



charter schools to provide a one-time salary differential or contract stipend to middle school STEM coaches of \$1,000 for each year they coach and to high school STEM coaches of \$2,000 for each year they coach.

## **SIGNIFICANT ISSUES**

The bill creates a new factor in the public education funding formula for science, technology, engineering, and mathematics (STEM) coaches. The bill defines eligible STEM coaches as follows

STEM coaches may be licensed school employees or school volunteers who SHALL:

- serve as a STEM club sponsor;
- develop club activities and goals and identify competitions in which club members will participate; and
- assist students as needed to reach club goals.

The bill does not establish a definition of STEM club or club activities or goals. PED would be required to establish rules or guidance for what programs would qualify as STEM clubs for the purpose of ensuring funding units are claimed correctly and the one-time salary differential or contract stipend was made to each qualifying individual.

PED's analysis notes the introduction of funding formula components that are not based on student needs creates a new lever for school funding inequity. The provisions contained in this bill would establish the first category of units that could be generated by unlicensed staff for providing support for extra-curricular activities and clubs that could differ greatly from district to district or charter school. This could set a dangerous precedent for how units could be generated for purposes other than those contemplated in the funding formula.

The department's analysis also notes there are many STEM programs offered in schools beginning in elementary school that would not be funded by provisions of this bill.

## **ADMINISTRATIVE IMPLICATIONS**

The Public Education Department will be required to update the public education funding formula prior to administration of this bill. Additionally, PED will be required to verify annually STEM coach program units claimed by school districts and charter schools. The department notes administration of the bill would be resource intensive, requiring an additional FTE.

PED will be required to run background checks on non-licensed individuals who want to be a STEM coach.

## **TECHNICAL ISSUES**

Section 3 of this act make the provisions of the bill effective during 2016-2017 school year (FY17) and all succeeding school years; however, the appropriation that is made is for the 2016 school year. This appears to be a drafting issue – the effective date and the appropriation should both be for the same fiscal year. Give concerns noted by the Public Education Department in previous bill analyses related to funding formula changes and sufficient time to make changes, the Legislature may wish to change the date of the appropriation to FY17.

Additionally, provisions in Section B require payment of a one-time salary differential or contract stipend of \$1,000 and \$2,000 to qualifying middle school and high school STEM coaches respectively; however, provisions in Section A require each school district or charter school to verify that they are giving a one-time salary differential or contract stipend equal to or greater than the funding generated by the bill, which would be \$6,008.63 based on the current unit value. These two sections should be reconciled to ensure the amount of funding generated is equal to the amount of the stipend.

Amendments to the public education funding formula that create new formula components also need to amend Section 22-8-18 NMSA 1978. This is the section of law that designates which program units get multiplied by the training and experience index and which units do not. LFC staff suggests including a new 15 for “science, technology, engineering, and mathematics coach program unit”.

The bill requires a local superintendent to review and consider the qualifications of any individual who wishes to be a STEM coach that is not a licensed school employee. This provision appears to require a school district superintendent to make decisions with regard to all non-licensed individuals who wish to be a STEM coach at either a school district or charter school.

### **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

House Bill 159 conflicts with HB 34. House Bill 159, addresses issues noted in Technical Issues.

### **OTHER SUBSTANTIVE ISSUES**

Currently, there is a factor in the public education funding formula that generates stipend funding for National Professional Board Certified teachers, the mechanics of which are different than this. NPBC teachers generate 1.5 program units (similar to this bill); however, funding generated by each NBPC teacher is passed along to that teacher.

### **ALTERNATIVES**

Consider making this funding formula factor mirror the factor for NPBC teachers – flow through stipend funding rather than a mechanism that generates far more revenue than is required to cover the cost of the stipend.

RSG/bb