

2016-
2017

Hispanic Education Advisory Council Advisement for the Secretary of Education

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Introduction

The Hispanic Education Advisory Council (HEAC) was created in 2010 to meet the statutory requirements of the Hispanic Education Act:

22-23B-2. NMSA 1978.

The purpose of the Hispanic Education Act is to:

- A. provide for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates;
- B. encourage and foster parental involvement in the education of their children; and
- C. provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion.

The HEAC is statutorily required to advise the Secretary of Education as follows:

22-23B-5. NMSA 1978.

Hispanic education advisory council.

- A. The "Hispanic education advisory council" is created as an advisory council to the secretary. The council shall advise the secretary on matters related to improving public school education for Hispanic students, increasing parent involvement and community engagement in the education of Hispanic students, and increasing the number of Hispanic high school graduates who succeed in post-secondary academic, professional or vocational education.

In 2014, the HEAC created subgroups that support their role as an advisory to the Secretary of Education. These subgroups are called Collective Impact Teams (CITs). There are three (3) CITs: Student Success, Family Engagement, and Collaboration (the three areas the HEAC is statutorily required to focus on in their advisement of the Secretary of Education).

In October of 2015, the HEAC met with Hanna Skandera, Secretary of Education, and Dr. Barbara Damron, Secretary of Higher Education. The meeting focused on each of the three (3) focus recommendation areas and was anchored in the [HEAC Collaboration Matrix](#), which aligns the HEAC and CIT work with the initiatives and programs of the Public Education Department, the Department of Higher Education, and the Department of Workforce Solutions.

In March-June of 2016, the HEAC and CITs met to revisit the Collaboration Matrix and develop the recommendation for 2016-2017. Each recommendation in this document includes:

- Introduction with a data narrative/story including any current research-based models that supports the recommendation
- The recommendation
- How the HEAC and CITs will support the recommendation

Recommendation 2.1: Establish a Statewide Equity Index

Student Success Hispanic Education Advisory Council (HEAC) and Collective Impact Team (CIT)

The HEAC Student Success Team CIT recommends developing a Statewide Equity Index (Rubric) that is responsive to the needs of New Mexico and utilizes New Mexico applied research.

Research Base

Equity moves beyond the notion that all individuals are the same and therefore should be treated the same or that the same treatment will yield the same outcome. Equity acknowledges that differences in educational outcomes are attributed to differences in wealth, income, power, privilege, race, ethnicity and other sociocultural factors and that educational treatment should be different in order to equalize the "playing field" and minimize the impact of those socio-cultural factors on educational outcomes/attainment.

Estela Bensimon's Equity Scorecard in Addressing Educational Inequities

Premise:

- 1) Disparities are not noticed because equity is missing from internal and external accountability structures.
 - 2) Includes evidence of equitable outcomes broken down by race/ethnicity or other dimensions, such as gender, sexual orientation/gender identification, etc.
 - 3) "Inclusive Excellence" is achieved when traditionally underserved students are achieving at the same level as White students.
 - 4) We are not producing students that are successful within our educational institutions, we are producing students that are survivors of those institutions - that's where the inequities are most visible
 - 5) The magnitude of the inequities are identified through engaging in and learning from routine data analysis
- Identifying the inequities, determining what it means and constructing new knowledge through those conversations leads to positive changes for students.

The Diversity Scorecard's Four Perspectives on Equity

Some institutions begin by identifying vital signs - baseline measures/indicators of institutional health (disaggregated data by race/ethnicity and gender on enrollment in major or college, retention from freshman to sophomore year, retention to graduation, the number of tenured and tenure-track faculty.) Vital signs data review will allow for the identification of disparities. The evidence team examines institutional data concurrently from four perspectives on equity in educational outcomes: access, retention, excellence, and institutional receptivity.

Access Perspective

Access refers to programs and resources that can significantly improve life opportunities for historically underrepresented students.

