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FISCAL IMPACT REPORT

SPONSOR Grubestic **ORIGINAL DATE** 02/07/08
LAST UPDATED _____ **HB** _____
SHORT TITLE Youth Education in Visual Arts **SB** 419
ANALYST Escudero

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY08	FY09		
	\$100.0	Recurring	General Fund

Relates to SB 245, HB 316, HB 38

SOURCES OF INFORMATION

LFC Files

Responses Received From
Public Education Department (PED)

SUMMARY

Synopsis of Bill

Senate Bill 419 appropriates \$100.0 in FY 2009 to the Cultural Affairs Department to implement and operate a program for youth education in the visual arts, including integrated arts education curriculum that helps develop core learning skills in reading, math, science, language arts and social studies, outreach workshops at schools, pueblos and community service organizations, with accompanying professional development for teachers, ongoing weekend family programs and a nationally recognized art and leadership program for boys and girls.

FISCAL IMPLICATIONS

The appropriation of \$100.0 contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY09 shall revert to the general fund.

There is no impact to the PED budget as these funds are appropriated to the Cultural Affairs Department.

SIGNIFICANT ISSUES

According to PED, this legislation will support and encourage new social studies, humanities, cultural, and arts skills and knowledge in the statewide community. History, culture and the arts make unique contributions to education, culture and society. Students, teachers, parents and community members would benefit from a creative visual arts-based curriculum that integrates across basic core programs and that would support recognition and celebration of the diversity of culture and learning in New Mexico

Design, digital and visual arts can enhance learning in reading, math, science, social studies and language arts through integrated curriculum projects, outreach workshops, accompanying professional development for teachers, family weekend programs along with nationally recognized art and leadership programs for boys and girls. Learning through design, literacy and the arts for students creates interest, discipline, focus and promotes learning and skill development.

The NM Content Standards for the Arts make a foundation for this learning along with other Content Standards through:

- Demonstration of an understanding of the dynamics of the creative process.
- Observation, discussion, analysis and making critical judgments about artistic works.
- Increased awareness of diverse peoples through the visual arts.
- Connections and parallels among the arts, health and physical education disciplines as well as Science, Math, Language Arts, Social Studies, Modern, Classical and Native Languages and Career Technology.

Contributions to the local community by sharing learning through design, the arts and culture

As the world moves from a logical, linear Information Age into an economy and society built on the inventive capabilities of a Conceptual Age, creative design, sympathy, empathy and meaning* will emerge to be as valued as logical thinking and linear skills are now. (Pink, 2005).

As stated by DCA, this legislation is quite specific as it describes a proposed youth visual arts education program. It mentions the creation of arts integration curriculum projects that assist with core learning skills, as well as outreach workshops to be held at schools, Pueblos and other organizations.

The bill also specifies professional development for teachers and ongoing weekend programs for families. It requests a nationally recognized art and leadership program for young people.

Arts and cultural programming such as the initiatives funded through this legislation have broad educational and quality of life impact on New Mexico's young people. Therefore, the visual arts programs outlined in this bill would be a strong investment in New Mexico's youth.

PERFORMANCE IMPLICATIONS

There is no direct implication to the PED performance measures; however, these funds support students attaining the New Mexico Content Standards, Benchmarks and Performance Standards.

- SB 449 could serve to support the Public School Support Performance Measures:

- Annual percent of highly qualified teachers in high-poverty schools, kindergarten through twelfth grade
- Annual percent of core academic subjects taught by highly qualified teachers, kindergarten through twelfth grade.

ADMINISTRATIVE IMPLICATIONS

As stated by PED, in alignment with the New Mexico Professional Development Framework (6.65.2.1 NMAC) and the Legislative Education Study Committee's Oct. 15, 2007, Staff Report on Professional Development, it is recommended that the Cultural Affairs Department ensure that the appropriated funds and the resulting services and/or products align with the New Mexico Professional Development Framework (PDF).

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

SB 245, HB 316, HB 38

OTHER SUBSTANTIVE ISSUES

The Cultural Affairs Department will be required to submit a report to the PED no later than June 30, 2008 that:

Provides a listing of all professional development activities that were provided to

- teachers, school administrators and/or instructional support providers
- a summary of the professional development activities provided and by whom they were provided
- an evaluation component revealing the effectiveness of the activity relative to alignment with the Professional Development Framework and any additional evaluation components required by the PED, ENMU and/or the participating schools.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

As stated by PED, the statewide program to operate a program for youth through the visual arts including integrated arts education curriculum to enhance core learning skills in reading, math, science, language arts and social studies; outreach workshops at schools, pueblos and community service organizations; professional development for teachers; ongoing weekend family programs; and a nationally recognized art and leadership program for boys and girls would need to identify other sources of funding for children and their families.

PME/mt