

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: 2/4/2025 *Check all that apply:*
Bill Number: S242 Original Correction
 Amendment Substitute

Sponsor: Mimi Stewart **Agency Name and Code** NMSBVI 979
Short Title: Advancing the Science of Reading Act **Number:** _____
Person Writing Heather Miller **Phone:** 575 430 3183 **Email** heathermiller@nmsbvi.k12.nm.us

SECTION II: FISCAL IMPACT

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

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

(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: Relating to school personnel- Adding a demonstration of competency in structured literacy to teacher licensing; Requiring instructional materials within student teaching and supervised field experiences to include structured literacy; Disallowing the use of balanced literacy as a teaching method; Requiring structure literacy instruction/materials for PreK-12th grade; monitoring and enforcement

FISCAL IMPLICATIONS

It appears there will be minimal fiscal impact to NMSBVI, with the exception of purchasing curriculum materials as needed and the potential addition of professional development days for training.

SIGNIFICANT ISSUES: This bill would prepare incoming teachers to use structured literacy for reading instruction, as well as ensure use of structured literacy in schools. Literacy mentors are required to support teacher preparation programs. It requires the use of researched based methodology.

NMSBVI must consider reading instruction for both print readers and braille readers, as the necessary instruction for print reading is different than for braille reading. Braille utilizes contractions, which can impact elements such as how phonics instruction would be addressed. NMSBVI staff engage in additional trainings for teaching reading to students with vision impairments.

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

AMENDMENTS