- 1) To what programs/majors do underrepresented students have access?
- 2) Do the programs/majors to which underrepresented students have access lead to high-demand, high-paying career opportunities?
- 3) Do underrepresented students have access to select academic and socialization programs, such as special internships or fellowships?
- 4) What access do underrepresented students have to financial support?
- 5) What access do community college students have to four-year colleges?
- 6) What access do community college students have to "hot" programs, for example, programs leading to fields with the highest starting salaries?
- 7) What access do underrepresented students have to graduate and professional schools?

Retention

Retention refers to continued attendance from one year to the next and/or to degree completion. Retention can also refer to continued progress toward degrees in competitive majors. The following guiding questions are helpful in discussing retention:

- 1) What are the retention rates for underrepresented students according to program types?
- 2) What are the drop-out patterns for underrepresented students from particular "hot" programs, for example, engineering and computer sciences?
- 3) What are the completion rates for underrepresented students in basic skills courses?

Excellence

Excellence refers to measurements of achievement for historically underrepresented students.

- 1) Might different majors or courses function as "gatekeepers" for students and "gateways" for others? (For example, is there racial/ethnic bias in physics and mathematics? Is there a Western culture bias in the humanities?)
- 2) Are historically underrepresented students concentrated in particular majors?
- 3) What are the underrepresented student completion rates in highly competitive programs?
- 4) What percentage of historically underrepresented students graduate with a GPA of 3.5 or higher?
- 5) What is the size of the pool of high-achieving, underrepresented students who are eligible for graduate study in the full range of academic disciplines?
- 6) What percentage of underrepresented students graduate in the top 10 percent of their class?

Institutional receptivity

Institutional receptivity refers to goals and measures of institutional support that have been found to be influential in the creation of affirming campus environments for historically underrepresented students.

- 1) Do new appointments enhance the racial and ethnic diversity of faculty, administrators, and staff?
- 2) Does the racial and ethnic composition of the faculty reflect that of the student body?

Support

HEAC Student Success Team can support by working with New Mexico experts and researchers to develop a Statewide Equity Index grounded in research and best practices.

Bensimon, E. M. 2004. The diversity scorecard: A learning approach to institutional change. *Change* 36 (1): 45-52.

Bensimon, E. M., L. Hao, and L. T. Bustillos. in press. Measuring the state of equity in higher education. Harvard Civil Rights Project.

Bensimon, E. M., D. E. Polkinghorne, G. L. Bauman, and E. Vallejo. 2004. Research that makes a difference. *The Journal of Higher Education* 75 (1): 104-26.

Recommendation 2.2: Provide Cultural and Linguistic Diverse Professional Development

Student Success Hispanic Education Advisory Council (HEAC) and Collective Impact Team (CIT)

Ensure pre-K-20 teachers, education leaders, and policy makers provide systematic opportunities for Culturally and Linguistically Diverse Professional Development that address cultural competency frameworks and models and implementation of the most promising practices.

Research

The nation's pre-K-20 student body is increasingly culturally and linguistically diverse (CLD). According to the New Mexico 2014-2015 Bilingual Multicultural Education Report over 70% of the student population come from culturally and linguistically diverse backgrounds: 61% Hispanic or Latino ethnic background and 10% Native American (NMPED, 2015). More than five decades' wealth of research demonstrate that CLD student success, while complex, can be achieved when a number of key considerations are kept in mind.

First, is the recognition that all learners are capable of academic success and that CLD learners' differences are strengths that should be acknowledged and affirmed as an avenue for that success, not an obstacle to achievement (Dantas 2007; Escamilla, Chávez & Vigil 2005; Ford, Grantham & Whiting 2008; Padilla 2006; Villegas & Lucas 2002). It is therefore erroneous to assume that labels of gender, ethnicity, poverty, and language proficiency are to blame for CLD learners' underperformance in academic achievement, rather they should be viewed as the means to providing equity in the educational opportunities to all students (Garth-McCullough 2008). The purpose of education with regard to CLD learners, therefore, is not to erase or replace their CLD qualities, rather to utilize them as a foundation on which to build further success (García 1991; Schon, Shaftel & Markham 2008; Villegas & Lucas 2002).

