

New Mexico State Seal of Bilingualism-Biliteracy Technical Assistance Manual



New Mexico Public Education Department
Language and Culture Division



**The State of New Mexico
State Seal of Bilingualism-Biliteracy (SSBB)
Technical Assistance Manual (TAM)**

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Purpose

The New Mexico State Seal of Bilingualism-Biliteracy (SSBB) Technical Assistance Manual (TAM) provides guidance to districts and charter schools to ensure they adhere to requirements as they adopt and implement the SSBB. The contents of this TAM are anchored in statute and administrative code.

The SSBB TAM and other LCD TAMs are available on the [LCD Website](#). Who should read the TAMs provided by the LCD? The PED encourages the following school personnel to explore the table below and the following links according to the program carefully to ensure compliance with state and/or federal law that meets the needs of students they serve:



Bilingual Multicultural Education Program (BMEP):				
• BMEP State Law	• BMEP Regulation	• BMEP PD Guidance	• BMEP Reports	
• BMEP Resources (forms)	• BMEP TAM		• SLD Standards	
<i>Who should utilize these resources:</i> BMEP Coordinators, Curriculum, Instructional Leaders, and Education Assistants; Directors, and Educators; District Test Coordinators (DTC); Literacy Coach; Native American Language & Culture (NALC) Educators; NOVA Coordinators (Data/Program Reporting); PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;				
Culturally and Linguistically Responsive (CLR) Instruction:				
• CLR Handbook	• CLR Framework Resources		• CLR PD Pathways	
• Equity Council	• Equity Council Resources		• M/Y Resources	
<i>Who should utilize these resources:</i> Administrators/Front office staff; ALL Educators; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; Equity Council members; Native American Language & Culture (NALC) Educators; Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Principals/Charter School Directors; School Boards/Governing Boards; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Tribal Education Leaders/Directors;				
English Learner (EL) Programs:				
• EL Resources	• EL Identification	• ELDIF	• ELD Standards	• LUS Handbook
• Serving ELs TAM	• Identifying and Serving ELs with Disabilities Guidance Handbook			
<i>Who should utilize these resources:</i> Administrators/Front office staff; Curriculum, Instructional Leaders, and Education Assistants; English Language Development (ELD) Coordinators, and Educators; District Test Coordinators (DTC); Individualized Education Program (IEP) Team; Literacy Coach; NOVA Coordinators (Data/Program Reporting); Nurse; Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteers; PED Staff as Appropriate; Principals/ Charter School Directors; School Psychologist, Diagnostician; Student Assistance Team (SAT) Leaders/Coordinators; Special Education Directors; Superintendents; Title III Directors; Tribal Education Leaders/Directors;				
State Seal of Bilingualism-Biliteracy (SSBB) Resources:				
• SSBB State Law	• SSBB Regulation	• SSBB Educator Info	• SSBB Resources	
• SSBB One-Pager	• SSBB Handout	• SSBB TAM	• SSBB Power-point	
<i>Who should utilize these resources:</i> Administrators/Front office staff; Counselors/Social-emotional Liaisons; Curriculum, Instructional Leaders, and Education Assistants; High School Administrators; NOVA Coordinators (Data/Program Reporting); Parent Liaison/Volunteer; PED Staff as Appropriate; Registrars, and Counselors; Student Assistance Team (SAT) Leaders/Coordinators; Superintendents; Tribal Education Leaders/Directors;				

Title I Part C: Migrant Education Program (MEP - Federal Subgrants):		
• MEP Federal Law	• Comprehensive Needs Assessment	• ID&R Manual
• National COE	• Service Delivery Plan	
<i>Who should utilize these resources:</i> Administrators/Front office staff; Counselors/Social-emotional Liaisons; NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; MEP Subgrantees and Directors; MEP Recruiters, and Liaisons;		
Title III: ELA and Immigrant Programs (Federal Subgrants):		
• Title III Federal Law	Title III PD Guidance	
• Title III TAM: Supplemental Support for EL Programs and Services		
<i>Who should utilize these resources:</i> NOVA Coordinators (Data/Program Reporting); Other Members of the Education Community that assists Parents/Families; Parent Liaison/Volunteer; PED Staff as Appropriate; Title III Subgrantees; EL Coordinators, Directors, and Educators;		
World Language Program Resources:		
• World Languages Regulation	• World Language TAM	
• World Readiness Standards	• World Readiness Standards Crosswalk	
<i>Who should utilize these resources:</i> Curriculum, Instructional Leaders, and Education Assistants; District Test Coordinators (DTC); Literacy Coach; PED Staff as Appropriate; Principals/Charter School Directors; Special Education Directors Superintendents; World Language Coordinators, Directors, and Educators; Tribal Education Leaders/Directors;		

Introduction

It is no secret that people who are bilingual and biliterate are better equipped to meet the demands of an increasingly interconnected, multicultural world. And for many students in New Mexico, bilingualism and biliteracy are assets that aid in sustaining community knowledge and lifeways.

The SSBB honors students as they prepare to meet the needs of their communities by becoming bilingual and biliterate. The SSBB on a New Mexico high school diploma certifies that the recipient is proficient in a language other than English. Proficiency, in this case, means the ability to express oneself and participate effectively in most social and academic situations.

Any student enrolled in a district or charter school that has adopted the SSBB may pursue the award. A student may earn the SSBB once they demonstrate proficiency in a language other than English through one of the four options described in 6.32.38 NMAC and meet the graduation requirements as specified in Subsection J of 6.29.1.9 NMAC. The four options include:

- (1) Certification by an Individual Tribe,
- (2) Units of Credit and an Assessment,
- (3) Units of Credit and an Alternative Process Portfolio, and
- (4) An Assessment and an Alternative Portfolio.

Though a district or charter school may not have the capacity to offer students every option upon their adoption of the SSBB, it is expected that the district or charter school will work to make all options available to students after adoption.



Districts or charter schools that cannot offer every option may offer as many options as possible based on students' needs. Offering the four options provides students more opportunities to earn the SSBB, however, particularly if the language for which the student is seeking the award is uncommon in New Mexico and the school does not offer courses in the language. Offering every option also ensures that schools and districts are compliant with state law.

It is essential that teachers, administrators, students, and their families recognize the terms “bilingual” or “bilingualism” may refer to *any two languages*. Though we live in New Mexico, it should not be assumed that students who are speakers of languages other than English always speak Spanish or a language belonging to a New Mexico Native American tribe. Students across New Mexico have various home/heritage language backgrounds. New Mexico students have a wide variety of home/heritage languages, such as Arabic, Japanese, Russian, Korean, American Sign Language, Tagalog, Lakota, Mandarin, Czech, and Vietnamese!

Students may even speak more than two languages. If students meet the requirements described in 6.32.3 NMAC, it is acceptable for them to obtain the SSBB for multiple languages other than English. For example, if a student chooses to pursue the SSBB for Spanish through Option 2: Units of Credit and an Assessment, then the student must complete credits and an assessment focused on the Spanish language. A student CAN NOT obtain an SSBB through Option 2 by completing coursework in one language other than English (for example, French) and then fulfill the assessment requirements in a different language (Spanish, for instance).

