LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS

Bill Number: HB 21 **51st Legislature, 2nd Session, 2014**

Tracking Number: .195363.2

Short Title: After-School Club Teacher Development

Sponsor(s): Representative Carl Trujillo and Other

Analyst: LaNysha Adams **Date: February 1, 2014**

Bill Summary:

HB 21 makes an appropriation to the Public Education Department (PED) to support teacher professional development in computer modeling and simulation for use in instructing after-school clubs.

Fiscal Impact:

$90,000 is appropriated from the General Fund to PED for expenditure in FY 15. Unexpended or unencumbered funds revert to the General Fund.

Substantive Issues:

During the 2013 interim, the Science, Technology and Telecommunications Committee[1] received testimony stating the need for public school teachers' professional development, particularly as it relates to science, technology, engineering, and math (STEM) subjects.

According to the Click2Science PD Fact Sheet, which was developed by the University of Nevada Lincoln Extension in partnership with the Noyce Foundation as an interactive site for staff, coaches, and trainers who work with out-of-school STEM initiatives:

- by 2018, there will be 1.4 million American computing job openings, but only 29 percent of those are expected to be filled by US graduates;
- 75 percent of Nobel Prize winners in the sciences report that their passion for science was sparked in a non-school setting;
- over the course of a year, only 18.5 percent of a K-12 student's waking hours are spent in school; and
- youth who regularly participate in high-quality out-of-school time programs have fewer absences, demonstrate better behavior, and earn higher grades.

[1] The Science, Technology and Telecommunications Committee was created by the New Mexico Legislative Council on April 30, 2013. According to the Science, Technology and Telecommunications Committee Report to the Fifty-First Legislature, the committee's main focus during the 2013 interim was to find solutions for legislative actions in emerging technologies, communication infrastructure, information technology, and technology transfer.

Background:

During the October 2013 Legislative Education Study Committee (LESC), the LESC heard testimony from LESC and PED staff on the issue of after-school programs. The LESC staff report noted that:

- at least since 2003, the Legislature has funded multiple public school initiatives under the broad category of extended learning opportunities, including appropriations to PED and in some instances other state agencies to support after-school initiatives statewide, totaling approximately $21.4 million;
- according to the Education Commission of the States (ECS), more than 28 million school-age children have parents who work outside the home. An estimated five to seven million – and up to as many as 15 million – "latch-key children" return to an empty home after school. In response, many communities have created after-school programs to keep children out of trouble and engaged in activities that help them learn; and
- in 2009, New Mexico was named a top 10 state for after-school programs in the Afterschool Alliance's landmark report, *America After 3PM*. To identify the top states, a composite score was computed for each state based on a number of indicators in a random survey administered to parents via mail.

According to *Computing and Engineering in Afterschool*, a report released by the Afterschool Alliance in December 2013:

- student interest is key to pursuing STEM career opportunities, and after-school programs keep students interested and engaged;
- Project Growing Up Thinking Scientifically (GUTS), an award-winning education outreach initiative of the Santa Fe Institute, is a model program that combines scientific inquiry, hands-on learning, and fun in an after-school environment;
- 82 percent of participating students completed a computer model in school year 2012-2013;
- Project GUTS targets young girls' success in science in a girls-only program called Guts Y Girls, which offers day-long Saturday workshops, and a summer camp, which incorporates mentorship from female computer science professionals;
- each of the 30 Project GUTS after-school clubs across New Mexico is led by a school-day teacher, assisted by a science professional, and teenage peers; and
- teachers receive intensive professional development in the summer and throughout the year to teach curricula that are aligned to several national standards – the Computer Science Teachers Association's K-12 Computer Science Standards, Common Core State Standards in Math, and the Next Generation Science Standards – which can help demonstrate how the program supports school-day computing, science, and math education.

Committee Referrals:

HEC/HAFC

Related Bills:

HB 86 *School Enrichment Programs*
SJM 11 *Vision for High-Quality Education in NM*