Second, is the affirmation that CLD learner success is broad-based and reaches beyond the efforts of classroom teachers (Au 1998; Gay 2002). Rather collectively, schools, districts and institutions of higher education must demonstrate a commitment to fostering an environment where communities and their cultural norms and practices are not only accepted, but integrated in meaningful ways in the curriculum, where multiple stakeholders in the classroom and beyond are engaged and invested in the success of all students and provide opportunities (García 1991; Zeichner 1993).

Third, is the acknowledgement that efforts toward meeting these needs are continuous and not limited to a checklist of teaching strategies and techniques (Gay 2002; Villegas & Lucas 2002). Instead, they are made through proactive efforts to hire as many qualified candidates of color at all levels of academic service; through adequate pre-service preparation of teachers, counselors, social workers, diagnosticians and administrators; through ongoing development opportunities throughout the year in which these same constituencies participate together, through integrating CLD ways of knowing meaningfully in the curriculum; through applying assessment and diagnostic measures that are culturally and linguistically appropriate to provide access to services and an more accurate measure of skills and potential, and through providing opportunities for contact with and services for CLD families in manners which are culturally and linguistically relevant (Dowd, Pak & Bensimon 2013; García 1991; Gay 2002; Schon, Shaftel & Markham 2008).

Recommendations

- The HEAC recommends that professional development to address the needs of CLD learners be examined from a comprehensive perspective, entailing the thorough preparation of school personnel (academic, administrative, and professional support staff) at all levels during their college coursework, the reformation of the Pre-K-16 curriculum to better integrate CLD themes across subjects and grades, and the ongoing training of school personnel at all levels.
- We recommend that Pre-K-20 schools reach beyond their boundaries to the communities they serve and present opportunities for collaboration and exchange of ideas that will affirm the connections between the schools and the community and enrich and enhance the curriculum.
- The HEAC further recommends that Pre-K-16 schools make concerted efforts to staff positions at all levels with individuals that are more aligned with the background of the students they serve, and that institutions of higher education make similar efforts to recruit and train teacher candidates who themselves reflect the diverse nature of the CLD learners of the state.

Support

- Supporting current efforts made by the NMPED to provide training and professional development related to Culturally and Linguistically Responsive Instruction (CLRI).
- Compiling and providing access to a list of New Mexico organizations that have a proven history of providing high quality professional development related to CLRI and working with CLD students and families.
- Working with PreK-20 institutions to discuss and support the needs of the preservice and in-service teachers related to working with CLD students across the state.

Recommendation 2.3: Collaboration with the PED to Build Stronger Dual Language Programs

Student Success Hispanic Education Advisory Council (HEAC) and Collective Impact Team (CIT)

NMPED collaboration and cooperation to support stronger dual language education programs to ensure students graduate as bilingual multicultural citizens with the ability to compete in local and global markets.

Research/Justification

There are over forty years of research that shows the benefits of dual language education programs for all students including Hispanic student. The way to support our students, as well as better prepare our citizenry to better contribute and compete in our local and global markets, is to develop and expand dual language education programs. Recently the U.S. Department of Education has been calling us to respond:

“We have a growing body of research that makes clear that students who are bilingual have advantages, not only in their literacy development, but in the development of problem-solving skills and other areas of cognition. What we see now is that bilingualism is a gift that we can give to our students and to our communities. And that is a powerful shift in our historical perspective on bilingualism... We know that our competitiveness as a country depends, in part, on advancing that goal. A recent survey of California employers showed that a majority of employers, across all sectors, small business, large business, want and prefer bilingual employees. We know that our international competitors often do a significantly better job of preparing bilingual students. And so, we’ve got work to do as a country to ensure that we embrace biliteracy and multiliteracy.” -U.S. Secretary of Education, John King (March, 2016)

Building upon the linguistic and cultural capital of our students and their families

There are at least three longitudinal, large scale comparative studies (Lindholm-Leary 2001; Thomas & Collier, 1997, 2002) conducted on program effectiveness, where dual language education programs continue to show the greatest promise for realizing our goal of creating a multilingual/multicultural citizenry. A 1985-2001 longitudinal study, where over 700,000 student records were analyzed, concluded that after 4-7 years of program participation, bilingually schooled students, were found to outperform their peers who were educated monolingually in English, in all subject areas (Thomas, Collier – 2002, 2009, 2011).

