

LFC Requester:	Liu
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**AGENCY BILL ANALYSIS
2022 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 **Amendment** _____
Correction _____ **Substitute** _____

Date February 3, 2022
Bill No: SB209

Sponsor: Sen. Gonzales
Norther NM Youth Media
Short Title: Programs

Agency Name and Code Number: PED - 924
Person Writing John Sena
Phone 505-570-7816 **Email:** John.sena@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY22	FY23		
	\$250.0	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY22	FY23	FY24		
N/A	N/A	N/A	N/A	N/A

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY22	FY23	FY24	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	N/A	N/A	N/A	N/A	N/A	N/A

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to: [SB195, Statewide Media Literacy School Programs](#); [SB165, Enhance Certain Summer and Out-of-School Programs](#)
 Duplicates/Relates to Appropriation in the General Appropriation Act: N/A

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: Senate Bill 209 (SB209) would appropriate \$250 thousand to the Public Education Department (PED) to contract with an organization to provide in-school, after-school, and out-of-school youth media education programming for students in northern New Mexico.

FISCAL IMPLICATIONS

The bill would appropriate \$250 thousand from the general fund to the PED in FY23 to contract with an organization to provide in-school, after-school, and out-of-school youth media education programming for students in northern New Mexico. Any unexpended or unencumbered balance remaining at the end of FY23 shall revert to the general fund.

Appropriations made outside of the state equalization guarantee (SEG) have the potential to disqualify funding for New Mexico students. New Mexico’s public school funding formula distributes funding to all school districts and charter schools based on enrollment and other characteristics that affect the cost of running an educational program.

SIGNIFICANT ISSUES

[Section 22-13-1.1 NMSA 1978, Graduation Requirements](#), allows media literacy to be offered as an elective for students in ninth through 12th grade.

In the fall of 2021, the PED requested the public’s input on its proposed changes to [6.29.11 NMAC, Social Studies](#). The department’s [draft of the proposed changes to the social studies standards](#) specifically reference media literacy (see Table 1 on page 2).

About Media Literacy. According to [Media Literacy Now](#), a nonpartisan nonprofit organization, media literacy is “an umbrella term encompassing a variety of approaches that:

- develop critical thinking skills around all types of media;
- build an understanding of how media messages shape our culture and society; and
- give people tools to advocate for a change media system.”

Additionally, “media literacy is the ability to:

- decode media messages (including the systems in which they exist);
- assess the influence of those messages on thoughts, feelings, and behaviors;
- create media thoughtfully and conscientiously.”

Table 1. List of Performance Standards that Reference Media in the Proposed Changes to the Social Studies Standards

Grade	Proposed Performance Standard
Sixth	<ul style="list-style-type: none"> • Create maps, charts, infographics, or digital media that communicate research findings or other significant information.
Seventh	<ul style="list-style-type: none"> • Identify, locate, and gather reliable, and relevant primary and secondary sources from a variety of media, such as print, multimedia, artifacts, and oral traditions. • Analyze various forms of media to identify polarizing language, logical fallacy, and reasonable judgment. • Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual representation, and multimedia.
Eighth	<ul style="list-style-type: none"> • Identify, locate, and gather reliable, and relevant primary and secondary sources from a variety of media, such as print, multimedia, artifacts, and oral traditions. • Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper. • Analyze a variety of art media to create an argument about the development of American national identity. • Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.
Ninth	<ul style="list-style-type: none"> • Apply an effective questioning strategy to evaluate sources intended to inform the public, and consider the effects of choices made by media organization (including internet social platforms) on elections and social movements. • Evaluate sources and determine potential bias in the media and how that impacts government decision-making. • Evaluate the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value. • Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g. posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g. internet, social media, and digital documentary).

In recent years, New Mexico has made significant investments in extending the school year, particularly for students who are falling behind. School districts are eligible to apply for the Extended Learning Time Program (ELTP) to extend the school year by 10 days, and the K-5 Plus program to extend the school year by 25 days in kindergarten through fifth grade. While the legislature has invested hundreds of millions into the programs since FY20, school districts and charter schools often opt out of participation, resulting in large reversions to the public education reform fund over the past two years. Of the two programs, ELTP tends to be more popular than K-5 Plus among school districts and charter schools, a fact likely attributable to the lower, more attainable number of days, the flexibility of where days can be added to calendars, and the programmatic flexibility within those days.

In addition to state funding, significant federal funds are available for school districts to mitigate learning time lost during the Covid-19 pandemic.

In 2021, Colorado and Illinois both enacted legislation related to media literacy. Colorado enacted HB21-1103, which requires the Colorado Department of Education to create and maintain an online resource bank of materials and resources regarding media literacy, provide technical assistance for implementing media literacy practices when requested by a school

district or charter school, and to adopt revisions to the reading, writing, and civics standards to identify the knowledge and skills that elementary and secondary students should acquire relating to media literacy. Illinois enacted HB234, which defines media literacy and requires a unit of instruction on media literacy beginning in the 2022-2023 school year. The unit of instruction in Illinois is required to include the following topics: accessing information; analyzing and evaluating media messages; creating media; reflecting on media consumption; and social responsibility and civics.

PERFORMANCE IMPLICATIONS

N/A

ADMINISTRATIVE IMPLICATIONS

The PED would be charged with contracting with an organization to provide in-school, after-school, and out-of-school youth media education programming for students in northern New Mexico.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to

- [SB195, Statewide Media Literacy School Programs](#)
- [SB165, Enhance Certain Summer and Out-of-School Programs](#)

TECHNICAL ISSUES

N/A

OTHER SUBSTANTIVE ISSUES

In the last several years, a number of states have passed laws requiring schools to integrate media literacy in curricula. Texas passed a law in 2019 to require each school district to incorporate instruction in digital citizenship into the district's curriculum. West Virginia passed a law in 2019 to create the Mountain State Digital Literacy Project Pilot, which allowed participating school districts to provide instructional resources for students and teachers that feature an extensive curriculum related to digital literacy, online assessment preparation, and internet safety. California passed a law in 2018 to require the California Department of Education to make a list of resources and instructional materials on media literacy, including media literacy professional development programs for teachers, available on its internal website. Connecticut passed a law in 2017 that required the Connecticut Department of Education to establish a Digital Citizenship, Internet Safety, and Media Literacy Advisory Council. Massachusetts requires the Department of Elementary and Secondary Education to develop instructional guidelines in media literacy education as it relates to history and civics.

ALTERNATIVES

N/A

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

N/A

AMENDMENTS

N/A