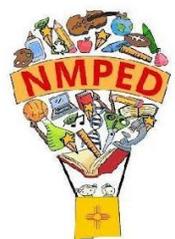


THE NEW MEXICO HISPANIC EDUCATION ACT LISTENING TOUR MAY - JUNE 2022





Hispanic Education Act (HEA) Listening Tours

June 2022

Michelle Lujan Grisham

Governor of New Mexico

Kurt Steinhaus

Secretary of Education

Vickie Bannerman

Deputy Secretary of Identity, Equity, and Transformation

Julia Rosa Emslie

Hispanic Education Liaison

Convenor and Funder: New Mexico Public Education Department (NMPED)

Facilitator: Dual Language Education New Mexico (DLeNM)

Required Notice

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Note

This report is available on the NMPED website at

<https://webnew.ped.state.nm.us/bureaus/identityequitytransformation/hispaniceducationact/>.

ACKNOWLEDGEMENTS

NMPED Language and Culture Division Staff

DLeNM Staff

Dr. Patricia Jiménez-Latham, Contractor

Representative Rick Miera, former Legislative Representative

Southern New Mexico (Virtual) Convening

Dr. Roberto Lozano, Associate Superintendent of Equity, Innovation, and Social Justice, Las Cruces Public Schools Manuel

Leyva, Director of Bilingual Education, Gadsden Independent School District

Michael Chávez, Superintendent, Hatch Valley Public Schools

Bernalillo Convening

Matt Montano, Superintendent, Bernalillo Public Schools

Lynnette Deuel, Director of Secondary Education, Rio Rancho Public Schools

Suzanne Nguyen-Wisneski, Executive Director of Federal, Bilingual and Native American Programs

Roswell Convening

Brian Luck, Superintendent, Roswell Independent School District

Kenneth Bewley, Associate Superintendent, Roswell Independent School District

Hope Morales, Board of Education President, Roswell Independent Schools

Hilda Sánchez, Vice President, Roswell Hispano Chamber of Commerce

Marcos Nava, Executive Director, Roswell Hispano Chamber of Commerce

Four Corners Area (Virtual) Convening

Arelly Carol, ENLACE, North West New Mexico

Carolyn Martinez, ENLACE Director, San Juan College

Española Convening

Dr. Sandra Rodríguez, Associate Professor & Chair, Department of Teacher Education, NNMC

Dr. Barbara Medina, Interim President, NNMC

Dr. Ivan López, Provost & Vice President for Academic Affairs, LANL Foundation

Jenny Parks, President & CEO, LANL Foundation

Holly Martínez, Superintendent, Española Public Schools

2022 Inspire Teacher Conference Convening

Ernie C'Debaca, President & CEO, Albuquerque Hispano Chamber of Commerce

Mandi Torrez, Teacher Liaison, Community Engagement Division, NMPED

Megan Lucas, Cofounder, Coalition Collective

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- The Bilingual Multicultural Education Advisory
- The Center for the Education and Study of Diverse Populations, New Mexico Highlands University
- Central Consolidated School District
- ENLACE
- Farmington Municipal Schools
- Future Focused Education
- Grants Cibola County Schools
- Latino Education Taskforce
- NEANM
- New Mexico Center on Law and Poverty
- NM Adult Education Association
- NM Distance Education Learning & Technologies
- Parents Reaching Out
- Somos un Pueblo Unido
- Southwest Regional Education Collaborative
- Teach Plus
- Transform Education of New Mexico
- UNM Chicano Studies Program

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INTRODUCTION

HOPES, DREAMS AND ASPIRATIONS FOR HISPANIC EDUCATION

Throughout the HEA Listening Tour, the convening team and facilitators heard from families, community leaders, community organizers, students, and educators about their hopes, dreams, and aspirations for Hispanic education in New Mexico. Major themes that emerged across the community conversations were:

- A desire for decisionmakers to honor and value the cultural and linguistic roots, histories, traditions, and diversity of Hispanic students and families.
- A demand for enhanced and broader bilingual programs with effective bilingual teachers, staff, and leaders.
- Culturally competent education programs including trained educators and staff.
- That students have a fair academic opportunity, regardless of their home experience or immigration status.

The convening team and facilitators were impressed by the commitment and advocacy of educators as they shared their hopes and dreams for their students; by parents who are ready to be involved and want to feel part of their child's education; and by community organizations that are looking for ways to fulfill the needs of their communities. All participants spoke passionately about satisfying the basic needs of Hispanic students.

It is the hope of the convening team and facilitators that the information represented in this report will inform a broader, deeper ongoing conversation that leads to effective policies and changes to improve outcomes for Hispanic students and families.

COMMUNICATIONS OUTREACH AND PROMOTION

Outreach and promotional efforts were broad and intended to be as inclusive as possible incorporating the following:

- Information flyers and social media announcements provided in both English and Spanish.
- Communication shared through nonprofit organizations, state networks, and communities.
- The NMPED shared internally and with external partners.
- Partnerships with school districts, charters, and institutions of higher education to deliver the community sessions.

RESOURCES SHARED

Two resources—available in both English and Spanish on the HEA webpage—were shared with participants during the convenings: The Serving Hispanics Guidance Handbook and the HEA One-Pager:

<https://webnew.ped.state.nm.us/bureaus/identity-equity-transformation/hispanic-education-act/>

CONVENINGS AND PARTICIPATION

A total of 154 people participated in the six (6) virtual and in-person convenings in May and June, 2022.

Southern New Mexico	VIRTUAL	May 19, 2022	46
Bernalillo	IN PERSON	May 24, 2022	10
Roswell	IN PERSON	June 9, 2022	16
Four Corners Area	VIRTUAL	June 14, 2022	23
Española	IN PERSON	June 22, 2022	29
Albuquerque: Inspire Teacher Conference	IN PERSON	June 23, 2022	30
			154

SAFE SPACES TO SHARE AND BE HEARD

A safe space was created for participants to share their perceptions and concerns freely and without fear of repercussion. The facilitation team ensured the sessions were conducted in both English and Spanish. In some cases, participants preferred to conduct the session in Spanish only. The following safety measures were implemented:

- Registration was provided, but not required.
- Virtual Sessions were recorded, not shared.
- Attendees were able to call in or log on anonymously.
- Attendees' videos and chats were not public.
- Speaking or sharing was completely voluntary.
- An email and survey link were provided for further input.

SESSION PROCESS

The HEA Listening Tour process placed listening to stakeholder input and engagement first. The facilitators fostered an environment full of promise and commitment to ensure collecting the best information to be used by the NMPED, districts, charters, civic and business leaders, legislators, educational organizations and partners, and communities when making decisions that impact Hispanic students and families. The convenings were attended by parents, families, students, educators, nonprofits, community organizers, service providers, and other interested community partners. Each convening used the same process. Below is a sample agenda:

- 12:00pm** Check In
- 12:15pm** Welcome & Introductions
 - Overview of the HEA, the Listening Tour, and the Conversation Process
- 12:30pm** World Café Activity: Validating Community Voice
 - Focus Area 1: Student Success
 - Focus Area 2: Community Collaboration and Involvement
 - Focus Area 3: Family Engagement
- 2:00pm** “Dotmacracy”: Whole Group Voting
 - Participants Voting
 - Vote Review
 - Wrap Up & Next Steps

WHOLE GROUP QUESTIONS USED DURING CONVENINGS AND THE SURVEY

The convenings included four (4) guiding questions and the survey was made up of five (5). The survey split convening question number 4: “*What is preventing Hispanic students from accessing college and career readiness programs/ opportunities?*”, into two questions: “*What prevents more Hispanic students from going to college?*” and “*What prevents more Hispanic students from participating in career readiness programs?*” In addition, convening question four (4) asked for three wishes for improvement, while survey question five (5) asked for three things that could improve education.

WHOLE GROUP QUESTIONS USED DURING THE INPERSON AND VIRTUAL CONVENINGS:

The following questions were used at each of the six (6) convenings:

	ENGLISH	SPANISH
1.	What is currently working in K12 education for Hispanic students?	Actualmente, ¿Qué está funcionando en nuestras escuelas para estudiantes hispanos?
2.	What can be improved (challenges) in K12 education for Hispanic students?	¿Qué se puede mejorar en nuestras escuelas para estudiantes hispanos?
3.	What is preventing Hispanic students from accessing college and career readiness programs/ opportunities?	¿Qué impide que los estudiantes hispanos accedan a programas/oportunidades de preparación universitaria y profesional?
4.	If you had three wishes to improve the Hispanic students’ educational achievement, what would they be?	Si tuviera tres deseos para mejorar el rendimiento académico de los estudiantes hispanos, ¿cuáles serían?

SURVERY QUESTIONS

The following survey was shared as widely as possible, including through social media (Facebook and Twitter).

	ENGLISH	SPANISH
1.	What is currently working in our schools for Hispanic students?	Actualmente, ¿Qué está funcionando en nuestras escuelas para estudiantes hispanos?
2.	What can be improved in our schools for Hispanic students?	¿Qué se puede mejorar en nuestras escuelas para estudiantes hispanos?
3.	What prevents more Hispanic students from going to college?	¿Qué impide que más estudiantes hispanos asistan a la universidad?
4.	What prevents more Hispanic students from participating in career readiness programs?	¿Qué impide que más estudiantes hispanos participen en programas de preparación para ir a la universidad?
5.	Question 5: Name up to three things that could improve our schools for Hispanic students.	Mencione tres cosas que podrían mejorar en nuestras escuelas para servir mejor los estudiantes hispanos.

