55,000 minimum for level one teachers. Because the bill ties teaching resident stipends to a percentage of the statutory minimum salary for level one teachers, any future legislative increases to minimum salary levels would proportionally increase stipend costs.

As of the 2025-26 school year, there are approximately 335 resident teachers in New Mexico. Using the current statutory minimum salary, the minimum stipend for an undergraduate teaching resident would be \$35,750, and the minimum stipend for a teaching resident who holds a bachelor's degree would be \$44,000. Based on these figures, estimated annual minimum stipend costs would range from approximately \$12 million to \$14.7 million, compared with approximately \$11.7 million under the current stipend requirement of \$35,000. These estimates do not include additional costs incurred by preparation programs or partner school districts or charter schools to administer teacher residency programs.

SIGNIFICANT ISSUES

Teacher residencies take the place of the traditional, one-semester student-teaching clinical experience required for educator preparation in New Mexico. The table below outlines the

number of teacher residents by educator preparation program for the last two years.

Educator Preparation Program	SY24-25 Resident Teachers	SY25-26 Resident Teachers
Central New Mexico Community College	31	58
New Mexico Institute of Mining and Technology	0	0
Eastern New Mexico University	21	34
Western New Mexico University	38	32
San Juan College	7	9
Northern New Mexico College	16	30
New Mexico State University	46	35
New Mexico Highlands University	26	29
University of New Mexico	100	108
TOTAL	285	335

The rationale for development of teacher residency programs in New Mexico was summarized in a recent report by [Prepared to Teach](#).

- 39 percent of undergraduate debt for new educators has been shown to be accrued during an unpaid, full-time student teaching semester.
- Prior to widespread teacher residency programs, 60 percent of new teachers were hired through alternative teacher-of-record programs, resulting in high rates of teacher turnover.

By tying teaching resident stipends to a percentage of the statutory minimum salary for level one teachers, the bill increases compensation for residents by approximately \$7,250 and may improve participant satisfaction and financial stability during the residency year. Although fewer residents may be admitted into the program, the higher stipends may reduce financial barriers to participation and increase the likelihood that residents complete the program and remain in the teaching profession.

The bill modifies post-residency service requirements by allowing teaching residents to fulfill the required three-year service commitment at any public school, rather than exclusively within the sponsoring school district. The increased flexibility may enhance resident placement opportunities and improve alignment with district staffing needs. In addition, the bill amends existing language regarding post-residency employment expectations by specifying that a partner school district or charter school is expected to offer employment to a teaching resident following completion of the residency program, contingent on staffing needs and the resident's performance. By clarifying the conditions under which employment offers are expected, the bill may support more transparent workforce planning, and help ensure that residency programs

function as a reliable pathway into the teaching profession without creating hiring expectations that are misaligned with local staffing needs or performance-based employment standards.

PERFORMANCE IMPLICATIONS

Several [studies have shown](#) that teachers are the most important factor influencing student learning, and according to the 2025 New Mexico State University Southwest Outreach Academic Research Evaluation & Policy Center [report](#), New Mexico has 604 teacher vacancies.

ADMINISTRATIVE IMPLICATIONS

None.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

The Teacher Residency Act of 2020 established an annual stipend for all residents and codified rigorous requirements for residencies, including simultaneous enrollment in wraparound coursework at a partnering program, placement in a fully immersive year-long experience at a partner school district, co-teaching with an experienced mentor teacher, and employment for three years following the residency. House Bill 13 (2022) increased stipends for residents from \$20 thousand per year to \$35 thousand per year, created new stipends for mentor teachers and principals, and provided \$50 thousand for teacher residency program coordinators at each approved institution offering the program.

Financial and educational supports for future educators may increase the numbers and the diversity of aspiring teachers, while quality preparation focusing on high need licensure areas and hard-to-staff schools could reduce teacher turnover.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.