The SSBB options are the same for students with an Individualized Education Program (IEP). Any accommodations written in the IEP are followed, and if the student chooses an option that includes the assessment, such as option 2 or 4, the student may take the assessment with the accommodations written into the student's IEP.

Note on Graduation

Students must earn a diploma of excellence (high school diploma) and demonstrate proficiency in a language other than English as written in 6.32.3.8 NMAC to be awarded the SSBB. Students who have demonstrated proficiency but have not fulfilled graduation requirements are not eligible for the SSBB.

Option 1: Certification by an Individual Tribe

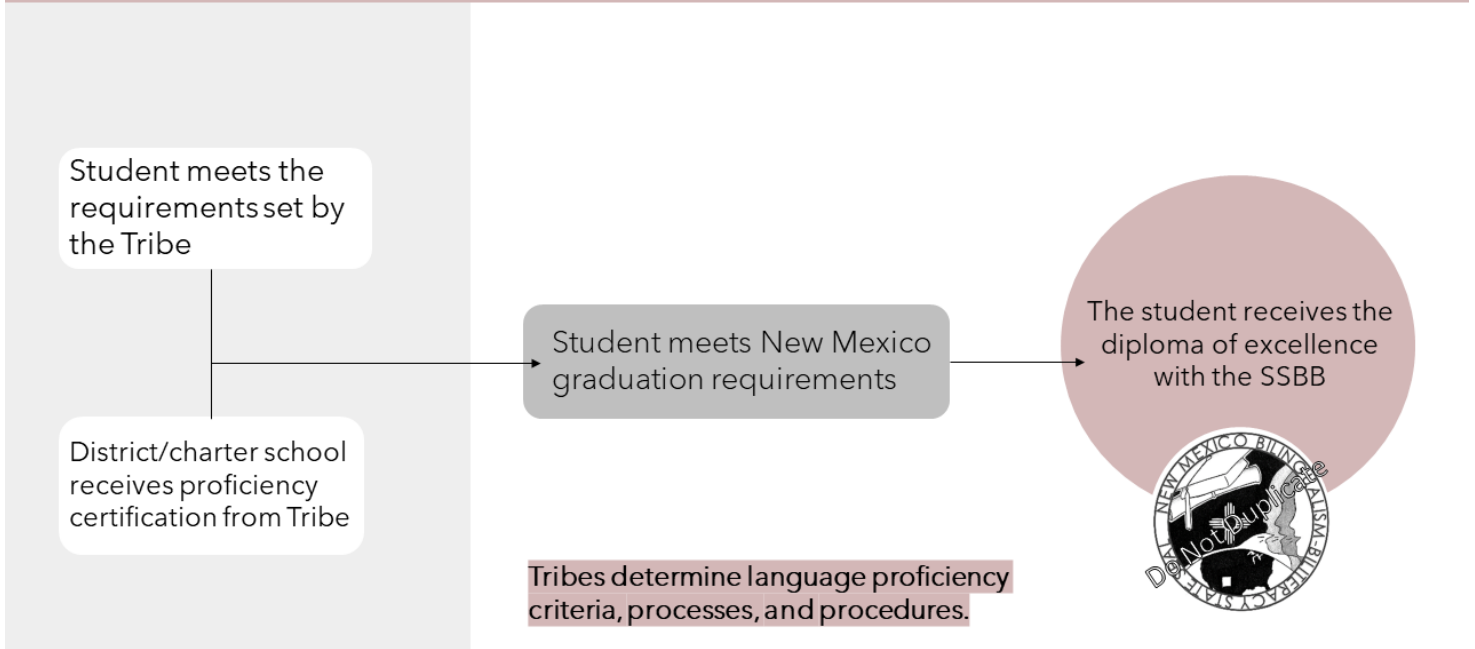
The Tribal language proficiency certification option requires Pueblos, Tribes, and Nations to certify that a student is proficient in their Tribal language. For this option, tribes develop the methods and processes for determining proficiency in their respective languages. Districts and charter schools must have an updated Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA) with Pueblos, Tribes, and Nations to offer students Option 1: Certification by an Individual Tribe.

It is NOT within the purview of the LCD, districts, or charter schools to determine Tribal language proficiency criteria, process, or procedure. A student may be awarded the SSBB for a Native American language on their diploma of excellence only after:

- the student meets the requirements set by the Pueblo, Tribe, or Nation
- the Pueblo, Tribe, or Nation notifies the district or charter school that the student has achieved proficiency, and
- the student fulfills New Mexico graduation requirements.

To ensure that Option 1 is made available for Native American languages, please see the [Indian Education Division's website](#) for information about conducting timely and meaningful consultations with Pueblos, Tribes, and Nations.

Option 1: Certification by an Individual Tribe



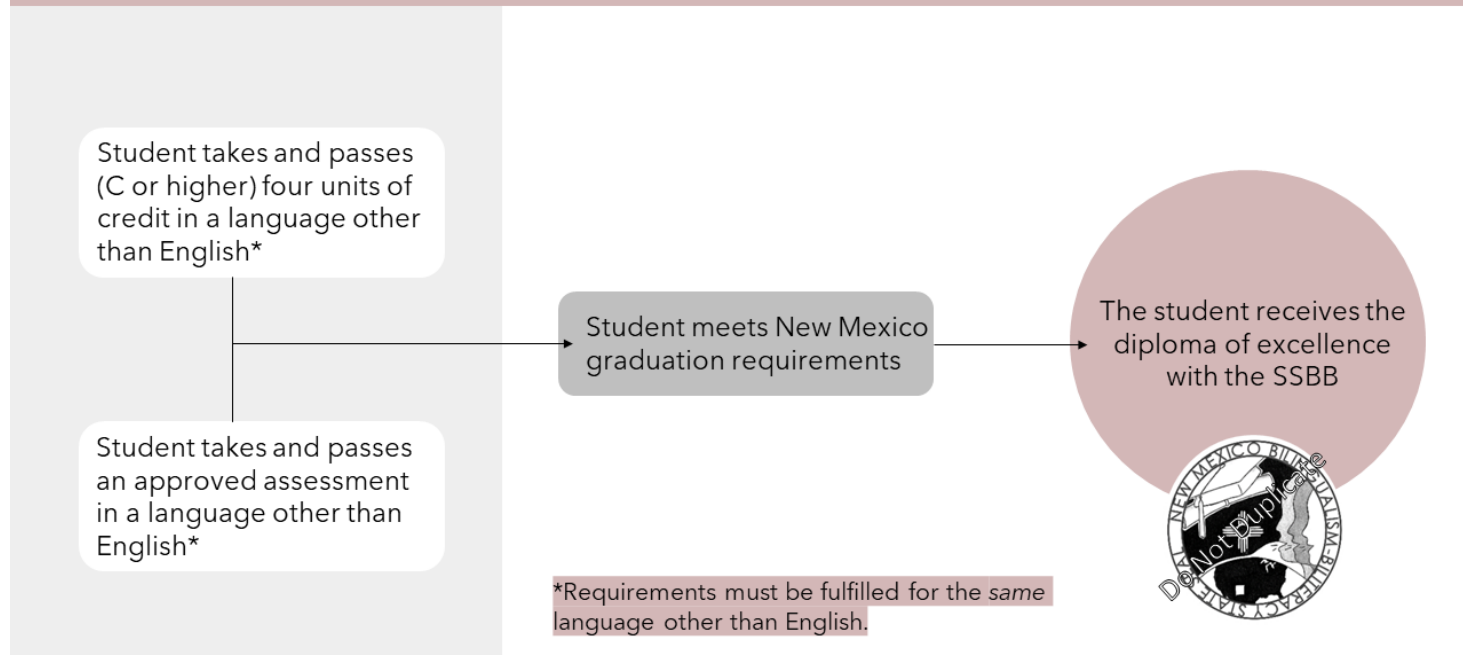
Option 2: Units of Credit and an Assessment

The Units of Credit and an Assessment Option requires students to earn four units of credit in a language other than English AND pass an assessment considered valid by the NMPED's LCD and the Assessment and LMS Division. Once students earn four units of credit and achieve the required qualifying score on an approved assessment, the student must fulfill New Mexico graduation requirements to receive the SSBB on their diploma of excellence.

