

<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: Date 1/27/19  
**Original**     **Amendment**        **Bill No:** SB194  
**Correction**     **Substitute**   

**Sponsor:** Sen. Carlos R. Cisneros    **Agency Code:** 924  
**Short Title:** SCHOOL MEDIA LITERACY PROGRAM    **Person Writing:** Daniel Manzano  
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**SECTION II: FISCAL IMPACT**

**APPROPRIATION (dollars in thousands)**

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
NFI	\$400.0	nonrecurring	general

(Parenthesis ( ) Indicate Expenditure Decreases)

**REVENUE (dollars in thousands)**

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY19	FY20	FY21		
NFI	NFI	NFI		

(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>	NFI	NFI	NFI			

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to: SB103

Duplicates/Relates to Appropriation in the General Appropriation Act

**SECTION III: NARRATIVE**

**BILL SUMMARY**

Synopsis: SB194 makes a one-time appropriation for a media literacy program for public school teachers.

**FISCAL IMPLICATIONS**

SB194 appropriates \$400.0 during FY20.

**SIGNIFICANT ISSUES**

SB194 does not specify how to allocate funds or the role of PED in administration and oversight, and does provide for administrative funding for PED.

**PERFORMANCE IMPLICATIONS**

None noted.

**ADMINISTRATIVE IMPLICATIONS**

SB194 does not specify any details regarding program administration and oversight. Professional development programs that follow evidence-based practices are typically most effective. Developing an effective, evidence-based media literacy program for teachers will require PED resources. Incorporating the identification of desired outcomes and an evaluation for accountability evaluation will also require administrative resources.

**CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

Senator Ciceros also filed SB103, which makes a one-time appropriation of \$650.0 for digital and media education and training programs.

**TECHNICAL ISSUES**

None noted.

## **OTHER SUBSTANTIVE ISSUES**

Sometimes school policies that place technology into classrooms fail to recognize the powerful role that the teacher has on student digital literacy. Well-trained teachers can dramatically improve student's digital literacy skills. Experts have identified several key ways that teachers can help students, including teaching students to evaluate and question their sources, teaching students how to draw a strong conclusion, and pushing students to new levels of creativity.<sup>1</sup>

Common Sense Education is a best in class program for media literacy that provides training and resources for teachers, parents, administrators, and students K-12. This would avoid the necessity of creating something internally at PED. Common Sense is an independent nonprofit organization dedicated to helping kids thrive in a world of media and technology.

## **ALTERNATIVES**

None noted.

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

Professional development of media literacy for public education teachers may be funded through local initiatives, but will not be a statewide effort. The rigor and quality of district programs may vary substantially.

## **AMENDMENTS**

SB103 and SB194 could be consolidated into a single act supporting both teaching and learning of digital and media education. Furthermore, the sponsor might consider a sustained effort in this area, rather than a single year appropriation.

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<sup>1</sup> <https://rossieronline.usc.edu/blog/teacher-digital-literacy/>