

SIGNIFICANT ISSUES

The bill requires PED to consider MSAC's recommendations when establishing the grant application and award process. The bill requires that grant applications be submitted to and reviewed by MSAC and then to make recommendations to PED for funding. PED will make final selection decisions. Many of these requirements are already in law. See Other Substantive Issues. The Legislature may wish to consider amending current statute rather than creating a new section of law to ensure consistency among requirements and duties established in the Math and Science Education Act.

Some of the bill's reporting requirements are duplicative. HB 258/HECS tasks PED with reporting the progress of the professional development framework and grant process by December 2015. Similarly, MSAC is required to include such an update in its annual reports beginning in November 2014. Moreover, both the bill requires both PED and MSAC to annually report on the applications received and the awards granted for professional development of math and science teachers. However, PED is statutorily required to provide staff support for and coordination of the activities of the council, so the department and the council may be able to submit a joint report with the required information to satisfy the bill's requirements.

PED's analysis notes that requiring MSAC to consult with the New Mexico Partnership for Math and Science for the grant framework and selection criteria and evaluation and reporting requirements presents a potential conflict of interest. PED states the New Mexico Partnership for Mathematics and Science Education is an open organization that consists of stakeholders from entities eligible to apply for grants. Per statute, one of the 12 MSAC members represents the New Mexico Partnership for Mathematics and Science Education. Elimination of the requirement to consult with the New Mexico Partnership for Mathematics and Science Education will not eliminate their input as a MSAC member.

Additionally, PED notes that MSAC is a voluntary group with no full-time staff. However, the Mathematics and Science Bureau of PED is created in statute and is charged with administering the provisions of the Mathematics and Science Education Act and providing staff support for and coordination of the activities of the council. See Section 22-15E-3 NMSA 1978 in Other Substantive Issues.

ADMINISTRATIVE IMPLICATIONS

PED will be required to establish a process to award grants to eligible entities to provide professional development to math and science teachers, in consultation with the MSAC and the New Mexico Partnership for Math and Science. Additionally, PED will be required to report to the Legislative Education Study Committee by December 2015 annually on the progress of the professional development framework and grant process, applications, and awards.

TECHNICAL ISSUES

The mathematics and science proficiency fund is used to "provide awards to **public schools, school districts, public post-secondary educational institutions and persons** that implement innovative, research-based mathematics and science curricula and professional development programs" pursuant to Section 22-15E-6 NMSA 1978. The definition of "eligible entities" included in this bill is different than those eligible for awards pursuant to the language creating the fund. The Legislature may want to ensure similar language is used in these two sections to avoid confusion and ensure consistency.

OTHER SUBSTANTIVE ISSUES

The Mathematics and Science Proficiency Fund, created in 2007 may be used by the Secretary of PED to provide awards to public schools, school districts, public post-secondary educational institutions and persons that implement innovative, research-based mathematics and science curricula and professional development programs. The Mathematics and Science Education Act already requires PED to promulgate rules for the application and award of money from the fund, including criteria to evaluate innovative, research-based mathematics and science programs and professional development programs. Additionally, each award recipient shall provide an annual report to the bureau that includes a detailed budget report, a description of the services provided and documented evidence of the stated outcomes of the program funded by the Mathematics and Science Proficiency Fund and that provides other information requested by the Mathematics and Science Bureau at PED. See 22-15E-3 NMSA 1978.

The Mathematics and Science Bureau at PED is created in statute, Section 22-15E-3 NMSA 1978, with the following duties:

- administer the provisions of the Mathematics and Science Education Act;
- provide staff support for and coordinate the activities of the council;
- work with the council to develop a statewide strategic plan for mathematics and science education in the public schools and coordinate education activities with other state agencies, the federal government, business consortia and public or private organizations or other persons;
- ensure that school districts' plans include goals for improving mathematics and science education aligned to the department's strategic plan;
- recommend funding mechanisms that support the improvement of mathematics and science education in the state, including web-based mathematics and science curricula, mentoring and web-based homework assistance;
- promote partnerships among public schools, higher education institutions, government, business and educational and community organizations to improve the mathematics and science education in the state;
- develop and evaluate curricula, instructional programs and professional development programs in mathematics and science aligned with state academic content and performance standards; and
- assess the outcomes of efforts to improve mathematics and science education using existing data.

The Mathematics and Science Advisory Council, created in Section 22-15E-4 NMSA 1978, is composed of 12 members appointed by the Secretary of PED as follows:

- four members from public schools, including at least two mathematics and science teachers and a school district administrator with experience in mathematics and science curricula;
- three members from public post-secondary educational institutions with expertise in mathematics or science education;
- four members from the private sector, including the national laboratories, museums and science- and engineering-based businesses; and
- one member who represents the New Mexico partnership for mathematics and science education.

Pursuant to Section 22-15E-5, the Council is required to:

- advise the bureau on implementation of the bureau's duties pursuant to the Mathematics and Science Education Act;
- make recommendations to the bureau and the department regarding the statewide strategic plan for improving mathematics and science education and advise on its implementation and incorporation into the department's five-year strategic plan for public elementary and secondary education in the state;
- advise the bureau, the department and the legislature regarding appropriations for mathematics and science education, administration, resources and services, including programs for public school students and staff;
- work with the bureau to determine the need for improvement in mathematics and science achievement of public school students and make recommendations to the department on how to meet these needs; and
- produce an annual report on public elementary and secondary mathematics and science student achievement to be submitted to the department, the governor and the legislature no later than November 30 of each year.

RSG/ds