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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**55th Legislature, 1st Session, 2021**

**Bill Number** HB171                      **Sponsor** Ferrary

**Tracking Number** .218384.2              **Committee Referrals** HEC/HSEIC

**Short Title** Program Units for Certain School Personnel

**Analyst** Canada    **Original Date** 2/01/21  
**Last Updated** \_\_\_\_\_

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**FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE**

**BILL SUMMARY**

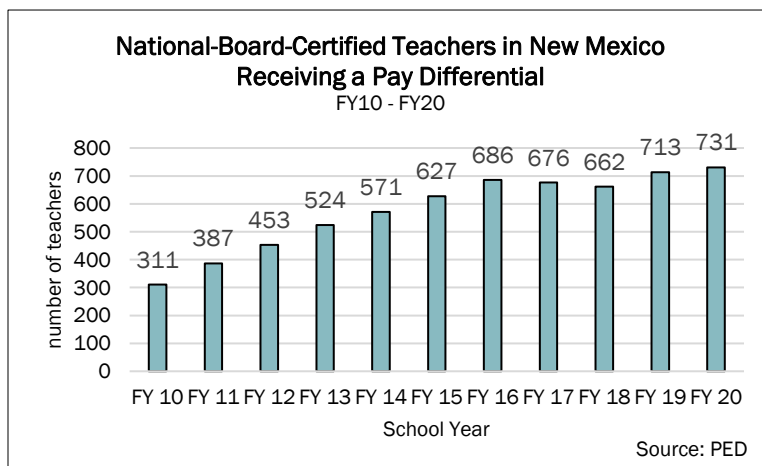
Synopsis of Bill

House Bill 171 (HB171) would include all licensed school employees certified by the National Board for Professional Teaching Standards (National Board) when calculating National Board certification program units in the state equalization guarantee (SEG) school funding formula, except those currently employed in an administrative position.

**FISCAL IMPACT**

The bill does not include an appropriation.

Since FY04, the SEG has included a factor to provide National-Board-certified teachers a salary increase for earning certification; HB171 would generate a greater number of units in the SEG by expanding eligibility to all licensed school employees except school administrators. Without an increase in appropriations to the SEG, an increase in the number of units would decrease the unit value, impacting school districts and charter schools statewide.



Based on data from the National Board, the National Board has certified as many as 1,307 teachers, counselors, and instructional support providers in the state, though it is unclear how many of those employees work in public schools. In FY20, the SEG included funding for 731 board-certified teachers; under HB171, up to 576 non-teacher licensed school employees would generate new SEG units, totaling approximately \$3.9 million dollars.

HB171 could encourage licensed school personnel to seek National Board certification, increasing the fiscal impact of the bill over time. The number of board-certified teachers increased from 85 statewide in FY04, the first year program units were generated by National Board certification, to 731 in FY20. Nationally, 30 percent to 40 percent of candidates for National Board pass the certification process on their first-attempt.

### **SUBSTANTIVE ISSUES**

The National Board certification process is a voluntary system that certifies a teacher meets rigorous national standards for classroom instruction. National Board certification is offered in 25 different content areas, with most applying to teachers, but others being offered for school counselors or library media specialists.

HB171 would expand the National Board certification salary increases to include all licensed school employees, except if those employees are employed in an administrative position. The SEG has distributed funding school districts and charter schools to give National Board-certified teachers a one-time salary increase that is at least the amount of money generated by the National Board certification program units. The units generated by each school district and charter school are equal to the number of National Board-certified teachers employed multiplied by a cost differential of 1.5.

### **ADMINISTRATIVE IMPLICATIONS**

Each school district and charter school would need to certify to the Public Education Department (PED) the number of licensed school personnel that has a National Board certification. PED may also be required to audit and verify this information.

### **OTHER SIGNIFICANT ISSUES**

Recent coordinated efforts to increase the number of potential board-certified teachers in the state may also increase the number of teachers supported by the SEG's board-certification salary differential. During the 2020 legislative session, the Legislature passed HB102 which created a PED-administered scholarship program to award scholarships to teachers licensed at a level 2 or higher to cover the cost of National Board certification. The Legislature appropriated \$500 thousand to PED for this program, and the funding has the potential to cover appropriately 250 teachers to go through the process. PED closed the application for the scholarship recently, and it is unclear how many teachers received these scholarships. Additionally, the New Mexico National Board for Professional Teaching Standards and the Permian Strategic Partnership has combined efforts to support teachers in the Permian Basin region to pursue National Board certification. The combined effort aims for 700 additional teachers to engage in the certification process over the next three years. As the number of units increase without funding to support the increase, the unit value dilutes and impacts school districts and charter schools statewide.

National research shows that on average board-certified teachers are more effective than other teachers and have a positive impact on student outcomes. In some studies, board-certified teachers increased student learning by an additional one to two months compared with their peers with similar experience. Additionally, one study by the University of Washington and the Urban Institute found board-certified teachers have an even greater impact for minority and low-income students. Other studies found that, while certification can identify effective teachers, it does not make teachers more effective than they were before certification.

**SOURCES OF INFORMATION**

- LESC Files

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