



LFC Requester: Liu

**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2026 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: January 23 2026

Bill No: HB116

Committee Referrals: Not Printed

Agency Name and Code: PED - 924

Sponsor: Torres-Velásquez

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BILINGUAL
MULTICULTURAL

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Short Title: EDUCATION ACT
CHANGES

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SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY27	FY28		
None	None	N/A	NFA

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY27	FY28	FY29		
None	None	None	N/A	NFA

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY27	FY28	FY29	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	None	None	None	N/A	N/A	NFA

Duplicates/Relates to Appropriation in the General Appropriation Act: None as of 1/24/26.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 116 (HB116) would amend the [Bilingual Multicultural Education Act](#) by requiring bilingual multicultural education programs (BMEPs) be eligible to receive state financial support under the following conditions, when approved by the Public Education Department (PED):

- Provide for the educational needs of culturally and linguistically different students and bilingual learners.
- Use students' home or heritage language as the primary medium of instruction for part or all of the curriculum *or* use a language revitalization instruction model approved by the department for strengthening a heritage language at risk of falling out of use.
- Use teachers or other personnel who specialize in bilingual education who are to administer proficiency assessments in English and the home or heritage language.
- Include instruction on the history and cultures associated with students' home or heritage languages.
- Establish a parent committee that is culturally and linguistically representative of the students to assist and advise the program.
- Include procedures to provide parents with adequate notice of their ability to place students in the program.

This bill does not provide an effective date. Laws go into effect 90 days after the adjournment of the Legislature enacting them, unless a later date is specified. If enacted, this bill would become effective May 20, 2026.

FISCAL IMPLICATIONS

This bill does not contain an appropriation.

SIGNIFICANT ISSUES

Curriculum requirements. The bill would require a BMEP to use:

- a home or heritage language for part or all of the curriculum in each grade included in the program; or
- a language revitalization instruction model that would revive and strengthen a heritage language at risk of falling out of use.

Currently, a BMEP is required to use two languages as mediums of instruction; BMEPs may need to change current curriculum and practices to be eligible for state financial support.

Under the [Bilingual Multicultural Education Act](#):

- “heritage language” means a language other than English inherited from a family, tribe, community, or country of origin.
- “home language” means a language other than English that is the primary or heritage language spoken at home or in the community.

There are 15 languages other than English taught in BMEPs throughout the state. Spanish and

Native languages, as well as languages with smaller programs such as German and Mandarin, all fit the definitions of home or heritage languages.

In the 2024-25 school year, [415 schools](#) (or 46 percent of public schools) implemented 525 BMEPs. Some schools offer more than one of the five allowed BMEP models:

- (1) **dual language immersion**, which is designed to develop proficiency in two languages;
- (2) **enrichment**, which is designed to further develop the home language, as defined in [statute](#), of fully English proficient students;
- (3) **heritage language**, which is designed to support and revitalize a student’s heritage language and culture through oral and written communication; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension;
- (4) **maintenance**, which is designed to develop and maintain proficiency and literacy in the home language while developing a student’s literacy and oral skills in English; or
- (5) **transitional**, which is designed to develop skills in the home language and culture while developing continued skills and proficiency in English.

PERFORMANCE IMPLICATIONS

None.

ADMINISTRATIVE IMPLICATIONS

The PED would not need to adapt its monitoring strategy, as internal practices already account for the new eligibility requirements from the bill. The PED’s standards for Native American language revitalization programs are found in subsection B of section 12 of [6.32.2 NMAC](#). The PED could use those standards as a basis for approving language revitalization programs.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to House Bill 118, Biliteracy Development and Training Project, which would create such a training program as a three-year pilot project to demonstrate that specialized professional development in biliteracy for educators will improve outcomes for at-risk students.

Relates to House Bill 119, Bilingual License Endorsement Pgm Units, which would create such a new program unit based on the number of licensed school employees with a bilingual endorsement that are employed by a school district or charter school in a department-approved bilingual multicultural education program on or before the first reporting date of the school year.

Relates to Senate Bill 37, High Quality Literacy Instruction Act, which would require literacy instruction for English learners to include evidence-based practices such as bilingual and dual language instructional models.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.