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| LFC Requester: | Liu |
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**AGENCY BILL ANALYSIS
2023 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 1/26/23
 Bill No: HB181

Sponsor: Sariñana Agency Name and Code
 Short Title: NATIONAL BOARD Number: PED - 924
CERTIFIED PROGRAM Person Writing Gregory Frostad
 Phone: 505-470-5752 Email gregory.frostad@ped.nm.gov

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

| Appropriation | | Recurring or Nonrecurring | Fund Affected |
|---------------|------|---------------------------|---------------|
| FY23 | FY24 | | |
| None | None | N/A | NFA |

(Parenthesis () Indicate Expenditure Decreases)

REVENUE (dollars in thousands)

| Estimated Revenue | | | Recurring or Nonrecurring | Fund Affected |
|-------------------|------|------|---------------------------|---------------|
| FY23 | FY24 | FY25 | | |
| None | None | None | N/A | NFA |

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

| | FY23 | FY24 | FY25 | 3 Year Total Cost | Recurring or Nonrecurring | Fund Affected |
|--------------|------|-----------|-----------|-------------------|---------------------------|---------------|
| Total | None | \$2,000.0 | \$2,000.0 | \$4,000.0 | Recurring | GF |

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to: None
Duplicates/Relates to Appropriation in the General Appropriation Act: None

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 181 (HB181) would amend Section 22-8-23.4 NMSA 1978 – [National Board for Professional Teaching Standards](#) – to replace “teachers” with “licensed school employees.”

Current statute provides State Equalization Guarantee (SEG) distribution program units funding school districts and charter schools with teachers who hold a certification from the [National Board for Professional Teaching Standards](#) (NBPTS). School districts and charter schools must use the additional funding to provide additional pay for National Board Certified Teachers (NBCT).

This bill would allow additional program units to contribute to funding for National Board Certified employees who are not currently employed as teachers. HB181 would also add a stipulation that the Public Education Department (PED) approve funding to school districts and charter schools contingent on verification that the additional staff hold a certification by NBPTS.

FISCAL IMPLICATIONS

This bill does not contain an appropriation.

This year, 758 full-time-equivalent teachers are generating 1,137 SEG program units under the NBPTS provisions, per the existing definition in Section 22-8-23.4 NMSA 1978 at a rate of 1.5 program units per teacher. The current unit value of \$5,522.50 produces a cost of \$6.3 million to be distributed to school districts and charter schools to pass along to NBCTs in SY23.

The New Mexico National Board Certified Teacher Network reported that 1,462 NBCTs achieved certification in New Mexico since 1995, 421 of whom have lapsed certificates, suggesting there may be 1041 teachers with a current certificate originating in New Mexico. This total does not account for teachers who have moved to New Mexico with a certification, or who have moved away from New Mexico after having achieved certification. The number of NBCTs currently employed in non-teaching positions as counselors and principals in New Mexico is not easily estimated. PED assumes, however, that the number of NBCTs who have left the state is roughly equal to those who have moved to the state, and most of those with a current certification are still licensed employees in public schools. With this assumption and the statutory unit generation of 1.5 for this funding, the department estimates that impact of HB181 would be to increase the number of teachers NBCT generating program units to 1000, or 242 more than currently, generating 363 additional program units for an additional \$2 million in program cost.

SIGNIFICANT ISSUES

A 2015 study by [Cowan and Goldhaber](#) of the Center for Education Data and Research, showed the positive effect of NBCTs on student achievement. Teachers with higher scores on NBPTS certification assessments had a greater positive impact on student achievement than teachers with

lower scores. A 2018 systematic review by [Bjorklund-Young](#) showed that overall, certification by NBPTS is an “effective signal of higher quality teaching,” and that NBCTs advance student learning, assuring districts and states that it “provides a meaningful criterion for hiring and rewarding teachers.”

The cost of initial certification by the NBPTS is \$1,900 for four components, which may be completed over three years, with a \$75 registration fee charged for each year a candidate applies. Retaking one component costs \$475 with a \$75 registration fee. The cost to complete Maintenance of Certification, required prior to the five-year expiration date, is \$495 plus a \$75 registration fee. [Bjorklund-Young](#) cited evidence that it takes several hundred hours to complete initial assessments and 30 to 40 hours to prepare a portfolio to maintain certification. Annually, PED funds reimbursements to public school teachers for initial and renewal application fees as well as the full cost of submission. In SY22 there were 283 awardees, while 257 awardees have been approved for reimbursement at the end of SY23.

Given the impact of NBPTS certification on teacher effectiveness and the substantial cost in time and money for candidates, New Mexico’s students would continue to benefit from systems that incentivize and recognize well-prepared and experienced teachers. This benefit persists even as teachers’ careers transition from the classroom to other roles in schools, such as mentor, coordinator, or administrator. To maintain their certification with NBPTS, such teachers must demonstrate their continued commitment to students and their learning, to the subject of the certification, and thinking systematically about their practice, three of the five core propositions of the NBPTS certification process.

PERFORMANCE IMPLICATIONS

An overarching goal of PED’s [2022 Comprehensive Strategic Plan](#) is to ensure every child has well prepared, well supported, highly effective educators.

ADMINISTRATIVE IMPLICATIONS

HB181 would add to existing verification of employee information required for school districts and charter schools in order to receive PED approval of program units.

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