



LFC Requester: Liu

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

SECTION I: GENERAL INFORMATION

Check all that apply:

Original x Amendment
Correction Substitute

Date Prepared: January 19 2026

Bill No: HM2

Committee Referrals: HPREF

Sponsor: Garratt

STUDY SCREEN USE IN
Short ELEMENTARY
Title: CLASSROOMS

Agency Name and Code: PED - 924

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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 Memorial 2 (HM2) requests the Public Education Department (PED) collaborate with families, educators, and administrators to establish developmentally appropriate guidelines for daily screen use in elementary classrooms and ensure that any required technology used in elementary school classrooms is purposeful, evidence based, equitable, and supportive of healthy child development. HM2 also requests the Legislative Education Study Committee conduct a study of the use of screen for instruction and assessment in elementary classrooms, including the impacts of programs on student learning, development, and well-being.

FISCAL IMPLICATIONS

This memorial does not contain an appropriation.

SIGNIFICANT ISSUES

Digital devices have expanded access to educational materials and instructional opportunities for students. In states with significant rural populations, such as New Mexico, access to digital instructional resources can play an important role in promoting educational equity.

Research has shown negative correlations between screen time from digital devices in young children. A [recent systematic review](#) by the American Psychological Association of 117 longitudinal studies involving 293,000 children found small but statistically significant associations between higher levels of screen time and later socioemotional problems, as well as evidence that children with socioemotional challenges may subsequently increase their screen use. The study found stronger associations among children who exceeded recommended screen time limits and for certain types of screen use, particularly gaming, while effects varied by age, duration of exposure, and purpose of use. At the same time, the authors caution that effect sizes were generally modest and that outcomes differed substantially based on content, context, and intensity of screen use, suggesting that not all screen use has the same implications for child development. The findings emphasize the importance of distinguishing between purposeful, developmentally appropriate uses of technology and higher risk or prolonged exposure, rather than applying uniform limits.

PERFORMANCE IMPLICATIONS

None.

ADMINISTRATIVE IMPLICATIONS

HM2 requests the PED collaborate with families, educators, and administrators to establish developmentally appropriate guidelines for screen use in elementary classrooms. The development of such guidelines would influence district level instructional practices and the implementation of technology-based programs.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.