Any Language, Language Arts, or content area course that counts as high school credit and is taught in a language other than English may satisfy the units of credit requirement for Option Two. A course that "counts" as high school credit must be taught by a teacher who is licensed in the content area and who is licensed to teach the appropriate grade level. The course must also be aligned with the 9-12 grade-level standards. The units of credit and assessment must be taken in the same language other than English. Students pursuing the SSBB must pass the units of credit with a C or higher.

The scores required to satisfy the assessment portion of Option 2 vary depending on the assessment. Please see the Option Two Checklist on the [SSBB webpage](#) for specific information about assessment scores.

Option 2: Units of Credit and an Assessment



Option 3: Units of Credit and an Alternative Process Portfolio

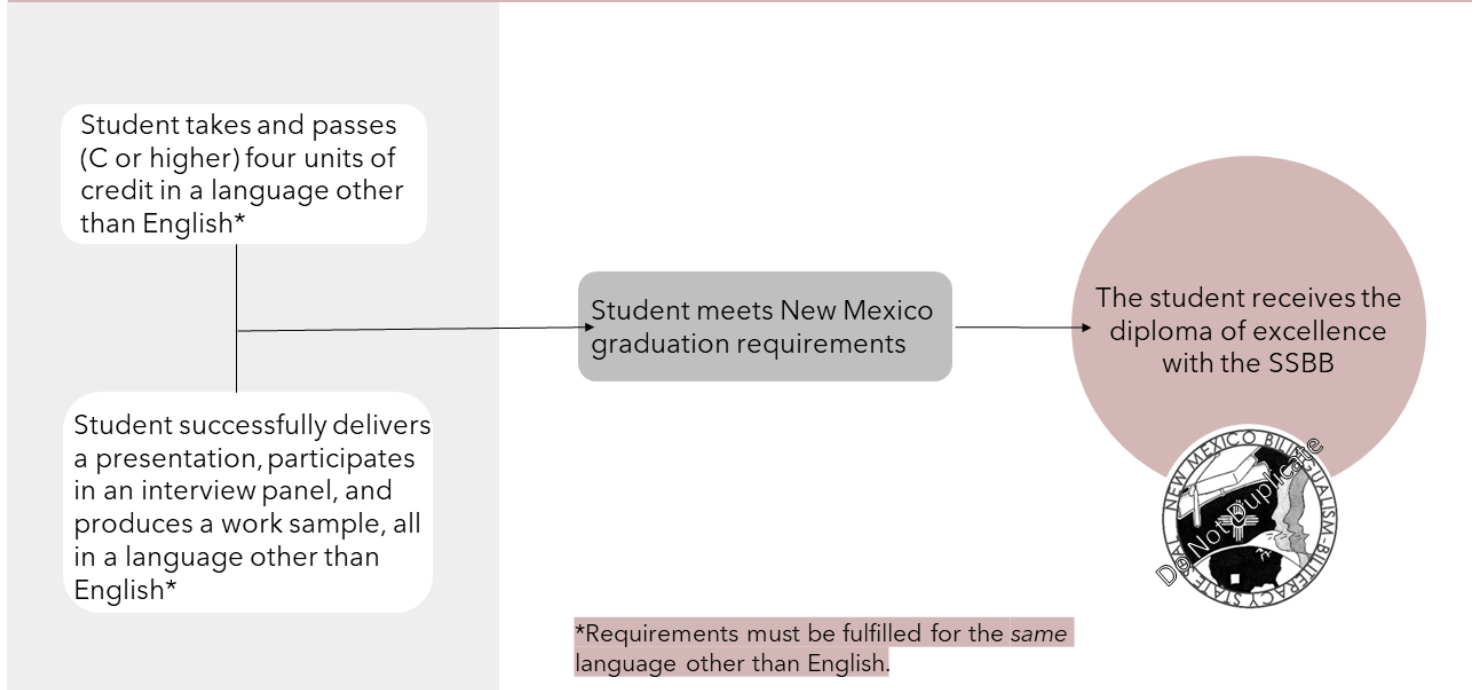
Like Option 2, the Units of Credit and Alternative Process Portfolio Option requires that students take and pass four units of credit in a language other than English with a grade of C or higher. Rather than taking and passing an approved assessment, however, students must successfully complete an alternative process portfolio to fulfill the requirements of Option 3.

Establishing procedures for the alternative process portfolio is within the purview of the school district or charter school and therefore determined at the local level. However, every alternative process portfolio must consist of:

- a presentation,
- an interview with a panel composed of three or more members of the district or charter school's education staff and community who are proficient in the target language other than English, and
- a student-produced work sample, written when appropriate.

The district or charter school must ensure that the alternative portfolio option includes both the RECEPTIVE and EXPRESSIVE aspects of the language other than English to measure four domains of language proficiency. The receptive or interpretive aspect of a language involves listening and reading. The expressive aspect of a language involves speaking and writing.

Option 3: Units of Credit and an Alternative Process Portfolio



Option 4: An Assessment and an Alternative Process Portfolio

To earn the SSBB through Option 4: An Assessment and an Alternative Process Portfolio, students must create an alternative process portfolio and pass an assessment considered valid by the LCD. Establishing procedures for the alternative process portfolio is within the purview of the school district or charter school and therefore determined at the local level. However, every alternative process portfolio must consist of:

- a presentation,
- an interview with a panel composed of three or more members of the district or charter school's education staff and community who are proficient in the target language other than English, and
- a student-produced work sample, written when appropriate.

The district or charter school must ensure that the alternative portfolio option includes both the RECEPTIVE and EXPRESSIVE aspects of the language other than English. The receptive or interpretive aspect of a language involves listening and reading. The expressive aspect of a language involves speaking and writing.

Like Option 2, the scores required to satisfy the assessment portion of Option 4 vary; please see the Option Four Checklist on the [SSBB webpage](#) for the most up-to-date information about assessment score requirements. The language of the alternative process portfolio and the assessment must be the same language other than English.

Option 4: Assessment and an 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

The Student receives the diploma of excellence with the SSBB



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

Assessments

Assessments must be recognized as valid by the NMPED's LCD, Assessment Bureau, and Learning Management System (LMS) Division to satisfy SSBB assessment requirements. Information about proficiency standards can be found on each assessment website and in the glossary of this handbook. In some cases, the NMPED's Assessment Bureau and LMS Division may also provide guidance about assessments.

