

# *Bilingual Multicultural Education Programs*

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**Carlos Avila, BMEP Specialist**  
Language and Culture Division  
**Government to Government  
Summit**

May 12, 2023



# Purpose of Presentation

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- Program Eligibility for Financial Support
- Bilingual Multicultural Education Programs (BMEPs) General Overview
- Latest Trends in Student Populations and EL representation.
- BMEP Applications
- NEW Program Membership Forms- School Budget Bureau
- BMEP Instruction, Assessment, Personnel, and Professional Development
- STARS Data Validations: 40th day, 80th day, and 120th day
- Technical Assistance Focused Monitoring Visits (TAFMs)
- BME Annual Progress Report

# Program Eligibility for Financial Support

**6.32.2.10 PROGRAM ELIGIBILITY:** To be eligible for financial support, each program shall:

- A.** provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through 12, with priority to be given to programs in grades kindergarten through three, in any public school or any combination of public schools in a district;
- B.** fund programs for culturally and linguistically different students in the state in grades kindergarten through three, for which there is an identifiable need to improve the language capabilities of both English and the home language of these students, before funding programs at higher grade levels;
- C.** use two languages as mediums of instruction for any part or all of the curriculum of the grade levels within the program;
- D.** establish a parent advisory committee, representative of the languages and cultures of all the students in the program, to assist and advise in the development, implementation, and evaluation of the program;
- E.** provide procedures to ensure that parental notification is given annually prior to program placement; and
- F.** provide personnel endorsed in bilingual education, modern classical and native languages, TESOL, or certified in Native American language and culture. The secretary of education may authorize other personnel to implement programs if qualified personnel are not available by the submission of an approved program design that addresses recruitment, professional development, and staffing patterns.

The bilingual cost differential is part of the SEG and thus operational. How may the differential support BMEP elements?

- High Quality Instructional Materials
- Professional Development
- Assessments

# BMEPs General Overview

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# BMEP Goals

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- In the BME Act of 1973, program goals are for all students, including English Learners, to:
  - Become bilingual and biliterate in English and a second language
  - Meet state academic content standards and benchmarks in all subject areas

Click [here](#) to access BME Act

Bilingual Multicultural Education Act  
*New Mexico State Statute: 22-23-1*

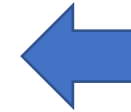


# Bilingual Day- BMEP Recognition Awards



## BMEP Excellence Awards

- Coronado Elementary
- Dolores Gonzales Elementary
- New Mexico International School
- Truman Middle
- Rudolfo Anaya Elementary



Awarded for maintaining consistent performance over the course of multiple years.

## BMEP Recognition Awards

- East San Jose Elementary
- Edward Gonzales Elementary
- Esperanza Elementary
- Ernie Pyle Middle
- Hayes Middle
- Puesta del Sol Elementary
- Tierra Encantada Charter

# Bilingual ≠ EL

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- Using or able to use two languages especially with equal fluency (Merriam Webster Dictionary).
- Could be **any** two languages
- Bilingual thus can refer to any of the following students:
  - Initially fluent English proficient (IFEP)
  - English learner (EL)
  - Reclassified fluent English proficient (RFEP)

# Student Language Classification in BMEPs

English Learners (ELs)

Initially Fluent English  
Proficient Students  
(IFEP)

Reclassified Fluent  
English Proficient  
Students (RFEP)



# BMEP Languages

## BMEP Models

### American Sign Language

### Native American Languages

### Spanish

Jicarilla Apache  
Keres  
Lakota  
Navajo  
Tewa  
Tiwa  
Towa  
Zuni

- Dual Language
- Enrichment
- Heritage
- Maintenance
- Transitional

*Latest Trends-  
Student Population, BMEP  
models, Language  
Programs*

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# Student Participation in BMEPs by Ethnicity



Student Participation in BMEPs by Ethnicity SY 2016–2017 to SY 2021–2022							
Year	Total # of Students	Total # of Hispanic Students		Total # of Native American Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY16–17	337,056	38,215	168,581	7,661	26,770	3,971	91,858
SY17–18	327,476	37,102	162,069	7,514	25,831	3,662	91,298
SY18–19*	322,776	35,783	163,757	7,025	25,414	3,417	87,380
SY19-20*	320,581	36,030	162,938	7,246	25,257	3,330	85,780
SY20-21*	306,504	33,687	159,594	7,073	24,661	2,919	78,570
SY 21-22*	308,265	34,566	159,781	6,885	25,095	3,124	78,814

Source: STARS 80th day

Native American students accounted for 10 percent (31,980) of the total population attending New Mexico’s districts. Native American students comprised 15 percent (6,885) of all students in BMEPs

# Number of Students enrolled in Native American Language BMEPs

Student Participation in Native American Language Programs  
SY2016–2017 to SY2021–2022

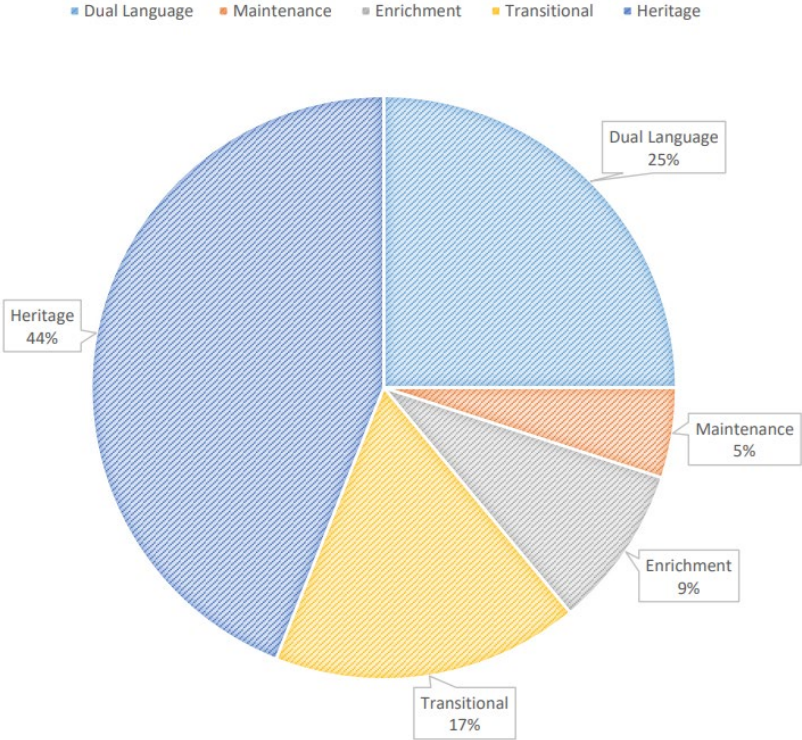
Year	Language and Number of Students Enrolled							Total
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	
<b>SY16–17</b>	5,366	379	444	119	32	87	868	7,295
<b>SY17–18</b>	5,321	321	493	288	55	91	825	7,394
<b>SY18–19*</b>	4,784	255	454	232	25	90	902	6,742
<b>SY19–20*</b>	4,648	280	663	291	48	49	989	6,968
<b>SY20-21*</b>	4,889	281	767	173	34	79	1,047	7,270
<b>SY21-22*</b>	4,983	248	649	171	13	54	927	7,045

\*STARS 80th day (data in previous years taken out of district self-reported SharePoint Instructional Plans)

Source: STARS 80<sup>th</sup> day

# Percentage of BMEPs by Model- 2021-2022

There are 62\* districts with BMEPs. There are 518 BMEP models implemented within 418 schools. Many schools offer more than one BMEP model to best meet the needs of their students.

