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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**54th Legislature, 1st Session, 2019**

<b>Bill Number</b>	<u>HB182/aHEC/aSEC</u>	<b>Sponsor</b>	<u>Trujillo, L./Salazar/Lente</u>
<b>Tracking Number</b>	<u>.212238.1</u>	<b>Committee Referrals</b>	<u>HLLC/HEC; SPAC/SEC</u>
<b>Short Title</b>	<u>Reading Initiative Literacy &amp; Biliteracy</u>		
<b>Analyst</b>	<u>Rogne</u>	<b>Original Date</b>	<u>1/27/2019</u>
		<b>Last Updated</b>	<u>3/14/2019</u>

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**BILL SUMMARY**

Synopsis of SEC Amendment

The Senate Education Committee Amendment to the House Education Committee Amendment to HB182 (HB182/aHEC/aSEC) removes language which specifies the literacy and biliteracy initiative must be culturally and linguistically relevant “for each student.”

Synopsis of HEC Amendment

The House Education Committee Amendment to HB182 (HB182/aHEC) adds language which changes the assessment for the literacy and biliteracy initiative to a formative assessment from an informative assessment.

Synopsis of Original Bill

House Bill 182 (HB182) would require the Public Education Department (PED) to design and implement a statewide, research-based literacy and biliteracy initiative to improve reading, writing, and spelling proficiency in New Mexico that is culturally and linguistically relevant to each student.

**FISCAL IMPACT**

HB182/aHEC/aSEC does not contain an appropriation.

**SUBSTANTIVE ISSUES**

HB182/aHEC/aSEC would amend PED’s reading initiative, Section 22-13-1.3 NMSA 1978, to become a statewide literacy and biliteracy initiative in New Mexico. The initiative would include formative assessment and evaluation of student literacy and biliteracy levels, appropriate professional development to assist staff in the instruction of literacy and biliteracy, extra time in the student’s day or year for implementation of literacy and biliteracy programs, and criteria for public schools to establish individualized plans for students who fail to meet grade level literacy

and biliteracy proficiency standards. PED would be required to work with national experts to develop an immediate literacy and biliteracy initiative as well as a long-term plan for sustaining literacy and biliteracy improvements. In addition, PED would be required to work with literacy and biliteracy specialists, parents, and other stakeholders in the design of the literacy and biliteracy initiative that is culturally and linguistically relevant.

PED has focused on acquisition of early literacy skills as a key strategy to close the achievement gap. A firm foundation in literacy is essential for student success. Third grade is a pivotal point for students' reading success, research indicates up until that point students are learning to read, while after third grade, students are reading to learn. Sociologist Donald Hernandez with Hunter College, City University of New York, found students who were not proficient in reading by the end of third grade were four times more likely to drop out of school before high school graduation than students who were proficient in reading. While prekindergarten and K-3 Plus – particularly when executed in combination – have been shown to help close the achievement gap for students entering kindergarten, third-grade reading proficiency remains low. Although student proficiency has generally increased over time, the majority of third-grade students are still not proficient in reading or math.

The district court decision in the consolidated *Martinez* and *Yazzie* lawsuit indicated the state is violating the rights of at-risk students by failing to provide them with a uniform statewide system of free public schools sufficient to prepare them for college or career. As part of the court's finding the state has violated the rights of at-risk students, the court indicated there is a strong correlation between the state's failure to fund programs to teach students how to read and students' proficiency scores. HB182/aHEC/aSEC would address this finding by requiring PED to develop a literacy and biliteracy initiative that is culturally and linguistically relevant.

According to PED, HB182/aHEC/aSEC supports the current initiative of the Striving Readers Comprehensive Literacy (SRCL) grant New Mexico received in 2018. The purpose of the SRCL initiative is to create a comprehensive literacy program to advance literacy skills – including pre-literacy, reading, and writing – for students from birth through 12th grade, including English learners and students with disabilities. PED indicates that New Mexico's SRCL project, Literacy Connections, supports the implementation, monitoring, and continuous improvement of the state's literacy framework in the neediest school districts and charter schools in the state. The funding from the SRCL grant supports the creation of local Literacy Connections Teams to work to vertically integrate across grade levels evidence-based literacy programs and practices in competitively-chosen districts that will support the state in meeting literacy performance goals outlined in the state's Every Student Succeeds Act plan.

PED indicates that with this SRCL initiative, funding has been in the special appropriations for the Reads to Lead and K-3 Plus programs; there was no budget request for this initiative in the current legislative session. According to PED, funding needs to be included in the special appropriations to support this initiative, and a new reading initiative name needs to replace "Reads to Lead."

## **ADMINISTRATIVE IMPLICATIONS**

According to PED, two new FTE at PED would be required to implement the literacy and biliteracy initiative outlined in HB182/aHEC/aSEC.

## **TECHNICAL ISSUES**

PED notes HB182/aHEC/aSEC should include a grade level definition to specify what grade levels would be impacted or if HB182/aHEC/aSEC would be implemented across all grade levels.

**RELATED BILLS**

HB159, Multicultural Education Framework, would create the bilingual multicultural education division at PED.

**SOURCES OF INFORMATION**

- LESC Files
- Public Education Department (PED)
- Regional Education Cooperatives (RECs)

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