



LFC Requester: Liu

**PUBLIC EDUCATION DEPARTMENT
BILL ANALYSIS
2025 REGULAR SESSION**

SECTION I: GENERAL INFORMATION

Check all that apply:

Original Amendment
Correction Substitute

Date Prepared: 01/30 /25

Bill No: HB200

Sponsor: Gurrola/Figueroa/Torres-
Velásquez/Johnson/Moya

Agency Name and Code: PED - 924

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Short Title: ADDITIONAL SCHOOL
PROGRAM UNITS

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SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

| Appropriation | | Recurring or Nonrecurring | Fund Affected |
|---------------|------|---------------------------|---------------|
| FY26 | FY27 | | |
| None | None | N/A | NFA |

REVENUE (dollars in thousands)

| Estimated Revenue | | | Recurring or Nonrecurring | Fund Affected |
|-------------------|------|------|---------------------------|---------------|
| FY26 | FY27 | FY28 | | |
| None | None | None | N/A | NFA |

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

| | FY26 | FY27 | FY28 | 3 Year Total Cost | Recurring or Nonrecurring | Fund Affected |
|--------------|-------------|-------------|-------------|-------------------|---------------------------|---------------|
| Total | \$18,318.00 | \$18,318.00 | \$18,318.00 | \$54,954.00 | Recurring | GFA |

Duplicates/Relates to Appropriation in the General Appropriation Act: None.

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 200 (HB200) would establish additional program units in the public school funding formula for licensed school employees who hold a bilingual endorsement or a Teaching English to Speakers of Other Languages (TESOL) endorsement. These program units would be integrated into the funding formula, increasing schools' state equalization guarantee (SEG) allocations based on the number of qualified educators who hold these endorsements.

The 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 June 20, 2025.

FISCAL IMPLICATIONS

The SEG is the primary mechanism for distributing operational funds to public schools. HB200 would directly impact the SEG by increasing the total program cost according to the number of bilingual- and TESOL-endorsed educators employed in school districts and charter schools. The estimated number of new program units that would arise from HB200 would be determined by multiplying the number of bilingual- and TESOL-endorsed educators, by 1.0 and 0.5, respectively. The program cost is then determined by multiplying the total number of program units, including the newly proposed ones, by the program unit value. The table below shows the increase to the total program cost based on the current number of active qualified and appropriately endorsed educators multiplied by the unit value for the 2024-2025 school year.

| Category | Number of Educators | Factor | Program Unit Value (\$) | Total Cost (\$) |
|-------------------------------------|----------------------------|---------------|--------------------------------|------------------------|
| Bilingual Endorsed Educators | 1,949 | 1.0 | 6,553.75 | \$12,773,258.75 |
| TESOL Endorsed Educators | 1,190 | 0.5 | 6,553.75 | \$3,899,481.25 |
| Total Estimated Cost | - | | - | \$16,672,740.00 |

SIGNIFICANT ISSUES

[Research](#) by the American University School of Education indicates that bilingual-multicultural education programs (BMEPs) offer students significant benefits, and students enrolled in these programs can demonstrate cognitive advantages over their peers. For example, children in multilingual environments develop better communication skills and higher degrees of literacy. Academically, early bilingual education has benefits in later grades when foreign language study is often required and can positively impact postsecondary education and career opportunities. In fiscal year 24, 19 percent of public school students in New Mexico were classified as English learners, but most do not participate in bilingual programs.

The [2024 New Mexico Educator Vacancy Report](#) showed there were at least 32 vacancies that had “bilingual” in the job title. HB200 would offer financial incentives to educators who obtain bilingual and TESOL certifications, thereby expanding the pool of qualified educators capable of delivering high-quality language instruction. Bilingual- and TESOL-endorsed teachers must receive a one-time salary differential equal to or greater than the amount generated by the units multiplied by the unit value during the year the school will receive the units, in order for the PED to certify the units. Additionally, [New Mexico](#) is experiencing a significant shortage of educators

certified in TESOL, according to ESLteacherEDU.org. TESOL programs prepare educators to effectively teach English learners by equipping them with specialized knowledge, skills, and instructional strategies. [Rule 6.64.11 NMAC, School Personnel - Competencies for Licensure](#), outlines the competencies required in state approved TESOL programs. As of 2025, 10 TESOL programs have been approved in New Mexico.

PERFORMANCE IMPLICATIONS

A [2023 study](#) by the Century Foundation, conducted in various locations around the country, showed that investing in bilingual education may contribute to improved outcomes in English learners.

ADMINISTRATIVE IMPLICATIONS

None.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to:

- House Bill 223, Bilingual Education Cost Differential
- House Bill 63, Public School Funding Formula Changes

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.