

HEAC 2017-2018 FOCUS

INCREASE THE QUALITY OF BILINGUAL PROGRAMS AND QUANTITY OF BILINGUAL SEAL GRADUATES THROUGH RESEARCH AND PROFESSIONAL DEVELOPMENT

DEVELOPE MATERIALS, RESOURCES, AND DIVERSE OPPORTUNITIES FOR CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION

IMPLEMENTATION OF THE STATEWIDE EQUITY INDEX

HISPANIC EDUCATION ADVISORY COUNCIL

Our Charge:

To advise the Secretary of Education 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.



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Our Partners on the Ground: Collective Impact Teams (CITs)

- Family Engagement
- Student Success
- Collaboration

The work of the CITs is an integral piece to the success of the HEAC in our role as an advisory. The CITs are made up of members of our Hispanic education community that are on the ground working with students, parents, local districts, charter schools, higher education, and the community at large.

HEAC ADVISEMENT PACKAGE 2017

INCREASE THE QUALITY OF BILINGUAL SEAL PROGRAMS AND QUANTITY OF BILINGUAL SEAL GRADUATES.

Advisement Title & Description

Recommendation 2.3: In collaboration with the PED, HED and Workforce Development provide tangible support to Developmental Bilingual Education Programs to increase the quality of Bilingual Seal Programs and quantity of Bilingual Seal Graduates.

Increasing the number of quality Bilingual Seal Graduates will ensure college and career readiness, an adequate and competent bilingual workforce for national/international businesses, and ensure a vibrant economic growth plan for New Mexico.

Benefit to Hispanic Students

- Transform the achievement gap (with White peers) into a bilingual/multilingual achievement opportunity.
- Academic proficiency in two or more languages, a required 21st Century and NM Workforce Skill.
- Competitive advantage in securing local/national/international employment, in New Mexico.

Research/Justification

Over forty years of research clearly demonstrates the benefits of development bilingual education (ie. dual language ed.) for all students, especially Hispanic students. The way to expand our bilingual workforce, in order to contribute and compete in local and global markets, is to develop our students' bilingual and multicultural competency. The U.S. Department of Education continuously supports the idea of expanding bilingual education opportunity:

"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. . . .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. 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)

Build 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 developmental bilingual 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, 2014, 2017).

HEAC ADVISEMENT PACKAGE 2017

INCREASE THE QUALITY OF BILINGUAL SEAL PROGRAMS AND QUANTITY OF BILINGUAL SEAL GRADUATES.

Develop a multilingual citizenry that contributes and compete in local & global markets

“Realizing the Economic Advantages of a Multilingual Workforce”, articulates how a U.S. shortage of a multilingual workers could threaten U.S. viability in world markets. In 2013, emerging markets for the first time accounted for more than 50% of the world’s GDP (International Monetary Foundation), while 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.” -s Dr. Patricia Gándara, 2016

New Mexico is amongst a small group of states attracting international companies (ie. Comcast, Cannon, HP, Verizon and Facebook) that are requesting an expanding bilingual workforce. With proper alignment of support from K-12 education, higher education and the business community, New Mexico could easily become a U.S. center for developing, maintaining and employing a growing highly qualified bilingual workforce.

Alignment (or possible alignment) to PED Program

The PED has several initiatives in place that sets the stage for developing a highly qualified bilingual workforce.

- The New Mexico Seal of Bilingualism and Biliteracy (2014)
- A variety of K-12 developmental bilingual education program models.
- TESOL and Bilingual Endorsements for teachers delivering bilingual education.
- University TESOL and Bilingual teacher preparation programs at the undergraduate and graduate levels.

Funding Needs (if applicable)

A. Funding for research to:

1. identify the quality and quantity of bilingual workers needed for an adequate workforce,
2. define quality bilingual education, & bilingual seal models to ensure adequate bilingual seal graduates
3. measure the impact of NM’s bilingual workforce on national/international business interests

Interest strategic partners in the research include: the American Institute for Research, the NM Research Alliance and Southwest Regional Education Laboratories

B. Funding to strengthen and expand teacher prep programs to fully support the number of bilingual education and bilingual seal programs needed throughout the state of New Mexico

HEAC Support

Monitoring Support – to understand how, and ensure that, bilingual Seal programs meet the identified need, including how bilingual Seal programs impact graduation rates, academic success, and college & career readiness.

