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FISCAL IMPACT REPORT

ORIGINAL DATE 1/24/08

SPONSOR M.J. Garcia LAST UPDATED _____ HB _____

SHORT TITLE Middle & High School Literacy Initiative SB 154

ANALYST Haug

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$3,000.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Non-Rec	Fund Affected
FY08	FY09	FY10		
	\$3,000.0		Recurring	Public School Reading Proficiency Fund

(Parenthesis () Indicate Revenue Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 154 appropriates \$3,000.0 from the general fund to the Public School Reading Proficiency Fund (created by Section 22-8-43 NMSA 1978) for the middle and high school literacy initiative. The appropriation shall be used for grants to school districts and charter schools that meet eligibility requirements established by the Public Education Department for scientifically based literacy programs. The purpose of the appropriation is to improve the reading and writing proficiency of students in grades six through twelve. No more than three percent of the total appropriation may be used for evaluation purposes. The appropriation is for expenditure in Fiscal Year 2009 and subsequent fiscal years.

FISCAL IMPLICATIONS

The appropriation of \$3,000.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of any fiscal year shall not revert to the general fund.

SIGNIFICANT ISSUES

The PED states that the Public School Reading Proficiency Fund, an initiative administered by the PED that flows funds to middle, junior, and senior high schools that implement reading/writing initiatives that meet established criteria developed by the PED. In 2007-08, the PED Priority Schools Bureau allocated \$500,000 for the purchase of research-based intervention programs for schools for reading and math.

According to the PED,

- The National Council of Teachers of English reported in November 2005 that data show 25% of high school students are not able to identify the main idea of a passage. This inhibits their ability to write clearly or to understand complex subject matter across content areas.
- In 2006, the Carnegie Corporation of New York in its report entitled *Reading Next: A Vision for Action and Research in Middle and High School Literacy* reports that eight million young people between 4th and 8th grade struggle to read; their most common problem being an inability to comprehend what they read.
- Approximately 40% of high school graduates lack literacy skills that employers seek (Achieve Inc, 2005).

References:

National Council of Teachers of English <http://www.ncte>

Reading Next Report

<http://www.all4ed.org/files/archive/publications/ReadingNext/ReadingNext.pdf>

ADMINISTRATIVE IMPLICATIONS

The PED states that this bill places responsibilities upon the PED to administer these funds through a grant process. That will necessitate a commitment of staff and time on a recurring basis. The PED will need to designate staff to coordinate the grant activities under this fund/allocation, as well as to monitor and evaluate the effectiveness of the district/charter school grants.

GH/mt