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## FISCAL IMPACT REPORT

ORIGINAL DATE 2/4/06

SPONSOR Cisneros LAST UPDATED \_\_\_\_\_ HB \_\_\_\_\_

SHORT TITLE Taos Schools Reading Program SB 647

ANALYST Hoffmann

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY06	FY07		
	\$146.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to House Bill 612 and House Bill 225.

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)

### SUMMARY

#### Synopsis of Bill

Senate Bill 647 appropriates \$146,000 from the general fund to the Public Education Department for a reading program in Taos Middle School in the Taos Municipal Schools.

### FISCAL IMPLICATIONS

The appropriation of \$146,000 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2007 shall revert to the general fund.

According to the Public Education Department, Reading First, which provides reading programs in eligible schools throughout the state, demonstrates the following necessary costs associated with creation and implementation of a reading program: reading specialist @ \$71.5 (salary and benefits), \$150.0 core reading, intervention and supplemental materials, \$100.0 professional development, \$5.0 office set up and equipment, totaling \$227.5 per school. Funding provided through SB 647 for a middle school reading program does not correlate with the needed funding

for a Reading First program. The PED could absorb the cost of making this appropriation into the work of the early childhood bureau

**SIGNIFICANT ISSUES**

This specific line-item proposal was not included in the Executive budget recommendation or the LFC's budget recommendation.

According to the Public Education Department, Taos Middle School (grades 6-8) did not make Adequate Yearly Progress (AYP) in reading for all students in 2004-2005. The Taos Middle School 2004-2005 AYP report shows 75% of Anglo students proficient in reading, 42% of Hispanic, 34% of Native American, 27% of English Language Learners, 12% of Special Education and 48% of Economically Disadvantaged students' proficient.

**PERFORMANCE IMPLICATIONS**

According to the Public Education Department, implementation of a middle school reading program at Taos Middle School could impact increased reading achievement for all students and help to close the existing achievement gap.

**RELATIONSHIP**

House Bill 612 appropriates \$147,000 for a reading program at Taos middle schools.

House Bill 225 appropriates \$5,000,000 for reading programs in public schools.

CH/nt