HEAC

ADVISEMENT

MEETING THE NEEDS OF CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) LEARNERS

ADVISEMENT: BILINGUAL SEAL PROGRAM

- Increase awareness, maintain records and disseminate success
- Maintain annual records regarding language and pathway in which Bilingual Seal was obtained
- Have information shared/tracked by diverse entities prior to /at/ beyond graduation and workforce
- Disseminate information to community at large and to business community

ADVISEMENT: MATERIALS, RESOURCES, OPPORTUNITIES

- Provide teachers, learners, administrators, staff, parents with CLD support
- Financially support Bilingual Seal students and educators on par with AP
- Organize, plan, present regional professional development conferences for Culturally and Linguistically Responsive teaching
- Integrate bilingual strands in domains
- Develop CLD resources in Spanish for diverse stakeholders
- Seek alternative means of evaluation and professional development within and across districts

NM STATISTICS

JULY 1, 2016

Population: 2,081,015

Persons under 18 years: 23.6%

Language other than English spoken at home for persons age 5+ years (2011-2015): 35.7%

Persons in poverty: 20.4%

Black or African American: 2.5%

American Indian: 10.6%

Asian: 1.7%

Pacific Islander: 0.2%

Multiracial: 2.5%

Hispanic/Latino: 48.5%

White alone: 38.5%

HEAC RECOMMENDATION: NEW MEXICO STATEWIDE EQUITY INDEX

Advisement Title & Description: Title: **New Mexico Statewide Equity Index.** Description: The Hispanic Education Advisory Council (HEAC) and the Student Success Collective Impact Team (CIT) recommend developing a Statewide Equity Index (Survey) that is responsive to the needs of New Mexico Hispanic students and families.

Benefit to Hispanic Students: In order to better understand the needs of New Mexico Hispanic students and families, the HEAC Student Success Team recommends developing an Equity Index Survey that will initially be administered to New Mexico high school students (Phase I). The data collected may help educators and policy makers better understand cognitive and/or non-cognitive factors that could impact academic achievement gaps faced by Hispanic students in New Mexico schools. The research base for creating the Equity Index is the work conducted by Dr. Estela Bensimon's Equity Scorecard in *Addressing Educational Inequities* (2004). The following are the premise Dr. Bensimon's work is based on:

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;
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 is where the inequities are most visible, and the magnitude of the inequities are identified through engaging in and learning from data analysis, identifying the inequities, determining what it means, and constructing new knowledge through those conversations leads to positive change for students.

Research: The Equity Scorecard is a theory-based strategy that assists community colleges in embedding equity into their institutional norms, practices, and policies. Bensimon et.al. suggest, "We are not able to claim having "moved the needle" in small or big ways. However, we can point out that Equity Scorecard campuses like the Community College of Aurora are engaging in two essential equity practices that are not common on most campuses: they set clear and measurable goals by race and ethnicity and they disaggregate their data routinely." (Witham, Malcom-Piqueux, Dowd, & Bensimon, 2015). Recently, the University of New Mexico completed an Inclusive Excellence report that includes benchmarks set by the Higher Education Excellence in Diversity (HEED) to demonstrate how the university compares to other institutions in adopting diversity promising practices based on data to increase a student enrollment, success and access. Similar to the Equity Scorecard, data reviewed by race, gender, and ethnicity included Student College Retention & Graduation Trends, Student Financial Aid & Scholarship Trends, Graduate Student Trends and Faculty Composition. (2017, De Leon) The data analysis included in this report indicates that the university is moving in a positive

HEAC RECOMMENDATION: NEW MEXICO STATEWIDE EQUITY INDEX

direction in some areas while still needing to devote more attention on others and develop key strategies to address the equity gaps. (DeLeon, 2017). The HEAC has also asked for assistance from the American Institute for Research to explore Equity Scorecard use in K-12 settings.

Alignment to PED Program: The New Mexico Educator Equity Plan (2015) reported that preparing teachers to have the appropriate cultural competency to reach all students as a concern that stakeholders identified, especially in a rich, culturally diverse state like New Mexico. This root cause is supported by the equity gap found between minority and non-minority students in the state. As one of the most culturally, linguistically, and ethnically diverse states in the country, every New Mexico teacher should require an understanding and ability to engage with students of many backgrounds to be effective. The Equity Index may provide more data across the state to better understand this issue.

Funding Needs: Funding sources needed to hire Dr. Estella Bensimon to train HEAC Members and stakeholders in the Equity Scorecard and in the Addressing Educational Inequities Model.

HEAC Support: HEAC membership to support and attend trainings and meetings related to the New Mexico Equity Scorecard dissemination.

Stakeholder Support:

1. Engage high school administrators in the training, as well as, finding high school leadership to help create the New Mexico Equity Index;
2. Engage other organizations to participate in the training, and
3. Create an Advisory Team to collect initial data and develop the New Mexico Equity Index.