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FISCAL IMPACT REPORT

SPONSOR Trujillo, L/Salazar/ **ORIGINAL DATE** 1/29/19
Lente **LAST UPDATED** 3/14/19 **HB** 182/aHEC/aSEC
SHORT TITLE Reading Initiative Literacy and Biliteracy **SB** _____

ANALYST Gaussoin

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY19	FY20	FY21	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total			See Fiscal Implications			

(Parenthesis () Indicate Expenditure Decreases)

Relates to House Bill 159, House Bill 250, and Senate Bill 229.

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Regional Education Cooperatives (RECs)

SUMMARY

Synopsis of SEC Amendment

The Senate Education Committee amendment to House Bill 182 strikes the words “for each student” from language requiring the department to consult with parents, school district personnel, particularly literacy and biliteracy specialists, and other interested parties in the design of the initiative.

Synopsis of HEC Amendment

The House Education Committee amendment replaces the word “informative” in the description of the type of assessments to be used to evaluate literacy and biliteracy performance with the word “formative.”

In the education context, a formative assessment is one that attempts to gauge a student’s progress in learning the material of a course.

Synopsis of Original Bill

House Bill 182 amends state law to replace “reading” in references to the PED reading initiative to “literacy and biliteracy” and expands the reading initiative in PED to include reading, writing and spelling that is culturally and linguistically relevant to each student.

FISCAL IMPLICATIONS

Funding for department's reading initiative has been provided through appropriations to the department's special program Reads to Lead. The department did not request and the LFC budget proposal did not include funding for Reads to Lead in FY20.

PED reports it would need 2 new FTE to develop and implement a literacy and biliteracy program.

SIGNIFICANT ISSUES

The 1st District Court in the *Martinez* and *Yazzie* lawsuit emphasized the low performance of Native American and English-learning students and those with disabilities. PED reports HB182 supports the department's Literacy Connections program, funded with a federal Striving Readers Comprehensive Literacy grant, that is intended to advance preliteracy skills, reading, and writing for students from birth through grade 12, including students with limited English and disabilities.

According to PED, Learning Connections supports the implementation, monitoring, and continuous improvement of the five core components of the state's literacy framework in the neediest school districts in the state. The department says the program fits within the public school reforms outlined in the state plan under the federal Every Student Succeeds Act.

Expanded by HB182 to include writing and spelling, existing state law requires the department to design and implement an initiative to improve reading proficiency that includes assessment and evaluation of students, extra time in the student's school or year for programs, and a requirement that schools develop individual improvement plans for students who are not proficient in reading. HB182 would require that programs be culturally and linguistically relevant to each student.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

House Bill 159 amends the Bilingual Multicultural Education Act and Hispanic Education Act to create a bilingual multicultural education division and Hispanic education division with assistant secretaries at PED. It creates a bilingual multicultural education advisory council.

House Bill 250 creates new sections of the Indian Education Act requiring historically defined Indian impacted schools to assess and address the needs of enrolled Indian students.

Senate Bill 229 replaces the current school accountability structure with a new system that includes consideration of the performance of Native American and other at-risk student groups.

The past governor vetoed bills seeking Indian student assessments introduced in 2017 (House Bill 484) and 2018 (House Bill 151).

TECHNICAL ISSUES

PED notes HB182 does not include language indicating the grade levels targeted.

OTHER SUBSTANTIVE ISSUES

PED says scores among schools participating in Reads to Lead collectively saw gains of 4.5 percentage points in third-grade reading proficiency from 2017 to 2018, growing nearly twice as fast as the state average of 2.3 percentage points.

However, a joint LFC-LESC evaluation found the impact of Reads to Lead on individual students has not been rigorously evaluated, indicating PED's findings could be result of the climate of the schools that implement Reads to Lead rather than the program. The LFC-LESC evaluation found it is difficult to properly assess Reads to Lead because the department has varied its method for distributing funds year to year and the schools vary on how they use the money.

Nevertheless, substantial evidence indicates a firm foundation in reading by third grade contributes significantly to academic success. The 2011 Annie E. Casey Foundation study found students who do not read by third grade are four times more likely to drop out. New Mexico tied with Alaska for the lowest levels of reading proficiency among fourth-grade students on the 2017 National Assessment of Educational Progress, with just 25 percent proficient.

The U.S. Department of Education reports biliteracy, being literate in two languages, is associated with greater math understanding, better use of logic, and better focus.

New Mexico currently offers a bilingualism-biliteracy seal for high school graduates who meet certain language criteria.

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