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FISCAL IMPACT REPORT

SPONSOR Cisneros/Gonzales ORIGINAL DATE 1/28/19
LAST UPDATED _____ HB _____

SHORT TITLE Digital Training And Education Programs SB 103

ANALYST Liu/Woods

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY19	FY20		
	\$650.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB 299, SB 194, SB 353

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)

Department of Information Technology (DOIT)

SUMMARY

Synopsis of Bill

Senate Bill 103 appropriates \$650 thousand from the general fund to PED for the purpose of digital and media education and training programs.

FISCAL IMPLICATIONS

The appropriation of \$650 thousand contained in this bill will likely be a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of FY20 shall revert to the general fund.

SIGNIFICANT ISSUES

The bill does not specify how to allocate funds or the role of PED in administration and oversight. As such, the funding could be used for various purposes, such as expanding digital and media education for students, providing training for school personnel, or purchasing resources for media programs. The following input from PED assumes the funding is used to support

digital and media education programs that are modeled like career and technical education (CTE) programs

The executive and LFC FY20 budget recommendations for public schools include \$5 million and \$1 million, respectively, to PED for the establishment of a CTE pilot program.

PERFORMANCE IMPLICATIONS

PED notes supporting digital and media CTE programs may improve school grades. CTE concentrators are students who take at least two courses in a sequentially aligned program of study, and concentrators are one way schools can earn college and career readiness points in the school grading system. However, incentivizing a standalone course might undermine efforts to encourage students to concentrate in a program of study if the school does not offer an aligned sequence of related courses.

ADMINISTRATIVE IMPLICATIONS

PED notes the bill does not specify any details regarding program administration and oversight. In its oversight role, DOIT will review and approve related information technology procurements made by PED.

RELATIONSHIP

This bill relates to House Bill 299 and Senate Bill 353, which appropriate \$650 thousand for CTE student organizations, and Senate Bill 194, which appropriates \$400 thousand to PED for a media literacy program for teachers.

OTHER SUBSTANTIVE ISSUES

PED offers relevant course codes within digital media art electives. The payment of funds to launch one particular CTE course, outside of a full program of study, may not be aligned with best practices for CTE; however, in the past no state CTE funds have been available. Thus, many sites would welcome the possibility of funds to cover startup costs for a CTE course. It is unclear what limits, if any, the PED should place on the type of expenditures that would be allowed for the program, or how many sites should be funded.

ALTERNATIVES

PED notes New Mexico community colleges already offer programs for digital media related courses. High school programs should align to the expectations of these postsecondary programs. Dual credit offerings in these postsecondary pathways could be a viable alternative to offering a high school level standalone course.

PED notes this bill and Senate Bill 194 could be consolidated into a single appropriation supporting both the 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.