Qualifying assessment scores and credits earned prior to students entering a high school from which they expect to graduate may count toward the SSBB. For middle school students, the assessment must be taken at the end of eighth grade. Scores combined from multiple years or test events do not satisfy SSBB requirements. Students must earn a score of proficient in a language other than English on one of the following national assessments. The National Language Proficiency Assessments and qualifying scores are included in the following table:

Company	Proficiency Assessments	Scores	Languages Offered *Available in Interactive Voice Response.	Format/Time to Complete
ALTA	Oral Proficiency Exam (OPE)	9-12	Afrikaans; Albanian; *Amharic; Arabic; *Armenian (Eastern); Azerbaijani (Azeri); *Baluchi (Western); Bambara; Bangla; Bosnian; *Bulgarian; *Burmese; *Cambodian; *Cape Verdean (Barlavento and Sotavento); *Chinese (Cantonese); *Chinese (Mandarin); Chuukese; Croatia; Czech; Danish; *Dari; *Dutch; Fante (Akan); *Farsi; Finnish; *French; French (Canadian); *Fulani (Puula from Senegal); Ga; Georgian; German; Greek; Gujarati; Haitian Creole; *Hausa; Hebrew; *Hindi; Hmong; Hungarian; Igbo; Ilocano; *Indonesian; Italian; Jamaican Patois; Japanese; Kannada; Kazakh; Kinyarwanda; *Korean; Kurdish (*Kurmanji and Sorani); Lao; Latvian; Lithuanian; Macedonian; Malay; Malayalam; Marathi; *Mongolian; Nepali; Norwegian; *Oromo; *Pashto; Polish; Portuguese (Brazil and Portugal); Punjabi (Eastern and Western); *Romanian; *Russian; *Samoan; Serbian; Serbo-Croatian; Sinhala; Slovak; Somali; Sorani; Spanish (*Latin America, Spain, Puerto Rico); Swahili; *Swedish; *Tagalog; Taiwanese; Tajik; *Tamil; Telugu; *Thai; Tibetan; *Tigrinya; *Turkish; Turkman; Turkman (Iraqi); Twi (Akan); *Ukrainian; *Urdu; Uzbek; *Vietnamese; Wolof;	Conducted over the phone between an evaluator and student, with a variety of open-ended questions designed to prompt the student to use the language. 15 – 25 minutes.
	Writing Proficiency Exam	9-12	Same as OPE above	Paper test administered by the school, 1 hour

Company	Proficiency Assessments	Scores	Languages Offered *Available in Interactive Voice Response.	Format/Time to Complete
American Councils	National Exam of World Languages (NEWL)	Composite of 3 or higher	Arabic; Korean; Portuguese; Russian	Online, Reading Comp. 60-Min., Listening 45-Min., Integrated Writing 45-Min., Integrated Reading 45-Min.
AVANT	STAMP 4S	5 or higher in each domain	Arabic (Modern Standard); French; German; Hebrew; *Hindi; Italian; Japanese; *Korean; Mandarin (Simplified); Mandarin (Traditional); Polish; Portuguese (Brazilian); *Russian; Spanish	Online, Adaptive; Measures all 4 domains.
	STAMP APT	5 or higher in each domain	Arabic	Online, Computer Adaptive
	STAMP ASL	5 or higher in each domain	American Sign Language (ASL)	Online and Recorded, Receptive: 35-40 Min. Expressive: 20-25 Min.
	STAMP WS (Writing and Speaking)	5 or higher in each domain	*Amharic; Armenian; Cabo Verdean; Chin (Hakha); Chuukese; Czech; Filipino (Tagalog); Haitian Creole; Hawaiian (Olelo Hawai'i); Hmong; Ilocano; Kannada; Marathi; Marshallese; *Samoan; Somali (Maay Maay); Somali (Maxaa); Swahili (3-Skill); *Tamil; Tegu; *Turkish; *Ukrainian; *Urdu; *Vietnamese; Yoruba (3-Skill); Yup'ik; Zomi;	Semi-adaptive test. Seven self-evaluation questions that best represent skill/ability in Reading and Listening. The self-evaluated reading score determines the level of prompt delivered for the Writing section. The same applies to the listening self-evaluation, related to the Speaking.
College Board	Advanced Placement (AP) Exams	3 or higher	Chinese Language/Culture; French Lang./Culture; German Lang./Culture; Italian Lang./Culture; Japanese Lang./Culture; Latin; Spanish Lang./Culture; Spanish Literature and Culture;	Chinese, Japanese and Latin are in-person tests; The rest require recorded student responses; Spanish Literature includes a Master Listening CD.
	College Level Exam Program (CLEP)	50 or higher	French; German; Spanish Language; Spanish Language with Writing	In-person; Schedule on website
Educational Testing Service	ASL Proficiency Interview (ASLPI)	3 or higher	ASL	20-to-25-minute video-recorded interactive dialogue, rated by a team of evaluators and awarded an overall proficiency level on a 0–5 rating scale.

Company	Proficiency Assessments	Scores	Languages Offered *Available in Interactive Voice Response.	Format/Time to Complete
International Baccalaureate (IB)	Diploma Program Exam	4 or higher	Classic Greek; French; Spanish	Scheduled and conducted via IB school program
Language Testing International	Assessment of Performance toward Proficiency in Languages (AAPPL)	Intermediate (I-2) through Advanced (A-1) in all domains	Arabic; Chinese (Mandarin); French; German; Italian; Japanese; Korean; Portuguese; Russian; Spanish;	2 hours. Each component can be administered separately.
	State Seal Assessment Suite: Oral proficiency Interview (OPI), & Writing Proficiency Test WPT	Composite of 3 or higher	Albanian; Amharic; Bengali/Bangla; Bosnian/Croatian; Bulgarian; Cantonese; Dari; Gujarati; Haitian Creole; Hebrew; Hindi; Malayalam; Pashto; Polish; Swahili; Tamil; Tagalog; Thai; Turkish; Ukrainian; Urdu; Vietnamese; Yoruba	OPI: 20-25 minutes, 1-to-1 interview with certified ACTFL tester; WPT: internet-based, 60 minutes, measures how well a person spontaneously writes in a language that address the presentational and interpersonal modes of communication.

Note on Assessment Costs: It is up to the district/charter school to find ways to pay for assessments so that it is not a hardship on high school students or their families.

Courses

Language, language arts, and content area courses that count as high school credit -- and are taught in a language other than English -- count toward the SSBB, as long as they are taught by teachers who are licensed in the content area and hold a secondary license. For a content area course (music, science, math, etc.) to count, it must be taught in the language (other than English) for which the student is seeking to earn the SSBB.



For example, a Mariachi course could count toward the four required units of credit if the course is taught in Spanish by a teacher licensed to teach music and the student is seeking to earn the SSBB for the Spanish language. Dual credit, honors, and distance learning courses count towards the SSBB if they are taught by a teacher licensed in the content area and grade level.

Middle School Credits

Middle school course credits satisfy SSBB requirements if the courses were taught by a teacher who is certified to teach the language and licensed to teach high school courses.