AREAS OF FOCUS DURING CONVENINGS

Participants generated ideas based on the three areas of the HEA: student success, family engagement, and community collaboration and involvement from the Hispanic Education Act, 22-23B NMSA 1978.

22-23B-2. Purpose.

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 postsecondary 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 postsecondary enroll

Each area of focus included a questions protocol. Please see the following FACILITATOR GUIDE which includes detailed questions organized by focus area and in both English and Spanish.

FACILITATOR GUIDE

The following facilitator guide was used throughout the six (6) sessions.



Dual Language Education
of New Mexico



Hispanic Education Act LISTENING TOUR

Facilitator's Sheet 2 – 2 1/2 Hour Event

Welcome Table Community Members will **sign in** and receive their name tags. (The nametags *will be color-coded according to the focus area they selected as a first or second choice*)

Welcome and Opening: (12 minutes)

1. (2 min) Introductions - present the collaborative team.
2. (4 min) NM PED (LCD Team Member) will provide an overview of HEA Listening Tour and the importance of community guiding the development of the HEA Plan. *LCD Team Member*
3. (4 min) Rep Miera will share some historical points about the HEA, why it's important to him as a New Mexican and why it is important to everyone in the room - he'll get the crowd excited for the small group conversations. *Rep. Rick Miera*
4. (2 min) Thank the host for the meeting space. Share any logistical information and share the Group Work Process with participants (Review Process, Group Work Norms and Group Roles for share out.) *DLeNM staff*

Note: **Facilitation for Large Participation:** In communities with a large number of participants, we will separate the groups into **three** focus areas.

- **Focus Area 1: Student success.** "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"
- **Focus Area 2: Community collaboration and involvement.** "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."
- **Focus Area 3: Family engagement.** How to engage parents in a meaningful way. Critical student needs, concerns, and ideas tied to

1



family values. "Encourage and foster parental involvement in the education of their children"

Focus Area Discussion Groups: (1 Hour 15 minutes)

Opening: Have group participants share their name, where they work (organization, a parent), and ask them to reflect on the following: Think back to your k-12 education experience, who was one person/educator that made a difference in your life?– **(5-6 minutes)**

Focus Area Information: Community Conversation Groups

- Definitions for each focus area will be shared with the participants (where needed). Each group will begin with four basic questions:
 - o *What is currently working in K-12 education for Hispanic students?*
 - o *What can be improved (challenges) in K-12 education for Hispanic students?*
 - o *What is preventing Hispanic students from accessing college and career readiness programs/opportunities?*
 - o *If you had three wishes to improve the Hispanic students' educational achievement, what would they be?*

Focus Area 1: Students success- "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"

Question Protocol:

What steps and measures might strengthen Hispanic students' success and career readiness in your community?

What is preventing Hispanic students from achieving this?

How important is it, for you and your community, to create educational programs that allow students to access language and culture?

How might the state ensure that all needed resources are available to address this matter?

Would you say there is strong collaboration between government agencies and other organizations around Hispanic education? What is going well and what needs to improve?

What kind of programs and support are available to Hispanic students?

Focus Area 2: Community collaboration and involvement. "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 work for the purpose of closing the achievement gap, increasing graduation rates and increasing post-secondary enrollment, retention and completion."

Question Protocol:

Who are the current education leaders in your community, and what kind of support do they need to succeed serving Hispanic students?



Who are the policy makers in your community? Who are the community leaders in your community?

How can they, policy makers and community leaders, contribute to Hispanic Student success?

Would you say there is strong collaboration between government agencies and other organizations around Hispanic education? What is going well and what could be improved?

How does the private sector influence Hispanic education?

Focus Area 3: Family engagement. How to engage parents in a meaningful way. Critical student needs, concerns, and ideas tied to family values. "Encourage and foster parental involvement in the education of their children"

Question Protocol:

How are Hispanic parents/families currently involved in decisions regarding their students' education?

Are the voices and needs of Hispanic parents heard?

How does the school create meaningful partnerships with families? What issues get in the way?

What are some of the barriers Hispanic parents and families have to accessing programs for their students and leveraging existing resources? How can these barriers be eliminated?

What entities or organizations are best positioned to assist Hispanic families in accessing education programs and information in your community? We may include their names in our report.

Facilitator:

Part 1: After a quick review of the definition for the Focus Area, you will engage in conversations related to questions that have been drafted for each area. As participants are responding, either you or your note taker will record participant answers on chart paper using the color-coded marker for your Focus Area. (45 Minutes)

•While you or your note taker are drafting responses, listen for any nice quotes you can jot down. Great quotes are important for the final report.

Part 2: Use the last 20 minutes to decide on the top 3 Priority Statements that emerged from the conversation. If the statements align, they can be written as one.

Part 3: On another sheet of chart paper, write out the groups top 3 Priority Statements to share with the whole group (select a reporter).

Share Out: Be prepared to share your group's 3 Priority Statements with the whole group. Place your 3 Priority Statements under the sign representing your group's Focus Area.

Whole Group Activity:

The entire group will vote on each of the top 3 Priority Statements that emerged from the conversations via a *Dotmocracy* protocol: Participants will place **Red Dots/Stickers** on their First Choice and **Blue Dots/Stickers** for their second choice for each Focus Area.

Wrap-up: Review of Voting
Next Steps/Final Thoughts



Áreas de Enfoque y Preguntas en Español

Focus Area Information: Community Conversation Groups

Información del área de enfoque: Grupos de conversación comunitarios

- ¿Qué está funcionando actualmente en la educación K-12 para estudiantes hispanos?
- ¿Qué desafíos hay en la educación K-12 para estudiantes hispanos?
- ¿Qué impide que los estudiantes hispanos accedan a programas/oportunidades de preparación universitaria y profesional?
- Si tuviera tres deseos para mejorar el rendimiento académico de los estudiantes hispanos, ¿cuáles serían?

Área de enfoque 1: Éxito en el desempeño estudiantil: "Proporcionar para el estudio, desarrollo e implementación de sistemas educativos que contribuyan al éxito educativo de los estudiantes hispanos para cerrar la brecha de rendimiento y aumentar las tasas de graduación"

Protocolo de preguntas:

- ¿Qué pasos y medidas podrían fortalecer el éxito y la preparación profesional de los estudiantes hispanos en su comunidad?
- ¿Qué impide que los estudiantes hispanos lo logren?
- ¿Qué tan importante es, para usted y su comunidad, crear programas educativos que le permitan a los estudiantes acceder a su idioma y cultura?
- ¿Cómo podría el estado garantizar que todos los recursos necesarios estén disponibles para abordar este asunto?
- ¿Diría que existe una fuerte colaboración entre las agencias gubernamentales y otras organizaciones en torno a la educación hispana?
- ¿Qué va bien y qué necesita mejorar?
- ¿Qué tipo de programas y apoyo están disponibles para los estudiantes hispanos?

Área de enfoque 2: Colaboración y participación de la comunidad. "Proporcionar mecanismos para que los padres, las organizaciones comunitarias, empresariales, las escuelas públicas, los distritos escolares, las escuelas chárter, las instituciones educativas postsecundarias públicas, el departamento y los legisladores estatales y locales trabajen juntos para mejorar las oportunidades educativas de los estudiantes hispanos con el propósito de cerrar la brecha de rendimiento, mejorando las tasas de graduación, y la de inscripción, retención y finalización en niveles de educación superior".

Protocolo de preguntas:

- ¿Quiénes son los líderes educativos actuales en su comunidad y qué tipo de apoyo necesitan para tener éxito sirviendo a los estudiantes hispanos?
- ¿Quiénes son los encargados de formular políticas en su comunidad?
- ¿Quiénes son los líderes en su comunidad?
- ¿Cómo pueden ellos, los legisladores y los líderes comunitarios, contribuir al éxito de los estudiantes hispanos?
- ¿Diría que existe una fuerte colaboración entre las agencias gubernamentales y otras organizaciones en torno a la educación hispana?



- ¿Qué va bien y qué podría mejorarse?
- ¿Cómo influye el sector privado en la educación hispana?

Área de enfoque 3: Compromiso y participación familiar. Cómo involucrar a los padres de una manera significativa. Necesidades, preocupaciones e ideas críticas de los estudiantes vinculadas a los valores familiares. "Promover y cultivar la participación de los padres en la educación de sus hijos"

Protocolo de preguntas:

- ¿Cómo participan actualmente los padres/familias hispanas en las decisiones sobre la educación de sus hijos?
 - ¿Se escuchan las voces y necesidades de los padres hispanos?
 - ¿Cómo crea la escuela una cooperación significativa con las familias?
 - ¿Qué problemas se interponen en el camino?
 - ¿Cuáles son algunas de las barreras que enfrentan los padres y las familias hispanas para acceder a programas para sus estudiantes y aprovechar los recursos existentes?
 - ¿Cómo se pueden eliminar estas barreras?
 - ¿Qué entidades u organizaciones están en mejor situación para ayudar a las familias hispanas a acceder a programas educativos e información en su comunidad?
- Podemos incluir sus nombres en nuestro informe.