Developing a multilingual citizenry that can contribute and compete in local and global markets

A recent article entitled “Realizing the Economic Advantages of a Multilingual Workforce”, spells out how a U.S. shortage of a multilingual workers could threaten U.S. viability in world markets. In 2013 (for the first time), emerging markets accounted for more than 50% of the world’s GDP (International Monetary Foundation), and smaller non-English speaking countries have seen greater growth in their emerging markets, than the U.S.

“While other nations cultivate the technical and language skills of their workforces to expand on opportunities both in their home markets and here in the U.S., we cannot allow a lack of language proficiency to leave American workers at a competitive disadvantage.” -Dr. Patricia Gándara, June 2016

Support

HEAC Student Success CIT can support by working with New Mexico experts and researchers to ensure high quality dual language programs are accessible to districts throughout New Mexico, by working:

- 1) with LEAs, service providers (CESDP-NM Highlands, DLeNM) and financial partners like the W. K. Kellogg Foundation, to expand quality dual language education in New Mexico, and

- 2) with the State Bilingual Advisory Council, and the Bilingual Multicultural Education Bureau, ensure quality and accountability of program model design and implementation, through an accreditation criterion, and process. This criteria and process should utilize a set of guiding “program standards” (ie. Guiding Principles for Dual Language Ed - www.cal.org). Note: The Guiding Principles for Dual Language Education are presently being revised with the Center for Applied Linguistics, by New Mexico dual language teachers and experts from across the country.

Recommendation 6.5: Establish and work closely with a state-wide family engagement advisory council.

Family Engagement Hispanic Education Advisory Council (HEAC) and Collective Impact Team (CIT)

The PED Family Engagement Director will partner with the Family Engagement Advisory Council to develop:

- 1) a policy that outlines and discusses state or district expectations and commitments for comprehensive programs of school, family and community partnerships
- 2) a plan for regional convenings/institutes to address a state-wide family engagement vision and policy and create clear notions of how all stakeholder capacity will develop
 - a) Policy/Vision will include: equitable, authentic family engagement that addresses family needs PreK-adult such as education, after school care, medical services, dental, behavioral health, legal support, and other services.
 - b) Regional includes: NW, NE, SW, SE areas of the state.
 - c) Local research-based best practices to reference include: NMPTA, APS Family Engagement Policy, ENLACE, FLI, Community Schools, CESDP, DLeNM and others.
 - d) Stakeholders include students, families, teachers, administrators, community leaders, businesses etc.
 - e) Capacity development can be anchored in the framework and resources included in the New Mexico Based Toolkit for school communities for building strong family-school partnership programs.

Introduction

Creating a culture of partnerships and a shared responsibility between the school and other community resources is critical in meeting the needs of families throughout NM. An integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. The goals are to have our children ready to enter school; students attending school consistently; students actively involved in learning and their community; families increasingly involved with their children's education; schools engaged with families and communities; students succeeding academically; students healthy - physically, socially, and emotionally; students living and learn in a safe, supportive, and stable environment, and communities as desirable places to live. Children and families have an array of supports from community partners right at their school. Communities and schools leverage their shared physical and human assets to help kids succeed.

Best practice in guiding the building of positive family, school and community partnership programs includes a state policy that outlines and discusses state or district expectations and commitments for comprehensive programs of school, family, and community partnerships with enactments that specify the services that the state will provide to assist districts and schools to understand and implement the policy. In addition, parental involvement policies and practices will be required in the ESSA and the establishment and implementation of a state-wide family engagement advisory team provides an opportunity to connect state and federal requirements for family engagement to a NM vision and policy.

A Key Role of the state leadership for school, family and community partnerships is to conduct conferences and events that celebrate and recognize excellence and to encourage statewide and/or regional exchange of good practices and solutions to challenges of school, family, and community partnerships. Support for state and district level conferences where schools share ideas and develop plans to enhance their programs is beneficial in building strong programs. State leaders are in the position to help districts, schools, business leaders, and

others increase knowledge, obtain resources, and improve their programs of family and community involvement.

