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FISCAL IMPACT REPORT

ORIGINAL DATE 02/10/11

SPONSOR Stewart LAST UPDATED _____ HJM 27

SHORT TITLE Study & Draft Of Literacy Law For NM SB _____

ANALYST Haug

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY11	FY12	FY13	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		NFI	NFI			

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Higher Education Department (HED)

SUMMARY

Synopsis of Bill

House Joint Memorial 27 requests the Legislative Education Study Committee work with the PED, the Office of Education Accountability, the New Mexico Business Roundtable for Educational Excellence and others to study and draft a literacy law by January 1, 2012 that provides for:

The teaching of the science of reading and scientifically based reading instruction in teacher education programs and licensure requirements for teachers that include more stringent requirements for teachers of reading; and

Screening and assessment of students' reading abilities and the provision of scientifically based reading instruction for all students and remediation of students who have dyslexia or other reading difficulties.

FISCAL IMPLICATIONS

The PED states there will be no fiscal implications to PED for participating in the study and development of this literacy law. In December 2010, the PED received a one-year planning grant for the amount of \$150,000 called, "Striving Readers" from the US Department of Education to develop a birth to grade 12 comprehensive literacy plan for the state. The PED will use these

House Joint Memorial 27 – Page 2

grant funds to hire a literacy specialist who is knowledgeable in the scientifically-based reading instruction practices/process, have knowledge in the Language Arts Common Core Standards, and knowledge in incorporating these and other guiding principles in the plan.

SIGNIFICANT ISSUES

The PED states:

The largest barrier to students reaching their educational potential is literacy failure—the inability to read, write, spell, use technology proficiently and think critically about what they read.

Approximately one-third of all fourth graders in the US fail to read fluently enough to comprehend text-level reading and this gap only worsens as students continue to upper grades, with the likely result that large numbers of students drop out of schools.

Literacy provides the basis for all other accomplishments in education such as: jobs and careers, hobbies, knowledge attainment, self-esteem, social status and quality of life.

Human beings are not born to read; it is something that must be taught by teachers who know how to teach reading.

HJM 27 requests that the participants named above conduct a study and draft a literacy law that will include the following elements to ensure a systematic approach to literacy instruction:

- Teacher preparation programs shall teach the science of reading and scientifically-based reading instruction to students which includes best practices for identifying best teaching methods for children who learn to read differently;
- Screen and assess students' reading abilities;
- Teacher licensure requirements for teachers which includes knowledge of scientifically-based reading instruction and more stringent requirements for teachers of reading; and
- Provisions of scientifically-based reading instruction for all students and remediation of students who are dyslexic and/or have other reading difficulties.

The HED states that its Adult Basic Education division (ABE), reports there are 400,000 New Mexico Adults that do not have a high school diploma and/or lack English language skills. ABE serves only 5% of this population and serves 12,478 adults in Beginning Literacy programs alone. Extrapolated, this could indicate that roughly 250,000 New Mexicans could be in need of basic adult literacy programs.

The HED notes further that the New Mexico Coalition for Literacy quotes The US Chamber of Commerce as stating that the US economy suffers an estimated \$140 to \$300 billion annual loss in productivity traced directly to adult worker illiteracy.

PERFORMANCE IMPLICATIONS

According to the PED, passage of HJM 27 will support the PED and Public School Support Performance Measures to:

House Joint Memorial 27 – Page 3

- Decrease the percent of recent NM high school graduates who take remedial courses in higher education at two-year and four-year schools.
- Increase the percent of fourth-grade students who achieve proficiency or above on the standards-based in reading.
- Increase the percent of eighth-grade students who achieve proficiency or above on the standards-based in reading.

GH/mew