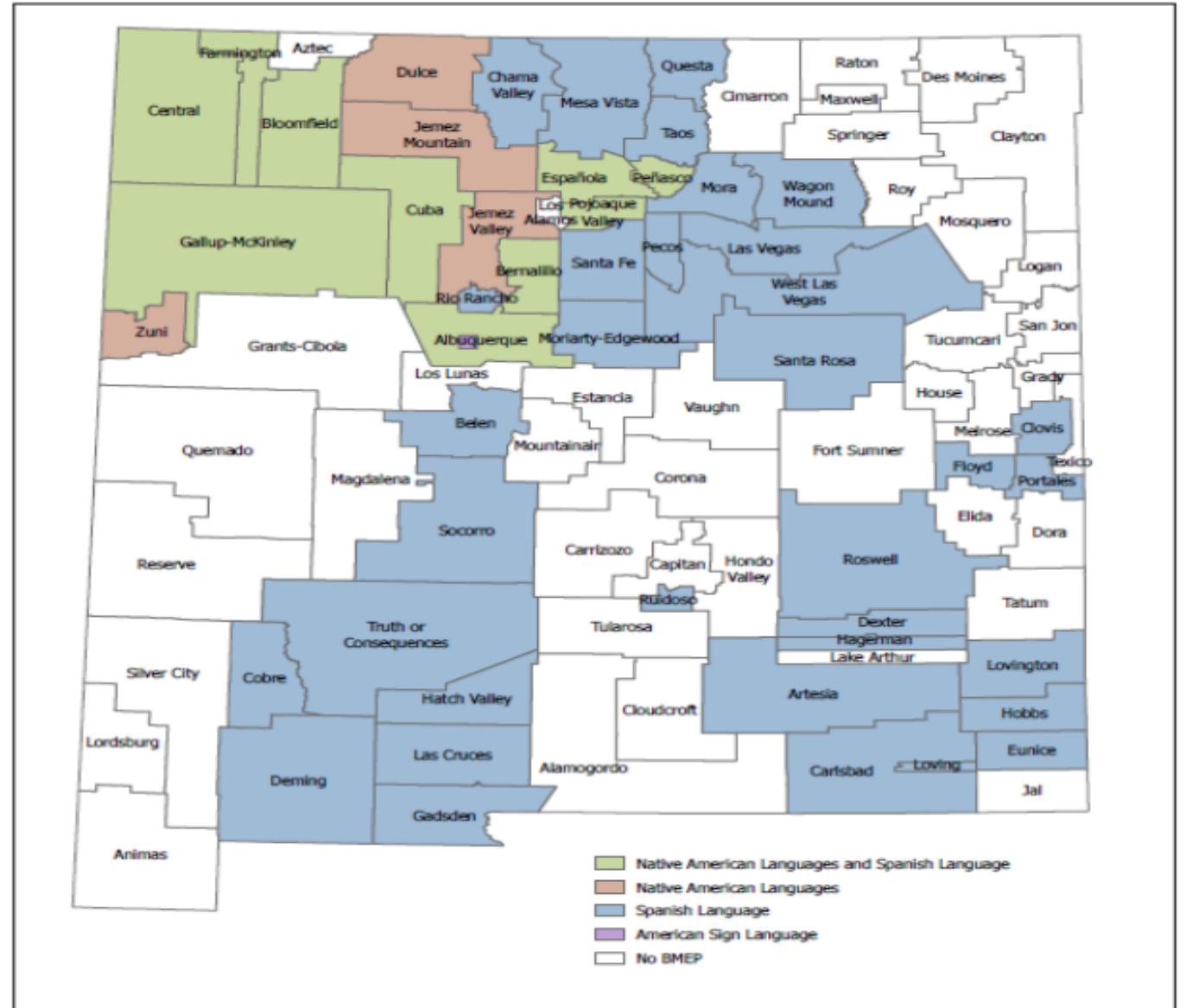


SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2021-2022

\*Includes districts, district authorized charter schools, and state authorized charter schools.

# District Participation by Language in the States BMEPs- 2021-2022

## Bilingual Multicultural Education Programs 2021-2022



Prepared for: NM Public Education Department (PED)  
Sources: NM PED, U.S. Census Bureau (geometry)  
Date: January 2023



# BMEP Annual Cycle



Submit BMEP Application.



BMEP Application Review and Approval.



BMEP instruction, assessment, personnel, and professional development.



STARS Data Validations for 40<sup>th</sup> day, 80<sup>th</sup> day, 120<sup>th</sup> day and TAFM Visits.



Annual Progress Reporting due every year on September 30<sup>th</sup>

*Bilingual  
Multicultural  
Education Program  
(BMEP) Application*

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# Continuing BMEP Application in SharePoint

NEW MEXICO Public Education Department

BMEP Home BMEP Application BMEP Annual Report BMEP Report BMEP Directors Supporting Documents

Search this site

## NM Public Education Department



State Bilingual Multicultural Education Program  
Funding Application SY 2023-2024

**Continuing Program Application**

Initial Program Application

*If your district, school, or charter school did not have an approved BMEP application in SY 2022-2023, please contact [Carlos.Avila@ped.nm.gov](mailto:Carlos.Avila@ped.nm.gov) to gain access to the BMEP Initial Program Application for 2023-2024. Thank you.*



# Continuing BMEP Application



**Prerequisite:** BME Annual Progress reporting is completed in SharePoint for the previous year.

Continuing Program Application includes the following 2-steps:

1. District/ Charter School BMEP Information:

School names of those who will continue BMEP, grade levels, languages, and models that each school will implement in the BMEP

2. District/ Charter School Assurances and Affirmation of Tribal Consultation  
(if applicable)

# Affirmation of Tribal Consultation

The purpose of the Affirmation of Consultation document for Local Education Agencies is to establish a tribal consultation process that enhances the relationship between LEAs and the Tribes, Nations and Pueblos of New Mexico Per section 8538 of the Elementary and Secondary Education Act as amended by Every Student Succeeds Act requirements. The affected local educational agencies (LEAs) must consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs.

