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FISCAL IMPACT REPORT

ORIGINAL DATE 2-19-2007

SPONSOR Stewart LAST UPDATED 3-6-2007 HB 1090/aHEC

SHORT TITLE School Personnel Level 3 Licenses SB _____

ANALYST Dearing

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	*NFI		
	*Please see narrative		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY07	FY08	FY09	3 Year Total Cost	Recurring or Non- Rec	Fund Affected
Total		*Indeterminate	*Indeterminate			

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Department of Finance and Administration (DFA)
Public Education Department (PED)

SUMMARY

Synopsis of HEC Amendment

1. On page 3, lines 10 through 18, strike Subsection E in its entirety and insert in lieu thereof:

"E. The department shall grant a level three-B license to an applicant who:

(1) has been a level three-A teacher for at least one year or who holds a current level 2 teacher's license and who, for at least four years, has held the highest-ranked counselor license as provided in Chapter 22, Article 10A NMSA 1978 and rules promulgated by the department;

(2) has satisfactorily completed department approved courses in administration and a department approved administration apprenticeship program; and

(3) demonstrates instructional leader competence required by the department and verified by the local superintendent through the highly objective uniform statewide standard of evaluation.”

House Education Committee amendments make minor changes to the proposed legislation, thereby clarifying its intention. The intent of the changes is such that the highest ranked counselor’s license is held by the applicant, as opposed to a level 3-A counselor. A level 3-A counselor license, as used in the original bill, is not the correct terminology. Additionally, the initial bill specified that the applicant hold that license for 6 years, whereas the amended version has reduced this requirement to 4 years.

Synopsis of Original Bill

House Bill 1090 carries no appropriation. House Bill 1090 amends Sections 22-10A-11 such that provisions for counselors are now added to that of the existing teachers and school administrators for a level 3 licensure and salary structure. Enactment of House Bill 1090 would extend authority to the department to grant a level 3-B license to a level 3-A counselor, provided that individual has been in a counselor role for a minimum of 6years.

FISCAL IMPLICATIONS

House Bill 1090 carries no significant fiscal impact. House Bill 1090 will allow seasoned counselors holding a 3-A counselor’s license the ability to obtain a 3-B administrators license. Other criteria for licensure at the 3-B level must still be completed by the applicant such as progression through administrative courses, an administrative apprenticeship, and demonstration of competency in a leadership role.

Counselors obtaining the 3-B license, and employed as principles would then be compensated at the following minimum ten-month contract levels, however a 3-B license allows the ability to hold other positions such as assistant principles, superintendents, and deputy superintendents.

Schools with < 200 students,	\$58,000
Schools with > 200, < 400 students,	\$60,000
Schools with > 400, < 600 students,	\$62,000
Schools with > 600, < 800 students,	\$64,000
Schools with > 800, < 1000 students,	\$66,000
Schools with > 1000 students,	\$68,000

*The fiscal effect will be generally neutral as there are a fixed number of school administrators. The legislation proposed in House Bill 1090 will increase the applicant pool for these positions.

ADMINISTRATIVE IMPLICATIONS

Enactment would require rule adjustment for department administration of licenses.

OTHER SUBSTANTIVE ISSUES

According to the Office of Educational Accountability, “increasing the potential pool of qualified applicants for administrative positions in New Mexico is important because school districts are reporting difficulties in finding enough qualified applicants for principal and assistant principal positions. A 2005 survey conducted by the OEA conducted found that two-thirds of the 57 districts that responded to the survey reported that both the quality and quantity of applicants for principal positions have decreased over the last ten years. In addition, 51% of the 531 schools that responded to the survey had three or more principals in the ten-year span between 1994 and 2004.”

PD/nt