Dearing, E.; McCartney, K; Weiss, H.B.; Kreider, H.; & Simpkins, S. (2004)

Henderson, A. T.; Johnson, V.R.; Mapp, K.L.; & Davies D. 2007

Epstein, J.L.; Danders, M.; Simon, B.S.; & Salinas, K.C., Rodriguez Jansorn, N; & Van Voorhis, F.L. (2002)

Support

- 1) NMPTA Advocacy and support throughout NM
- 2) Work with Family Engagement Director and state-wide family engagement advisory council to identify a plan, key stakeholders and events within regions throughout the state to host and attend convenings/institutes.
- 3) Link with organizations for trainings, presentations, conferences.
- 4) Support and advise in the ongoing development and use of NM resources, tools, examples of best practices and links for strong partnerships.
- 5) Consider role that HED and WFC can play in reaching colleges and university with teacher and administrator degree programs as well as in supporting the implementation of a state policy based on a research based framework for family-school partnerships.

Recommendation 6.6: Collaboration between Key PED Programs, the PED Family Engagement Coordinator, and the Family Engagement Advisory Council

Family Engagement Hispanic Education Advisory Council (HEAC) and Collective Impact Team (CIT)

The PED Family Engagement Coordinator and Family Engagement Advisory Council will collaborate with key programs within NMPED with family engagement requirements such as Title I, Bilingual Education, and Indian Education to plan for how best to measure and report on family engagement practices and effectiveness in New Mexico.

Introduction

Effective activities at the state level include support for research and evaluation to learn which practices help schools produce specific results for students, parents, educators, and communities. This includes an accountability system to monitor progress in district leadership, school program development and collaboration with community service organizations such as health and wellness, after school care, etc.

Evaluation informs schools and institutions of higher education about the areas of family engagement where training and professional development is needed. District leadership and capacity building play a key role in supporting strategic and systemic family engagement programs and how federal, state, and local policies can support it.

Epstein, J.L.; Danders, M.; Simon, B.S.; & Salinas, K.C., Rodriguez Jansorn, N; & Van Voorhis, F.L. (2002)
Westmoreland, H.; Rosenberg, H.M.; Lopez, E.; & Weiss, H. (2009)

Support

- 1) Continue work with the PED Family Engagement Coordinator and serve on the statewide Family Engagement Advisory Council
- 2) Support for collaboration among key stakeholders and advocates for strong family, school, and community partnerships in New Mexico
- 3) Consider how HED and WFS can bridge their roles in supporting school communities in building strong family, school, and community partnerships.

Recommendation 6.7: Fund Reallocation for Professional Development

Family Engagement Hispanic Education Advisory Council (HEAC) and Collective Impact Team (CIT)

Fund/Allow resource reallocation to provide professional development to school leaders, school staff, and family leaders to build capacity through community partnerships and increase skills to conduct programs of partnerships in school communities.

Introduction

Family engagement is increasingly recognized as a key component of raising the achievement of low-income and ethnic minority/majority students and closing the achievement gap. Comprehensive Family engagement programs ensure that families have an array of supports from community partners right at their school. Communities and schools leverage their shared physical and human assets to help kids succeed.

State, district, and school leaders require support in-service education on beginning and advanced topics of school, family, and community partnerships. Guidelines are necessary to provide teachers, principals, school board members, and others on standards for high quality programs of partnerships. The NMTEACH Observation Protocol includes elements related to family engagement and guidance is needed to support teachers. As educators develop the skills and practices to engage with families as partners in learning to improve student success, the quality of schools improve.

In addition, work with state colleges and universities allow for clear requirements for teaching and administrative credentials to prepare educators to understand and conduct programs of school, family, and community partnerships.

Educators across the continuum –preservice teachers, practicing teachers, administrators, school staff, and faculty at postsecondary institutions benefit from deepening their knowledge and skills about the impact of family engagement on student success.

