

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the Legislature. LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

FISCAL IMPACT REPORT

SPONSOR <u>Pettigrew/Cullen</u>	LAST UPDATED _____
	ORIGINAL DATE <u>3/3/25</u>
	BILL <u>House Memorial</u>
SHORT TITLE <u>Study Means of Teacher Advancement</u>	NUMBER <u>32</u>
	ANALYST <u>Mabe</u>

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT* (dollars in thousands)

Agency/Program	FY25	FY26	FY27	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
	No fiscal impact					

Parenteses () indicate expenditure decreases.
 *Amounts reflect most recent analysis of this legislation.

Relates to House Bill 156, House Memorial 47, Senate Bill 345

Sources of Information

LFC Files
 Legislative Education Study Committee (LESC) Files

Agency Analysis was Solicited but Not Received From
 Public Education Department (PED)
 Higher Education Department (HED)

SUMMARY

Synopsis of House Memorial 32

House Memorial 32 (HM32) requests the Public Education Department (PED) to examine the feasibility of awarding master’s degree credits to teachers for completing microcredentials to advance from level 1 to level 2 licensure and from level 2 to level 3-A licensure. The memorial requires PED to report findings to the Legislative Education Study Committee (LESC) by December 1, 2025.

FISCAL IMPLICATIONS

Memorials do not contain an appropriation nor are enforceable as state law. The costs are connected to the time of working group members and could be considered a normal part of doing business.

SIGNIFICANT ISSUES

The current process of advancing from the 5-year nonrenewable level 1 license to the level 2 license can either be done by completing the National Board Certification (NBCT) or Advancement Program Level (APL) Microcredentials.

Requirements for advancing via NBCT	Requirements for advancing via microcredentials
<ul style="list-style-type: none"> • Approval from the school district or charter school. • Teaching for a full three years on a level 1 license with successful annual evaluations. • Continuing teacher recommendation form • National Board Certification in focus area. 	<ul style="list-style-type: none"> • Completing the required mentorship program. • Teaching for a full three years on a level 1 license with successful annual evaluations. • Successful completion of the following five microcredential courses with a minimum score of 85 percent.

Moving from a level 2 license to a level 3-A license can also be done via NBCT or APL microcredentials.

Requirements for advancing with NBCT	Requirements for advancing via microcredentials
<ul style="list-style-type: none"> • Approval from the school district or charter school. • Teaching for a full three years on a level 2 license with successful annual evaluations. • Continuing teacher recommendation form. • National Board Certification in focus area. 	<ul style="list-style-type: none"> • Successful completion of the following four microcredential courses with a minimum score of 85 percent. • Teaching for a full three years on a level 2 license with successful annual evaluations. • A master's degree.

Although microcredentials and national board certification take considerable time, rigor, and financial resources, they do not currently count toward master's degree credits in higher education. The memorial asks PED to work with teacher preparation programs at state universities to explore the possibility of giving master's degree credit to level 1 teachers for the professional work required to move to level 2 and likewise for advancement to level 3.

PED transitioned to the microcredential program starting in 2022 and stopped accepting the professional development dossier for licensure advancement in 2024. According to a 2013 paper "Teachers' Perceptions of New Mexico's Three-Tiered Licensure System," the dossier, modeled after the National Board Certification Portfolio, was a collection of materials including study groups, workshops, lesson plans, observations, coaching, etc. that demonstrated a teacher's knowledge. Despite a pass rate of about 90 percent, teachers had mixed feelings about the process.

According to PED, a microcredential is a competency-based process made up of several small courses. Microcredentials are often used for professional development in other states. LESC analysis notes New Mexico and Kentucky may be the only states using them for licensure advancement. The passing rate increased from 75 percent in early 2024 to 92 percent in late 2024. LESC analysis notes PED expects each microcredential to take 10 to 15 hours of work, but some educators report greater time commitments.

Some universities allow students to stack microcredentials toward certificates or degrees. These include Massachusetts Institute of Technology, University of Illinois, Georgia Institute of Technology, State University of New York, Arizona State University, Stanford University, and the University of Washington.

The credit hour, often referred to as the Carnegie Unit, has been a measure of time in education since 1906. It suggests that for every college credit, a student should spend about one hour in class per week and two to three hours of work outside of class for a total of three to four hours a week. With the average semester lasting 15-16 weeks, each credit could be calculated to be 45-64 hours of work. So based on time alone, with the PED estimate of a microcredential of 10-15 hours, each one would be a fraction of a credit.

ADMINISTRATIVE IMPLICATIONS

PED would need to partner with state universities.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

HM32 relates to House Bill 156, which raises minimum teacher salary by \$5,000 a license tier; House Memorial 47, which asks LESC to study public school employee compensation; and Senate Bill 345, which allows for the completion of a teacher portfolio for level 1 licensure.

RM/hg/sgs