Please see the current Affirmation of Tribal Consultation form that can be found on the Indian Education Division website

[Tribal Consultation – New Mexico Public Education Department \(state.nm.us\)](https://www.state.nm.us/education/indian-education-division/tribal-consultation)

# Important Note

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State regulation outlines the requirement for Affirmation of Tribal Consultation.

(5) evidence of prior tribal consultation in program planning in accordance with the Indian Education Act 22-23A-1 through 22-23A-8 NMSA 1978; public schools providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall obtain approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children; and

(6) districts providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall provide notification of approval and the application approved by the department to tribal councils or other appropriate tribal entities with authority to make education decisions on behalf of Native American children.

6.32.2.11 (B) (5) and (6) NMAC

# Initial BMEP Application

1. To Access Initial Applications this districts/ charter schools need to go to SharePoint as well.

NEW MEXICO Public Education Department

BMEP Home [BMEP Application](#) BMEP Annual Report BMEP Report BMEP Directors Supporting Documents

Search this site

BMEPNew

## NM Public Education Department



State Bilingual Multicultural Education Program  
Funding Application SY 2023-2024

[Continuing Program Application](#) [Initial Program Application](#)

*If your district, school, or charter school did not have an approved BMEP application in SY 2022-2023, please contact [Carlos.Avila@ped.nm.gov](mailto:Carlos.Avila@ped.nm.gov) to gain access to the BMEP Initial Program Application for 2023-2024. Thank you.*

# NEW Program Membership Forms- School Budget Bureau

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- In accordance with New Mexico Statutes, districts/ charter schools intending to apply for an **Initial BMEP** must indicate this in the NMPED School Budget Bureau's New Program Membership Projections form for FY25 under Bilingual Multicultural Education in order to be eligible to complete an Initial BMEP Application for SY 2024-2025.
- A NEW BMEP includes a school within a district or a charter school that did not have an approved BMEP application on file in the prior fiscal year. They are considered an Initial BMEP.
- NEW MEM Projections are due to School Budget in the Fall.
- For additional information on the NEW MEM Projection, please contact School Budget Bureau and view their [website](#).

*BMEP Instruction,  
Assessment,  
Personnel, and  
Professional  
Development*

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# BMEP Instruction — Hours

- **1st hour** of each program for all BMEP students: home/heritage language arts (in program language)
- **2nd hour** for ELs: English language development (ELD)
- 2nd hour for IFEP/RFEP: Content area in program language
- 3rd hour for all students: Content area in program language
- Maximum hours funded = 3 hours

To learn more about BMEP Instructional Requirements, click [here](#)

BMEP Endorsement Requirements: High School Grades 9–12				
TEACHING LICENSE REQUIREMENTS				
AS REQUIRED BY THE PROFESSIONAL LICENSURE BUREAU FOR SPECIFIC GRADE LEVELS TAUGHT PLEASE VISIT THE PROFESSIONAL LICENSURE BUREAU'S WEBSITE THAT MAY BE ACCESSED AT: <a href="http://ped.state.nm.us/licensure/index.html">HTTP://PED.STATE.NM.US/LICENSURE/INDEX.HTML</a>				
PROGRAM HOURS*	LANGUAGE ARTS IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
	Jicarilla language arts Keres language arts Navajo language arts Tewa language arts Towa language arts Zuni language arts  Course codes 1271, 1272, 1273 and 1268	-Native American language and culture (NALC) certificate • Teaching license not required for Native American languages only	One hour (60 minutes) of home/heritage language arts instruction	<ul style="list-style-type: none"> <li>• English Learners (ELs)</li> <li>• Reclassified fluent English proficient (RFEP) students</li> <li>• Initial Fluent English Proficient (IFEP) students</li> </ul>
	Spanish language arts  Course codes 1277, 1278, 1279, 1280, 1202 and 1203	-Bilingual endorsement AND -Modern, classical, and native languages (MCNL) endorsement		
PROGRAM HOURS*	ENGLISH LANGUAGE DEVELOPMENT/ ENGLISH AS A SECOND LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
2 <sup>nd</sup> Hour	ELD/ESL Course code 1062  ELA-ELD Course code 1064, 1065, 1066, and 1067  <i>Language arts endorsement required for courses 1064-1067 only</i>	-TESOL endorsement  -TESOL endorsement AND -Language arts endorsement	One hour (60 minutes) or equivalent of English language instruction	<ul style="list-style-type: none"> <li>• ELs only</li> </ul>



# Instruction- Native American Language Programs

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**B.** Public schools providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall obtain approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children. An approved program shall include:

- (1) instruction to attain language proficiency and literacy skills in English and a Native American language (where tribal language is written); for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking and comprehension;
- (2) instruction to attain academic achievement in English and a Native American language;
- (3) sheltered content instruction;
- (4) standardized curriculum, including instructional materials with scope and sequence, that is aligned with the state academic content standards, benchmarks and performance standards, unless otherwise agreed to in writing by the department in accordance with the Indian Education Act Article 23A;
- (5) instruction in the history and cultures of New Mexico Native American tribes; and
- (6) culturally and linguistically responsive instruction designed to develop cross-cultural skills.

6.32.2.12 NMAC

# BMEP Instruction — Standards for 1<sup>st</sup> Hour

- American Council on the Teaching of Foreign Languages (ACTFL)'s world readiness standards for learning languages or Diné Oral Language Standards, could be used to support BMEPs with Native American languages as the program language as appropriate.
- State-adopted Spanish language arts standards are used in the 1st hour of BMEPs with program language of Spanish