Transfer Credits

Transfer credits count towards the units-of-credit requirement. Per 6.29.1.9.K(3) NMAC, local school boards or governing bodies of charter schools will establish policies as follows for students enrolling or re-enrolling in public schools:

- (a) Credits shall be transferable with no loss of value between schools that are accredited by a state board of education in the United States, United States territories, Puerto Rico, the freely associated states and outlying areas of the United States, department of defense schools or other authorized body.
- (b) Policies of the local school board or the governing body of a charter school, for students transferring from home schools, private schools, or foreign schools to the public schools, will be in accordance with Subsection D of Section 22-1-4 NMSA 1978.
- (c) Acceptance of credits earned through correspondence extension study, foreign study, home study courses or non-department accredited, non-public schools is determined by the policy of the local school board or the governing body of a charter school.

Alternative Process Portfolio

Establishing procedures for the alternative process portfolio is within the purview of the school district or charter school and is therefore determined at the local level. The NMPED does not provide a scoring sheet/rubric for alternative process portfolio panelists to use for SSBB approval. The SSBB rule provides the following guidance under 6.32.3.8 D2 NMAC:

The student must create a portfolio comprised of the following: a presentation, an interview with a panel composed of three or more members of the district's education staff and community who are proficient in the target language other than English, and a student-produced work sample, written when appropriate. Districts shall ensure that the alternative portfolio option includes both the RECEPTIVE and EXPRESSIVE aspects of the language other than English.

The selection of the panel, composed of three or more members of the district and charter schools' education staff and community, is within the purview of the school district or charter school. Districts and charter schools may use any web-based platform available, such as Skype™, Google Hangout, or Zoom, to connect students with panel members. Districts and charter schools may also choose to connect students with a panel by using a phone conferencing platform.

End of Year (EOY) NOVA Data Reporting

When the EOY STARS data collection period arrives, the snapshot day is usually the last day of school for a district or charter school. Typically, districts and charter schools then have 10 business days to submit their data. Connect with your STARS coordinator to complete the EOY reporting process for the SSBB.

The STARS Manual contains information about the Student Award Fact Template, i.e., how to report SSBB awards. The following information is needed to report SSBB awards in STARS:	
District Code	School Year Date
Student ID	Award Code*
Award Type**	
*The <i>award code</i> refers to the code of the language for which the SSBB was awarded. For example, if a student was awarded the SSBB for Spanish, the award code would be 01. Please refer to the STARS Manual (p. 36) to determine which language award codes are needed.	
**The <i>award type</i> refers to the pathway or option the student completed to earn the SSBB. The possible options through which a student may earn the SSBB include 1) Language Proficiency Certification by an Individual Tribe, 2) Units of Credit and an Assessment, 3) Units of Credit and an Alternative Process Portfolio, and 4) An Assessment and an Alternative Process Portfolio. Please refer to the STARS Manual for more information about how the award type is reported in STARS.	

Adopting the SSBB

School boards and charter school governing bodies must choose to adopt state regulation 6.32.3 NMAC, the Seal of Bilingualism-Biliteracy on the New Mexico Diploma of Excellence, into their graduation policies before offering students the opportunity to earn the SSBB. Districts and charter schools should work to ensure that all four of the options included in 6.32.3 NMAC are available to students.

Schools may move forward with the process of implementing the SSBB once the school board or charter school governing body has adopted the SSBB requirements into their policies. A district or charter school that has elected the SSBB into their policies does not have to wait until the policy is published to implement the SSBB. However, the policy should be published as soon as possible. A final copy of district or charter school policies that includes the SSBB must be submitted to the LCD once it is published.

Districts and charter schools must submit the SSBB Request Form to the LCD to receive the official SSBB image. The SSBB Request Form asks districts and charter schools to submit a draft of the local SSBB policy they intend to adopt if the policy has not yet been adopted and made public.

The LCD provides the SSBB image free of charge once the SSBB request made by a district or charter school has been approved. It is then within the purview of the school district or charter school to determine how to place the image on student diplomas. Generally, districts and charter schools work with a vendor to obtain an embossing stamp with the SSBB image.



Since locally authorized charter schools (i.e. district charter schools) have their own governing boards that oversee the issuing of high school diplomas to students, both state AND district charter schools are required to adopt 6.32.3 NMAC into their policies and submit their own requests for the SSBB image. Locally authorized charter schools cannot request the SSBB image from their districts.

The LCD maintains a list of districts and charter schools that have adopted SSBB and have been approved. The list is updated periodically, as districts and charter schools may adopt the SSBB at any time. The list of approved districts and charter schools is available on the [SSBB webpage](#).



Note on the SSBB and BMEPs: *The SSBB is NOT attached to state funded BMEPs.*

SSBB Implementation Checklist

Date Completed	Activity Towards SSBB Implementation
	Review SSBB resources on the LCD website.
	Educate staff, parents and guardians, students, and members of the community about the SSBB—what is required for adoption and implementation.
	Identify SSBB options that would best serve your students given their linguistic diversity.
	Submit a request to the local school board or charter school governing body for the adoption of the SSBB into official policies. Implementation of the SSBB can start as soon as policies are approved by the board or governing body; schools do not need to wait for the policies to be published.
	Determine which language courses are available at school or through dual credit, distance/online learning, etc., and ensure the district or charter school has an updated Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA) with neighboring Pueblos, Tribes, or Nations.
	Create one or more points of contact for parents and students within the school district, the high school(s), or charter school.
	Fill out and submit the SSBB Request Form to the NMPED’s LCD.
	Develop a process for advising students and tracking their progress toward the SSBB.
	Inform school counselors and registrars about SSBB options and requirements, including notation on transcripts.
	Disseminate SSBB information to parents and students.
	Roll out the program with an event and/or information session.
	Order an embosser for SSBB placement on diplomas or print diplomas with the SSBB once students have completed all requirements.
	Ensure that the registrar knows that transcripts must reflect students’ attainment of the SSBB.
	Report award information to the NMPED during the EOY reporting period. For more information about reporting requirements, see page 15 or contact the LCD.

Roll-Out Campaign

While the value of the SSBB to our students and communities is clear, how might the implementation be communicated to our teachers, students, parents, and communities at large? See below for ideas developed to assist school communities in launching a roll-out campaign.

- **Ad campaign** that is student-designed and student-performed; this might include television and radio commercials, social media posts, appearances on radio or television, and live presentations at school
- **Banners and posters** that emphasize the benefits of being multilingual: these can be displayed in various locations on school campuses, such as the library, language wing and classrooms, prominent halls and entrances/exits, and the gymnasium. Banners and posters could also be put up off campus at places like community centers, shopping malls, and grocery stores. Banners or posters can emphasize the many advantages of bilingualism, such as those listed below:

- Enhances our intellectual growth and mental development.
- Increases our flexibility in thinking.
- Provides advantages in fulfilling language requirements for college.
- Develops our sensitivity to language and listening.
- Allows communication with people we might never know otherwise.
- Improves our understanding of our native language (whatever it may be!)
- Increases our social adeptness and empathy.
- Opens doors to other worlds, allowing us to better understand and appreciate cultures different from our own.
- Increases job opportunities.
- Allows us to make more friends!



