

<b>LFC Requester:</b>	<b>Sunny Liu</b>
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**AGENCY BILL ANALYSIS  
2019 REGULAR SESSION**

**WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:**

**[LFC@NMLEGIS.GOV](mailto:LFC@NMLEGIS.GOV)**

*and*

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*{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}*

**SECTION I: GENERAL INFORMATION**

*{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}*

*Check all that apply:*

**Original**        **Amendment**       
**Correction**        **Substitute**   

**Date** 3/13/19  
**Bill No:** HB182HEC

**Sponsor:** Linda M. Trujillo  
Tomás E. Salazar  
Derrick J. Lente  
**Short Title:** READING INITIATIVE  
LITERACY & BILITERACY

**Agency Name and Code Number:** PED-924  
**Person Writing** Daniel Manzano  
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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
8,837.	0		

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	FY20	FY21		

(Parenthesis ( ) Indicate Expenditure Decreases)

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

	FY19	FY20	FY21	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<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 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:

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**

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.

#### **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, and 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**