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| LFC Requester: | Sunny Liu |
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**AGENCY BILL ANALYSIS
2019 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

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 <input checked="" type="checkbox"/> Amendment <input type="checkbox"/> | Date <u>2/4/19</u> |
| Correction <input type="checkbox"/> Substitute <input type="checkbox"/> | Bill No: <u>HB400</u> |

| | |
|--|---|
| Sponsor: Rep. Antonio "Moe" Maestas | Agency Code: <u>924</u> |
| Rep. Matthew McQueen et al. | |
| SCHOOL MEDIA LITERACY | Person Writing |
| ADVISORY COMMITTEE | fsdfs Analysis: <u>Daniel Manzano</u> |
| Short | Email |
| Title: _____ | Phone: <u>505-670-3820</u> ; <u>Daniel.Manzano@state.nm.us</u> |

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

| Appropriation | | Recurring or Nonrecurring | Fund Affected |
|---------------|---|---------------------------|---------------|
| FY20 | FY21 | | |
| \$137.0 | Funds are available for two fiscal years, ending FY21 | nonrecurring | |
| | | | |

(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)

| | FY19 | FY20 | FY21 | 3 Year Total Cost | Recurring or Nonrecurring | Fund Affected |
|--------------|-------------|-------------|-------------|------------------------------|--------------------------------------|--------------------------|
| Total | NFI | NFI | NFI | | | |

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis:

HB400 creates a media literacy advisory committee and provides an appropriation for per diem and mileage for committee members. It specifies duties for the Public Education Department (PED) pertaining to media literacy and provides an appropriation to conduct a survey.

FISCAL IMPLICATIONS

HB400 allocates \$80,000 for per diem and mileage for 21 committee members to meet four times before September 30, 2020. It also allocates \$57,000 for the costs of conducting a statewide survey and developing a report. No funds are allocated for PED staff support, although such support is specified. Funds remaining at the end of FY21 would revert.

SIGNIFICANT ISSUES

HB400 specifies the creation of a special committee to consider issues relating to media literacy. The 15-person committee shall be drawn from a specific list of potential stakeholders, including a variety of education and social services professionals. As specified, the committee might be made up of 13 educators, which might limit the ability of the committee to provide other perspectives. The committee only has two possible seats for industry representatives (one from the information technology sector, and one attorney). The representatives do not include special populations such as Tribal representatives, English Learners, homeless youth and families, or students with special education needs.

The primary role of the committee is to consult with the PED. Staff from PED would perform the work outlined in HB400 (detailed below as administrative implications).

As defined in HB400, “Media literacy” means the ability to access, analyze, evaluate, create and communicate with media and digital products.

While computer science is not exactly the same as media literacy, many of the Computer Science standards adopted in July 2018 (NMAC 6.29.17) include material about digital media literacy. New Mexico computer science standards are published by the Computer Science Teachers Association (CTSA). CTSA standards were written by educators and provide a coherent framework for teachers and administrators. The standards include key concepts of Computing Systems, Networks & the Internet, Data and Analysis, Algorithms and Programming, and Impacts of Computing, including a progression across grade levels. These standards infuse computer science literacy throughout the curricula and clarify how such literacy benefits all students.

Ongoing work by PED staff toward developing and providing professional development for implementing the new Computer Science standards might meet the underlying objectives of HB400 without the need to create a consulting body, a survey, and a report.

PERFORMANCE IMPLICATIONS

According to the Center for Media Literacy¹, programs that increase student's media literacy have many potential benefits. Training can help students be good consumers of information, provide additional approaches for integrating material across content areas, and provide tools for critical thinking and successful communication.

HB400 directs the PED to develop a plan for increasing access to professional development. It does not address any assessment of existing training, and it does not address any outcome assessments. Increasing access to professional development for teachers and librarians, without also measuring the actual increase in access for students, might shortchange the initiative's impact of students. Furthermore, offering professional development without a clear plan for expected changes in student outcomes may limit the efficacy of the plan because developers and content experts are not clear on the expected impact for students.

ADMINISTRATIVE IMPLICATIONS

HB400 establishes a consulting committee that would provide oversight of PED work, with voting rights established, but without an explanation of specifically what the committee would approve.

Per HB400, the PED is required to:

- Review and update K-12 standards for educational technology
- Review rules and policies pertaining to media literacy
- Encourage each school district to review policies annually
- Develop guidelines for professional development of teachers and librarians
- Review professional development to ensure it aligns to standards and benchmarks
- Approve professional development
- Develop a survey, in consultation with the committee
- Survey educators to determine how literacy education is integrated in curricula
- Develop an action plan to increase access to literacy education across all grades and content areas
- Report to the LESC (interim report by 9/1/2020; final report due 11/1/2020)

¹ <http://www.medialit.org/reading-room/10-benefits-media-literacy-education>

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None noted.

TECHNICAL ISSUES

None noted.

OTHER SUBSTANTIVE ISSUES

None noted.

ALTERNATIVES

The drafters might consider a less comprehensive, but more specific, list of committee members. For example, it could read “A maximum of four educators; four social service representatives; three special population representatives, two state agency representatives, and two business representatives”

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Media Literacy professional development will continue to be administered and accessed at the local level. Existing standards for computer science will remain intact, and local policy will determine how professional development supports those standards.

AMENDMENTS

None notes as of 1/31/2019.