**Office of Standards,  
Curriculum &  
Assessment Development**

**ESTÁNDARES COMUNES  
ESTATALES PARA**



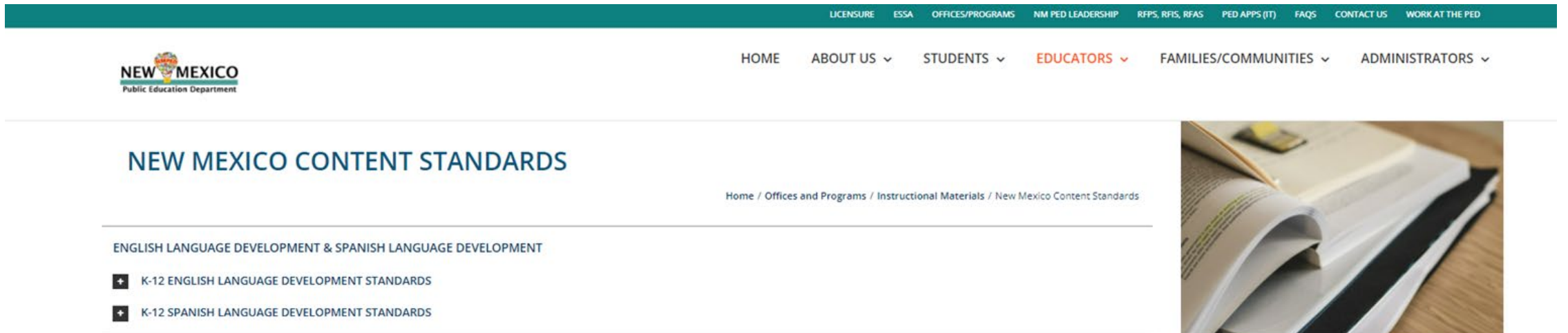
**LAS ARTES DEL LENGUAJE EN ESPAÑOL  
Y PARA LA LECTO-ESCRITURA EN  
HISTORIA Y ESTUDIOS SOCIALES,  
CIENCIAS Y MATERIAS TÉCNICAS**

*GRADOS K-5*

# BMEP Instruction — Standards 2nd Hour for EL Students

- State-adopted English language development (ELD) standards are used in ELD (2nd hour of the program for ELs)

To learn more about ELD standards, click [here](#)



The screenshot shows the New Mexico Public Education Department website. At the top, there is a green navigation bar with links for LICENSURE, ESSA, OFFICES/PROGRAMS, NM PED LEADERSHIP, RFPS, RFS, RFAS, PED APPS (IT), FAQs, CONTACT US, and WORK AT THE PED. Below this is a white navigation bar with links for HOME, ABOUT US, STUDENTS, EDUCATORS, FAMILIES/COMMUNITIES, and ADMINISTRATORS. The main content area features the New Mexico Public Education Department logo on the left and the heading "NEW MEXICO CONTENT STANDARDS" in blue. Below the heading is a breadcrumb trail: Home / Offices and Programs / Instructional Materials / New Mexico Content Standards. Underneath, there is a section titled "ENGLISH LANGUAGE DEVELOPMENT & SPANISH LANGUAGE DEVELOPMENT" with two expandable menu items: "K-12 ENGLISH LANGUAGE DEVELOPMENT STANDARDS" and "K-12 SPANISH LANGUAGE DEVELOPMENT STANDARDS". On the right side of the page, there is a photograph of an open book with a pencil resting on it.

# Instruction — Instructional Materials

SLA and ELD are part of the Instructional Materials Bureau’s High Quality Instructional Materials reviews.

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## HIGH QUALITY INSTRUCTIONAL MATERIALS (HQIM) REVIEWS WEBSITE

Our **High Quality Instructional Materials (HQIM) Reviews** website contains reviews conducted by New Mexico educators for New Mexico educators. Level II and Level III educators from across New Mexico review the submitted instructional materials for alignment with state-adopted standards and other high-quality criteria. Please visit the website for review scores, appraisals, and other useful information about K-12 Math, English Language Arts, Spanish Language Arts, English Language Development, and World Languages core instructional materials.

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## ADOPTED MULTIPLE LIST—ALL SUBJECTS (REVISED 1.28.22)

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2021 ADOPTED MULTIPLE LIST FOR K-8 ENGLISH LANGUAGE ARTS (ELA), SPANISH LANGUAGE ARTS (SLA), ENGLISH LANGUAGE DEVELOPMENT (ELD), AND WORLD LANGUAGES (WL) CORE AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS (REVISED 1.28.22)

- [+ 2021 ELA, SLA, ELD, AND WL ADOPTION INFORMATION](#)
  - [+ 2021 ELA, SLA, ELD, AND WL RUBRICS](#)
  - [+ 2021 ELA K-8 REVIEW TEAM APPRAISALS OF CORE INSTRUCTIONAL MATERIAL BY PUBLISHER](#)
  - [+ 2021 SLA K-8 REVIEW TEAM APPRAISALS OF CORE INSTRUCTIONAL MATERIALS BY PUBLISHER](#)
  - [+ 2021 ELD K-8 REVIEW TEAM APPRAISALS OF CORE INSTRUCTIONAL MATERIALS BY PUBLISHER](#)
  - [+ 2021 WL K-8 REVIEW TEAM APPRAISALS OF CORE INSTRUCTIONAL MATERIALS BY LANGUAGE AND PUBLISHER](#)
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HQIM Reviews

Instructional Materials Staff

▶ **New Mexico Content Standards**

Private Schools

Publishers

Resources and Information

To learn more about HQIM Reviews, click [here](#)

# Assessments

- In addition to the statewide summative assessments, all students in BMEPs are assessed for the home/heritage (program) language.
- Native American language proficiency assessments can be administered as required by Nations, Tribes, and Pueblos as appropriate.
- BMEPs with program language of Spanish administer the Avant STAMP statewide Spanish language proficiency assessment.

# Personnel Requirements

- Specific Endorsement requirements depending on the grade level and courses taught
- Please ensure appropriately licensed and endorsed staff is available for the BMEP

To learn more about BMEP Personnel Requirements, click [here](#)

BMEP Endorsement Requirements: Middle School Grades 6–8				
TEACHING LICENSE REQUIREMENTS				
AS REQUIRED BY THE PROFESSIONAL LICENSURE BUREAU FOR SPECIFIC GRADE LEVELS TAUGHT PLEASE VISIT THE PROFESSIONAL LICENSURE BUREAU'S WEBSITE THAT MAY BE ACCESSED AT: <a href="https://webnew.ped.state.nm.us/bureaus/licensure/">HTTPS://WEBNEW.PED.STATE.NM.US/BUREAUS/LICENSURE/</a>				
PROGRAM HOURS*	LANGUAGE ARTS IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
1 <sup>st</sup> Hour	Jicarilla language arts Keres language arts Navajo language arts Tiwa language arts Tewa language arts Towa language arts Zuni language arts  Course code 1260	-Native American language and culture certificate (NALC) • Teaching license not required for Native American languages only	One hour (60 minutes) of home/heritage (target) language arts instruction	<ul style="list-style-type: none"> <li>• English Learners (ELs)</li> <li>• Reclassified fluent English proficient (RFEP) students</li> <li>• Initial Fluent English Proficient (IFEP) students</li> </ul>
	Spanish language arts  Course code 1276	-Bilingual endorsement AND -Modern, classical, and native languages (MCNL) endorsement		
PROGRAM HOURS*	ENGLISH LANGUAGE DEVELOPMENT/ ENGLISH AS A SECOND LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
2 <sup>nd</sup> Hour	ELD/ESL Course code 1062	-TESOL endorsement	One hour (60 minutes) or equivalent of English language instruction	<ul style="list-style-type: none"> <li>• ELs only</li> </ul>
	ELA-ELD Course code 1063  <i>Language arts endorsement required for course 1063 only</i>	-TESOL endorsement AND -Language arts endorsement		
PROGRAM HOURS*	CONTENT AREA IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
3 <sup>rd</sup> Hour	Science Math Social studies Fine arts  Various course codes may be allowable, but must be designated	-NALC certificate • Teaching license is required for content areas taught in Native American languages AND -Content area endorsement **	One hour (60 minutes) or equivalent of content area instruction in home/heritage (target)	<ul style="list-style-type: none"> <li>• ELs</li> <li>• RFEPs</li> <li>• IFEPs</li> </ul>
		-Bilingual endorsement AND		

