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## FISCAL IMPACT REPORT

**ORIGINAL DATE** 2/2/16  
**LAST UPDATED** 2/9/16     **HB** 187/aHEC

**SPONSOR** Roch

**SHORT TITLE** Alternative Level 3-B School Licensure     **SB** \_\_\_\_\_

**ANALYST** Fernandez

### REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY16	FY17	FY18		
	Up to \$25.0	Up to \$25.0	Recurring	Public Education Department Educator Licensure Fund

(Parenthesis ( ) Indicate Revenue Decreases)

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Public Education Department (PED)  
 2015 – Educational Retirement Board (ERB)

### SUMMARY

#### Synopsis of HEC Amendment

The House Education Committee amendment to HB 187 revises one of the criteria for candidates applying for an alternative level three-B school administrator license from requiring a department-approved evaluation to a “highly objective uniform statewide standard of evaluation”.

#### Synopsis of Bill

House Bill 187 enacts a new section of the School Personnel Act to establish an alternative level three-B school administrator license for an applicant who is licensed by PED as a school counselor, school social worker, school nurse, speech-language pathologist, psychologist, physical therapist, physical therapy assistant, occupational therapist, occupational therapy assistant, recreational therapist, marriage and family therapist, interpreter for the deaf or diagnostician. To qualify, an applicant must have a post-baccalaureate degree, satisfactorily

completed a PED-approved course in administration and a PED-approved administration apprenticeship program, and demonstrate instructional leader competence. The bill also establishes the minimum annual salary for an alternative level three-B licensed school principal or assistant school principal as the minimum salary for a level 3-A teacher multiplied by the applicable responsibility factor.

### **FISCAL IMPLICATIONS**

Costs associated with movement through the licensure system are funded by individual school districts and charter schools through their operating budgets and not funded by a unique appropriation, generally based on the assumption that at present, given the current licensure system and length of time required to advance through the system, costs of more expensive educators are balanced out by retirements and entry of new teachers into the system. Any costs a school district would experience from the changes proposed in this bill would be the result of making the choice to hire an individual who holds an alternative level three-B license to serve as a school administrator.

Most of the fiscal implications of this bill exist for PED. PED would likely see an increase in revenue due to more individuals applying for administrator licenses. New applications for licenses are \$125. PED has not provided any estimate of individuals that would be eligible to apply. The \$25 thousand estimate assumes up to 200 individuals would apply pursuant to the provisions of this bill. Any revenues received are limited to use by PED to fund the educator background check program, to enforce educator ethics requirements; and to process applications for licensure or for renewal of licensure, including review of professional development dossiers.

In an analysis provided by ERB last year for similar legislation, they noted that additional contributions associated with a salary increase are expected to have a slight immediate positive impact on the educational retirement fund.

### **SIGNIFICANT ISSUES**

The bill would allow individuals other than teachers to qualify for an alternative level three-B administrator license, allowing them to be a school principal or assistant principal. These individuals would need to demonstrate instructional leader competence, hold a post-baccalaureate degree, and satisfactorily completed a PED approved course in administration and a department-approved administration apprenticeship program. The individuals that would be able to apply for level three-B license are as follows: school counselor, school social worker, school nurse, speech-language pathologist, psychologist, physical therapist, physical therapy assistant, occupational therapist, occupational therapy assistant, recreational therapist, marriage and family therapist, interpreter for the deaf and diagnostician.

### **PERFORMANCE IMPLICATIONS**

Research confirms that, among school-related influences on student learning, principal leadership is second in importance only to classroom teaching. Nearly 60 percent of a school's influence on student achievement is attributable to principal and teacher effectiveness: principals account for as much as a quarter and teachers over a third of a school's total impact on achievement.

A good principal is the single most important factor in attracting and retaining high-quality teachers, as reported from working condition surveys of teachers across the country. The principal also is uniquely positioned to ensure that excellent teaching and learning are spread school-wide.

### **ADMINISTRATIVE IMPLICATIONS**

According to PED, the Licensure Bureau would need to create a process for reviewing and evaluating the new licenses.

### **TECHNICAL ISSUES**

PED notes the following technical issue:

HB187 allows for those employed as a school counselor, school social worker, school nurse, speech language pathologist, psychologist, physical therapist, physical therapy assistant, occupational therapist, occupational therapy assistant, recreational therapist, marriage and family therapist, interpreters for the deaf and diagnostician, without making reference to meeting the licensure requirements of the aforementioned instructional support providers. The bill should make reference to section 22-10A-17 to ensure that those employed in those positions are appropriately licensed.

CTF/al/jle