SUMMARY OF FINDINGS

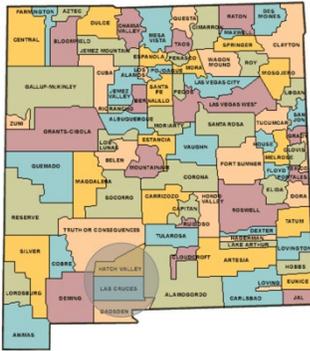
A total of 154 total participants attended the convenings; primarily parents, community leaders, and educators. The data collected was organized into 10 areas of importance for improving Hispanic student outcomes:

1. Spanish Language Development Programs
2. English Language Development Programs
3. The New Mexico Seal of Biliteracy
4. Bilingual/Multicultural Curriculum and Materials
5. Cultural and Linguistic Responsiveness
6. Family and Community Partnerships
7. College and Career Readiness
8. Bilingual Teachers, Administrators & Ancillary Staff
9. Closing the Communication Gap
10. Policy for Hispanic Students and Families

Southern New Mexico	VIRTUAL	46
Bernalillo	IN PERSON	10
Roswell	IN PERSON	16
Four Corners Area	VIRTUAL	23
Española	IN PERSON	29
Albuquerque: Inspire Teacher Conference	IN PERSON	30
		154

As a companion to data collected during the Listening Tour sessions, a qualitative survey was shared as widely as possible, including through social media (Facebook and Twitter). There were 68 respondents with the largest number of respondents being educators and school staff, followed by parents and community members. The [survey data](#) is on page 39 of this report.

DATA FROM THE INDIVIDUAL CONVENINGS



SOUTHERN NEW MEXICO

MAY 19, 2022
 VIRTUAL
 46 PARTICIPANTS

OVERVIEW STATEMENT OF COMMUNITY CONVENING

This was the largest virtual convening of participants. This group had plenty of ideas for how to build upon the things that were working for Hispanic students and their families, and for trying new remedies that would build upon the linguistic and sociocultural assets.

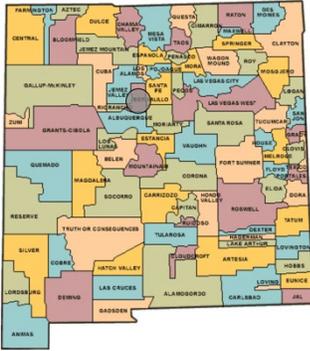
METHOD FOR GENERATING IDEAS

The participants self-selected a Hispanic Education Act area of interest and generated 2 priority statements.

SOUTHERN NEW MEXICO (VIRTUAL) STUDENT SUCCESS	
Priority 1	Priority 2
Opportunity to provide a K12 Dual Language pathway option statewide.	Leveraging the cultural and linguistic diversity of our students, parents and families to actively collaborate with leadership to better understand programming and pathways (two-way communication).

SOUTHERN NEW MEXICO (VIRTUAL) COMMUNITY COLLABORATION AND INVOLVEMENT	
Priority 1	Priority 2
We must create partnerships and networks with communities by informing students and parents at a younger age – options and share information with families about all the changes happening. Create a center that is easy to access and safe for parents and families while supporting students to see themselves as valued members of the community and workforce.	We must communicate with parents, educate our stakeholders (including new school leadership) to create community opportunities for students and parents while building upon and affirming the community resources and student support systems (clubs) in high schools including developing greater flexibility with scheduling at the secondary level for students.

SOUTHERN NEW MEXICO (VIRTUAL) FAMILY ENGAGEMENT	
Priority 1	Priority 2
Finding ways to communicate better between parents, teachers, administrators communicative environment.	School programs and offerings where curriculums bilingual and dual language centered, as well as college and career are a reflection of our Hispanic students, while making connections for other cultural groups.



BERNALILLO

MAY 24, 2022
 IN-PERSON EVENT
 10 PARTICIPANTS

OVERVIEW STATEMENT OF COMMUNITY CONVENING

Bernalillo hosted the first in-person convening. This group of participants was made up of teachers, parents with students in Bernalillo Public Schools (BPS), the superintendent, BPS staff, community members from Rio Rancho, NMPED staff, and the Legislative Education Study Committee leadership.

METHOD FOR GENERATING IDEAS

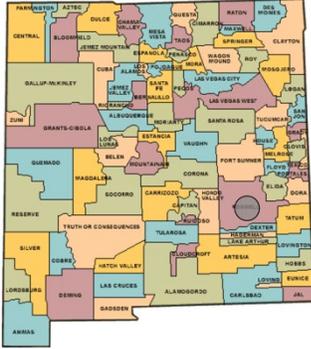
The participants engaged in a whole group discussion. This group voted on the top 2 priority areas framed in each of the four methodology questions.

BERNALILLO	
Question 1: What is currently working in K12 education for Hispanic students?	
Priority 1	Priority 2
Strong bilingual programs, students feel proud	Teachers and staff identify as Spanish speakers

BERNALILLO	
Question 2: What can be improved in K12 education for Hispanic students?	
Priority 1	Priority 2
Counseling support for student entering higher education	Meaningful and authentic family engagement

BERNALILLO	
Question 3: What is preventing Hispanic students from accessing college and career readiness programs and opportunities?	
Priority 1	Priority 2
Providing mentoring and support for students	Belief in students

BERNALILLO	
Question 4: If you had 3 wishes to improve Hispanic students' educational achievement, what would they be?	
Priority 1	Priority 2
Internships and Clubs	Culturally relevant curriculum resources



ROSWELL

JUNE 9, 2022
IN-PERSON EVENT
16 PARTICIPANTS

OVERVIEW STATEMENT OF COMMUNITY CONVENING

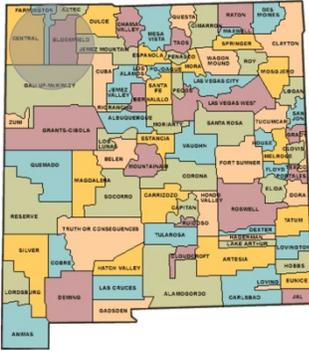
Participants in this convening included the Superintendent, teachers, administrators, members from Somos un Pueblo Unido, individual activists, members of the board of education, groups of students from Roswell High School, and parents. The session was facilitated in Spanish at the request of the group.

METHOD FOR GENERATING IDEAS

The participants engaged in a whole group discussion. This group voted on the top 2 priority areas framed in each of the four methodology questions.

ROSWELL	
Question 1: What is currently working in K12 education for Hispanic students?	
Priority 1	Priority 2
School helped me learn English.	Bilingual teachers are accessible to students.
ROSWELL	
Question 2: What can be improved in K12 education for Hispanic students?	
Priority 1	Priority 2
More bilingual school advisors/counselors	Professional interpreters during school led conferences for parents who don't speak English.
ROSWELL	
Question 3: What is preventing Hispanic students from accessing college and career readiness programs and opportunities?	
Priority 1	Priority 2
No knowledge of the programs, scholarships and test that exist for students No Spanish education	Alternative opportunities for students to work and study at the same time (many students must work to help support the family or take care of siblings).

ROSWELL	
Question 4: If you had 3 wishes to improve Hispanic students' educational achievement, what would they be?	
Priority 1	Priority 2
Offer every student the opportunity to earn the Bilingual Seal.	Enough resources for curriculum/teachers



FOUR CORNERS AREA

JUNE 14, 2022
 VIRTUAL EVENT
 23 PARTICIPANTS

OVERVIEW STATEMENT OF COMMUNITY CONVENING

Members of the Central Consolidated School District along with community members from Farmington, Bloomfield, Rio Rancho and Albuquerque participated in this convening. This convening of bilingual speakers demonstrated a comfort level for thinking and sharing their ideas in both Spanish and English.

METHOD FOR GENERATING IDEAS

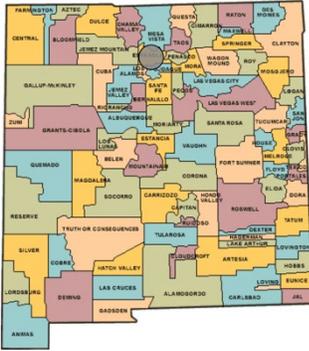
The participants self-selected a Hispanic Education Act area of interest.

FOUR CORNERS AREA STUDENT SUCCESS	
Priority 1	Priority 2
Ensuring continued socioemotional and academic growth in quality instruction, materials and qualified educators and administrators that also reflect the cultural and population of schools. Continued support for socioemotional development, as well as school security to ensure students basic needs of safety and security are met so they can access learning.	Helping students prepare for college and career readiness Celebrating bilingualism, giving equal value to language, embrace our bilingual program, elevate the value of the Spanish language, the importance of intergenerational communication.

FOUR CORNERS AREA COMMUNITY COLLABORATION AND INVOLVEMENT	
Priority 1	Priority 2
Need for resources and opportunities for Hispanic students: <ul style="list-style-type: none"> • Navigating the educational system (K12 to Higher Education) • Supporting adult learners in our communities (college and career readiness) • Wrap around services for students and families (K12 community schools) • students and parents feeling safe in the learning environment • Dual language programs in proximity in local communities • Support for the bilingual seal funding 	Empowerment of individuals, communities and families: <ul style="list-style-type: none"> • Acknowledging the cultural assets of individual, communities and families • Helping individuals take advantage of opportunities (College and Career) • Parents being more involved and making school culture more inviting (responsive to diverse parents and families affirming and validating parent voice)

FOUR CORNERS AREA COMMUNITY COLLABORATION AND INVOLVEMENT	
Priority 1	Priority 2
<ul style="list-style-type: none"> Support options for adult learners with digital literacy as a barrier 	

FOUR CORNERS AREA FAMILY ENGAGEMENT	
Priority 1	Priority 2
State mandated bilingual programs with accountability and documentation similar to that of an IEP.	College and career readiness programs that give resources in multiple avenues and opportunities in higher education. State and federal funding for nontraditional, certificate programs, licensure programs that are not eligible for traditional funding sources.