Caspe, M.; Lopez, E.; Chu, A.; and Weiss (2011)

Epstein, J.L.; Danders, M.; Simon, B.S.; & Salinas, K.C., Rodriquez Jansorn, N; & Van Voorhis, F.L. (2002)

Support

- 1) Work with Family Engagement Director and state-wide family engagement advisory council to identify a plan for professional development opportunities and collaborate with key programs within NMPED such as Title I, Bilingual Education, and Indian Education to connect state and federal requirements for professional development on family, school, and community partnerships standards and practices.
- 2) Link with organizations for trainings, presentations, conferences.
- 3) Support and advise in the ongoing development and use of NM resources, tools, examples of best practices and links for strong partnerships.
- 4) Consider role that HED and WFC can play in reaching colleges and university with teacher and administrator degree programs as well as in supporting the implementation of a state policy based on a research based framework for family-school partnerships.

HEAC Collaboration Matrix 2015-2016

The Hispanic Education Act of 2010 charges the Hispanic Education Advisory Council (HEAC) with advising the Secretary of Education on matters regarding Hispanic Students. This collaboration organizer includes the HEAC's 2015-2016 recommendations to the Secretary of Education, and the Public Education Department's (PED) response and/or current alignment with the HEAC's recommendations for 2015-2016.



STUDENT SUCCESS

HEAC RECOMMENDATION	SUGGESTION/ADVISEMENT CRITICAL QUESTION FROM THE HEAC	PED OR HED ALIGNMENT WITH HEAC RECOMMENDATIONS
<p>Culturally and linguistically responsive professional development: Implement place-based, sustained, culturally, and linguistically responsive professional development for all pre-service and in-service school administrators, teachers, and staff (PreK-20) that support evidence-based and/or “promising practice” curricula to achieve Hispanic student success.</p>	<p>Advisement 2.1: Provide Cultural and Linguistic Diverse Professional Development for Pre-K-20 teachers, education leaders, and policy makers that address cultural competency frameworks/models and implementation of the most promising practices.</p>	<p>CLRI Conference. The PED hosted the first statewide <i>Results for All: Culturally and Linguistically Responsive Instruction (CLRI) Conference</i> on May 27-28, 2015 in Albuquerque, New Mexico. The intended audience is district administrators, school leaders, and teachers. To ensure that our state’s culturally and linguistically diverse (CLD) and English Learners (ELs) receive instruction that meets their academic and language learning needs, it important that New Mexico educators understand why it matters, what it means, and what it looks like to be culturally and linguistically responsive in our instruction and leadership.</p> <p>CLRI 2.0. As a result of the great turn out of over 300 educators and in response to further support equity in education, the PED supported CLRI 2.0, a professional learning opportunity in which interested school teams applied for consideration. Over 20 school teams (150 people) are currently participating in professional learning offered by Dr. Sharroky Hollie, Director of the Center for Culturally Responsive Teaching and Learning. In 2015-2016, the PED offers 5 days of training spread over the course of the</p>

		<p>academic year on developing culturally and linguistically responsive practices for classroom management and academic language and literacy instruction as well as in-depth study on the importance of language and culture within the context of schooling. School teams have developed action plans at the beginning of the training process and will present their progress and outcomes, with data, at the last day of training at the end of the school year.</p> <p>To integrate New Mexico's vulnerable children, educators must leverage students' experiential backgrounds, especially culture and language, as a resource for student learning and effective instruction. Educators must create systems and schools that effectively support and respond to students' academic learning needs by using rigorous culturally and linguistically responsive pedagogy that focuses on building academic language and developing bilingualism/biliteracy to increase student learning, academic achievement, and educational outcomes. The Academic Language Development for All (ALD4ALL) in New Mexico project is a three-year \$1.2-million-dollar project supported by the W.K. Kellogg Foundation.</p> <p>State Bilingual Advisory Committee (SBAC) advocated for an NMTEACH Classroom Observation Protocol that explicitly addressed the needs of culturally and linguistically diverse (CLD) students, ELs, and</p>
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		<p>bilingual learners in BMEPs, by using a language lens around differentiated instruction and effective scaffolding. The SBAC developed the English Learner (EL) NMTEACH Observation Protocol Crosswalk to provide school leaders with specific guidance on what to “look for” when evaluating teachers serving CLD and ELs students, and in bilingual classroom settings. In 2014, the SBAC presented its English Learner Crosswalk guidance document to PED so that further collaboration and work could be moved forward to enhance the current NM TEACH Classroom Observation Protocol.</p> <p>Two pilot professional development events have occurred in Albuquerque and Las Cruces to provide an opportunity for school leaders to review the enhanced NMTEACH protocol.</p>
	<p>Ask 2.2: Support for legislative requests that increase the number of culturally competent teachers in New Mexico.</p>	<p>The PED supported districts with 500K grant to be used to hire teachers in the hard-to-staff content areas of bilingual, TESOL, SPED, and STEM.</p> <p>The PED supported districts with competitive grants for IHEs (NMPREP and NMLEAD) for the purpose of using innovative approaches to teacher preparation and licensure. (In 2015-2016 IHEs did not apply for funds to support bilingual or TESOL endorsements)</p>