- **Email blasts** to school and community groups
- **Guest speakers** at local schools and libraries, community celebrations, museums, state conferences, and summer institutes -- especially effective are young people who have earned the SSBB themselves
- **College and career fair booths** emphasizing jobs where bilingualism is helpful, required, or comes with a pay increase -- examples include:
 - Medicine
 - Customer Service
 - Business
 - Government
 - Health Care
 - Hospitality
 - Shipping and transportation
 - Law
 - Mediation
 - Law Enforcement
 - Education
 - Translation/Interpretation
- **A multicultural potluck** hosted by a district/school for families and community members where the SSBB can be introduced, and community members can bring their questions and ideas
- **District or charter webpage** dedicated to the SSBB and its implementation
- **Bilingualism Week** – a community-wide event that showcases the State Seal and opportunities it can bring (can include all the ideas listed above)

History of the State Seal of Bilingualism-Biliteracy

In 2008, the non-profit Californians Together created the Seal of Biliteracy, an award that recognizes students for becoming proficient in two or more languages by the time they graduate from high school. Three years later, in 2011, California became the first state in the U.S. to pass legislation that created a Seal of Biliteracy at the state level. New Mexico was the fifth state in the U.S. to pass legislation that allows students to earn a Seal of Biliteracy, which is officially referred to in statute and administrative code as the State Seal of Bilingualism-Biliteracy (SSBB).

22-1-9.1 NM was signed into law on March 8, 2014. The SSBB on the Diploma of Excellence Taskforce was then established to draft New Mexico Administrative Code (Rule) pertaining to the SSBB. The table below lists members of the taskforce and what was accomplished during each of the four meeting sessions, which took place in Albuquerque from September 19 - December 12, 2019.

Taskforce Member	Professional Affiliation
Casey Benavidez	Bilingual Director, Tierra Encantada Charter School, Santa Fe Public Schools (SFPS)
Kenneth Bewley	Bilingual Director, Roswell Independent School District
Dr. Penny Bird	Senior Program Manager, American Indian Language Policy Research and Teacher Training Center, University of New Mexico (UNM)
Dr. Anya Dozier-Enos	Curriculum and Professional Development Director, Santa Fe Indian School
Maricela Duarte-Stern	Level II Teacher, Centennial High School, Las Cruces Public Schools (LCPS)
María Escareno	Math Teacher and New Mexico Adult Basic Education Secretary, Deming Public Schools
Margaret García	Language and Culture Program Manager, Pueblo of Santa Ana
Hector Girón	Principal, Gadsden High School
Lisa Harmon	Language Arts Department Chair, Albuquerque High School, Albuquerque Public Schools (APS)
Mishelle Jurado	Spanish Language Arts Teacher and Bilingual Coordinator, Albuquerque High School, APS
Carmelita Lee	Native American Facilitator, Multicultural Services – Bilingual Department, Farmington Municipal School (FMS)
Andrea Nieto	Superintendent, Hondo Valley Schools
Dr. Marina Peters-Newell	Lower division Language Coordinator of the Department of Foreign Languages and Literatures, UNM
Maritza Reyes	Bilingual Teacher and Dual Credit Instructor, Piedra Vista High School, FMS
Mari Rincón	Dual Language Enrichment Department Coordinator, LCPS
Dr. Eva Rodríguez-Gonzales	Associate Professor, Second Language Program Coordinator, Department of Spanish and Portuguese, UNM
Sonia Sánchez-Cuesta	Spanish Language Arts Teacher, Capitol High School, SFPS
Belinda Tsabetsaye	Bilingual Education Coordinator, Zuni Public Schools
Nancy Varelas	Advanced Placement Spanish Literature and Spanish Language Arts Teacher, Atrisco Heritage Academy, APS
Bilingual Education Experts and Advisory Council Members	
Mary Jean H. López, State Seal of Bilingual Advisory Committee, Co-Chair	
David Rogers, Hispanic Education Advisory Committee, Co-Chair	
Dr. Patricia Latham, Hispanic Education Advisory Committee, Member	
Treva Roanhorse, Indian Education Advisory Council, Member	

Taskforce Process	
Sept. 19, 2014	The Taskforce discussed the proficiency criteria in the following four areas: assessment, units of credit, alternative process, and Tribal languages. The conversations were rich and textured, producing numerous questions and ideas around New Mexican public high school students' demonstration of proficiency in languages other than English.
Oct. 17, 2014	Many of the questions that were posed by the taskforce during the September meeting were brought back to the NMPED for guidance. NMPED staff from the Assessment and Accountability and Indian Education Divisions attended the October meeting. Discussions revolved around assessment, units of credit, alternative process, and Tribal languages, and addressed the questions posed at the September meeting. Additionally, the taskforce began to draft the options from which students could choose to demonstrate proficiency.
Nov. 14, 2014	The Taskforce solidified student options for demonstrating proficiency and began to prepare their presentations for the subsequent meeting with stakeholders.
Dec. 12, 2014	The Taskforce presented to key stakeholders their proposed proficiency options. Stakeholders provided feedback that was then incorporated into the draft proposal and non-regulatory guidance.

Road to State Seal of Bilingualism-Biliteracy Implementation at the Local Level	
Feb. 5, 2014	House Bill 330 (HB330), Diploma Seal of Bilingualism, is introduced to the New Mexico State Legislature.
Feb. 20, 2014	Final Passage of HB330 on the senate floor.
March 8, 2014	Governor Martínez signs HB330 into law, and it becomes New Mexico State Statute (NMSA) 22-1-9.1.
July 2014	NMSA 22-1-9.1, New Mexico Diploma of Excellence, State Seal for Bilingual and Biliterate Graduates is published.
Aug. 2014	The taskforce required by NMSA 22-1-9.1 is convened.
Sept. – Dec. 2014	The taskforce meets and submits a final proposal to the Public Education Department (PED) on December 12, 2014.
Jan. – March 2015	The New Mexico Administrative Code (NMAC), or Rule, is drafted and submitted to the PED's legal team for review.
March - May 2015	The internal NMPED process of reviewing, editing, and approving the Rule takes place.
June 16 – July 1, 2015	The 30-day public comment period regarding the Rule takes place.
July 20, 2015	The public hearing regarding the Rule takes place.
Sept. 15, 2015	The Rule is published, and local school boards may choose to adopt the Rule into their policies. Then, school districts and charter schools may implement the Seal of Bilingualism-Biliteracy.

Letter from the Secretary of Education for the SSBB

September 15, 2015

Governor Susana Martinez
State of New Mexico
490 Old Santa Fe Trail
Room 400
Santa Fe, NM 87501

Dear Governor Martinez:

It is an honor, and it is with great pleasure that I submit to you the published Bilingualism-Biliteracy State Seal on the New Mexico Diploma of Excellence rule (6.32.3 NMAC) and the Non-Regulatory Guidance Handbook.

The Bilingualism-Biliteracy State Seal statute and rule are not only an important piece of New Mexico history, but they are a meaningful and practical legacy as an ideal avenue for students interested in showcasing and leveraging their proficiency in one or more languages other than English. The graduating class of 2016 will be the first class to potentially include graduates with the state seal on their diploma of excellence as well as a notation on their transcript.

The Bilingual Multicultural Education Bureau worked closely with a task force to ensure that a wide variety of input and expertise were incorporated into the rule and handbook. This rule and handbook are truly the work of our education community at large, and I am proud to say that stakeholder participation and contribution were key components in making these documents high-quality resources for districts and state charter schools.

