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FISCAL IMPACT REPORT

ORIGINAL DATE 01/31/10

SPONSOR Stewart LAST UPDATED _____ HJM 16

SHORT TITLE Study Reading Curricula in Teacher Education SB _____

ANALYST Wilson

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY10	FY11		
	NFI		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY10	FY11	FY12	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		\$1.0-\$2.0				

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Higher Education Department (HED)

Public Education Department (PED)

SUMMARY

Synopsis of Bill

House Joint Memorial 16 requests deans and directors of colleges of education to form a work group consisting of three deans or directors of undergraduate teacher preparation programs and alternative teacher licensure programs, three members of the Legislative Education Study Committee (LESC) and other key representatives designated by those six individuals.

The memorial requires the work group to establish the methodology of the study, identify the qualifications of reading experts to review the curricula and materials, determine how the study will be conducted, and establish the scope of work and standards used in evaluating curriculum and materials. The work group will report their results to the interim LESC and the governor by November 1, 2010.

FISCAL IMPLICATIONS

If the work group selects the Public Education Department (PED) for participation in the study, the PED will experience minimal fiscal impact because staff works closely with deans and directors of colleges of education on a variety of issues and concerns. The study required by this memorial is part of the PED's ongoing responsibilities.

SIGNIFICANT ISSUES

Literacy is fundamental to achieving success in education, economic endeavors and civic life.

In 2007, New Mexico was fifth lowest among all states in the nation in fourth-grade reading, with only 24 percent of fourth-grade public school student's proficient or advanced in reading on the national assessment of educational progress.

The performance of New Mexico fourth-grade students in reading on that assessment was no better in 2007 than it was in 1992.

In 2007, New Mexico was third lowest among all states in the nation in eighth-grade reading, with only 18 percent of eighth-grade public school student's proficient or advanced in reading on the national assessment of educational progress.

The performance of New Mexico eighth-grade students in reading on that assessment was poorer in 2007 than in 1998.

Research has shown that the single most significant school-related factor in student achievement is teacher quality.

New Mexico teacher preparation programs have traditionally prepared a major share of the new teachers for New Mexico classrooms.

In 2000, the national reading panel conducted a comprehensive survey of scientifically valid educational research on reading instruction for children and identified five essential components, which are phonemic awareness, phonics, fluency, vocabulary development and reading comprehension.

In 2001, legislation was enacted in New Mexico requiring the PED to withhold program approval from a college of education or teacher education program that fails to offer a course on teaching reading that is based on current scientifically based reading research that aligns with department-adopted reading standards. The strategies and assessment measures must ensure that beginning teachers are proficient in teaching reading.

In 2009, the national council on teacher quality published an evaluation of reading preparation in eight New Mexico undergraduate elementary teacher preparation programs that found that most programs in New Mexico do not prepare candidates to teach the science of reading and that the programs use a variety of reading textbooks, most of which do not address the science of reading.

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It is of paramount importance to every resident of New Mexico to have confidence that every graduate of a teacher preparation program in the state has received the best possible instruction in the teaching of reading and is well-prepared to teach students to be proficient readers, able to manage rigorous content in later grades;

ADMINISTRATIVE IMPLICATIONS

There will be minimal impact on the PED staff.

TECHNICAL ISSUES

PED suggests that the sponsor may wish to consider the ability of current teachers to effectively teach reading. These teachers need the support and training to be able to improve current reading instructional practices.

DW/svb