

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: 02/04/2025 *Check all that apply:*
Bill Number: SB 242 Original Correction
 Amendment Substitute

Sponsor: Mimi Stewart **Agency Name and Code:** New Mexico School for the Deaf #980
Short Title: Advancing the Science of Reading Act **Number:** _____
Person Writing: Dr. Jennifer Herbold
Phone: 505-216-2042 **Email:** Jennifer.Herbold@nm

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	0	0	0	No significant fiscal impact.	-	-

(Parenthesis () Indicate Expenditure Decreases)

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: RELATING TO SCHOOL PERSONNEL; ENACTING THE ADVANCING THE SCIENCE OF READING ACT; REQUIRING TEACHER LICENSING CANDIDATES TO DEMONSTRATE COMPETENCY IN STRUCTURED LITERACY AND THE SCIENCE OF READING; REQUIRING THE USE OF HIGH-QUALITY INSTRUCTIONAL MATERIALS FOR ALL STUDENT TEACHING AND SUPERVISED FIELD EXPERIENCES; DISALLOWING BALANCED LITERACY AS A TEACHING METHOD IN PUBLIC SCHOOLS AND STATE INSTITUTIONS; PROVIDING FOR LITERACY COORDINATORS; PROVIDING MONITORING AND ENFORCEMENT.

FISCAL IMPLICATIONS

Although there are no major fiscal implications for the New Mexico School for the Deaf, our ability to hire Deaf teachers could be impacted by the requirement to have phonics training.

SIGNIFICANT ISSUES

Although there are some Deaf and Hard of Hearing students who may benefit from systematic phonics, there remain many who are simply not able to access sound-based strategies for reading and require other approaches. From the position paper written by the Conference of Educational Administrators of Schools and Programs for the Deaf:

“While these (Science of Reading) laws and policies have been beneficial in many educational contexts, they are not universally applicable, particularly for Deaf and Hard of Hearing (DHH) students. This position paper argues that the current SoR laws are unsuitable for DHH students and advocates the need for tailored approaches using the evidence that exists for language and literacy development of DHH students to meet the unique strengths, challenges, and needs of this population.”

“Many DHH students need access to a visual-spatial language such as American Sign Language (ASL). Traditional reading instruction methods, which prioritize audio-based phonics, phonological awareness, and auditory processing, do not align with the visual learning modalities that are more effective for DHH students.”

The data is based on children who can hear, not on Deaf and Hard of Hearing children and this bill could be harmful to their development.

OTHER SUBSTANTIVE ISSUES

The New Mexico School for the Deaf is also significantly concerned about the impact of the new licensure requirements on the state’s highly qualified educators who are Deaf themselves.

ALTERNATIVES

Licensure/Training requirements: The New Mexico School for the Deaf proposes that the bill is amended to exclude educators who are Deaf from Section 3 (A) (1); and Section 3 (C) (1).

Reading Methodology: Section 4: The New Mexico School for the Deaf proposes that Deaf and Hard of Hearing students throughout the state receive more flexibility with teaching methodologies that are consistent with what is successful for Deaf and Hard of Hearing students (data driven).

The New Mexico School for the Deaf also proposes that language be incorporated into this bill containing special considerations for students who are Deaf and Hard of Hearing throughout the state. This should include a review by the IEP team to determine the best possible teaching and assessment approaches to supporting the D/HH child’s development (including but not limited to SoR approaches) to allow for flexibility to meet the needs and abilities of the D/HH child.