	<p>Advisement 2.3: To change and strengthen cultural competence of educators (P-20) and policy makers by first researching local and national cultural competency frameworks/models and then implementing the most promising models.</p>	<p>Identification of Effective Practices and Professional development. The purpose of the ALD4ALL in New Mexico project is to provide statewide teacher training and build the capacity of administrator leadership to address the needs and academic language development of culturally and linguistically diverse (CLD) students, including English learners (ELs) in New Mexico. The work of the ALD4ALL schools has already been presented to national audiences—WIDA National Conference, National Association for Bilingual Education (NABE), and at the Annual Educational Research Association (AERA) Conference—and state audiences (Dual Language Education of New Mexico’s (DLeNM) Annual Conference <i>La Cosecha</i>, New Mexico Association for Bilingual Education’s (NMABE) annual state conference and soon at PED’s <i>Results for All: Culturally and Linguistically Responsive Instruction Conference</i>.</p>
	<p>Ask 2.4: The HEAC Student Success Team CIT recommends developing a Statewide Equity Index that is responsive to the needs of New Mexico students and families that utilizes New Mexico applied research.</p>	<p>In 2015, the PED developed an Equity Plan as required by Title I, Part A: <u>Equity Plan</u></p>
	<p>Ask 2.5: Use HEAC as a resource/partner in the future planning for the NMPED Equity Plan Stakeholder meetings.</p>	<p>HEAC will be included.</p>
	<p>Advisement 2.6: Use the HEAC as a resource when approving new licensure programs with a focus on CLD content.</p>	<p>HEAC will be asked to participate.</p>
	<p>Advisement 2.7: Require inclusion of CLD Professional Development on each district's EPSS</p>	<p>Will be included in the Title II application. Will be shared with the HEAC.</p>

	<p>Ask 2.8: Please assign a contact person at WFS and HED that the HEAC can partner with.</p>	<p>The contact person for all three agencies is Matt Montano, Director of Educator Quality, Public Education Department.</p>
	<p>Advisement 2.9: NMPED collaboration and cooperation to support stronger dual language education programs to ensure students graduate as bilingual multicultural citizens with the ability to compete in local and global markets.</p>	<p>To integrate New Mexico’s vulnerable children, educators must leverage students’ experiential backgrounds, especially culture and language, as a resource for student learning and effective instruction. Educators must create systems and schools that effectively support and respond to students’ academic learning needs by using rigorous culturally and linguistically responsive pedagogy that focuses on building academic language and developing bilingualism/biliteracy to increase student learning, academic achievement, and educational outcomes. The Academic Language Development for All (ALD4ALL) in New Mexico project is a three-year \$1.2 million dollar project supported by the W.K. Kellogg Foundation.</p>

