

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

Current and previously issued FIRs are available on the NM Legislative Website (www.nmlegis.gov) and may also be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

SPONSOR Stewart **ORIGINAL DATE** 02/18/15
LAST UPDATED 02/25/15 **HB** _____

SHORT TITLE Level 3-B School Admin Licensure Requirements **SB** 126/aSEC/aSPAC

ANALYST Gudgel

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY15	FY16		
	NFI		

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY15	FY16	FY17		
	Positive	Positive	Recurring	Public Education Department Educator Licensure Fund

(Parenthesis () Indicate Revenue Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)
 Education Retirement Board (ERB)
 New Mexico State University (NMSU)
 Western New Mexico University (WNMU)
 Eastern New Mexico University (ENMU)

SUMMARY

Synopsis of SPAC Amendment

Senate Public Affairs Committee Amendment to Senate Bill 126 as amended by the Senate

Education Committee makes technical cleanup changes that do not substantively change the bill. Changes eliminate old provision related to phasing in minimum salaries between FY04 and FY08 and adoption of a highly uniform objective uniform statewide standard of evaluation in FY09.

Synopsis of SEC Amendment

Senate Education Committee Amendment to Senate Bill 126 makes the following changes:

- Allows a level two teacher to have either a post-baccalaureate degree or national board for professional teaching standards (NBPTS) certification (the original bill did not have the NBPTS option). See Paragraph 1 on page 4;
- Eliminate repetitive language in Paragraph 2 on page 4 for level three-A license holders to have a post-baccalaureate degree. This is already a requirement for level three-A license holders and does not need to be referenced in Paragraph 2; and
- Requires a counselor that has a level two license to have to complete a PED-approved school administrator preparation program.

Synopsis of Bill

Senate Bill 126 amends provisions of Section 22-10A-11 of the School Personnel Act to decrease the amount of time it takes a teacher to become a school administrator.

The bill maintains requirements for level three-A teachers with the exception of eliminating the requirement that level three-A teacher complete a PED-approved administration apprenticeship program to be eligible for an administrator's license.

The bill significantly changes requirements for level two teachers who wish to become a school administrator. The bill provides for the following pathways for level two license holders:

- Have a post-baccalaureate degree, complete a PED-approved school administrator preparation program, and demonstrate instructional leader competence; or
- Hold the highest-ranked counselor license for four years.

The bill has an effective date of July 1, 2015.

FISCAL IMPLICATIONS

The bill significantly reduces the time and some of the requirements needed for level two and three-A teachers to be eligible to apply for a level three-B school administrator (principal or assistant principal) license.

Most of the fiscal implications of this bill exist for PED. Because the bill decreases the time to advance from a level two or level three-A license to an administrative license, PED will likely see increased revenue for level two-B applications. New applications for licenses are \$125. PED indicates there are currently 11,620 level two teachers that could qualify for a license. 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.

SIGNIFICANT ISSUES

Under current law, a level two teacher can become an administrator by one of the following two paths:

- teach for three years on a level two license, have a post-baccalaureate degree or National Board for Professional Teaching Standards (NBPTS) certification, satisfactorily complete PED-approved courses in administration and PED-approved administration apprenticeship program, and demonstrate instructional leader competence; OR
- hold a level two license and for at least four years hold the highest-ranked counselor license, have a post-baccalaureate degree or NBPTS certification, satisfactorily complete PED-approved courses in administration and PED-approved administration apprenticeship program, and demonstrate instructional leader competence.

The bill as amended in the House Education Committee eliminates the requirement for level two teachers to teach for a minimum of three years with a level two license before being eligible to apply for a level three-B administrator license. It also eliminates the requirement for a level two teacher who has held the highest-ranked counselor license for four years to have either a post-baccalaureate degree or NBPTS certification and demonstrate instructional leader competence.

PED's analysis indicates the experience required by New Mexico's statutes to obtain an administrators license is twice that of each of the surrounding states, which require an applicant to have two to three years of teaching experience to obtain an administrator's license. New Mexico requires six years of teaching experience. PED's analysis indicates the department research identified 43 states that require three or less years of teaching before being eligible to apply for an administrator license and no state has a requirement of as many teaching years as high as New Mexico. The department notes the changes proposed in the bill make New Mexico's administrative license more competitive relative to neighboring states, especially in areas of the state close to states with lower experiential requirements such as Hobbs, Clovis, Gallup, Las Cruces and Farmington.

New Mexico State University notes public schools in New Mexico are facing enormous challenges in recruiting and retaining administrators and therefore it is important that various options are being explored to address this crisis while carefully examining all possible unintended negative before adopting any proposed education policy strategies. NMSU notes the bill has the potential to open up public school administrator licensure to non-university trained individuals and eliminates the requirement of an administrative apprenticeship. NMSU notes concern that less preparation may result in administrators that are less effective. Western New Mexico University and Eastern New Mexico University note similar concerns.

The ERB does not anticipate changes proposed by the bill will have any effect on actuarial status of the educational retirement fund.

ADMINISTRATIVE IMPLICATIONS

PED may be required to process increased license applications if the bill is enacted. The department's analysis did not note any concerns with this. As noted above, license application fees are retained by the department and used to process licenses.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

HB 71, HB 76, SB 91, SB 153, and SB 378 conflict with SB 126. SB 223 changes the minimum salary requirements.

TECHNICAL ISSUES

PED’s analysis notes that the requirement for a “highly objective uniform statewide standard of evaluation” (HOUSSE) appears to have been eliminated, creating inconsistencies in with level one and level two licenses. LFC staff views the removal of HOUSSE as clean up, as Section 22-10A-4 NMSA 1978 includes the following relating to the career system:

B. The New Mexico licensure framework for teachers and school administrators is a progressive career system in which licensees are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels. The minimum salary provided as part of the career system shall not take effect until the department has adopted increased competencies for the particular level of licensure and a highly objective uniform statewide standard of evaluation.

RSG/je