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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**56th Legislature, 1st Session, 2023**

<b>Bill Number</b>	<u>HB181</u>	<b>Sponsor</b>	<u>Sariñana/Ferrary/Trujillo/Soules</u>
<b>Tracking Number</b>	<u>.223632.1</u>	<b>Committee Referrals</b>	<u>HLVMC/HEC</u>
<b>Short Title</b>	<u>National Board Certified Program Units</u>		
<b>Analyst</b>	<u>Hoxie</u>	<b>Original Date</b>	<u>02/01/23</u>
		<b>Last Updated</b>	<u></u>

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**BILL SUMMARY**

Synopsis of Bill

House Bill 181 (HB181) would include all licensed school employees certified by the National Board for Professional Teaching Standards (National Board) when calculating National Board certification program units in the state equalization guarantee (SEG) school funding formula.

**FISCAL IMPACT**

The bill does not include an appropriation.

Since FY04, the SEG has included a factor to provide National-Board-certified teachers (NBCTs) a salary increase for earning certification. HB181 may generate a greater number of units in the SEG by expanding eligibility to all licensed school employees. Without an increase in appropriations to the SEG, an increase in the number of units may dilute funding for all public schools statewide.

NBCTs each generate 1.5 program units, resulting in a total of 1,137 program units generated statewide. At the current unit value of \$5,522.5, the funding distribution for these units amounts to approximately \$6.3 million through the SEG.

Based on data from New Mexico National Board Certified Teachers Network (NM-NBCT), there are approximately 1,000 NBCTs in New Mexico. Based on the FY23 funded run, the funding formula accounted for 758 NBCTs. The Public Education Department (PED) does not currently track NBCTs, consequently it is unclear how many of the 242 individuals who are NBCTs not generating funding through the SEG are currently working in schools. For example, this number likely includes retired NBCTs, individuals who are certified but have left the teaching profession, or individuals who have recently relocated outside of New Mexico. If all 242 National-Board certificate holders in New Mexico began to generate National Board program units through the SEG, the potential fiscal impact of including these individuals in the funding formula could be up to 363 new program units, or approximately \$2 million. However, it is unlikely that all 242

certificate holders are currently working in public schools, many may be retired or employed outside of the school system. For example, a 2021 preliminary survey of some NM-National Board Certified New Mexico found only seven NBCTs were employed as school administrators in New Mexico. If these seven NBCTs currently serving as school principals began to generate National Board program units through the SEG, the potential fiscal impact of including these individuals in the funding formula could be 10.5 new program units, or approximately \$58 thousand.

## **SUBSTANTIVE ISSUES**

**National Board Certification.** The National Board certification process is a voluntary system that certifies a teacher meets rigorous national standards for classroom instruction. National Board certification is offered in 25 different content areas, with most applying to teachers, but others being offered for school counselors or library media specialists. The National Board teacher certification process is open to candidates who have successfully completed three years of teaching and are currently employed as teachers. Through the National Board certification process, teachers demonstrate that their teaching meets the profession's standards for accomplished practice through a performance based-process. National research shows that on average board-certified teachers are more effective than other teachers and have a positive impact on student outcomes. In some studies, board-certified teachers increased student learning by an additional one to two months compared with their peers with similar experience. For example, a [Harvard University Strategic Data Project](#) reported students of NBCTs in Los Angeles Unified School District gained roughly the equivalent of two months of additional instruction in math and one month in English language arts. Additionally, one study by the University of Washington and the Urban Institute found board-certified teachers have an even greater impact for minority and low-income students. Other studies found that, while certification can identify effective teachers, it does not make teachers more effective than they were before certification.

## **ADMINISTRATIVE IMPLICATIONS**

Each school district and charter school would need to certify to PED the number of licensed school personnel that has a National Board certification. PED may also be required to audit and verify this information.

## **OTHER SIGNIFICANT INFORMATION**

**Teacher Professional Support.** [National research](#) indicates quality professional development supports the complex learning needs of students, is key to teacher learning, and is a component of [teacher retention](#). The process of becoming a National Board certified teacher may provide an opportunity for high-quality professional development. A study published in the [Education Policy Analysis Archives Journal](#) suggests the process of becoming a NBCT had significant impact on teacher's understanding of effective teaching practices. This is due in part to the comprehensive nature of becoming a NBCT, the process includes many components of effective professional learning.

## **SOURCES OF INFORMATION**

- LESC Files
- National Board for Professional Teaching Standards