Collaboration efforts with the Higher Education Department and New Mexico's business community will ensure that obtaining the Bilingualism-Biliteracy State Seal is meaningful for use in college, career, or to meet a local community language need.

Warm regards,

Hanna Skandera
Secretary of Education
HS/ip

cc: Barbara Damron, Ph.D., Cabinet Secretary, Higher Education Department
Leighann C. Lenti, Deputy Secretary of Policy and Program
Icela Pelayo, Ph.D., Director, Bilingual Multicultural Education Bureau
DeAlva Calabaza, Acting Director, Indian Education Division
Suzanne Jacquez Gorman, Ph.D., Co-Chair, State Bilingual Advisory Council
Virginia Rinaldi, President, New Mexico Organization of Language Educators
David Rogers, Executive Director, Dual Language Education of New Mexico
Alex O. Romero, Co-Chair, Hispanic Education Advisory Council
Kevin Shendo, Chair, Indian Education Advisory Council
Victoria Tafoya, Co-Chair, State Bilingual Advisory Council and President, New Mexico Association for Bilingual Education

Resources

Assessment, NMPED <https://webnew.ped.state.nm.us/bureaus/assessment/>

Avant Assessment, LLC <https://avantassessment.com/new-mexico-partnership>

College and Career Readiness Bureau, NMPED - Graduation Requirements
<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/graduation/>

¡Colorín Colorado! A bilingual site for Educators and families of English language learners
<https://www.colorincolorado.org/>

Global Seal of Bilingualism <https://theglobalseal.com/>

Indian Education Division, NMPED – Resources <https://webnew.ped.state.nm.us/bureaus/indian-education/resources/>

LCD, NMPED - State Seal of Bilingualism-Biliteracy
<https://webnew.ped.state.nm.us/bureaus/languageandculture/seal-of-bilingualism-biliteracy/>

Linguistic Society of America <https://www.linguisticsociety.org/>

National Guidelines for Implementing the Seal of Bilingualism
https://www.actfl.org/sites/default/files/resources/SOBL_Guidelines.pdf

National Seal of Bilingualism Website <https://sealofbilingualism.org/index.php>

STARS Information, Manuals, and Supporting Documents, NMPED
<https://webnew.ped.state.nm.us/bureaus/information-technology/stars-manual/>

World-Readiness Standards for Learning Languages
<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

Images:

<https://cdn-icons-png.flaticon.com/512/201/201603.png>

https://media.istockphoto.com/photos/language-master-picture-id143176813?k=20&m=143176813&s=612x612&w=0&h=d3nX0RSsGcRDV5YNSYTA1ixWiWzotNf6_Nbq_oRTHBE=

https://www.kindpng.com/picc/m/627-6277198_the-voice-of-manordale-extra-extra-read-all.png

Glossary

The glossary of terms and acronyms included, not only in this manual, but in the all manuals is below.

Acronym/Term	Definition	LCD Guidance Associated
AAPPL	Assessment of Performance toward Proficiency in Languages: Provided by the American Council on the Teaching of Foreign Language’s (ACTFL) which uses the World-Readiness Standards for learning languages. Participants engage in virtual video chats, creating wikis, and emailing, among other tasks. The AAPPL measures interpersonal listening/speaking, writing, and interpretive reading.	SSBB TAM
Academic Conversation / Discourse	Academic Conversations are sustained and purposeful conversations about school topics.	ELDIF Handbook
Academic Language	refers to the language used in academic content found in formal schooling contexts, including specialized or technical language and discourse related to each content area.	SSBB TAM
Academic Vocabulary	Vocabulary used in an academic, school setting and words which are content, skill-based words.	ELDIF Handbook
ACCESS for ELLs	New Mexico’s statewide, standards-based, criterion-referenced English Language Proficiency (ELP) assessment designed to annually measure K–12 English language learners’(ELLs) social and academic proficiency in English. This assessment is computer-based.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; LUS Handbook; SSBB TAM; Title III TAM;
Accommodations	Changes in procedures or materials that do not fundamentally alter the content or performance expectation for a student.	Identifying and Serving ELs w/ Disabilities Handbook
ACT	American College Testing: is a national college admissions examination that consists of subject area tests in English, mathematics, reading, and science. Scores range from 1 (low) to 36 (high).	SSBB TAM
ADA	Americans with Disabilities Act of 1990	LUS Handbook
Agricultural Work	The production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence.	ID & R Manual
<u>Alliance Française</u>	refers to a non-profit. There are well over 100 Alliances Françaises in the USA under the 501(c) 3 non-profit Federation of Alliances Françaises. Each alliance is dedicated to teaching the French language and enjoying the culture of French-speaking countries. The federation makes available cultural offerings—à la carte. These are reasonably priced, local, or national programs that are listed on the Federation's website.	SSBB TAM
Alternate ACCESS	The annual large-print ELP assessment that is administered individually to students in grades 1-12 who are identified as English learners with the most significant cognitive disabilities. This assessment is paper based.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
AP	Advanced Placement: is a program of coursework provided by the College Board. Students can take college-level classes taught by their specially prepared teachers. At the end of the course, students can sit for the AP exam that, with a high-enough score, can earn them college credit and even allow them to place out of introductory college coursework.	SSBB TAM
ASL	American Sign Language: ASL is a visual-gestural language used primarily by members of the North American Deaf community and is considered a language other than English.	SSBB TAM
ASLPI	ASL Proficiency Interview: is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to determine, through a face-to-face interview, what an individual can do with the target language at a given point in time and is a 20–25-minute video-recorded interactive dialogue between the examinee and the interviewer.	SSBB TAM
Asset-Based Approach	Teaching that is grounded in what students can do rather than what they cannot do or areas of weakness. It is an embodiment of growth mindset in instruction.	Identifying and Serving ELs w/ Disabilities Handbook
Asylee	Asylees: are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, on business, or with “undocumented” status. U.S. Department of Health and Human Services [HHS], n.d.a	BMEP TAM; Serving ELs TAM; Title III TAM
Avant	is a language proficiency assessment vendor.	SSBB TAM
BAR	Budget Adjustment Request: Requests for net increases and decreases to the budget that may include increases due to new grant funds and decreases due to the need to reduce appropriations to keep spending within available revenues—BARs must be approved by designated authority prior to posting as a budget adjustment.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Bicultural	Identifying with the cultures of two different cultural groups—to be bicultural is not necessarily the same as being bilingual, and vice versa.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Bilingualism	Refers to the ability to command two languages existing on a continuum of language skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Biliteracy	The ability to effectively communicate or understand thoughts and ideas through two language systems and vocabularies, using both written symbols.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Block Scheduling	Method, typically used in secondary schools, to extend instructional periods from a traditional program of shorter sessions to longer class periods that meet fewer times each day and week.	Identifying and Serving ELs w/ Disabilities Handbook
BMEAC	Bilingual Multicultural Education Advisory Council: that has been created in the BME Act to advise the Secretary and NMPED staff on the effective implementation of the BME Act.	BMEP TAM; Serving ELs TAM; Title III TAM
BMEPs	Bilingual Multicultural Education Programs: that provide instruction in, and the study of, English and the home or heritage language of the student. It may also include the delivery of the content areas in the home or heritage language and English, and it incorporates the cultural heritage of the child into specific aspects of the curriculum.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;

