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FISCAL IMPACT REPORT

ORIGINAL DATE 02/16/11

SPONSOR Nava LAST UPDATED _____ HB _____

SHORT TITLE Level 3B Administrative License Applicants SB 414

ANALYST Haug

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY11	FY12	FY13	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		NFI	NFI			

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

SUMMARY

Synopsis of Bill

Senate Bill 414 amends 22-10A-11 NMSA 1978 to make holders of a level 3 Instructional Support Leader license eligible for a Level 3-B administrative license.

FISCAL IMPLICATIONS

Senate Bill 414 contains no appropriation and has no fiscal implications.

SIGNIFICANT ISSUES

The PED states:

SB 414 would allow Level III Instructional Support Providers to be eligible to obtain a Level III-B Education Administration license by meeting the same requirements that are currently in place for Level III teachers and counselors.

The current statute (22-10A-11 NMSA 1978) that defines the requirements for a Level III-B Education Administration license generally presumes that teachers would work their way through the teaching ranks and become involved with an Education Leadership Program to gain the knowledge and acquire the skills necessary to become an effective administrator.

Instructional Support Providers may not have adequate experience to evaluate teachers, discipline staff, or discipline students. Unlike teachers, many of these Level III Instructional Support Providers do not have to obtain a master's degree to reach Level III. Also, most Instructional Support Providers do not have to obtain three (3) years of Level I experience before being eligible to advance to Level II, or possess three (3) years of Level II experience before being eligible to advance to Level III.

There are currently twenty-two (22) types of Instructional Support Providers that PED currently licenses at Levels I, II and III: School Counselor, School Social Worker, Rehabilitation Counselor, Associate School Nurse, Supervisory School Nurse, School Licensed Practical Nurse, Educational Diagnostician, Speech Language Pathologist, Occupational Therapist, Occupational Therapist Assistant, Physical Therapist, Physical Therapist Assistant, School Psychologist, Recreational Therapist, Mobility Trainer for the Blind, Signed Language Interpreter, Educational Interpreter, Marriage and Family Therapist, Drug Abuse Counselor, Alcohol Abuse Counselor, Alcohol and Drug Abuse Counselor, Substance Abuse Counselor.

SB 414 may result in allowing districts and charter schools to have a bigger pool of licensed administrators (Level III-B) that may or may not be properly trained to meet the rigorous demands of the job for which they are licensed.

The PED comments further:

PED created the Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE-P) system that provides greater clarity regarding the roles and responsibilities of principals in the state's schools. The current competencies for principals are:

- Instructional Leadership
- Communication
- Professional Development
- Operations Management
- Scope of responsibilities in Secondary Schools

HOUSSE-P is intended to assist districts to evaluate education administrators across the range of competencies for school administrators as defined in 6.69.3 NMAC and for school principals as defined in 6.69.7 NMAC.

This raises two (2) questions worthy of consideration:

1. Would Instructional Support Providers be sufficiently prepared to successfully address the HOUSSE-P competencies as school administrators?, and
2. Would Instructional Support Providers that are eligible to be granted a Level III-B Education Administration license be able to meet the range of competencies for administrators as defined in 6.69.3 NMAC or for principals defined in 6.69.7 NMAC?