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## FISCAL IMPACT REPORT

**SPONSOR** Trujillo, CH                      **ORIGINAL DATE** 1/25/17  
**LAST UPDATED** 3/06/17                      **HB** 130/aHF1#1

**SHORT TITLE** School Program Units for School Employers                      **SB** \_\_\_\_\_

**ANALYST** Liu

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY17	FY18		
	NFI		

(Parenthesis ( ) Indicate Expenditure Decreases)

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY17	FY18	FY19	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>		\$137.3	\$137.3	\$274.6	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Relates to HB273, SB30, SB39, SB279, SB305  
 Duplicates SB200

### SOURCES OF INFORMATION

LFC Files  
 Legislative Education Study Committee (LESC) Files

Responses Received From  
 Public Education Department (PED)

### SUMMARY

#### Synopsis of House Floor Amendment

The House Floor amendment to House Bill 130 requires school districts or charter schools to verify that licensed school employees generating program units for National Board certification are employed in a position for the certification they hold.

#### Synopsis of Original Bill

House Bill 130 amends the Public School Code to expand the eligibility of certain program units

for licensed school employees certified by the National Board for Professional Teaching Standards (NBPTS).

**FISCAL IMPLICATIONS**

The bill does not make an appropriation; however, changes in program units may affect how funding is distributed to school districts and charter schools through the public school funding formula. Program units are currently counted for NBPTS certified teachers, which have increased slightly in the past three fiscal years. By expanding the definition for program units from “teachers” to “licensed school employees,” additional program units may be realized. Without an increase in funding through the formula, additional program units may dilute funding for all public schools statewide.

Based on PED FY17 final funded units, 675 teachers holding a NBPTS certificate received a salary increase. These teachers each generated 1.5 program units, resulting in a total of 1,012.5 program units generated statewide. At the FY17 unit value of \$3,979.63, the funding distribution for these units totaled \$4.2 million.

According to PED, in FY16 there were 1,050 teachers who achieved National Board Certification in New Mexico, an increase of 23 new NBPTS teachers from the prior year. There are currently 1,841 school counselors in New Mexico. Provisions of this bill would allow NBPTS certified school counselors to generate program units if they are currently employed in that area. PED notes as of January 31, 2017, there are 19 certified library media specialists and four certified school counselors, which would received a salary increase under provisions of this bill. Total costs are estimated at \$137.3 thousand for these additional certified personnel.

**SIGNIFICANT ISSUES**

The NBPTS certification process offers experienced teachers the opportunity to certify knowledge, skills, and accomplished teaching practices for 25 disciplines through a computer-based assessment component and three portfolio components. NBPTS certifications include art, career and technical education, exceptional needs specialist, generalist, library media, music, and school counseling in addition to subject areas such as math, English language arts, and science. To be eligible for most of these certifications, candidates must have completed three years of successful teaching, hold a bachelor’s degree, and meet state licensure requirements.

<b>Certification Areas</b>	
<b>Discipline</b>	<b>Developmental Level</b>
Art	Early and Middle Childhood (ages 3-12)
Art	Early Adolescence through Young Adulthood (ages 11-18+)
Career and Technical Education	Early Adolescence through Young Adulthood (ages 11-18+)
English as a New Language	Early and Middle Childhood (ages 3-12)
English as a New Language	Early Adolescence through Young Adulthood (ages 11-18+)
English Language Arts	Early Adolescence (ages 11-15)
English Language Arts	Adolescence and Young Adulthood (ages 14-18+)
Exceptional Needs Specialist	Early Childhood through Young Adulthood (ages birth-21+)
Generalist	Early Childhood (ages 3-8)
Generalist	Middle Childhood (ages 7-12)
Health Education	Early Adolescence through Young Adulthood (ages 11-18+)
Library Media	Early Childhood through Young Adulthood (ages birth-21+)
Literacy: Reading-Language Arts	Early and Middle Childhood (ages 3-12)

Mathematics	Early Adolescence (ages 11-15)
Mathematics	Adolescence and Young Adulthood (ages 14-18+)
Music	Early and Middle Childhood (ages 3-12)
Music	Early Adolescence through Young Adulthood (ages 11-18+)
Physical Education	Early and Middle Childhood (ages 3-12)
Physical Education	Early Adolescence through Young Adulthood (ages 11-18+)
School Counseling	Early Childhood through Young Adulthood (ages 3-18+)
Science	Early Adolescence (ages 11-15)
Science	Adolescence and Young Adulthood (ages 14-18+)
Social Studies – History	Early Adolescence (ages 11-15)
Social Studies – History	Adolescence and Young Adulthood (ages 14-18+)
World Languages	Early Adolescence through Young Adulthood (ages 11-18+)

**DUPLICATION, RELATIONSHIP**

This bill relates to HB273, which adjusts funding formula components and authorization provisions for charter schools; SB30, which adjusts funding formula components relating to at-risk, size adjustment, and teacher experience units; SB39, which requires student membership to be used to calculate a school district’s or charter school’s program cost; SB279, which excludes supplemental accountability model schools from generating size adjustment funding; and SB305, which establishes financing provisions for virtual charter schools. This bill duplicates SB200.

**OTHER SUBSTANTIVE ISSUES**

According to a 2015 National Conference of State Legislature report:

Twenty-three states currently encourage teachers to become Board-certified by providing assistance with application fees or financial incentives for achieving certification. Mississippi, for example, offers a \$6,000 annual salary increase for the life of certification, and North Carolina offers a salary 12 percent higher than base for the life of the certificate. Colorado, Maryland, Washington and Wisconsin offer additional salary to Board-certified teachers who work in low-performing schools as a way to attract accomplished teachers where they are needed most. Most states allow teachers to use Board certification to achieve the highest or mastery level of state licensure, which often provides for additional salary

PED cites a recent finding from the Harvard University’s Strategic Data Project from the Los Angeles Unified School District affirming a strong positive relationship between increased student achievement and Board-certified teachers (Strategic Data Project, 2012). This study found that on average Board-certified teachers outperform non-board certified teachers with the same levels of experience by 0.07 in elementary math and 0.03 in English Language Arts (ELA). This is equivalent to two months in math and one month in ELA. PED notes while there appears to be consistent increased outcomes tied to Board-certified teachers, it is unclear whether these outcomes are due to direct causal effects of the process of certification or if highly effective teachers are more likely to obtain Board-certification.