

LFC Requester:	Liu
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**AGENCY BILL ANALYSIS
2022 REGULAR SESSION**

WITHIN 24 HOURS OF BILL POSTING, EMAIL ANALYSIS TO:

LFC@NMLEGIS.GOV

and

DFA@STATE.NM.US

{Include the bill no. in the email subject line, e.g., HB2, and only attach one bill analysis and related documentation per email message}

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Check all that apply:
Original **Amendment**
Correction **Substitute**

Date February 4, 2022
Bill No: HB184

Sponsor: Rep. GA Romero
School Micro-Credential
Short Title: Project

Agency Name and Code Number: PED - 924
Person Writing John Sena
Phone 505-570-7816 **Email:** John.sena@state.nm.us

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY22	FY23		
	\$1,000.0	Nonrecurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY22	FY23	FY24		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY22	FY23	FY24	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total						

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
 Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 184 (HB184) creates a two-year pilot program providing all licensed teachers the opportunity for additional targeted professional development using micro-credentials. The bill appropriates \$1 million to PED to launch the micro-credentialing program.

FISCAL IMPLICATIONS

HB184 appropriates \$1 million from the general fund to PED to design, implement, and evaluate the micro-credential pilot project in FY23 and FY24. Any unexpended amount remaining at the end of FY24 shall revert to the general fund.

SIGNIFICANT ISSUES

Micro-credentialing is an approach to professional learning that provides teachers with the opportunity to learn and demonstrate competency in new skills, all while receiving timely, direct feedback and earning recognition of mastery.

[Berry, Airhart, and Byrd \(2016\)](#) identify four advantages of microcredentials:

1. “*Competency-based*. Microcredentials focus on evidence of teachers’ actual skills and abilities, not on the amount of seat time they’ve logged in their learning.
2. “*Personalized*. Teachers select microcredentials to pursue on the basis of their own needs, their students’ challenges and strengths, school goals, district priorities, or instructional shifts. They identify specific activities that will support them in developing each competency.
3. “*On demand*. Microcredentials are responsive to teachers’ schedules. Educators can opt to explore new competencies or receive recognition for existing ones any time of the day, using an online system to identify competencies and submit evidence.
4. “*Shareable*. Educators can share their microcredentials across social media platforms, through email, and on blogs and résumés. As a result, microcredentials are portable currency for professional learning that educators can take with them wherever they go.”

By earning a series of “badges” or similar awards, teachers can demonstrate mastery of specific topics, from curricula like algebra or chemistry, to pedagogy like classroom management. Over time, teachers can use these microcredentials as demonstrable evidence of growth, which can help them apply for promotions, licensure advancements, National Board certification, or other tangible rewards.

House Bill 184 addresses the need for targeted professional development that is on demand, accessible to all teachers, grounded in evidence, and results in strengthening teachers’ commitment to the profession, developing communities for teachers to grow and learn together, and improves outcomes for all students.

Teachers generally view microcredentials favorably. A [2014 survey by Digital Promise](#) found 31 percent of teachers are “extremely likely” or “very likely to try microcredentials when they become available, and another 34 percent are somewhat interested.”

Microcredentialing has several advantages over traditional professional development. According to [Hunt et al. 2020](#), traditional group-format professional development “is often costly, bound by time and space, and provides little opportunity to demonstrate mastery of content.” Conversely, microcredentials can be personalized, flexible, collaborative, and give teachers real-time feedback on mastery of content. Hunt et al. continue, “microcredentials have the potential to not only provide meaningful PD, but to align the field of education with current trends in industry and business.”

PERFORMANCE IMPLICATIONS

A statewide microcredential program has positive implications for integration with other PED programs. For example, teacher evaluation and principal observations can be aligned with personalized microcredential curricula, allowing teachers to have real-time support following their evaluations. Microcredentials can also be aligned with specific professional development tailored to meet the requirements of the *Martinez/Yazzie* lawsuit, or to align with the department’s strategic literacy initiatives.

ADMINISTRATIVE IMPLICATIONS

PED would be required to design, implement, and evaluate a two-year microcredential pilot project using the \$1 million appropriated by HB184.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

N/A

TECHNICAL ISSUES

N/A

OTHER SUBSTANTIVE ISSUES

N/A

ALTERNATIVES

N/A

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

N/A

AMENDMENTS

N/A