# BMEP Professional Development

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- Public school districts shall provide professional development to teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers in the areas of:
  - research-based bilingual multicultural education, language revitalization programs and implications for instruction;
  - best practices of English as a second language (ESL); English language development (ELD), bilingual multicultural education and language revitalization programs;
  - classroom assessments that support academic and language development;
  - principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and
  - effective practices of program

6.32.2.13 NMAC








*STARS Data Validations  
40th day, 80th day, and  
120th day*

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# Comprehensive STARS Data Review

Check for reported BMEP course codes, program language, and program intensity (hours), program models, to validate membership in each BMEP by district and school

 <a href="#">BEP and ELL District Hours</a>	The report can deliver the count of BEP Students, 1hr, 2hr, 3hr, FTE, 1hr ELL BEP, 2hr ELL BEP, 3hr ELL BEP by each School selected. Filters: None Single or multi selection - (District: Single) (School: Multi)	12/19/2018 1:46 PM	Approved
 <a href="#">BEP Query Missing Data</a>	For Students with Program Fact = BEP, report checks for missing data in the following fields: Current Grade, Race / Ethnicity, LEP Eligibility, Immigrant, Program Intensity, Program Participation, and Primary Language	4/11/2022 10:53 AM	Approved
 <a href="#">BEP Query</a>	Use this report starting with SY21. See Prior School Years folder for previous school years.  The report can deliver the total # of kids by District/School or a list of the kids by School who are in BEP.	9/23/2022 8:58 AM	Approved
 <a href="#">BEP Teachers with License Number</a>	Provides a list of BEP teachers.	3/2/2021 2:52 PM	Approved
 <a href="#">Bilingual District Hours and FTE Approved Schools by Location Fact</a>	The report can deliver the count of BEP Students, 1hr, 2hr, 3hr, FTE by each BEP Approved School in Location Fact selected. Filters: None Single or multi selection - (District: Single) (School: Multi)	12/21/2018 10:27 AM	Approved
 <a href="#">Bilingual District Hours and FTE</a>		12/17/2018 2:14 PM	Approved
 <a href="#">Detailed Class Roster - BEP Courses</a>		12/14/2022 9:16 AM	Approved

# Licensure Discrepancy for Courses

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- As part of STARS data validation, licensure discrepancies for educators in the BMEP are reviewed and correction requests are made.

## Licensure Discrepancy for Courses by District, Location



School Year: 2021-2022

Snapshot Date: 2022-03-01 - 120D

Charter Status: Charter, Non-Charter

District Name	Location Name	Dist Code	Loc ID	Loc Org Type Code	Staff Name	Lic#	Course Code	Course Name	BEP	Course Qualification Status	Staff Qual Sta
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*Technical Assistance  
Focused Monitoring  
Visits (TAFMs)*

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# What are TAFM Visits?

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- TAFMs are conducted in two phases:
  - First, the onsite review is conducted.
  - Virtual leadership interviews occur within a few days after the onsite review.
- After TAFM is conducted, a letter is sent to the superintendent explaining the findings and providing recommendations and next steps, in accordance with laws and regulations.

To view TAFM letters from prior visits, please click [here](#)

*BME Annual Progress  
Reporting*

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# BME Annual Progress Reporting (APR)

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- Due annually on September 30<sup>th</sup> for approved BMEPs in the previous year
- Prerequisite for applying for a BMEP in the upcoming school year for Continuing BMEPs
- Includes the following areas:
  - Assurances
  - Students Served
  - Language Proficiency
  - Academic Achievement
  - Goals
  - Participation in Professional Development (PD) Plan for BMEP
  - Expenditure Report
  - Home/Heritage Language Proficiency Assessment Results for BMEPs with Program Language that is a Native American Language or American Sign Language (by School and by Model)

# Expenditure Report

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Expenditures reported in APR, per 6.32.2.15.A.(5) NMAC, should only include:

- An expenditure report from the general ledger on the use of funds generated by the bilingual cost differential in the funding formula for the program.

**Please Note:**

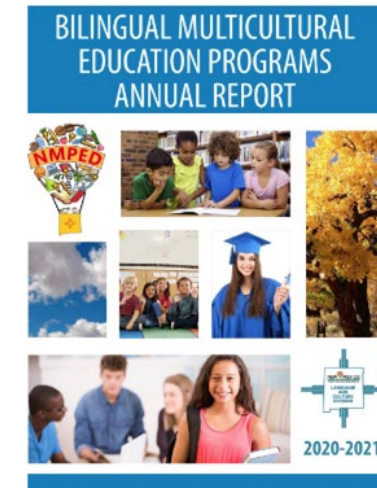
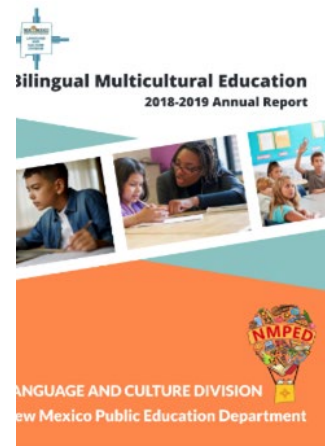
- Funds reported for the bilingual cost differential should match the funds that the district or charter school was allocated as the bilingual cost differential in the SEG/Operational.
- District or charter school business manager or fiscal office has this information as Superintendents and Charter School leaders must sign off on SEG funding before the new school year

# BMEP Annual Reports from Prior Years

- BMEP APR Reports from 2021-2022 through 2013-2014 may be found in the Language and Culture [website](#)



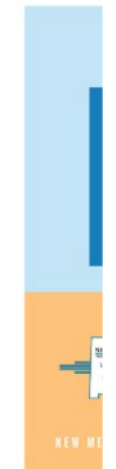
8-2019 BMEP Annual Report



2017-2018 BMEP Annual Report



us/wp-content/uploads/2019/01/2016-2017-BME-Annual-Report.pdf



2016-2017 BMEP Annual Report





# Questions?

**Carlos Avila**

Carlos.Avila@ped.nm.gov

BMEP Specialist



# THE STATE SEAL OF BILINGUALISM-BILITERACY

Government to Government Summit – May 12, 2023

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The state seal of bilingualism-biliteracy on a New Mexico diploma of excellence certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a language other than English. The graduate's high school transcript shall also indicate that the graduate received the state seal on the graduate's New Mexico diploma of excellence.

