



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: 02/25 /25

Bill No: [HM32](#)

Agency Name and Code: PED - 924

Sponsor: Pettigrew/Cullen

PED Lead Analyst: -

Phone: - **Email:** -

Short Title: STUDY MEANS OF TEACHER
ADVANCEMENT

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SECTION II: FISCAL IMPACT

(Parenthesis () Indicate Expenditure Decreases)

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY26	FY27		
NA	NA	NA	NFA

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY26	FY27	FY28		
NA	NA	NA	NA	NFA

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY26	FY27	FY28	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	NA	NA	NA	NA	NA	NFA

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

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Memorial 32 (HM32) requests that the Public Education Department (PED) study the possibility of granting teachers master's level college credit for earning micro-credentials to advance from level one to level two licensure and from level two to level three licensure.

The memorial notes that a level one teaching license is provisional, and teachers have up to five years to develop the skills and knowledge to become a level two teacher. To advance to a level two license, teachers need a baccalaureate degree, at least three years of teaching experience, participation in a formal teacher mentorship program, and micro-credentials in five areas, which include classroom environment, assessment literacy, multilayered systems of support, culturally and linguistically responsive instruction, and family engagement. A teacher must earn a proficiency score of eighty-five percent or higher in each of the microcredential courses. Teachers can also advance to level two by receiving certification from the National Board for Professional Teaching Standards. A level three license requires nine micro-credentials or five micro-credentials and national board certification, or a master's degree.

The resolution requests the PED to collaborate with teacher preparation programs at state universities to study the possibility of giving master's degree credit to level one teachers for the professional work required to move to level two and to level two teachers for the professional work required to move to level three. The study should consider the pros and cons of giving credit toward a master's degree and potential pathways to realize the proposal, as well as academic barriers such as accreditation requirements.

If enacted, the PED will be required to report to the Legislative Education Study Committee by December 1, 2025.

FISCAL IMPLICATIONS

None.

SIGNIFICANT ISSUES

The PED currently holds proprietary rights over the material presented in micro-credentialing courses for teachers to advance. It is a closed system to ensure alignment to state policies, agency procedures, PED's Comprehensive Strategic Plan, and Elevate NM (which served as a cornerstone in the creation of the micro-credentialing program). The PED developed the program with bureaus and divisions across PED to ensure the information and resources, such as PED frameworks, guidelines, websites, and policies, are the most current. The micro-credentials were created in partnership with organizations outside the agency and in consultation with other experts. This process allows the PED to maintain the highest standards and support our teachers while they participate in the program.

Additionally, the PED holds the facilitators and reviewers to high standards. The PED trains the facilitators and reviewers to ensure they understand the micro-credentials' content at a very deep level and that they are calibrated in their scoring of the mastery components, to ensure fairness in

scoring. PED staff oversees the facilitators and reviewers, including requiring regular meetings. Therefore, the PED has kept this training system closed; were the system open, PED may be unable to ensure its appropriate rigor.

Allowing APL micro-credentials to count toward college credit potentially creates challenges for the PED and higher education institutions. Colleges and universities have their own academic standards and accreditation processes, and incorporating or substituting micro-credentialing requirements into their systems may undermine control over curricula and academic rigor. It may also raise concerns about credit transferability, as micro-credentials do not align with traditional college courses. Higher education institutions may question the quality and standardization of micro-credentials, which meet state-specific needs for classroom teachers to advance their teaching credentials. Keeping micro-credentialing as a separate, PED-driven program ensures rigor and alignment with New Mexico's educational goals while avoiding potential conflicts with higher education institutions. Finally, this may lead to an environment in which PED would be taking money away from postsecondary education institutions in the form of enrollment dollars. Micro-credential costs \$60, while university credits generally cost much more.

PERFORMANCE IMPLICATIONS

None.

ADMINISTRATIVE IMPLICATIONS

Depending upon the outcome of the study, and recommended actions to be taken in the wake of its completion, PED would likely need to review and amend its licensure rules addressing the micro-credentialing process.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

None.

TECHNICAL ISSUES

None.

OTHER SUBSTANTIVE ISSUES

None.

ALTERNATIVES

None.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

None.

AMENDMENTS

None.