ESPAÑOLA

JUNE 22, 2022
 INPERSON
 29 PARTICIPANTS

OVERVIEW STATEMENT OF COMMUNITY CONVENING

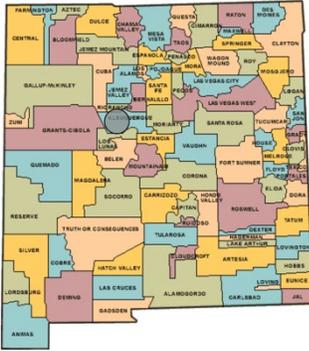
This convening was originally scheduled to be held at New Mexico Highlands University in Las Vegas, NM, but due to the fires in the northern area of the state along with and unforeseen challenges, it was held at the NNMC in Española. The Española Public Schools superintendent attended along with parents and community members.

METHOD FOR GENERATING IDEAS

The participants self-selected to participate in two of the three Hispanic Education Act areas of interest.

ESPAÑOLA STUDENT SUCCESS	
Priority 1	Priority 2
Communication (needs to improve)	Family engagement: Orgullo/Pride language, culture and identity

ESPAÑOLA COMMUNITY COLLABORATION AND INVOLVEMENT	
Priority 1	Priority 2
Statewide Hispanic Educators Association	We need equity in funding across the state for all student in New Mexico (urban and rural)



ALBUQUERQUE: 2022 INSPIRE CONFERENCE

JUNE 23, 2022
 IN PERSON
 30 PARTICIPANTS

OVERVIEW STATEMENT OF COMMUNITY CONVENING

Participants in this convening represented many communities across the state including smaller more rural communities. Participants from: Cobre, San Jon, Grants Cibola, Gallup-McKinley, Belen, Taos, Pecos, Cuba, Hobbs, Truth or Consequences, Tatum, and Laguna Acoma shared about serving Hispanic students and families in their communities.

METHOD FOR GENERATING IDEAS

The participants self-selected a HEA area of interest.

2022 INSPIRE CONFERENCE STUDENT SUCCESS	
Priority 1	Priority 2
Addressing past and present cultural biases (assessments, PD, etc.).	Building trust between communities and schools
2022 INSPIRE CONFERENCE COMMUNITY COLLABORATION AND INVOLVEMENT	
Priority 1	Priority 2
Nurturing students/families towards development of the whole child (socioemotional)	Supporting students/families to access tools/resources K12 (access to college and career, tech programs, food SEL, etc).
2022 INSPIRE CONFERENCE FAMILY ENGAGEMENT	
Priority 1	Priority 2
Adequate training for all stakeholders: <ul style="list-style-type: none"> Teachers CLR Leaders: Funding resources, Bilingual Programs, Special Education Families: Advocacy, navigating the system Students: Advocacy, resources available 	Taking a close look at effectiveness and accountability of ESL Programs/Exiting strategy for English Learners.

THEMES IN THE DATA

The themes in this report are truthfully and accurately represented to reflect the information/data shared by communities during each session. The facilitator, DLeNM, ensured that the following data was *minimally filtered* through the individual lenses, identities, life experiences, and biases of the session facilitators. The data was not edited for spelling or grammar. The data collection process was as follows:

1. Listen diligently.
2. Take extensive notes.
3. Review comments in the chat box during virtual sessions.
4. Engage in follow-up with community members upon request.

Spanish Language Development Programs

Bilingual/Dual Language programs are valued and making a positive difference in cultural identity and academic performance of Hispanic students. There is a need to expand Bilingual/Dual Language programs K12 throughout the state.

- Need more 50/50 bilingual classrooms
- More bilingual programs
- More language restoration programs
- More dual language programs PreK12 across the state
- Advance bilingual programs in middle and high school
- Dual language programs
- Need more Spanish literature options
- There is a disconnect between students and instruction
- Lack of rich programs
- Lack of relevance in the curriculum
- More ethnic students that reflect the community
- Need to have a central location for bilingual materials
- State law values academic performance in English, but not in Spanish
- Need positions at HED/PED to address Hispanic education
- Shortage of bilingual teachers
- Need more heritage language programs
- Dual language works, why isn't it accessible to the entire state
- Perceive second language learning as an asset change deficit view

English Language Development Programs

High-quality English Language Development programs should include an underlying philosophy or theory of second language development that is consistent across all grade levels; including access to culturally responsive materials, opportunities to learn academic English language and to use academic language to learn content, and provide authentic opportunities to build culturally appropriate partnership with parents and families.

- Need strong English language development classes
- Oral language development classes
- ESL/ELS need to be improved for accessing higher education
- SAT/ACT preparation programs
- ESL program Not easy to get out of (Students know 2 languages but they are still in ESL)
- Testing for ESL/WiDA—not a lot of teacher buy in
- Inadequate value of language by faculty and teachers “Power of Language”/ Inservice and Preservice training on language acquisition
- Accountability for EL programs (like Special Education)
- Advocate for EL students
- Need a clear understanding of language acquisition and the academic language demands of instruction
- English learners not feeling prepared
- Emergent bilingual are not supported enough to be proficient in English when entering higher education
- Some English learners beginning English in high school
- Support English learners who also have special needs

The New Mexico Seal of Biliteracy

The pathway to earn the seal needs to be clear, communicated in lower grades, and communicated to students and families consistently.

- Give all Hispanic students the opportunity to earn the biliteracy seal
- Provide opportunities for all Hispanic student to receive the biliteracy seal using stimulus resources to build programs
- The schools need to condition/support parents so they understand the system and programs (biliteracy seal)
- Recognition that being bilingual is an asset/positive
- Limited recognition/opportunity for Spanish speaking students
- We need to honor what our students have accomplished
- Help students love, value and learn their native language.

Bilingual/Multicultural Curriculum and Materials

Rich curriculum and materials highlighting the Hispanic culture, language and contributions needs to be developed and accessible in New Mexico schools and libraries across the state.

- Curriculum relevant resources
- Need more Spanish literature options
- Need to have a central location for bilingual resources
- Staffing and instructional resources are a challenge for K12 implementation of bilingual programs
- Access to technology
- Need to adapt new system– look to other countries
- Culturally competent assessments
- Need for alternative assessments for all students
- State testing for students making sure it is holistic and reflective of our state
- Decolonize the curriculum
- Accessibility of tools (Internet, libraries, etc.)
- Culturally relevant curriculum and pedagogy
- Training in deconstructing the curriculum
- Replace standardized testing with more holistic, culturally relevant and real world testing
- Extended Spanish assessment

Cultural and Linguistic Responsiveness

Teachers, school administrators and staff should be provided training in the importance of validating and affirming Hispanic students' home culture and language to create connections with the diverse students and families served. Teachers need support and training in working with English language learners and families.

- Vision need to be, “When I graduate .. Not if I graduate”
- All Hispanics graduate
- All Hispanics must be bilingual and successful
- Pinpoint obstacles for families and students
- Professional learning opportunities that are asset based
- More student engagement opportunities support cultural roots, historical context for students tapping into community resources
- The right for all student to learn, no matter immigration status
- “We are Hispanic, we are the push to enhance Hispanic education”
- We need to teach/allow for Hispanic students to find their voice
- Cultural competence to ensure a welcoming environment
- Culturally competent engagement communities
- Removing biases
- Cultural wealth
- Teachers may have a deficit view towards students
- Racist/discrimination in schools
- Forms of discrimination (Force students to identify themselves “wrong” (incorrectly)
- Culturally competent engagement opportunities
- Removing lenses (stereotypes)
- Need for Learning Environment Office (UNM) some students do not know how to advocate for themselves (issues related to racism, equity, bad treatment, access to support)

Cultural and Linguistic Responsiveness (cont.)

- Support for undocumented students
- Culturally competent engagement communities lacking
- Value of identity and language Spanish and Indigenous All aspects of school community and broader community need to values this
- Students with special needs getting kicked out of dual language programs
- Equity literacy
- Help students know their identity
- Where “anima” is felt in the programs
- Education programs are still based of Eurocentric ideologies
- Standardized testing racist toll being used to measure the gap (institution of testing needs appropriate tools)
- Education that are tender and culturally relevant
- Equity spaces that are culturally relevant/definition/ funds of knowledge
- Culturally relevant curriculum and pedagogy
- Help students love and value their language
- Cultural studies, Bilingual education
- Acknowledge that Hispanics come from a place of knowledge
- Rebuilding a positive culture on education

Family and Community Partnerships

Culturally and linguistically responsive partnerships with Hispanic families need to be developed and nurtured. Families want to be engaged but may not feel welcome in the school community. Communication and perceptions are key to establishing a welcoming environment for families. There continues to be a need to engage business and community partners in Hispanic education.

- Opportunities for families and students to understand how the K12 system is preparing students
- for college and career
- Need resources for parents
- Families need to understand information being shared
- More advocacy for families and students
- Need for more information to go to families/parents to support their children to access college and career opportunities/programs
- Remove obstacles for families and students
- Need interpretation services for families during conferences and meetings
- Cultural competence to ensure a welcoming environment
- Meaningful and authentic family engagement
- Survey parents to find out their needs
- Transportation for families
- Support families to navigate schools and feel comfortable in a safe area
- General lack of knowledge/Parents unaware of knowing how to access higher education
- Attendance policies discussing with families
- Lack of trust between school and home/communities
- Need for translators in schools
- Education Systems– parent don't know how their children are doing
- Sometimes families do not believe their children can go to college
- Families work and cannot attend meetings during school hours

Family and Community Partnerships (cont.)

