

AGENCY BILL ANALYSIS - 2026 REGULAR SESSION

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(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: 1/21/2026

Check all that apply:

Bill Number: HB 30Original Correction Amendment Substitute

Sponsor: Rep. Sariñana & Sen. Figueroa
 Short Title: Teacher Residency Act Changes

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SECTION II: FISCAL IMPACT**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY26	FY27	FY28		

(Parenthesis () indicate revenue decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY26	FY27	FY28	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: HB 30 amends the Teacher Residency Act to:

1. Increase teaching resident stipends by tying them to percentages of the statutory minimum salary for Level I teachers:
 - o Undergraduates: 65% of Level I minimum
 - o Bachelor's-degree holders: 80% of Level I minimum
2. Expand allowable employment after residency by permitting residents to work in any public school statewide, rather than restricting them to schools in the sponsoring district.
3. Require that partner school districts or charter schools provide an expectation of an employment offer based on staffing needs and resident performance.
4. Maintain existing residency program components but updates language to reflect broader district/charter participation and clarify expectations for mentoring, training, and program support.

FISCAL IMPLICATIONS

Although HB 30 does not include direct appropriation, the increased stipend levels—now tied to statutory Level I teacher salaries—will result in higher annual funding (based on state wide teacher pay raise) needs for the statewide Teacher Residency Program. These increases will have to be absorbed through PED's budget or future recurring appropriations.

The adjustment aligns stipends with current economic conditions and addresses cost-of-living pressures that disproportionately affect teacher residents who often serve full-time hours without a living wage. UNM COEHS supports this change because:

- A living-wage stipend improves retention and program completion, particularly for nontraditional, first-generation, and rural candidates.
- Aligning stipends to teacher salaries ensures annual adjustments rather than requiring statutory revisions each time the economy shifts.
- Increased economic support may reduce attrition and expand the pool of diverse teacher candidates entering residency programs.

SIGNIFICANT ISSUES

- Improved equity and access:** Stipends tied to teacher wages create more equitable pathways into teaching for students who cannot afford a year of unpaid or underpaid clinical experience.
- Strengthens teacher pipeline:** New Mexico faces persistent educator shortages; increasing stipends makes residencies more competitive and sustainable.
- Flexibility in post-residency employment:** Allowing residents to work in any public school widens placement opportunities and supports statewide staffing needs, especially in high-need rural districts.

- **Stronger district partnerships:** The expectation (though not requirement) for districts/charters to offer employment improves consistency but still acknowledges variable staffing realities.

PERFORMANCE IMPLICATIONS

- UNM COEHS anticipates higher program completion rates and improved residency outcomes due to increased financial stability for candidates.
- Higher stipends may attract candidates with stronger academic records or industry experience, improving long-term teacher quality.
- Expanding employment options can improve alignment between graduates' expertise and district needs, potentially improving statewide instructional outcomes.

ADMINISTRATIVE IMPLICATIONS

- Educator preparation programs will need to adjust administrative documents, mentor compensation tracking, and communication materials.
- NMPED must update residency program guidance and funding formulas to reflect percentage-based stipends.
- Districts and charter schools may need to adjust how they structure employment offers and partnership agreements.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

- HB 30 modifies only the Teacher Residency Act and does not directly conflict with existing legislation.
- May relate to any FY26-27 General Appropriation Act provisions funding teacher residencies, Level I salaries, or educator workforce initiatives.

TECHNICAL ISSUES

No apparent technical issues. Language is clear, and the shift from fixed numbers to percentages resolves previous rigidity in stipend amounts.

OTHER SUBSTANTIVE ISSUES

- Percentage-based stipends future-proof the Teacher Residency Act as Level I salaries increase.
- Ensuring that stipend rates adjust automatically may improve long-term workforce stability.
- Expanding employment options may encourage districts statewide to participate more actively in partnerships with educator preparation programs like UNM COEHS.

ALTERNATIVES

- The Legislature could consider including a direct appropriation to offset projected increases in the PED's residency program budget to ensure uninterrupted implementation.

- Tiered mentorship stipends could also be adjusted in future sessions to maintain competitiveness.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

- Teaching residents would continue receiving outdated, non-competitive stipends, exacerbating financial strain and potentially reducing enrollment and completion.
- New Mexico could see continued teacher shortages, especially in high-need areas.
- District staffing flexibility after residency would remain limited, potentially misaligning supply with statewide demand.

AMENDMENTS

None suggested at this time. UNM COEHS supports the bill as drafted.