



Duplicates/Conflicts with/Companion to/Relates to:  
Duplicates/Relates to Appropriation in the General Appropriation Act

### **SECTION III: NARRATIVE**

#### **BILL SUMMARY**

Synopsis: SM9 is proposing a comprehensive review of the 520 certification framework. For this, it has been suggested to convene a working group to study and make recommendations for the 520 Native American language and culture certificates, including its organizational structure and accountability, advancement and professional development. The group will include diverse representatives, including members of the Indian education division and the licensure bureau of the public education department, professionals providing professional development and training, higher education institutions, etc. It is expected that this group will submit its findings and recommendations to the legislative education study committee, the legislature and the Indian education division by December 31, 2025.

#### **FISCAL IMPLICATIONS**

#### **SIGNIFICANT ISSUES**

The 520 program was created to support greater numbers of certified Native American language and culture instructors to an equivalent of level 1 licensed teachers. So far, 133 Native American language and culture instructors were certified through the 520 program, and 99 students earned a state bilingual seals for an indigenous language. The 520 program was born out of the importance and need to maintain and promote Native American languages and cultures in New Mexico. Additionally, the 520 program combats the scarcity of Native American teachers certified on Native American language and culture, and recognizes tribal sovereignty and the importance for Native American teachers to gain language and culture outside of conventional academic contexts.

#### **PERFORMANCE IMPLICATIONS**

The creation of this working group and review of the 520 program seems pertinent.

#### **ADMINISTRATIVE IMPLICATIONS**

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

While Native American language (NAL) teachers preparation is scarce, work on preparing NAL Teachers has been the focus of recent efforts developed at UNM. There are faculty affiliated to different New Mexico tribes who are doing work related to 520. For example, Dr. Vicent Werito has created a Dine Language Education and Revitalization program courses that have been delivered in hybrid (remote and in person) format. Similarly, Dr. Christine Sims has implemented a Summer Institute for Native American language teachers with preparation on language teaching strategies and approaches. Further, Dr. Glenabah Martinez as Director of the Institute of American Indian Education (IAIE) has recruited Native American teachers helping them to attend college and obtain a certification. Additionally, the IAIE promotes workshops for the community, including in-service teachers to engage in active workshops where they develop curricular and pedagogical approaches that promote and sustain Native American language,

culture, and identities. Given the expertise of faculty in Higher Education doing this kind of work, it would be important to consider the findings and suggestions learned through these initiatives to inform the continuation, review of, and recommendations for the 520 program.

#### **TECHNICAL ISSUES**

#### **OTHER SUBSTANTIVE ISSUES**

#### **ALTERNATIVES**

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

#### **AMENDMENTS**