- Community engagement– identifying resources in the community being part of the child’s education
- Community opportunities for students and parents
- A center for parents and students tutoring, safe environment for parents and community members
- Parents supporting their children with Spanish
- Parents don’t know how to navigate the system:
- Have college night for all sophomores and juniors
- Evening classes for parents
- Have constant conversations with parents about graduation requirements
- Vocational orientations
- How to access trade schools
- Early college programs
- Create awareness about 4year programs is not the only option
- Partner with businesses
- Program awareness Obtaining Associates degrees while in high school
- Get student interested in teaching
- Change rules for scholarships/not only offer 4year degrees
- Ensure families are getting information ○
- Ensure families receive information on
- scholarships/grant
- Offer education opportunities for parents
- Community families and schools cultivate the idea of dreams for our children
- Understanding and expressing our voice as a community
- School reflects school/community they serve
- Love and support our community and students. Community based and hands on
- Expose students and families to multiple career pathways
- There are few interpreting/bilingual services during parent /teacher conferences (culturally appropriate)
- Parents need to feel welcome
- Schools need to value the cultural assets student and families bring
- FEAR– family legal status
- Lack of belief in students
- The bad economy
- Need more inclusivity for multiple generations (grandparents raising grandchildren)
- Fear of leaving the community upon graduation
- Feeding our children is very important and a basic right
- Nurturing healthy families

College and Career Readiness Access

Clear and consistent pathways for Hispanic students need to be accessible, communicated widely, and implemented statewide. Hispanic students K12 may not have a clear understanding of program offerings or scholarship opportunities due to lack of bilingual program counselors, outreach, or communication. Many Hispanic students may have to work to help support their family or care for siblings; the one-size-fits-all model of schooling is not working for many Hispanic students.

- Leadership program opportunities for Hispanic students
- Opportunities for students to understand how the K12 system works for college and career
- More bilingual counselors to support Hispanic students– not just high achievers

College and Career Readiness Access (cont.)

- Need support for students who have to work
- More elective opportunities
- More opportunities to explore careers
- Some school counselors are not sharing information with Spanish speaking students (scholarship opportunities) dual credit opportunities
- Counselors have a lot of information, but not all students are not learning about them
- College and career readiness should be promoted
- Student lack of understanding of the curriculum
- Better ACT/ACT preparation
- Socio/emotional learning (dealing with trauma)
- Motivating students to change their mindset
- Support students to recognize the resources they have now
- Lack of mentorship and advising
- Students do not know of resources scholarships (not shared with students)
- Students working and caring for siblings
- Students providing childcare at home
- Supporting student to advocate for themselves
- College and career readiness information in Spanish
- Flexibility of class scheduling for students who need to work not all students are the same
- Recognition that being bilingual is an asset/positive
- Need for a Learning Environment Office (UNM). Sometimes students don't know how to advocate for themselves
- We have to stop emphasizing that college is the only pathway– Allow for Vocational Pathways
- Get involved in activities to challenge themselves
- Students coming in from other countries– credits are not recognized
- Promote mentoring and support for students
- Identify role models in school/community
- Look out for predatory institutions
- Community college trap
- Expanding CTE in elementary and middle school
- Students need to seek and explore what they like (opportunities beyond high school) motivation and interest in college and career
- Opportunities for trades in high schools
- Student support systems (clubs) in high schools to network
- More counseling support for high school graduation
- Higher education is sometimes filled with roadblocks
 - ⇒ Transportation
 - ⇒ Counseling services
 - ⇒ Lack of equity lens (institution)
 - ⇒ Interpreters
- Attendance support for students/one size does not fit all
- FEAR of failure– Students need to be supported and pushed
- A clearer pathway must be created for all students to build self-esteem
- Emergent bilingual not supported enough to be proficient in English when enter higher education
- Expanding CTE from elementary to high school
- Math and English systemic barriers
- Mindset, “I do not need to go to college to be successful”
- Educational pathways and availability
- Accountability in middle school
- Students not mastering either language (English and Spanish)
- Encourage students to sign up for things they may not feel they qualify for

College and Career Readiness Access (cont.)

- Inculcating the idea of college in elementary
- Grow pride and motivation in students
- Introduce students to multiple opportunities and options open to them (college, career, military)
- Address multigenerational traumas
- Need to build infrastructure round social/emotional support and reduce stigma around that
- Feeding our children is very important and a basic right
- Funding for licensure CTE (cosmetology, electricians, plumbers, etc.)
- All students understand the importance of education
- Need to increase the number of K12 students going into the teaching career Grow your Own
- More internships/clubs
- Connecting graduates with college resources
- Create more internship programs
- College readiness should start in middle school

Bilingual Teachers, Administrators & Ancillary Staff

Spanish-speaking counselors, nurses, social workers, therapists, special education teachers and diagnosticians need to be available for Hispanic students and families to ensure access to course programming/credits, college and career opportunities, scholarships and grants offerings, and social-emotional support.

- Training for teachers working with Hispanic students
- Need more teachers, counselors and nurses who speak Spanish
- Great need for bilingual counselors
- Better support services that are culturally appropriate for families to navigate the school system
- More training on cultural and linguistic competence for teachers and administrators
- Professional development trainings are asset based
- Recognition from “higher ups”
- Substitutes teaching classes– not certified teachers
- Discipline consistency in schools
- Communication with parents needs to be improved and culturally appropriate
- Communication “stop gap” at the principal level
- Communication about programs must be more fluid
- New leadership in schools not from communities served/NM should be building upon what is working with families and affirming community resources
- Keep on top of changes and share these changes with families and community
- Teacher self-identifying as Spanish speakers is a plus
- All teacher and administrators should be trained in cultural and linguistic competency
- Listen to our students
- Recruit more Hispanic counselors, nurses and social workers
- Continuing education for our teachers If students see teachers do this, it is inspirational
- Need positions at PED/HED to address Hispanic Education
- Need to support college of education faculty– We need a diverse faculty to work with our diverse populations
- Review hiring process– People of color
- Clearer and consistent communication
- More accountability for schools
- Hire quality teachers
- Ensure teachers have training on cultural competency

Bilingual Teachers, Administrators & Ancillary Staff (cont.)

- PD on teacher identity
- Better efforts to recruit and retain teachers
- See each other as people (find your humanity)

Closing the Communication Gap

Two-way communication and outreach between school and home need to be intentional and offered in Spanish for Hispanic families. Schools need to provide easily accessible and culturally appropriate translation and interpreting services for families who need assistance with Individual Education Plans, teacher conferences, and accessing information such as school rules, scholarships.

- Vision needs to be, “When I graduate” not “If I graduate”
- All Hispanic students graduate
- All Hispanic student be successful and bilingual
- Need more communication from school home
- More training on cultural and linguistic competence
- Access to professionals to share careers
- Parent engagement movement
- Communication: Discipline consistency and support for parents/families to understand the system
- Communication needs to be consistent and improved
- Share best practices across the schools and community
- Connections with communities can be strengthened
- Communication about programs must be more fluid
- Keep on top of changes and sharing information with students and families
- Need more interpreting services for families
- Value of Identity and Language– All aspects of school community need to and broader community need to express this value

Policy for Hispanic Students and Families

Equity in sustained funding for Hispanic education programs needs to be expanded, distributed in an equitable manner (rural/urban school districts) and with accountability measures/metrics in place.

- Vision needs to be, “When I graduate” not “If I graduate”
- All Hispanic students be successful and bilingual
- Extended Spanish assessment
- Staffing and instructional resources for K12 program implementation of bilingual programs
- The defunding of after school programs and elective courses
- Poverty lessens the opportunity for students to engage in activities outside of the school day
- Transportation
- Students coming from other countries school credits are not recognized
- Need to adapt a new system/look at other countries
- Educate stakeholders
- High more bilingual teachers, ancillary staff for K12 schools
- ESL Programs– Not easy for students to get out of

Policy for Hispanic Students and Families (cont.)

(Students know 2 languages but are still in ESL)

- Need alternative assessments for all students
- State testing for students make sure it is holistic and reflective of our students
- Decolonize the curriculum
- Funding for other licenses (CLD, Electricians, cosmetologists, plumbers, etc.)
- Education systems are still based on Eurocentric ideologies
- Standardized testing– racist tool used to measure the gap– need appropriate tools
- State laws values performance in English, not Spanish
- Funding resources needed for community engagement and school buildings
- Need more dual language programs K12 across the state (options for families)
- Shortage of bilingual teachers and college faculty
- Increase salaries for teachers and staff
- Need to increase the number of students in our schools going into teaching
- We need “Grow Your Own Faculty” Programs– Old Title VII Scholarships/Grants
- Sustained funding– Need more small school funding– the needs are great and they need to remain open for our communities
- Better efforts to recruit teachers
- Dedicated staff and fully funded community schools