FAMILY ENGAGEMENT

HEAC RECOMMENDATION & HEAC LEAD	SUGGESTION/ADVISEMENT CRITICAL QUESTION	PED OR HED ALLIGNMENT WITH HEAC RECOMMENDATIONS
<p>Equitable, authentic family engagement: Develop statewide PreK-20 place-based, comprehensive, and research based sustaining practices/programs and models such as the National Standards for Family School Partnerships, The Family Leadership Institute Model, Community Schools Model, ENLACE, and other family, school, and community partnership programs that address family needs such as education, food, clothing, medical service, dental, behavioral health, legal advice/representation, and other services.</p>	<p>Advisement 6.1: Focus on a common vision of School, Family and Community Partnerships (SFCP) as a shared responsibility by creating a state policy that is research based and includes support for the state, district and school staff, families, and communities.</p>	<p>PED Family and Community Outreach will partner with CESDP in revising the <i>Working Together: School, Family, and Community Partnerships</i>.</p>
	<p>Advisement 6.2: Support the use of existing research-based resources on SFCP to ensure that teacher and administrator preparation programs as well as pre-service and in-service teachers and administrators have access to materials and opportunities to improve SFCP practices and connect the licensure cultural competencies and NMTEACH performance indicators related to professional development and family engagement.</p>	<p>PED NMTEACH will include SFCP indicators in IHE teacher prep program evaluations</p> <p>PED will partner with CESDP to host SFCP annual trainings throughout the state</p>
	<p>Advisement 6.3: Collaborate with business and industry to establish business-school partnerships, volunteer and sponsorship programs, and flexible leave policies so that parents can attend school related meetings/functions.</p>	<p>Senator Michael Padilla carried a bill (SB20) in the 2015 regular session: AN ACT RELATING TO EMPLOYMENT; PROVIDING FOR PAID LEAVE FOR ATTENDANCE OF PARENT-TEACHER CONFERENCES. This bill did not make it passed the Senate Judiciary and the Corporations & Transportation committees.</p> <p>The HEAC could choose to support a similar bill in the 2017 session</p>
	<p>Advisement 6.4: Statewide training for schools and communities on the <i>School, Family, and Community Partnerships Toolkit</i></p>	<p>PED will partner with CESDP to host SFCP annual trainings throughout the state</p>

COLLABORATION

HEAC RECOMMENDATION & HEAC LEAD	SUGGESTION/ADVISEMENT CRITICAL QUESTION	PED OR HED ALIGNMENT WITH HEAC RECOMMENDATIONS
<p>Incentivize local and Hispanic-focused research: Incentivize sustainable research that is local and Hispanic-focused to create evidence-based practices that promote community partnerships, including business, service organizations, educational institutions, and families. Identify best practices that support mutually beneficial success.</p>	<p>Ask 9.1: Annual meeting between HEAC, PED, HED, WFS</p>	<p>The College & Career Readiness Bureau of the PED and the Department of Workforce Solutions currently meet annually. The PED Hispanic Education Liaison (Matt Montaña, Director of Educator Quality) will request that the HEAC be included.</p>
	<p>Advisement 9.2: Increase interaction between HEAC, PED, HED, and WFS to understand the Hispanic community served. Collaboratives should take time to learn deeply about the landscape of the Hispanic community in their area—its origins, norms, assets, and challenges. The HEAC collaboration should honor and recognize the work of those who have been working in support of the Hispanic community. Engaging regularly will provide insights into the community, create buy-in, and legitimize the work of the collaborative in the community.</p>	<p>TBD</p>
	<p>Ask 9.3: Three Secretaries to lead HEAC in defining incentives to increase partnerships between business, community, and IHEs.</p>	<p>TBD</p>
	<p>Advisement 9.4: Strengthening partnerships with the HEAC and using the HEAC as a Think Tank and resource when making decisions that impact the Hispanic community and especially students.</p> <p>The HEAC pledges to ensure that a clear understanding of where the HEAC effort is going, how it will get there, how it will build off of previous efforts, and what role the HEAC play's in its advisement of the Secretary of Education.</p>	<p>The Hispanic Education Act of 2010 created the HEAC to formerly advise the Secretary of Education on matters regarding Hispanic Students. This collaboration document serves as the HEAC's 2015 recommendations presented to the Secretary on October 6, 2015.</p>

	<p>Practical Actions to demonstrate shared goals and partnerships:</p> <ul style="list-style-type: none"> - Identify and use common language (terms) related to mentorships, business/community/school partnerships, etc. - Identify and communicate data that is important to PED, as well as other departments for making decisions related to the Hispanic Student - Communicate actions taken (with HEAC help) to improve NM’s chances of getting federal monies for college and career readiness – next application cycle. 	
	<p>Ask 9.5: How can the HEAC partner with GEAR-UP to support the statewide program?</p>	<p>TBD</p>