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LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS
57th Legislature, 2nd Session, 2026

Bill Number	<u>HM30</u>	Sponsor	<u>Garratt/Romero, GA/Baca/Chatfield</u>
Tracking Number	<u>.232909.2</u>	Committee Referrals	<u>HEC</u>
Short Title	<u>Public Education Governance Study</u>		
Analyst	<u>Hathaway</u>	Original Date	<u>2/14/2026</u>
		Last Updated	<u></u>

BILL SUMMARY

Synopsis of Memorial

House Memorial 30 (HM30) requests LESC to conduct a study on public education governance and long-term educational planning.

In conducting this study and developing recommendations, the memorial further requests LESC to work with a broad working group of state agencies; educators; community, research, and nonprofit organizations; tribes, nations, and pueblos in New Mexico; and other members as directed by LESC.

A final report, including both its research and recommendations, is requested to be published by November 30, 2026.

FISCAL IMPACT

Legislative memorials do not carry appropriations.

The requested study fits with LESC's statutory role to study and make recommendations about New Mexico's education system; impacts to the agency would be expected to fall into typical agency operations.

SUBSTANTIVE ISSUES

Parameters of Study. HM30 requests LESC to convene a working group that would be focused on both education governance and long-term educational planning. The memorial asks LESC, in partnership with a working group, to identify and make recommendations on the purpose, feasibility, structure, timeline, and composition of a potential education commission. In other states, education commissions have been established to set shared long-term goals and metrics.

The memorial notes this study should include a review of options for establishing such a education commission; a review of statute governing education systems in New Mexico, strategies to

strengthen long-term capacity and coherence; how long-term planning can support the state’s response to the consolidated *Martinez-Yazzie* education sufficiency lawsuit; a review of existing strategic plans addressing education in New Mexico; and the fiscal, staffing, and statutory considerations necessary to implement any recommended governance study.

Requested Working Group. The memorial requests LESC to convene a broad working group, consisting of individuals from the following agencies:

- Legislative Finance Committee (LFC);
- Public Education Department (PED);
- Early Childhood Education and Care Department (ECECD);
- Higher Education Department (HED);
- Indian Affairs Department (IAD);
- New Mexico Children’s Cabinet;
- Community, research, and nonprofit organizations with expertise in education, systems design, or long-term planning;
- Public school educators;
- Native American tribes, nations, and pueblos; and
- Other individuals or organizations as requested by the LESC.

LESC Roadmap. In 2022, LESC [released](#) what it called its “roadmap” to address needs in New Mexico’s education system. This roadmap is organized around four primary pillars, each research-based in how they can contribute to supporting and improving the state’s education system. The pillars include:

1. The educator workforce ecosystem;
2. Academic design;
3. Whole child supports; and
4. Overarching systems.

Review of New Mexico’s Efforts to Date. Building on the committee’s roadmap, LESC staff also included a review of long-term educational planning during the 2024 interim. In [November 2024](#), LESC staff reviewed significant plans, roadmaps, frameworks, and recommendations that have been considered in New Mexico. These included: the LESC roadmap and other legislative plans, such as those from LFC; the PED Draft Action Plan and Comprehensive Strategic Plan (at the time the department’s published documents on a *Martinez-Yazzie* response, which has since seen significant change since a 2025 court-ordered engagement process and [action plan](#)); Transform Education New Mexico’s platform; and the Tribal Remedy Framework—these were each assessed for common themes alongside strategies and mechanisms in which these plans might differ.

LESC staff found these plans are significant in their overlap particularly in five themes: academic design, correct funding, the educator workforce, whole child responsiveness, and systems and governance. At the time, LESC staff reported this indicates there is shared understanding of goals that matter, but there is a lack of cohesion in establishing systems to accomplish these goals.

State Models in Long-Term Educational Planning Additionally, in 2024, LESC staff studied other state models to provide insights into long-term educational planning, showcasing approaches that emphasize systemic reform, collaboration, and future readiness. Common elements among these models include the establishment of statewide work groups, commissions, or councils to develop cohesive visions and align education systems with economic and workforce goals.

LESC staff also heard testimony in 2024 from the National Center on Education and the Economy (NCEE), a nonprofit education research and educator professional learning organization, to learn about how states such as Nevada, Pennsylvania, Michigan, and Maryland have focused on inclusive planning processes, engaging educators, business leaders, and community members to ensure diverse perspectives inform policy decisions.

Centralized governance structures, often independent of political shifts, enable consistent oversight and accountability while fostering adaptability to emerging challenges. These models also highlight the importance of piloting innovative policies at the district level to refine approaches before scaling. By learning from these examples, states can design education systems that address immediate needs while anticipating and preparing for future societal and economic shifts.

Maryland Model. In hearings over the past several years, LESL has discussed how Maryland’s work in long-term educational planning serves as a model nationally of comprehensive, structured reform. Through its “[Blueprint for Maryland’s Future](#),” the state established a long-term vision and framework for transforming its education system. This initiative, supported by legislative action and funding, alongside robust and aligned stakeholder engagement across all state entities, is built around five key pillars: early childhood education, high quality and diverse teachers and leaders, college and career readiness, more resources for students to be successful, and governance and accountability.

Maryland’s approach includes detailed outcome and output measures for each pillar, allowing for clear benchmarks and accountability. Maryland also created an independent Accountability and Implementation Board to oversee progress, supported by expert review teams that include educators, school leaders, and community members. Implementation is phased in over several years with goals through 2032, ensuring sustainability and adaptability. This strategic, future-focused framework offers valuable insights into how comprehensive planning, aligned funding, and continuous oversight can drive systemic educational improvements.

ADMINISTRATIVE IMPLICATIONS

HM30 requests LESL to conduct a comprehensive study, which would necessitate LESL staff time and resources. The impact to LESL staff is expected to be minimal as this request aligns with LESL’s statutory role to conduct an ongoing study of education in New Mexico.

Should additional individuals and entities participate in the study, as requested, this would also necessitate staff time and resources from individuals working in other New Mexico agencies (such as LFC), executive departments (such as PED, HED, ECECD, IAD, and others), schools, and other organizations/affiliations. PED, ECECD, and HED each report that participation would require staff time and resources.

SOURCES OF INFORMATION

- LESL Files
- Early Childhood Education and Care Department (ECECD)
- Public Education Department (PED)
- Higher Education Department (HED)