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FISCAL IMPACT REPORT

ORIGINAL DATE 2/3/22

SPONSOR Gonzales LAST UPDATED _____ HB _____

SHORT TITLE Statewide Media Literacy School Program SB 195

ANALYST Chilton/Liu

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY22	FY23		
	\$400.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to SB209

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Department of Information Technology (DOIT)

SUMMARY

Synopsis of Bill

Senate Bill 195 appropriates \$400 thousand from the general fund to the Public Education Department for the purpose of expanding the department's media literacy program for schoolchildren throughout the state. There is no effective date of this bill. It is assumed the effective date is 90 days following adjournment of the Legislature.

FISCAL IMPLICATIONS

The appropriation of \$400 thousand contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY23 shall revert to the general fund. Although the bill does not specify future appropriations, establishing a new grant program could create an expectation that the program will continue in future fiscal years, therefore this cost is scored as recurring.

In FY20, the Legislature appropriated \$300 thousand for school media literacy programs, which PED used to provide training on media literacy for teachers in 30 school districts. In response to

Covid-19 interruptions, the program provided a remote learning webinar series that expanded participation to 41 regions across New Mexico.

SIGNIFICANT ISSUES

Media Literacy Now, a national organization headquartered in Connecticut, defines media literacy as “develop[ing] critical thinking skills around all types of media, build[ing] an understanding of how media messages shape our culture and society, and giv[ing] people tools to advocate for a changed media system... Media literacy is a necessary 21st-century skill set for individuals, such as students, teachers, administrators, parents, or grandparents, to fully and fluently interact in a media- and information-filled environment.” According to the Center for Media Literacy, “fundamental skills for being media literate include: being able to distinguish fact from opinion, conduct close analysis and deep deconstruction of media messages, and build skills in filtering information for lifelong learning.” According to both organizations, just being able to produce media postings, events or presentations is not adequate media literacy.

PED indicates that it could use this funding to “provide statewide professional learning to support media literacy educators and school librarians. While it is an option for teachers who hold a level 1 license, beginning librarian-teachers are required to obtain an endorsement in library/media as outlined in [6.64.8 NMAC, Competencies for Entry-Level Library Media Specialists](#), which comprises entry-level library media competencies. School librarians in the state are uniquely positioned to access, analyze, evaluate, develop, produce, and interpret media, and teach the foundational skills that lead to digital citizenship.”

PED gives the following information regarding media literacy’s role in the social studies curriculum, as specified in existing statute:

[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, 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 the following table).

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.

	<ul style="list-style-type: none"> • 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).

PED notes that Colorado and Illinois have both passed legislation related to media literacy. PED also states that it has worked with an association of school librarians “to produce a [Joint Position Statement on the Role of New Mexico's School Librarians](#) and could potentially partner in providing professional learning to school librarians on media literacy.”

RELATIONSHIP

This bill relates to Senate Bill 209, which appropriates \$250 thousand for an organization to provide youth media education programming for students in northern New Mexico.

LC/al/acv/SL/acv