



**ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)**

	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>3 Year Total Cost</b>	<b>Recurring or Nonrecurring</b>	<b>Fund Affected</b>
<b>Total</b>						

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:  
Duplicates/Relates to Appropriation in the General Appropriation Act

**SECTION III: NARRATIVE**

**BILL SUMMARY**

Synopsis: Relating to Public Education; expanding the reading initiative to encompass literacy and biliteracy, including reading, writing and spelling, that is culturally and linguistically relevant to each student.

**FISCAL IMPLICATIONS**

Note: major assumptions underlying fiscal impact should be documented.

Note: if additional operating budget impact is estimated, assumptions and calculations should be reported in this section.

**SIGNIFICANT ISSUES**

HB 182 replaces “Reading” language to “Literacy and Biliteracy” and defines this to be proficient in reading, writing and spelling in grade level. This initiative design shall be culturally and linguistically relevant for each student.

HB 182 also supports the current initiatives of the Striving Readers Comprehensive Literacy grant “SRCL” that New Mexico received in 2018. The purpose of the Striving Readers Comprehensive Literacy initiative is to create a comprehensive literacy program to advance literacy skills — including pre-literacy skills, reading, and writing — for students from **birth through grade 12**, including limited-English-proficient students and students with disabilities.

New Mexico’s Striving Readers Comprehensive Literacy (SRCL) project, *Literacy Connections*, supports the implementation, monitoring, and continuous improvement of the five core components of the state’s literacy framework in the neediest LEAs in the state. While New Mexico has one of highest percentages of disadvantaged students in the country and is saddled with some of the nation’s lowest educational outcomes, the state is on a path of significant education reform characterized by ambitious goals and a clear reform agenda. The SRCL project builds on the strong foundation that the state has established in early childhood education through a \$37 million systems-building grant (Race to the Top) and a K–12 reform agenda articulated in the state’s ESSA plan. The funding from the SRCL grant supports the creation of local *Literacy Connection Teams* to work to vertically integrate evidence-based literacy programs and practices in competitively-chosen districts that will support the state in meeting literacy performance goals outlined in the state’s ESSA plan.

With this initiative, funding has been in the special appropriations for the “Reads to Lead”, K-3. There was no budget requested for this initiative for this legislative session.

In order to support this initiative, funding needs to be included in the Special Appropriations and a “new” reading initiative name needs to replace “Reads to Lead”. **Also, the grade level language needs to be defined as to what grade level HB182 would impact.**

Children who acquire a firm foundation in literacy in grades K–3 are not only prepared for future academic success, but will possess the life-long gift of reading, writing and spelling. New Mexico must prioritize improved student reading achievement.

Whether a child is a proficient reader by the third grade is an important indicator of future academic success. Substantial evidence indicates that unless students establish basic reading skills by that time, the rest of their education will be an uphill struggle. Students who do not read proficiently by third grade are four times as likely to leave school without a diploma as proficient readers (Annie E. Casey Foundation, 2011). The 2015 National Assessment of Educational Progress (NAEP) showed that 77 percent of New Mexico fourth grade students were not proficient in reading. State data shows that in 2014-2015, 75.1% of third grade students were not proficient in reading based assessment. Schools participating in the NM Early Reading Initiative: Reads to Lead collectively saw gains of 4.5 percentage points in 3rd grade reading proficiency from 2017 to 2018, growing nearly twice as fast as the state 3rd-grade average (2.3 percentage points).

New Mexico’s Literacy and Biliteracy will provide the following expectations and supports as we prepare our children to become leaders in literacy and biliteracy:

- Increase quality, scientifically based literacy and biliteracy research
- Provide an informative assessment for use in planning data-driven instruction
- Provide quality professional development for administrators, reading coaches, and teachers
- Ensure that districts/charter schools have a comprehensive plan for addressing literacy and biliteracy instruction

## **PERFORMANCE IMPLICATIONS**

## **ADMINISTRATIVE IMPLICATIONS**

In order to support the initiatives in HB182, 2 new FTE’s would be required for (development, implementation, technical assistance, reporting, evaluation, training). If there is not an increase of FTE’s, this program will be challenged in meeting the initiatives outlined.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

## **TECHNICAL ISSUES**

## **OTHER SUBSTANTIVE ISSUES**

## **ALTERNATIVES**

**WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL  
AMENDMENTS**