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FISCAL IMPACT REPORT

ORIGINAL DATE 2/2/2007

SPONSOR Stewart LAST UPDATED _____ HB 310

SHORT TITLE Reading Materials Fund SB _____

ANALYST Aguilar

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
\$1,000.0		Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Non-Rec	Fund Affected
FY07	FY08	FY09		
\$1,000.0			Recurring	Reading Materi- als Fund

(Parenthesis () Indicate Revenue Decreases)

SOURCES OF INFORMATION

LFC Files

SUMMARY

Synopsis of Bill

House Bill 310 appropriates \$1 million from the general fund to the Reading Materials fund for the purpose of making distributions to school districts that want to use a scientific research-based core comprehensive, intervention or supplementary reading program.

FISCAL IMPLICATIONS

The appropriation of \$1 million contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of a fiscal year shall not revert to the general fund.

This bill provides for continuing appropriations. The LFC has concerns with including continuing appropriation language in the statutory provisions for funds, as earmarking reduces the ability of the legislature to establish spending priorities.

SIGNIFICANT ISSUES

Money in the reading materials fund is appropriated to the department to assist public schools that want to change their reading programs from the current adoption

A school district that wants to use a scientific research-based core comprehensive, intervention or supplementary reading program may apply to the department for money from the reading materials fund to purchase the necessary instructional materials for the selected program.

A school district may apply for funding for its reading program if:

- (1) Core and supplemental materials are highly rated by either the Oregon reading first center or the Florida center for reading research or the materials are listed in the international dyslexia association's framework for informed reading and language instruction;
- (2) The district selects no more than two comprehensive published core reading programs; and
- (3) The district has established a professional development plan describing how it will provide teachers with professional development and ongoing support in the effective use of the selected instructional materials.

PA/yr