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FISCAL IMPACT REPORT

SPONSOR Trujillo, CH./Ferrary/
Bash/Figueroa/Lara ORIGINAL DATE 2/14/19 LAST UPDATED 3/01/19 HB 412/aHEC

SHORT TITLE Certified School Employee Program Units SB _____

ANALYST Liu

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY19	FY20	FY21	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total		\$3,507.7	\$377.2	\$3,884.9	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to HB5, HB455, SB1, SB253, SB298, SB304

SOURCES OF INFORMATION

LFC Files

Legislative Education Study Committee (LESC) Files

No Responses Received From

Public Education Department (PED)

SUMMARY

Synopsis of HEC Amendment

The House Education Committee amendment to House Bill 412 clarifies that any licensed school employee certified by the National Board for Professional Teaching Standards (NBPTS) will generate program units in the funding formula and receive a salary differential from the funding generated, regardless of whether that individual is employed in the position related to their NBPTS certification.

Synopsis of Original Bill

House Bill 412 amends the Public School Code to allow licensed school employees certified by NBPTS to generate program units in the public school funding formula beginning in FY20.

FISCAL IMPLICATIONS

The bill does not make an appropriation; however, changes in program units may affect how funding is distributed to school districts and charter schools through the public school funding formula. Program units are currently counted for NBPTS-certified teachers only, which have increased since FY04 when the component was introduced to the funding formula. LESC notes the number of NBPTS-certified teachers in New Mexico increased from 85 teachers in FY04 to 662 teachers in FY18. By expanding the definition for program units from “teachers” to “licensed school employees,” additional program units may be realized. Without an increase in funding through the formula, additional program units may dilute funding for all public schools statewide.

Based on preliminary FY19 program units, the funding formula accounted for 661 teachers holding a NBPTS certificate. These teachers each generated 1.5 program units, resulting in a total of 991.5 program units generated statewide. At the FY19 final unit value of \$4,190.85, the funding distribution for these units totaled \$4.2 million.

According to NBPTS, as of December 7, 2018, there were 1,219 individuals who achieved National Board certification in New Mexico, an increase of 69 new NBPTS-licensed individuals from the prior year. Allowing the additional 558 NBPTS-certified individuals to generate 1.5 program units would result in an additional 837 units in the funding formula. At the FY19 final unit value, these additional units would cost approximately \$3.5 million in FY20. Assuming about 60 more individuals are certified in FY20, about 90 additional units would be generated in FY21 and create an additional \$377.2 thousand fiscal impact to schools.

SIGNIFICANT ISSUES

The NBPTS certification process offers experienced teachers the opportunity to certify knowledge, skills, and accomplished teaching practices for 25 disciplines through a computer-based assessment component and three portfolio components. NBPTS certifications include art, career and technical education, exceptional needs specialist, generalist, library media, music, and school counseling in addition to subject areas such as math, English language arts, and science. To be eligible for most of these certifications, candidates must have completed three years of successful teaching, hold a bachelor’s degree, and meet state licensure requirements.

Certification Areas	
Discipline	Developmental Level
Art	Early and Middle Childhood (ages 3-12)
Art	Early Adolescence through Young Adulthood (ages 11-18+)
Career and Technical Education	Early Adolescence through Young Adulthood (ages 11-18+)
English as a New Language	Early and Middle Childhood (ages 3-12)
English as a New Language	Early Adolescence through Young Adulthood (ages 11-18+)
English Language Arts	Early Adolescence (ages 11-15)
English Language Arts	Adolescence and Young Adulthood (ages 14-18+)
Exceptional Needs Specialist	Early Childhood through Young Adulthood (ages birth-21+)
Generalist	Early Childhood (ages 3-8)
Generalist	Middle Childhood (ages 7-12)
Health Education	Early Adolescence through Young Adulthood (ages 11-18+)
Library Media	Early Childhood through Young Adulthood (ages birth-21+)
Literacy: Reading-Language Arts	Early and Middle Childhood (ages 3-12)
Mathematics	Early Adolescence (ages 11-15)
Mathematics	Adolescence and Young Adulthood (ages 14-18+)
Music	Early and Middle Childhood (ages 3-12)
Music	Early Adolescence through Young Adulthood (ages 11-18+)
Physical Education	Early and Middle Childhood (ages 3-12)
Physical Education	Early Adolescence through Young Adulthood (ages 11-18+)
School Counseling	Early Childhood through Young Adulthood (ages 3-18+)
Science	Early Adolescence (ages 11-15)
Science	Adolescence and Young Adulthood (ages 14-18+)
Social Studies – History	Early Adolescence (ages 11-15)
Social Studies – History	Adolescence and Young Adulthood (ages 14-18+)
World Languages	Early Adolescence through Young Adulthood (ages 11-18+)

PERFORMANCE IMPLICATIONS

Multiple studies suggest NBPTS-certified teachers are more effective than their peers in producing academic gains for students. A 2017 Mississippi State University study showed that kindergarteners were 30.7 percent and third graders were 10.7 percent more likely to achieve a proficient literacy assessment score than their peers if they had a NBPTS-certified reading teacher. A 2015 Center for Education Data and Research working paper found NBPTS teachers could produce gains of up to 1.5 months of additional learning. And a 2012 Harvard University study of the Los Angeles Unified School District found students with NBPTS teachers gained the equivalent of 2 months of additional instruction in math and 1 month in English language arts.

While studies on NBPTS teacher impacts on math and reading performance are prevalent, the literature on the impacts of NBPTS certification in other subject areas is limited.

ADMINISTRATIVE IMPLICATIONS

PED will need to update processes and procedures for identifying and verifying the number of

NBPTS employees in the calculation of the funding formula. Training and notification of changes to this policy will need to be promulgated to school districts and charter schools.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

This bill relates to House Bill 5, House Bill 455, Senate Bill 1, Senate Bill 253, Senate Bill 298, and Senate Bill 304, which all make changes to the public school funding formula.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

School districts and charter schools will continue to generate program units and funding for NBPTS-certified teachers; however, other licensed, non-teacher staff will not generate these units.

SL/gb/sb