

<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*

**[DFA@STATE.NM.US](mailto:DFA@STATE.NM.US)**

*{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:** HB449H AFC

**Sponsor:** Rep. R. Gonzales, Rep. Herrera,  
Rep. C. Trujillo, Rep. Allison  
**Short Title:** 5-YEAR LITERACY  
INITIATIVE

**Agency Name and Code Number:** 924 PED  
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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
	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)**

	<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:

**SECTION III: NARRATIVE**

**BILL SUMMARY**

Synopsis of HAFC Amendment:

The House Appropriations and Finance Committee Amendment to HB449 (HB449/aHAFC) strikes the entire appropriation, and removes language so that the statewide literacy initiative is no longer a five-year initiative. In addition, HB449/aHAFC adds language requiring the initiative to include “reading material that is culturally and linguistically responsive and relevant and age-appropriate for children, students and adults being taught to read or tutored to improve their reading.”

Synopsis:

Relating to education; conducting a five-year, statewide literacy initiative for children and adults; making an appropriation.

**FISCAL IMPLICATIONS**

This bill does not contain an appropriation.

**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.

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.

This bill raises major concerns regarding:

- Two factors, capacity of the REC, and how will the REC ensure alignment to the NM Statewide Literacy plan, what evidence based strategies will the REC use and how will this be measured
- This bill states to “improve literacy for approximately thirty-five thousand low-income school-age students and approximately six hundred thousand children and adults overall”, what factors will determine selection of the students and adults
- This bill mentions alignment to Common Core. With summative evaluation change, standards will have to be realigned. Providing materials will need professional development follow up. There is no mention of the specific professional development.
- This bill provides classroom sets of instructional materials–this appears to duplicate the instructional materials allocations to districts.
- There is no mention of how the REC measures success of the outreach to communities
- Providing PD to a birth through twelve system requires foundation building and there was no mention of the “Five” big ideas, plus oral language development. There was also no mention of differentiation and teaching in multiple languages to meet the diverse needs of our state.
- Many of the early childhood literacy services described in the bill could be provided through an NM PreK grant, if the participating school districts choose to apply. NM PreK requires daily early literacy activities in every classroom. PreK also requires 90 hours of family engagement, which includes family literacy nights, which often include parent training in how to read to young children, how to build vocabulary, and the developmental sequence of how young children learn to read.
- The bill also references home visiting, but does not state whether these persons are from existing home visiting programs through CYFD or DOH.
- HB449 seems to require a significant administrative structure to manage an early literacy initiative across the entire state. School districts and PED already have a structure for these activities. In addition, this seems to duplicate/replicate the federal Striving Readers Grant.

## **ADMINISTRATIVE IMPLICATIONS**

## **TECHNICAL ISSUES**

## **RELATED BILLS**

HB 182 Reading Initiative Literacy and Biliteracy and HB 159 Multicultural Education Framework

**SOURCES OF INFORMATION**

**PERFORMANCE IMPLICATIONS**

**ADMINISTRATIVE IMPLICATIONS**

**CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

**TECHNICAL ISSUES**

**OTHER SUBSTANTIVE ISSUES**

**ALTERNATIVES**

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

**AMENDMENTS**