**NMSA 22-1-9.1**

# Health Leadership High School

Albuquerque



New Mexico



This Certifies That

STUDENT NAME

has satisfactorily completed the Course of Study prescribed for graduation  
from this high school and is therefore awarded this

## Diploma

Given the thirteenth day of May, two thousand and twenty-two.

A handwritten signature in black ink, appearing to be "L. D. ...".

BOARD PRESIDENT

A handwritten signature in black ink, appearing to be "Angela ...".

CURRICULUM DIRECTOR

A handwritten signature in black ink, appearing to be "D. ...".

EXECUTIVE DIRECTOR

A handwritten signature in black ink, appearing to be "J. ...".

ADVISOR

Example of the State Seal of Bilingualism-Biliteracy on a diploma



2014

2015

New Mexico  
Administrative Code/ Rule  
published

**SY 2018-2019**  
**878 Seals**

**SY 2020-2021**  
**1,003 Seals**

**SY 2016-2017**  
**490 Seals**

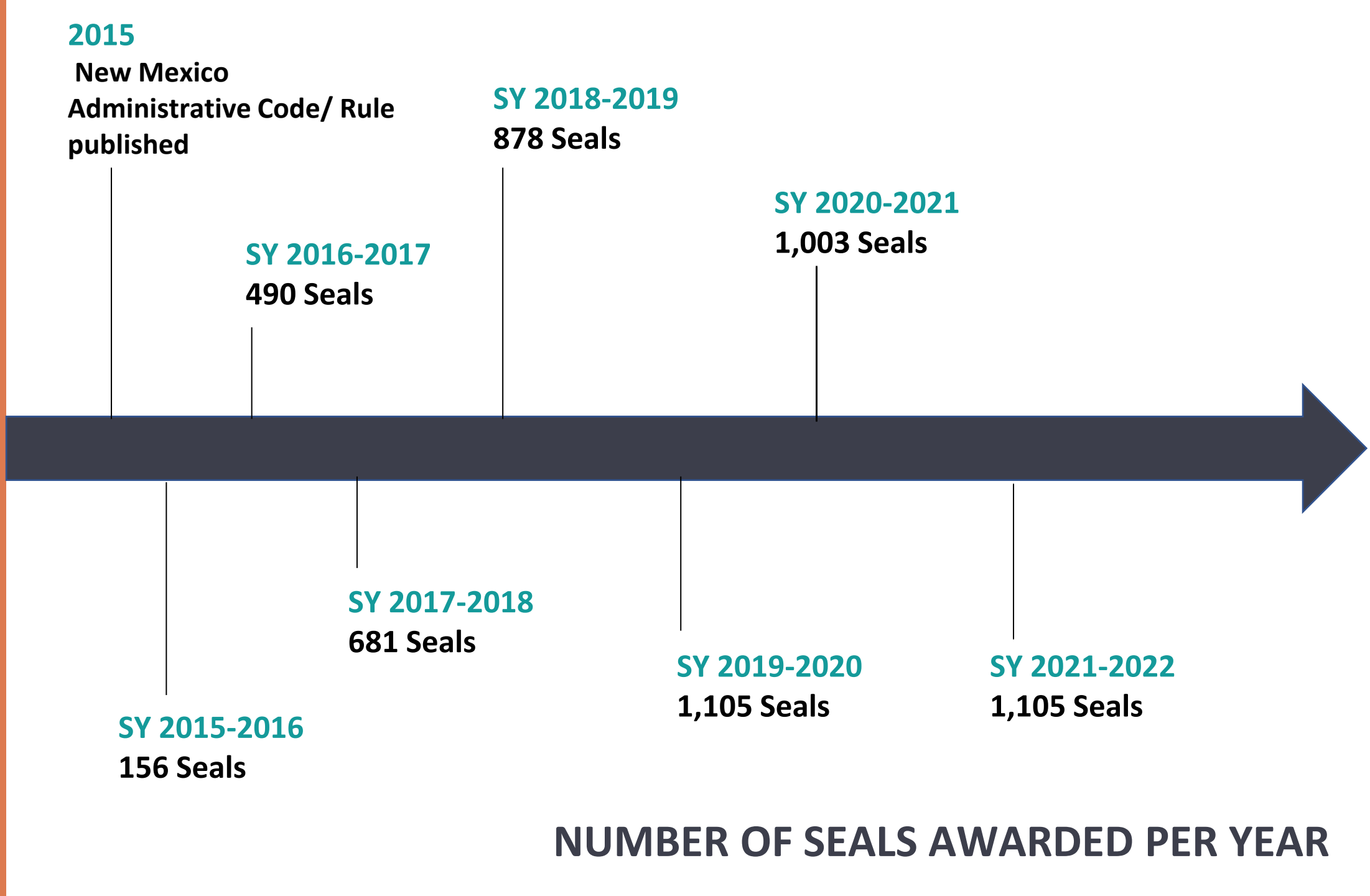
**SY 2017-2018**  
**681 Seals**

**SY 2019-2020**  
**1,105 Seals**

**SY 2021-2022**  
**1,105 Seals**

**SY 2015-2016**  
**156 Seals**

**NUMBER OF SEALS AWARDED PER YEAR**



**Since SY 2015-2016, the State Seal of Bilingualism-Biliteracy has been awarded for:**

- American Sign Language
- Arabic
- Chinese
- Czech
- Filipino
- French
- German
- Hungarian
- Italian
- Japanese
- Keres 31
- Korean
- Latin
- Navajo 44
- Portuguese
- Spanish
- Somali
- Tagalog
- Tewa <10
- Tiwa <10
- Tulugu
- Turkish
- Vietnamese
- Zuni 79

To earn the bilingualism-biliteracy seal on the diploma of excellence, students must meet the graduation requirements as specified in Subsection J of 6.29.1.9 NMAC, and demonstrate proficiency in a language other than English, through one of the following methods:

