



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 11 2026

Bill No: HM57

Committee Referrals: HEC

Sponsor: Torres-Velásquez / Romero / Roybal Caballero

Agency Name and Code: PED - 924

PED Lead Analyst: Thomas Cloward

Phone: (505) 637-1352 Email: thomas.cloward@ped.nm.gov

Short Title: BILINGUAL EDUCATOR CREDENTIALING

PED Policy Senior Manager: denise terrazas

Phone: (505) 470-5303 Email: denise.terrazas@ped.nm.gov

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: Relates to [House Bill 2](#), the General Appropriation Act, which appropriates \$500,000 to the Public Education Department for purposes pursuant to the Bilingual Multicultural Education Act.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Memorial 57 (HM57) would request the Legislative Education Study Committee (LESC) to conduct a study of best practices for credentialing bilingual educators, including English and second language instructors, and report its findings and recommendations by August 15, 2026. The LESL report would need to include conclusions and recommendations for how to improve communication and coordination between the Public Education Department (PED), higher education institutions, and other relevant organizations when determining best practices for promulgating rules for credentialing bilingual educators.

FISCAL IMPLICATIONS

The memorial does not contain an appropriation.

SIGNIFICANT ISSUES

In the 2024-2025 school year, there were 525 bilingual multicultural education programs (BMEPs) across 415 schools, serving a total of [45,859 students](#). Of the 55,095 English learner students in New Mexico, 20,795 were enrolled in BMEPs. Additionally, there were BMEPs in 15 languages other than English, with the vast majority of students attending BMEPs in programs for Spanish and Native American languages.

The memorial would request that the LESL study include recommendations for improvements to communication and coordination with higher education institutions and relevant professional organizations when determining best practices for promulgating rules for credentialing bilingual educators in the state. When adopting any rule, the PED follows the process detailed in statute in chapter 14, article 4 NMSA 1978, the [State Rules Act](#). When engaging in rulemaking, the PED is required to publish a notice in the New Mexico register and to the public with the text of the rule and a short explanation. After the notice, statute requires a public comment period of at least 30 days in which any individual or organization may submit information and comment on the rule in writing, through email, or at the public rule hearing. The PED then takes each comment into careful consideration and responds to them in the response to public comment form. The form is published upon adoption along with the final adopted rule that includes any changes made to the initial rule draft. Any changes recommended by the LESL in the requested report that might conflict with the minimum requirements for rulemaking would require an amendment to statute.

The PED recently adopted 6.64.10 NMAC, which detail testing and coursework requirements for beginning bilingual education teachers. The rule change was prompted by Professional Licensure Bureau staff continued requests for bilingual endorsements in languages other than Spanish to serve English Learners. As well as requests from educators that participate in the Cooperative Education Services Leading Educators through Alternative Pathways (CES LEAP) which is the largest educator preparation program in the state. The PED further collaborated with the Bilingual Competencies Workgroup, which informed PED next steps. Information on the workgroup recommendations and how these were incorporated into the rule are [available on the PED website](#).

The rule changes made changes to competency requirements to reflect tribal standards for tribal language proficiency and required teacher knowledge of translanguaging, theories of appropriately

teaching heritage learners, oracy, biliteracy, and multiliteracies. The changes also opened up rule language to include specific requirements for bilingual endorsements in languages other than Spanish. The public comment period lasted from the date of the public notice: December 9, 2025, to the date of the public hearing: January 12, 2026. The PED received 26 written comments and 12 verbal comments during that period of time, and the final version of the rule was adopted on January 29, 2026. Public comments on the rule and the PED's responses can be found within the concise explanatory statements on [PED's policy webpage](#).

PERFORMANCE IMPLICATIONS

The memorial requests the LESC to make recommendations on best practices for credentialing bilingual educators, including English as a second language instructors. The Teaching English to Speakers of Other Languages rule was updated in 2022 [New Rule](#). Further, a [2022 report](#) from the Institute of Education Sciences showed that dual language programs, like those taught by New Mexico's bilingual education teachers, help native English speakers develop proficiency in a second language and help English learners develop proficiency both in their native language and English. Their report showed positive correlation between dual language programs and student literacy achievement. A [2007 paper](#) published for the National Center for Analysis of Longitudinal Data in Education Research showed a positive correlation between student achievement and teacher credentials. Those reports taken together, proper credentialing practices could bilingual education teachers could support the achievement of students in New Mexico's bilingual education programs, including English learner students.

ADMINISTRATIVE IMPLICATIONS

HM57 would request that LESC consult with PED, the state's higher education institutions, members of professional organizations, including the New Mexico Association for Bilingual Education and the New Mexico Coalition for the Majority, and other bilingual education professionals. The LESC may request input and ideas from each group along with data on bilingual teachers and bilingual teacher programs from the PED and higher education institutions.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to:

- [HB116](#), Bilingual Multicultural Education Act Changes, which would modify the requirements to the Bilingual Multicultural Education Act to include students' home or heritage languages and language revitalization instruction.
- [HB118](#), Biliteracy Development and Training Project, which would create a three-year pilot project to train teachers on biliteracy best practices.
- [HB119](#), Bilingual License Endorsement PGM Units, which would create a new program unit in the State Equalization Guarantee for school employees with a bilingual endorsement employed in bilingual multicultural education programs.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

HM57 duplicates work PED has completed. An alternative focus may be to collaborate with higher education institutions to build capacity of Educator Preparation Programs on bilingual education and serving English Learners to further expand K-12 Bilingual Multicultural Education Programs and improve the implementation of existing programs.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.