



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: February 5 2026

Bill No: HM44

Committee Referrals: HEC

**Agency Name and Code:** PED - 924

Sponsor: Torres Velásquez / Herndon

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Short STUDY FAMILY

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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
<b>Total</b>	None	None	None	N/A	N/A	NFA

Duplicates/Relates to Appropriation in the General Appropriation Act: None as of 2/5/2026.

## **SECTION III: NARRATIVE**

### **BILL SUMMARY**

Synopsis: House Memorial 44 (HM44) would request the Legislative Education Study Committee (LESC) to study family engagement practices in schools across the state during the 2026 interim. The LESL would be requested to present its findings and recommendations to the New Mexico legislative council by August 31, 2026, and publish them on the LESL website by September 30, 2026.

### **FISCAL IMPLICATIONS**

This bill does not contain an appropriation.

Please note that there may be cost to bring together the organizations and people listed in HM 44.

### **SIGNIFICANT ISSUES**

HM44 would request the LESL to include in their study:

- an assessment of current family engagement frameworks and evidence-based practices used by New Mexico school districts and charter schools.
- identification of systemic barriers to meaningful family engagement.
- evidence-based universal family engagement models and community school frameworks.
- analysis of current professional development opportunities around family engagement.
- recommendations for legislative, regulatory, or budgetary actions to support family engagement, including funding for family liaisons at the school level and faculty training programs.

According to the [National Center for Education Statistics](#), the largest barrier to family engagement in a student's education is the lack of time on the part of parents to support their students. This is relevant in New Mexico, as many families have both parents working to make ends meet. The next largest barriers to family engagement were lack of parent education, cultural and socioeconomic differences, parental attitudes about school, and language differences. As New Mexico is home to population that is diverse in primary languages, socioeconomic statuses, and cultural backgrounds, these can all be barriers for which the LESL may seek to develop recommendations.

In FY26, \$6 million was appropriated to the PED for community schools and family engagement strategies. About \$4.4 million was allocated for community school grants for planning and implementing the community school framework in a new school or renewal grants to support an active community school. Those awards have been allocated to 35 public school districts and 15 charter schools in the state. The remaining funds were allocated to IGAs, fees, and related costs. Some of the key practices of the community schools framework include student and family engagement, collaborative leadership, and community-connected classroom instruction. Within their individual school frameworks, community schools may also allow broader use of their facilities for community events, base curriculum around community learning and service, and provide pre-kindergarten and other early childhood services to community members. New Mexico currently has 150 community schools in the state, and 91 of those schools currently receive grant funding from PED.

An evidence-based universal family engagement model refers to a school which uses effective partnerships with families and research-based best practices in effort to improve student outcomes. Rather than being solely focused on improving communication, the model keeps student achievement as the goal and centerpiece, and then utilizes tools like data dashboards for teachers, informal two-way communication technology, and translation technology to engage with families in their preferred language.

Though much of the work of family engagement takes place at the school, school district, and charter school levels, the PED also supports several family engagement initiatives. The Family Cabinet is a statewide advisory group of parents and guardians who provide guidance to the PED. The board members have the opportunity to engage in advocacy, feedback, and collaboration with the department in policymaking and program development. The PED has also recently rolled out the Parent Ambassadors program, which is a larger, statewide network of liaisons between schools, communities, and the PED. The PED also runs the Kin Raising Kids program, which is designed to support relatives, caregivers, and extended family members who are raising children in the state. The program provides resources, guidance, peer support that is tailored to the caregiver's role and needs.

The PED also engages in family engagement webinars and in-person events designed to help school faculty and families understand available resources and how best to connect and support student learning. There are specialized webinars and in-person events designed to meet the needs of parents students with disabilities, curriculum reviews, Title I Family Advisory, literacy frameworks and guides for parents, language and culture resources as well as online resources.

## **PERFORMANCE IMPLICATIONS**

Research from [Topor, Keane, et al](#) found that parental involvement is strongly positively correlated with student achievement, both on standardized tests and as teachers rate student performance in the classroom. Increased parental involvement is also significantly correlated with a child's improved self-perception of cognitive competence and improved quality of student-teacher relationships. Many educational family engagement initiatives seek to support student success by increasing parental awareness of their students' educational journey and increasing support for that journey at home.

## **ADMINISTRATIVE IMPLICATIONS**

The LESC is tasked with studying and analyzing current family engagement frameworks and evidence-based practices used by schools and the current professional development opportunities for teachers and administrators regarding family engagement. As they complete this analysis, they may request data from the PED and request to convene meetings with staff members that oversee family engagement and professional development initiatives.

## **CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP**

Relates to:

- [HM2](#), Study Screen Use in Elementary Classrooms, requests the LESC to study the use of screen time for instruction and assessment in elementary classrooms, and requests PED to collaborate with stakeholders to create developmentally appropriate guidelines for daily screen use in elementary classrooms.

- [HM30](#), Public Education Governance Study, requests the LESC to study public education governance and long-term educational planning.
- [HM43](#), Study Framework for Public School Rankings, requests the LESC and PED conduct a study on the methodologies to rank public school performance and growth.

#### **TECHNICAL ISSUES**

None.

#### **OTHER SUBSTANTIVE ISSUES**

None.

#### **ALTERNATIVES**

None.

#### **WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL**

None.

#### **AMENDMENTS**

None.