

20 Ways in 20 Days
Way 13 Day



20 ways New Mexicans will be hurt by more budget cuts

Potential Cut: Although Governor Richardson says he will not abide further cuts to New Mexico’s K-12 public education system, some legislators are proposing a \$77 million slash¹ in funding to our most important economic development program.

Potential Consequences: New Mexico already struggles with low graduation rates and an unconscionable achievement gap for minority students. Our schools will not do better with less money. In fact, as class sizes explode, test scores will go down because students will receive less of the personal attention children need. Schools will also be forced to cut back on textbooks and other materials, and our crumbling school buildings will fall into further disrepair.

Our investment in K-12 education is about preparing our children to be productive citizens, ready for 21st century jobs in a competitive global market. If we fail to invest in them now, we shortchange everyone’s future.

A Better Choice: A balanced approach that includes raising revenues is the best strategy for weathering the recession.

Legislators have a clear choice: they can make deeper, more damaging cuts in the funding that sets our children on a path to success or they can choose a balanced approach—one that doesn’t lay all the sacrifice on working families *and* that offers a sensible, long-term solution.

We urge them to make the *Better Choice for New Mexico*.

First things First, New Mexico. Tell our Legislature: ***Don’t balance the budget on the backs of New Mexico’s working families.*** Instead, open the books on tax breaks for special interests, close the loopholes for out-of-state corporations, and rollback tax cuts for the wealthy.

Visit ***Better Choices New Mexico*** on <http://betterchoicesnewmexico.com> for more information about the group and specific revenue generators.

¹ “\$77 Million School Cuts Considered,” *Albuquerque Journal*, Sept. 23, 2009; <http://www.abqjournal.com/news/state/232239280747newsstate09-23-09.htm>

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