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FISCAL IMPACT REPORT

ORIGINAL DATE 2/22/2007

SPONSOR Altamirano LAST UPDATED _____ HB _____

SHORT TITLE Education Research Program SB 1006

ANALYST Aguilar

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	\$1,000.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

SUMMARY

Synopsis of Bill

Senate Bill 1006 appropriates \$1,000.0 from the general fund to the Public Education Department for the purpose of establishing a research program entitled “the educated brain, an opportunity for national impact.”

FISCAL IMPLICATIONS

The appropriation of \$1 million contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2008 shall revert to the general fund.

Funds appropriated in this bill will flow to the University of New Mexico for the purpose of establishing the research program.

SIGNIFICANT ISSUES

Funds will be used to conduct critical research with children ages 10-14 and children ages two-four (mostly siblings of the 10-14-year-old children) who are at risk in two areas: children with reading disorders and children with autism. An interdisciplinary approach seeks to conduct laboratory research and transform the results into criteria for making better matches between reading-disabled children and available reading interventions. For the autistic children, research

will be conducted to identify diagnostic markers of autism, which can be seen earlier and are more precise than current behavioral markers.

In recent years, the impact of learning and developmental disabilities on the education system has become increasingly costly. The majority of children with learning and developmental disabilities are educated within the public school system, placing a huge burden on the school system logistically (e.g., having enough trained professionals to address these disorders) and financially (e.g., the cost of paying for special services).

The costs of learning disabilities go far beyond poor academic performance in school. Individuals with learning disabilities are more likely to drop out of school

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