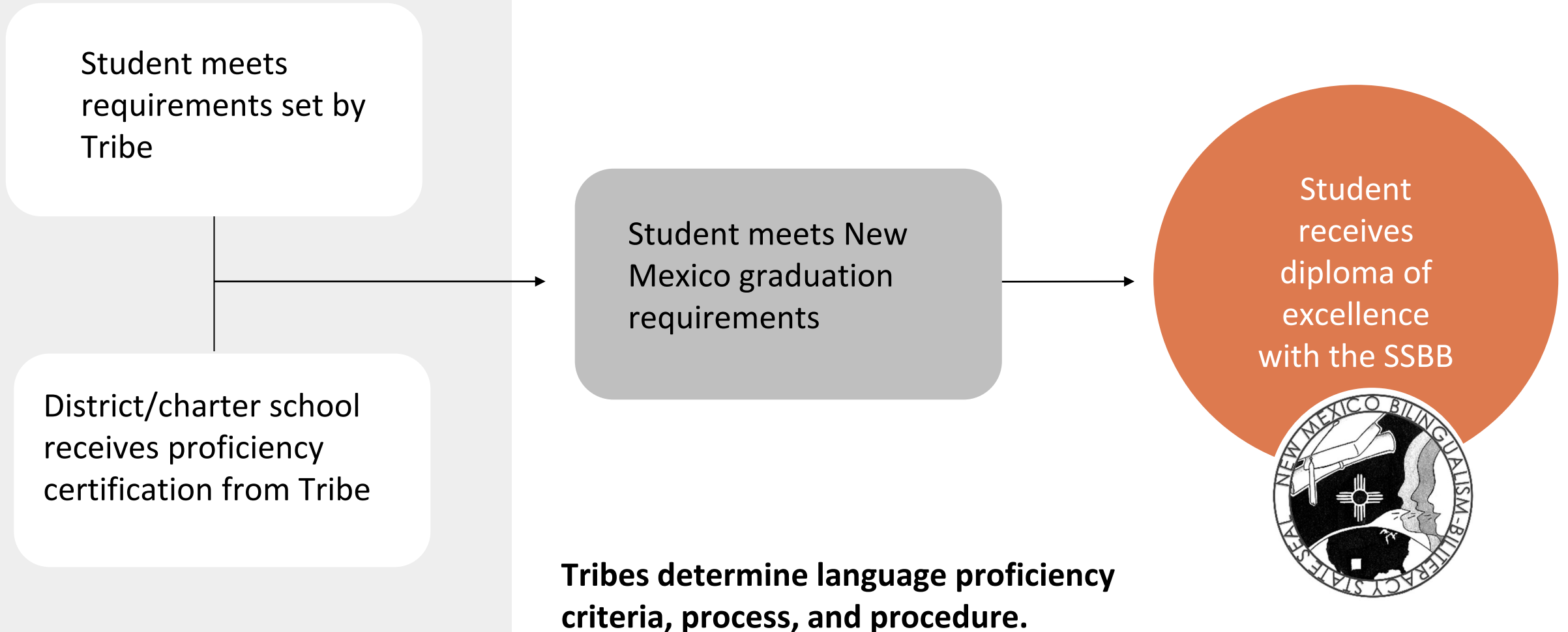
- (1) certification by an individual tribe;
- (2) units of credit and an assessment;
- (3) units of credit and an alternative process portfolio; or
- (4) an assessment and an alternative process portfolio.

6.32.3.8 NMAC



# State Seal of Bilingualism-Biliteracy Options

## Option 1: Certification by an Individual Tribe



# State Seal of Bilingualism-Biliteracy Options

## Option 2: Units of Credit and Assessment

Student takes and passes (C or higher) four units of credit in a language other than English\*

Student takes and passes an approved assessment in a language other than English\*

Student meets New Mexico graduation requirements

Student receives diploma of excellence with the SSBB



\*Requirements must be fulfilled for the *same* language other than English.

# State Seal of Bilingualism-Biliteracy Options

## Option 3: Units of Credit and Alternative Process Portfolio

Student takes and passes (C or higher) four units of credit in a language other than English\*

Student successfully delivers a presentation, participates in an interview panel, and produces a work sample, all in a language other than English\*

Student meets New Mexico graduation requirements

Student receives diploma of excellence with the SSBB



\*Requirements must be fulfilled for the *same* language other than English.

# State Seal of Bilingualism-Biliteracy Options

## Option 4: Assessment and Alternative Process Portfolio

Student takes and passes an approved assessment in a language other than English\*

Student successfully delivers a presentation, participates in an interview panel, and produces a work sample, all in a language other than English\*

Student meets New Mexico graduation requirements

Student receives diploma of excellence with the SSBB



\*Requirements must be fulfilled for the *same* language other than English.

# Three Key Steps for Implementing the New Mexico SSBB

1. School Boards and Governing Councils of districts and charter schools must adopt the SSBB.
2. In accordance with the Indian Education Act, the district or charter school should have an updated Memorandum of Understanding with neighboring Tribes to award the SSBB in Tribal languages.
3. The district or charter school must submit a request for the SSBB image to the Language and Culture Division.

# Affirmation of Tribal Consultation for Local Educational Agencies

## AFFIRMATION OF TRIBAL CONSULTATION FOR LOCAL EDUCATIONAL AGENCIES



This Affirmation of Tribal Consultation document must be submitted to the School Budget and Finance Analysis Bureau on an annual basis as part the Local Educational Agency's (LEA's) budget submission along with adding it as part of your combined title program application. This form is available on the IED webpage: <https://webnew.ped.state.nm.us/bureaus/indian-education/tribal-consultation/>.

<b>Name of LEA:</b>
Superintendent: Contact Phone: Contact Email:
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director, Tribal Liaison, etc.):
Name and Title: Contact Phone: Contact Email:
<b>Tribal Leader or Designee:</b>
Name and Title: Contact Phone: Contact Email:
<input type="checkbox"/> Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation. Please describe the consultation efforts below and attach any accompanying documentation to this form (emails, letters, etc.)
Please list dates of attempts to conduct tribal consultation and tribal representative contacted, along with providing relevant documentation, letters sent, emails, etc.:

### Section 1

**If consultation occurred, check the boxes and comment on topics discussed during the consultation process:**

<input type="checkbox"/> How students' academic, <u>cultural</u> and linguistic needs will be identified and supported	<input type="checkbox"/> Parental Engagement
<input type="checkbox"/> Services that will be offered to support students' academic, <u>cultural</u> and linguistic needs	<input type="checkbox"/> Federal Title Programs
<input type="checkbox"/> Plan for delivery of services	<input type="checkbox"/> State grants opportunities
<input type="checkbox"/> Timeline of when services will be assessed and evaluated and communicated to Tribal partners	<input type="checkbox"/> Funding and equitable allocation of resources
<input type="checkbox"/> Student needs Assessment	<input type="checkbox"/> Systemic framework
<input type="checkbox"/> Accountability tool	<input type="checkbox"/> State Seal of Bilingualism-Biliteracy on Diploma of Excellence - Tribal Language Proficiency Certification for Students (High School Only)
<input type="checkbox"/> Other topics – please explain:	