THE HEA SURVEY DATA

68 Respondents

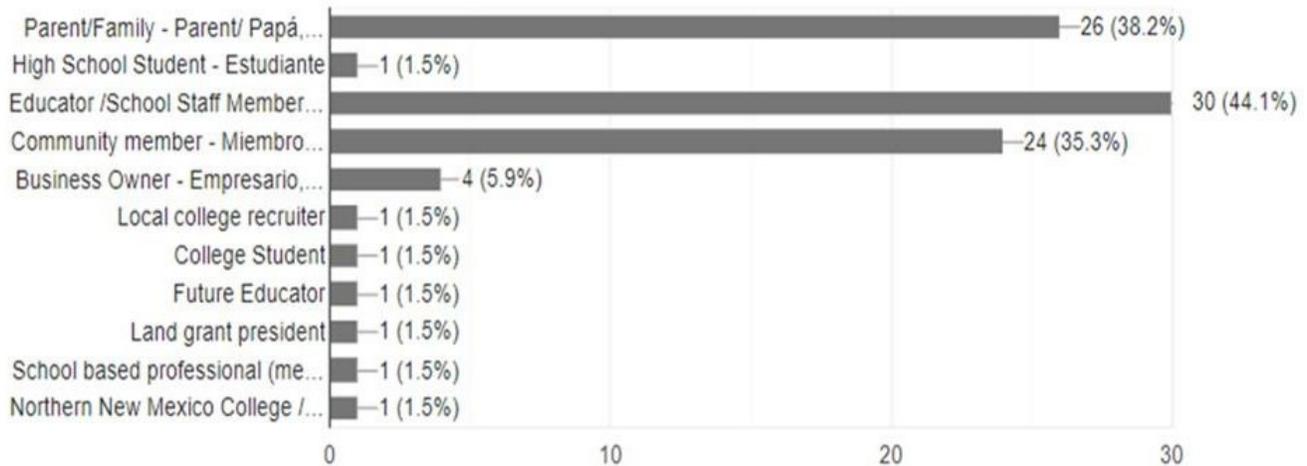
As a companion to data collected during the Listening Tour sessions, a qualitative survey was shared as widely as possible including through social media (Facebook and Twitter). The largest number of respondents were educators and school staff, followed by parents and community members. This data was not edited for spelling and grammar.

Listening Tour / Diálogos Comunitarios

How do you identify yourself? - ¿Como se identifica usted?



68 responses



HEA Survey Questions

	ENGLISH	SPANISH
1.	What is currently working in our schools for Hispanic students?	Actualmente, ¿Qué está funcionando en nuestras escuelas para estudiantes hispanos?
2.	What can be improved in our schools for Hispanic students?	¿Qué se puede mejorar en nuestras escuelas para estudiantes hispanos?
3.	What prevents more Hispanic students from going to college?	¿Qué impide que más estudiantes hispanos asistan a la universidad?
4.	What prevents more Hispanic students from participating in career readiness programs?	¿Qué impide que más estudiantes hispanos participen en programas de preparación para ir a la universidad?
5.	Question 5: Name up to three things that could improve our schools for Hispanic students.	Mencione tres cosas que podrían mejorar en nuestras escuelas para servir mejor los estudiantes hispanos.

HEA SURVEY RESULTS

Question 1: What is currently working in our schools for Hispanic students?

Actualmente, ¿Qué está funcionando en nuestras escuelas para estudiantes hispanos?

Small teacher-pupil ratio. Availability of technology. Well educated, caring teachers and staff. Knowledgeable, well organized, focused administrators. Well planned parent involvement (PTA, etc.). A school culture of accepting and respecting students where they are. The use of culturally relevant materials and exposure to other cultures and language groups.

The Bilingual Seal program offered from K12 is helping students to become confident members of their community. The program values culture, family, and academic achievements. It is a fantastic way to publicly recognize and value our Hispanic students.

Algunos estudiantes hispanos tienen la oportunidad de aprender y desarrollan habilidades bilingües en escuelas con programa dual. Hay algunas oportunidades de participar en otras áreas como arte, ciencia, tecnología, deportes.

Dual Language (50:50) model is an effective pathway for students to become proficient in two languages. More students are graduating with the Seal of Bilingualism/Biliteracy. Language is the plus one.

My children attend a bilingual school, which I believe to be a huge success because of the skills, education and self-esteem they are building as a Hispanic student.

We see an effort by our Superintendent to place more Hispanic teacher and administrators in our schools.

Comunicaciones de las escuelas municipales de Farmington en diversos idiomas para diversas familias.

Having Hispanic role models, seeing a Hispanic with a higher education is great for students to see.

The opportunities for students to excel in dual credit, CTE, honor classes, dual language programs.

Having a director for the program who strongly supports all cultures is the biggest asset.

Tener maestras bilingües que nos informen sobre el desarrollo escolar de nuestros hijos.

Connection with student and teacher in native languages as well as student role models.

Teachers that identify with Hispanic students and can make connections with them.

ENLACE, that program is a success in part because of the person leading it.

Identifying the students that know a language other than English.

Dual language programs being accessible in our public schools.

Relatable, positive, trustworthy bilingual instructors.

More immersion schools that offer bilingual education.

There are great teachers who care about my daughters.

PreK and responsiveness to needs in grades K5.

Bilingual education; Spanish speaking teachers.

My child attends a bilingual school which I believe to be a huge success because the skills, education and self-esteem they are building as a Hispanic student.

Question 1: What is currently working in our schools for Hispanic students?

Actualmente, ¿Qué está funcionando en nuestras escuelas para estudiantes hispanos?

Teniendo clases bilingues porque ayuda tener un balance entre los dos lenguajes.

The bilingual seal offered from K12 is helping students to become confident members of their community. The programs values culture, family, and academic achievement. It is a fantastic way to recognize and value our Hispanic students.

Having staff that is Hispanic that come from the community.

Giving Hispanic student the time and attention that is needed.

Lo que esta funcionando son las clases bilinguals y programas dual De esa manera los estudiantes tienen clases en espanol y ingles.

Comunicaciones de las escuelas municipales de Farmington en diversos idiomas para diversas familias.

Bilingual programs with certified teachers.

Educators who care.

Question 2: What can be improved in our schools for Hispanic students?

¿Qué se puede mejorar en nuestras escuelas para estudiantes hispanos?

Definir, planear y organizar la trayectoria bilingüe de los estudiantes para tener certidumbre del modelo educativo en programas duales. Además de programas bilingües asegurarnos de que los estudiantes hispanos tengan acceso a participar de forma significativa en otros programas escolares disponibles para la población estudiantil en general: cursos para desarrollar habilidades especializadas (CTE), cursos avanzados para obtener créditos para la universidad.

Regular instruction provided by well prepared teachers and administrators. Regular curriculum infused with culturally relevant materials. Exposure to many types of literature. A well stocked library for enjoyment and research. Opportunities and exposure to the outside world. High expectations for all. Exposure to trade schools and universities. Welcoming parents as partners and requiring them to value education.

A clearer vision and implementation of PK12 education that takes an equity literate lens, and higher education teacher development programs that do the same. In 2022, we still are doing business the way we mostly have always done. Such a traditional structure we continue to give us the same results.

Encouraging students to continue their education outside of ESL classes. Making sure all ESL students are aware of opportunities available to assist them in their education journey. Reminding students that being bilingual is an advantage in society, not ever a disadvantage.

Incorporate more history and contributions of Hispanic into the curriculum. Push Spanish as a universal language and make kids feel good about knowing how to speak the language. Host more events for parents and the community in Spanish and make them topnotch programs.

Culturally appropriate literacy that students can identify with, preventing the fear of feeling incompetent in literacy and numeracy skills, family support and knowledge of opportunities.

Not all school districts in NM offer "effective and sustained" bilingual models for Hispanic students. Schools need bilingual administrators and knowledgeable counselors to care for and guide students to the near future.

The APS Bilingual Seal is only offered at dual language schools. Students not enrolled in a dual language school only have the opportunity for a State of New Mexico Bilingual Seal.

We need more teachers who look like my daughters and come from our communities. I wish there were more Hispanic Role Models in the classroom for my daughters to aspire to be.

More diverse translation services and not everything so Spanglish heavy. More FREE teacher resources to different Spanish materials to help with immersion.

Ethnic studies opportunities at a younger age. From what I can gather this is only offered at a college level here in Las Cruces.

To place experience, highly qualified teachers in our schools. Teach rigorous curriculum, that prepares our stu

Question 2: What can be improved in our schools for Hispanic students?

¿Qué se puede mejorar en nuestras escuelas para estudiantes hispanos?

dents for college.

Funding and support by our public school system for our charter schools that encourage Hispanic and cultural education

Increased culturally relevant curriculum and better professional development for teachers regarding Hispanic students.

More awareness of high school programs. More accountability for secondary grades for ESL student progress.

Again, not all Hispanic students are the same and so how can you determine what needs to be improved.

Meaningful and authentic family engagement; teachers that value the cultural reality of our students

To reduce transitional gaps, from Elem to MS, to HS. To provide more funding for Hispanic students.

Más programas bilingües en las escuelas & involucramiento de las familias hispanas en las escuelas.

Having more classes offered to bilingual students so that they really understand the curriculum.

Lack of representation in our curriculum (specifically Latin American Hispanic students).

Que haya mas concejeria para evitar tanto bullying.

More ESL programs. More access to resources.

Highly qualified teachers and more dedicated staff.

Canadian model

Funding and support by our public school system for our charter schools that encourage Hispanic and cultural education.

We need better resources for students with district linguistic and cultural backgrounds. Currently, teachers have to create their own curriculum much of the time and they are not given any extra time to create curriculum, Therefore, making their job harder.

Recruit and retain diverse teachers that is one thing I feel our schools should improve in.

More representation of Hispanic staff; added resources to offer equitable access to all students.

More educators that look like their students and can relate to them. Community/business involvement to help build strong leaders.

More systemized policies in terms of addressing language and culture. Better monitoring of programs in a systemized way.

Definir, planear y organizar/ trayectoria bilingüe de los estudiantes para tener certidumbre del modelo educativo en programas duals. Además de programas bilingües asegurarnos de que los estudiantes hispanos tengan acceso a participar de forma significativa en otros programas escolares disponibles para la población estudiantil en general: cursos para desarrollar habilidades especializadas (CTE) cursos avanzados para obtener créditos

Question 2: What can be improved in our schools for Hispanic students?

¿Qué se puede mejorar en nuestras escuelas para estudiantes hispanos?

para la Universidad.

Additional afterschool programs should be put in place to help Hispanic students. Over the years, those programs have disappeared to the detriment of our students.

Que haya mas concejeria para evitar tanto bullying.

We need to improve in having parents be more involved and having better resources for our children to succeed in their education.

I'm not sure if cultural sensitivity/awareness is a class at the universities but it should be.

The bilingual program could definitely be improved. I have a sister currently in middle school and most of the Spanish language used in her classes and textbooks feels as advanced ESL at best. I don't believe the Spanish language is being teach and/or practice at it's highest level and often times "being bilingual" almost feels as an excuse to fill up the blanks on either language so instead of dominating English and Spanish, the languages are used to cover blanks and helps people back from truly mastering the languages.

Orientaciones a padres y a estudiantes con respect a la educacion en el future.

The personalization to the classes perhaps trying to form a deeper connection with the students about the subjects being taught.

Pienso que no hay mucho que mejorar. Hay various recursos para estudiantes hispanos env arias escuelas.

Increase the amount of time that students are in the program.

Culturally appropriate literacy that students can identify with preventing the fear of feeling incompetent in literacy and numeracy skills, family support and knowledge of opportunities.

Accessibility and awareness of supports for both students and parents, instill trust.

More bilingual teachers, counselors and staff to better assure parents & students.

Parent engagement, support, and partnerships between school and parents.

More extra curriculum programs (no screen time) that involves parents.

Make the programs enjoyable so the kids want to attend and learn.

If we had more educators to be able to teach our children.

Question 3: What prevents more Hispanic students from going to college?

¿Qué impide que más estudiantes hispanos asistan a la universidad?

Existe un tipo de estigma donde se percibe que la universidad y ciertas profesiones no son accesibles para hispanos. No existe suficiente representación hispana en áreas de liderazgo académico. El éxito académico se mide en sus logros demostrados sólo en inglés, de tal forma se crea un conflicto lingüístico y cultural. No hay evidencia donde se valore lo que un estudiante sabe en un idioma diferente al inglés.

Lack of knowledge how to even get started. Need to be aware of programs (like ENMUR TRIO) where an advisor can literally walk a student through the college enrollment and scholarship application processes. ometimes a student may be a first generation college student and may not know where to even begin.

Hispanic students might feel inadequate to participate in college. They may have a low selfimage of themselves because they were identified as an English Learners. Environmental motivation and resources are lacking and make college unattainable. Fear of failure seems to be a key force. (Why try?)

Many students believe that they are not "college bound". This mind set might come from parents, family, community members, and/or school staff. A college education is also seen as too expensive. Many families, for several reasons, do not complete the FAFSA.

Cost of living expenses such as living in the dorms or rent as well as cost of books; expenses outside of tuition.

Another is cultural norms, ties to family, belief that going to work is better than college.

Our middle and high schools are not focused on demystifying this and our parents/communities have been challenged with generations of opportunity gaps and distrust that have never been healed or corrected.

For first generation immigrant or first generation going to college, a lack of believe in their abilities and difficulty in navigating the college application system.

There is a lack of information given to hispanic students from faculty; no one really guides students, students tend to look for and complete things on their own.

La falta de dinero porque al tener que viajar de una zona rural a una ciudad para estudiar se tiene que pagar un alquiler y cuesta mucho dinero.

The dream to do so has not been created by family and school. They have not been prepared to succeed in a college setting by home and school.

Lack of support and influence either at a home level, society level, community level, etc. Support (funding, transportation).

The fear of feeling incompetent in literacy and numeracy skills, family support, and knowledge of opportunities

El que muchos no tengan documentos & no puedan ejercer sus carreras después de recibirse de un colegio o universidad.

No expectations for our students, no counselors to advice and guide students through high school years to

Question 3: What prevents more Hispanic students from going to college?

¿Qué impide que más estudiantes hispanos asistan a la universidad?

graduate.

Wealth inequality, but that's a hard thing to fix when the political system is extremely broken.

Support, financial and emotional. Kids need encouragement to have goals work towards.

The education piece to get students to understand the college application process.

Not knowing where to start and not aware of the resources available to them.

Legal status, lack of language practice both English and Spanish.

Lack of clear counseling, and an understanding of options. Availability of information in multiple languages.

High schools only cater to "A" level students Financial opportunities, parents involvement.

Knowledge about Career Options, support finance and courage.

Institutional racism, transportation, role models,

The education piece to get students to understand the college application process.

El dinero es muy costoso.

Lack of resources for Hispanic students , college advisors high school editors not educated or prepares to aid this specific population of students.

Support, financial and emotional. Kids need encouragement to have goals work towards.

Lack of resources. Even though Hispanic students, in strong bilingual programs, tend to outperform regular students, their access to resources for a college education are not always there. The state is doing better than any other state, by making college free for undergrads, but a good portion of the students still need to help their parents financially, therefore, having to work instead of going to school.

What prevents more Hispanic students from going to college is not being able to afford it and because most of the time they don't qualify for any scholarships.

ACEs, Educational disparities...early exposure to higher education...lack of access to resources...financial strains...lack of support and guidance for first generation students.

Lack of parental/community/school involvement. Not enough information & scholarships in dual languages.

Accountability.

The achievement gap due to insufficient attention or monitoring of language/culture. Lack of money is a big one also. Lack of parental familiarity with the bureaucratic requirements to get into or fund college.

Additional support to navigate the system should be in place. A lack of knowledge of the HS/college application process can prevent students from applying/acceptance to college.

Many families, for several reasons, to not complete the FAFSA.

The majority of the time, Hispanic student are seen as lazy and unmotivated. We need to give them the opportunity to see what

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a higher education can give them and the value it has.

There is a lack of information given to Hispanic students from faculty; no one really guides students, students tend to look for and complete things on their own.

Not enough motivation programs directed toward Hispanic students.

Economic hardships and immigration issues; higher education should be free across the board.

Lack of knowledge of all the resources available.

The fact that they don't have all the information necessary, parents need to be informed of all resources as well.

Quizá lo que impide es que hay muchas familias de bajos recursos que quizá no tengan el suficiente apoyo para continuar con sus estudios.

The fact that they don't have all the information necessary, parents need to be informed of all resources.

El que muchos no tengan documentos & no puedan ejercer sus carreras después de recibirse de un colegio o universidad.

School counselors not getting to know the students are actively helping them with applications and access to scholarship information.

Question 4: What prevents more Hispanic students from participating in career readiness programs? ¿Qué impide que más estudiantes hispanos participen en programas de preparación para ir a la universidad?

Some students do not have an information in regard to programs available in the community to help them with college prep/enrollment. Some students do not know they get scholarships to go to college for being a Hispanic/ESL student. Information needs to be shared between advisors and students. Collaboration with college readiness programs and K12 needs to be available for students and their families.

Career readiness programs are a great pathway for any student as long as they can listen, speak, read and write in English. Technology is a specialized language with specific terminology. This barrier offers two views. The craft seems too difficult and unattainable. Or the student has underlying proficiency of the craft but cannot express himself/herself because of a lack of the specific terminology.

I think many high school seniors start working early in high school careers and seem to be content with continuing the same part time work after high school. The part time work offers stability, and the student can help the family, so separating from this job to attend college is a daunting thought for some students.

Desanimarse por no tener papeles o un estatus legal para trabajar legalmente en el país después de recibirse de una carrera. No conocer los recursos que existen para familias hispanas, incluso para estudiantes indocumentados que pueden aplicar para ayuda financiera estatal.

Algunas oportunidades no están disponibles para estudiantes de origen hispano. Si el estudiante es identificado como "EL", los servicios para mejorar sus habilidades lingüísticas en inglés se conflictúan con la participación en otros programas.

Students are not informed because schools only "groom" students with a minimum "B" average. For example, NMABE held a student leadership conference. Albuquerque HS only opened this opportunity to students in the Spanish National Honor Society.

The difficulty in signing up. The lack of communication from the career readiness liaisons. Not enough recruitment in terms of phone calls, mailers, making a personal connection.

These are usually not conducted in ways that are authentic and meaningful. Ultimately, the students that benefit are the students that may not have needed it in the first place.

There are not sufficient opportunities for them to consider the different careers that are available for their specific interest, skill set, etc.

I'm Mexican and I was never told about any kind of program when I was in school, so I guess spreading awareness would be a good start.

Lack of support and influence either at a home level, society level, community level, etc. Lack of knowledge of programs that exist.

Access to those programs. More knowledgeable team members to offer those possibilities to everyone as op

Question 4: What prevents more Hispanic students from participating in career readiness programs? ¿Qué impide que más estudiantes hispanos participen en programas de preparación para ir a la universidad?

posed to being selective.

The fear of feeling incompetent in literacy and numeracy skills, family support, and knowledge of opportunities, role models.

Like commented above, there is a lack of information that students are receiving on opportunities for them.

Lack of information at an earlier age/ mid school. Lack of educating and communicating with our parents.

Again, not really knowing about the programs or receiving any guidance or encouragement to participate.

I don't want to assume that they aren't participating in career readiness programs.

The lack of administration to go out and bring these programs to their schools.