# List of Approved Districts and Charter Schools

District or Charter School	SSBB Request Approval Date	Number of SSBB's Awarded						Languages
		SY15-16	SY16-17	SY17-18	SY18-19	SY19-20	SY20-21	
ACE Leadership High School	5/2/2016	*	*	13	23	*	*	Spanish
Academy for Technology and Classics	12/3/2019	n/a	n/a	n/a	n/a	14	*	Spanish
Alamogordo Public Schools	4/10/ 2019	n/a	n/a	n/a	*	*	*	Spanish
Albuquerque Public Schools	3/29/2017	n/a	184	289	257	430	433	Chinese, French, German, Japanese, Navajo, Spanish
Amy Biehl High School	12/03/2019	n/a	n/a	n/a	n/a	*	*	Spanish
Bernalillo Public Schools	5/11/2017	n/a	*	23	29	*	21	Keres, Spanish
Bloomfield School District	5/3/2016	*	*	*	*	11	*	Navajo, Spanish
Carlsbad Municipal Schools	3/14/2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Central Consolidated Public Schools	3/22/ 2019	n/a	n/a	n/a	*	*	0	Navajo, Spanish
Clovis Municipal Schools	3/23/2016	*	36	*	69	61	59	French, Portuguese, Spanish, German
Cuba Independent School District	11/26/2019	n/a	n/a	n/a	n/a	*	*	Navajo, Spanish
Deming Public Schools	7/01/ 2016	n/a	15	23	16	17	19	Arabic, Somali, Spanish
Dexter Consolidated Schools	5/2/2016	0	0	0	0	0	0	
Española Public Schools	5/25/2016	n/a	0	*	*	*	*	Spanish, Tewa, Tiwa

**Total number of districts and charters schools:**

**29 districts**

**11 charters  
(state and local)**



*Is the SSBB only available to state-funded Bilingual Multicultural Education Programs (BMEPs)?*

No, the SSBB is not attached to BMEPs.

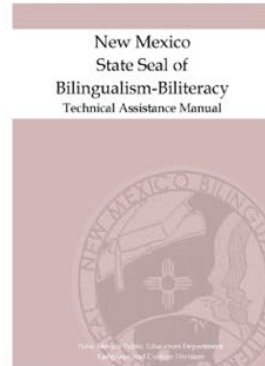


# SSBB Resources

## STATE SEAL OF BILINGUALISM-BILITERACY (SSBB)

Home / Offices and Programs / Language and Culture Division / State Seal of Bilingualism-Biliteracy (SSBB)

### SSBB Technical Assistance Manual



### SSBB Educator Info Sheet



SSBB Guidance Handbook

LAW: NEW MEXICO STATE STATUTE & NEW MEXICO PUBLIC EDUCATION DEPARTMENT ADMINISTRATIVE CODE (RULE)

22-1-9.1 NMSA (Statute)

6.32.3 NMAC (Rule)

RESOURCES



Language and Culture Division

Bilingual Multicultural Education Programs (BMEPs)

Culturally and Linguistically Responsive Instruction

English Learners

Language and Culture Division Staff

Migrant Education

State Seal of Bilingualism-Biliteracy (SSBB)

Title III Supplemental Funding

World Language Instruction

# SSBB Educator Pathway Flyer



## New Mexico Opportunity Scholarship

The Opportunity Scholarship can be used to cover up to 100% of tuition and required fees at any New Mexico public college or university. If you are an established New Mexico resident & plan to enroll in at least 6 credit hours at a public college or university in NM toward a training certificate, associate degree, or bachelor's degree, you may qualify for the New Mexico Opportunity Scholarship.

## Teacher Preparation Affordability Scholarship Program

The purpose of the program is to encourage eligible New Mexico students to attend and complete an accredited teacher preparation program at a New Mexico public post-secondary educational institution or a tribal college by providing a scholarship opportunity. The scholarship is intended to help defray the educational expenses charged by the public post-secondary institution or tribal college including tuition, fees, books and course supplies and living expenses. Institutions shall make awards based on financial need. Awards shall not exceed \$6,000 per academic year.

## Teacher Loan-For-Service Program

The purpose of the Teacher Loan-For-Service program is to proactively address New Mexico's teacher shortage by providing students with the financial resources to complete or enhance their post-secondary teacher preparation education. The award is based on financial need of the student. The award may not exceed \$4,000 per year.

## OPPORTUNITIES FOR STUDENTS WHO ARE UNDOCUMENTED

In the State of New Mexico, Senate Bill 582 establishes two things:

- Prohibits universities from discriminating against students based on their immigration status; and
- Provides in-state tuition and state funds such as the Legislative Lottery Scholarship if you attended a year of secondary education in New Mexico or graduated or obtained a GED in New Mexico.

**Undocumented and Deferred Action for Childhood Arrival (DACA) Student Resources:**  
[New Mexico State University, Educational Info for Undocumented Students](#)

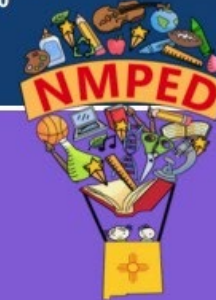
[Northern New Mexico College, DACA & Undocumented Students](#)

[University of New Mexico, El Centro del la Raza Undocuresources](#)

Students who are undocumented and interested in obtaining a license to teach in the state of New Mexico may reach out to the NM Public Education Department's Licensure Bureau for more information:

Email: [LicensureUnit@ped.nm.gov](mailto:LicensureUnit@ped.nm.gov)  
Phone: 505-827-5800

**New Mexico has an ongoing, urgent need for qualified, quality teachers. Are you multilingual? We need you!**



# SSBB Resources

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## TOOLS FOR USE BY DISTRICTS, CHARTERS, AND TRIBAL EDUCATION LEADERS

Option 1 — Tribal Language Proficiency Certification Non-regulatory Guidance

Option 2 — Units of Credit and Assessment Sample Checklist

Option 3 — Units of Credit and Alternative Process Portfolio Sample Checklist

Option 4 — Assessment and Alternative Process Portfolio Sample Checklist

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SSBB image  
request  
form.

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## TO NOTIFY THE NMPED OF A SCHOOL BOARD ADOPTION OF THE STATE SEAL OF BILINGUALISM-BILITERACY



Request a copy of the SSBB

District and State Charters that Adopted the SSBB

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## LEARN MORE ABOUT THE HISTORY & IMPLEMENTATION

SSBB PowerPoint 2021



Page last updated October 21, 2021

Request a copy of the SSBB: [SSBB Request Form.doc](#)  
[\(live.com\)](#)