Not having the same opportunities to develop, not just educational but social.

The lack of parent knowledge or outreach to community from the stakeholders.

El saber que no contarán económicamente con ese dinero que se necesita.

Not enough awareness and collaboration with parents and schools.

Lack of understanding of what's available and how to access it.

Awareness of programs and where to start.

Having to help family or work outside home.

Information? I don't know.

Financial opportunities

Knowledge about them (scholarships)

Lack of awareness.

Suppression

Awareness

There are not a lot of programs and also there is a lot of classes you have to take before you go into the career.

El estatus migratorio

The failure to educate the parents sometimes Hispanic parents don't allow students to participate in programs because they think the programs cost money.

Quizá muchos estudiantes no tienen el interés de prepararse. Sería bueno hacerlo un requisito en high school.

Desanimarse por no tener papeles o un estatus legal para trabajar legalmente en el país después de recibirse de una carrera. No conocer los recursos que existen para familias hispanas, incluso para estudiantes indocumentados que pueden aplicar para ayuda financiera estatal.

Question 5: Name up to three things that could improve our schools for Hispanic students. Mencione tres cosas que podrían mejorar en nuestras escuelas para servir mejor los estudiantes hispanos.

Offer quality "effective and sustained" bilingual models. This means that teachers must be prepared at the university. Our colleges and university need to make bilingual education attractive and attainable. Bilingual Educations in investment. Bilingual educations need to be the "New Mainstream". Bilingual education and its teachers are viewed as a supplement, a remedial or even a necessary evil. The State of NM needs to live up to its constitutional creed and invest! Hispanic students need to be invited to participate in a bilingual world. The Reyes, Garcia, Martinez's of the world need to know that monolingualism is not American. The American Dream begins with the power of Languages, not just English. Their parents need to understand that the great gift they can give is LANGUAGE. The gift of languages allows one to become more than just American or Hispanic, but a World Citizen!

Acceso claro, consistente y confiable a la información referente a los servicios educativos disponibles; (2) Preparación de maestros y profesionales de la educación con una perspectiva multilingüe, incluyendo desarrollo profesional para mejorar la práctica pedagógica, la implementación de estrategias para desarrollar "biliteracy" y el uso efectivo de los materiales de instrucción; (3) Poner en práctica un reglamento para asegurar que las escuelas hagan todo lo posible para entender, incluir, e incentivar la participación de estudiantes y comunidades hispanas en la toma de decisiones.

I would like to see a program that offers high school credit to students who are forced to work due to family circumstances. Perhaps more internships or courses that focus on work experience. Additionally, I think more high school courses could be offered that will be relevant to students after graduation. For example, Financial Literacy, Taxes, Paying for College, etc.

Programas bilingües que implementen e impulsen la diversidad cultural. 2. Educación basada en las necesidades específicas de cada estudiante individual, en el idioma español para aquellos recién llegados al país.

3. Más involucramiento de las familias hispanas en las escuelas. (Proveer juntas con maestros con la ayuda de traductores, información en español, etc.)

Spanish speaking staff, teachers, advisors, etc. to help students feel visible and heard. Material/terminology needs to be taught in both English and Spanish for better understanding when it comes to translation. Programs need to be available for instructors who only speak English so they can learn Spanish and better accommodate ESL students.

An equity literate lens that supports NM families all the way through and into college and career readiness.

Stronger and clearer partnering with parents and communities even prior to PreK. More communitybased supports that can support parents and students to navigate life with purpose.

Question 5: Name up to three things that could improve our schools for Hispanic students. Mencione tres cosas que podrían mejorar en nuestras escuelas para servir mejor los estudiantes hispanos.

Offer more courses in Spanish 2. Offer field trips so students can learn more about Hispanic culture and history.

It's all around us, we just need to appreciate it. 3. Offer exchange programs with other schools so students can learn more about other parts of our state.

Hire more teachers that come from our community. Make available more workstudy programs during the High School years so our children can experience different career pathways. Include parents and community members in true decision-making councils at the school level.

Train employees to educate the whole child, not just the topic. Colleges in NM need to do better at recruiting.

There is very minimal or not engaging enough contact with students in NM to make them want to go to college or careers.

Money for campus visits, speakers, career day, night school for parents. 2) Requiring parent attendance to learn how to support their child through K12 and beyond. 3) Schools that promote higher education and trade schools.

Highly Qualified Teachers who receive quality professional development. High expectations for all students.

High Active Family and Community Engagements to become informed of the pathway for college and career readiness.

More access to community resources Encouraging staff as opposed to shaming staff for students not being properly bilingual (based on my own experience) One on one practices when possible.

Highly qualified teachers. Teachers, administrators that reflect our student population. Equally distribute money and resources to our schools. More culturally responsive curriculum.

Better stipends for bilingual teachers More Spanish teaching resources More diversity with learning materials, IE: showing the rest of the Spanish-speaking world aside from Spain.

Better training for educators and students, a school vision that is embraced by all staff, students, families, and community, and high expectations for all. Amen

Stop forcing Spanish instruction for Hispanics, Stop assuming that Hispanic students are poor, and Stop assuming that Hispanics should be blue collar workers.

Educating teachers about the Hispanic experience, recruiting more Hispanic teachers, including culturally relevant curriculum that students can connect with.

Continual bilingual education past 5th grade, enough grade appropriate material (text, local resources, etc.), and ethnic studies courses at a young level.

Doing college outreach programs for students and families, incorporating authors that reflect students backgrounds, and services thru community schools, tutors and more dedicated staff that is spread out to others students

Education in the programs, Strong teachers with enthusiasm to teach and engage, and parent buy in.

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Opportunities to be proud of who they are, learning about their culture and history.

More educators, more options of classes in Spanish and involvement with parents.

More bilingual counselors and teachers. Increased accountability.

Parent involvement, parent support, student mentorship

Tutors; internships; early leadership opportunities, instruction in English & Spanish, Educators and Courses.

Canadian Model

More funding for bilingual programs so that more students can benefit from the huge benefits of Bilingual education.

1 More homework 2 More skill building activities 3 More diversity programs

Recreating the education system Centering students' culture and language in curriculums,
Equitable access to education resources.

More parent/Community/school involvement, educators that care & are willing to invest in
Students, no rundown school and upgrade technology.

1. Address in a systematic and regular way the language skills/needs of students. 2. Culturally
appropriate/sensitive curriculum. 3. Regular collaboration with students' families.

Más consejería para que haya menos bullying y racismo. Más información en español para los padres que
nos ayude a impulsarlos y que las becas sean más fáciles de conseguir sin tanto requisito.

I would like to see a program that offers high school credit to students who are forced to work due to family circumstances.

Perhaps more internships or courses that focus on work experience.

Additionally, I think more high school courses could be offered that will be relevant to students after
graduation. For example, Financial Literacy, Taxes, Paying for College, etc.

Community-based supports that can support parents and students to navigate life with purpose.

Resources Inclusiveness Information on higher education.

Teachers who are certified in teaching Spanish.

Doing college outreach programs for students and families, incorporating authors that reflect students' back
grounds, and more incentives to Hispanic students since they are in kinder, acknowledge of the culture
where they come from... more dual language programs, and promotion of the Bilingual Seal Certificate

A paid day off from work so every parent has a chance to understand the school system and dialogue with its
personnel, more funding for after school events to invite parent involvement: auctions, talent shows for all to participate,
Mother's Day celebrations and more.

Question 5: Name up to three things that could improve our schools for Hispanic students. Mencione tres cosas que podrían mejorar en nuestras escuelas para servir mejor los estudiantes hispanos.

Better Spanish programs. Stop treating Spanglish as a “fill up the blanks” thing Promote jobs and opportunities for undocumented and short-term immigrants who can help the students based on their experience rather than on theory Promote high level English classes to Hispanic and immigrant students.

Bilingual programs More financial assistance More programs for our community.

* Orientaciones * Becas * programas de apoyo.

Communications between parents, teachers and students.

1. Darles varios programas sobre prepararse para la universidad. 2. Ayudar a familias con bajos recursos.
3. Ofrecer apoyo de consejería, con esto de los “school shootings”, preparar a estudiantes de estas cosas y ofrecer mas apoyo.

Meaningful curriculum that meets the needs of the students, cultural sensitivity, and teachers that push the students.

Money for campus visits, speakers, career day, night school for parents. 2) Requiring parent attendance to learn how to support their child through K12 and beyond. 3) Schools that promote higher education and trade schools.

NEXT STEPS

The data collected during the HEA Listening Tour impacts various areas of work within the NMPED. The Hispanic Education Bureau (HEB) will collaborate and partner with internal and external partners in using the data when making decisions that impact Hispanic students and families. For example, the data collected about bilingual multicultural education programs and English learner students is related to work within the purview of the Language and Culture Division, and the HEB will collaborate when appropriate. The data collected about college and career readiness is related to work within the College and Career Readiness Bureau (CCRB), and the HEB will partner with the CCRB as needed. Most of the data collected may not be directly within the purview of the HEB, yet the duties of the Hispanic Education Liaison can support the use of the data in the following ways: advising the secretary regarding matters that impact Hispanic students and families, implementing components of the strategic plan, supporting the Hispanic Education Advisory Council, collaborating internally, serving as a resource for districts and charters, and supporting family engagement. The duties of the Liaison can be found here: [22-23B-4.B.\(1\)-\(6\)](#).

To ensure the HEB continues to build relationships with Hispanic communities, the listening tours will continue in the Spring of 2023. Data collected from the Spring 2023 listening tour will be added to this report.