Acronym/Term	Definition	LCD Guidance Associated
CAMP	College Assistance Migrant Program: assists migratory students in completing their first year of college and provides follow-up services to help them continue in postsecondary education.	ID & R Manual
CCSS	Common Core State Standards: The state-led effort to develop the Common Core State Standards was launched in 2009 by state leaders— including governors and state commissioners of education from 48 states, two territories, and the District of Columbia— through their membership in the National Governors Association (NGA) Center for Best Practices and the CCSSO.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
CCSSO	Council of Chief State School Officers	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
CEFR	Common European Framework of Reference: is a learning, teaching, and assessment that acts as a framework of reference for Languages used in Europe but also on other continents. It was designed to provide a transparent, coherent, and comprehensive basis for the elaboration of curriculum guidelines and language syllabi, the design of teaching and learning materials, and the assessment of foreign languages. It is now available in 39 languages.	SSBB TAM
COE	Certificate of Eligibility: is a form established by the Secretary of Education that consists of required data elements and required data sections necessary for documenting a child’s eligibility for the MEP. 34 CFR § 200.89(c).	ID & R Manual
Child Count	a “ child count ” is the state’s numeric calculation of the total unduplicated number of eligible migratory students statewide who can be counted for funding purposes. ED collects two separate child counts, known as the Category 1 and Category 2 child counts.	ID & R Manual
CLD	Culturally and Linguistically Diverse: students who are of a different cultural background than the dominant United States culture and who may have inherited a home or heritage language other than English from their family, tribe, or country of origin.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
CLEP	College-Level Examination Program: which is a group of standardized tests that assesses college-level knowledge in several subject areas. These tests, are administered at more than 1,700 colleges and universities across the United States and can earn students credit for, and placement out of, college classes.	SSBB TAM
College Board	This is a mission-driven, not-for-profit organization that assists students to transition from high school to college through programs such as SAT college entry testing and the AP program.	SSBB TAM
Comprehensive Evaluation	Use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist with determining whether the child is a child with a disability under §300.8.	Identifying and Serving ELs w/ Disabilities Handbook

Acronym/Term	Definition	LCD Guidance Associated
SDP	Also known as a comprehensive state Service Delivery Plan , describes the services the SEA will provide on a statewide basis to address the unique educational needs of migratory students.	ID & R Manual
Content Areas	All subject matter areas of the school’s curriculum, as defined in the New Mexico standards for Excellence, 6.29.1-11 NMAC, Content Standards and Benchmarks. It especially refers to the core content areas— language arts, math, science, and social studies.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Continuation of Service	The statute provides three circumstances in which a LOA may continue to provide services to children whose eligibility has ended: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [Note: Before the agency provides services under these provisions, it should consider whether the child’s unmet unique educational needs are addressed by the general school program and whether migratory children who have a priority for services have already been served.]	ID & R Manual
CES	Each state has a “land grant” college or university that addresses agricultural issues and supports a statewide system of Cooperative Extension Service offices. The county agents for each CES office often have in-depth knowledge of local farms and crops and have many contacts in the farming community. The CES may also offer annual statewide activities such as farm shows or agricultural days that are good places to meet employers.	ID & R Manual
CSPR	Consolidated State Performance Report: Is the instrument SEAs use to report to ED on the performance of many ESEA formula grant programs, including the MEP.	ID & R Manual
Crop	Is a plant that is harvested for use by people or by livestock.	ID & R Manual
CRT	Culturally Responsive Teaching: is the validation and affirmation of home culture and language for the purpose of building and bridging the student to success in the culture of academia.	ELDIF Handbook
Culture	Deep patterns of values, beliefs, practices, and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected. This socially acquired knowledge may be learned and is shared among individuals in the home, community, and/or institutions.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
<u>DELE</u>	Diplomas of Spanish as a Foreign Language: is the official accreditation of the degree of fluency of the Spanish language. It is issued and recognized by the Ministry of Education, Culture and Sport of Spain. The Instituto Cervantes is the institution in charge of organizing the exams, while the University of Salamanca oversees the preparation, correction, and final evaluation of all tests.	SSBB TAM

Acronym/Term	Definition	LCD Guidance Associated
DELF	Diplôme d'Etudes en Langue Française: is an official qualification awarded by the French Ministry of Education to certify the competency of candidates from outside France in the French language. These diplomas are valid for life. DELF is composed of four independent diplomas that correspond to the levels of the CEFR mentioned above.	SSBB TAM
Designated ELD	Instruction to develop the ELP of EL students based on the student's ELP level and grade level; instruction shall be distinct from content-area instruction.	Identifying and Serving ELs w/ Disabilities Handbook
DFA	Department of Finance Administration	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
DHEW	Department of Health, Education, and Welfare	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Differentiated Instruction	An approach that teachers can use to make grade level content comprehensible to all students with specific attention to the diverse language and learning needs of their ELs.	ELDIF Handbook
Diploma of Excellence	refers to a New Mexico high school diploma. Diploma of excellence is the terminology used in NMSA 22-1-9.1 and 6.32.3.5 NMAC.	SSBB TAM
Discussion Etiquette	The outlined decorum and good form a student must project during Academic Discourse and/or all class discussion.	ELDIF Handbook
District	A unit for administration of a public-school system often comprising several towns within a state—excluding state charter schools (each its own district), there are 89 school districts in NM, with Albuquerque Public Schools being the largest and Mosquero Municipal Schools being the least populated.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
DOK	Depth of Knowledge: the depth of understanding required to answer or explain an assessment-related item or a classroom activity. The concept of depth of knowledge was developed in the 1990s through research by Norman L. Webb, a scientist at the Wisconsin Center for Education Research.	ELDIF Handbook
DTA/DTC	District (or Charter) Test Administrator/Coordinator: who is a licensed school instructor, counselor, student success advisor, or administrator in a school district, charter school, state educational institution, or bureau of Indian education school (BIE) designated by the district superintendent, charter administrator, or governing authority of a state educational institution or BIE school with the overall responsibility for distributing and administering standardized tests, training school personnel in test security matters, etc.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
DLI	Dual Language Immersion: A BMEP model designed to develop proficiency in two languages	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Economic Necessity	Means that the child and the worker (if the child is not the worker) moved because they could not afford to stay in the current location. The MEP is premised on the understanding that migratory children have unique needs in view of their mobility, and generally are in low-income families. The statutory requirement that a qualifying move be made due to “economic	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	necessity” clarifies that, under the ESEA, it is integral to a move that makes a child a “migratory” child.	
ED	The U.S Department of Education : This is the agency of the federal government that establishes policy for and administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing education laws enacted by Congress.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
EEOA	The Equal Educational Opportunities Act of 1974. It is a U.S. federal law that prohibits discrimination against faculty, staff, and students—including racial segregation of students—and requires school districts to take action to overcome barriers to students' equal participation.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
ELA	English Language Arts	BMEP TAM; SSBB TAM
ELA Program	English Language Acquisition Program : See Title III and LIEP	ELDIF Handbook; Serving ELs TAM; Title III TAM
EL	English learners : These are students whose home or heritage language influence is not English, and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency. The term EL replaces ELL.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM
ELD	English Language Development : refers to instruction designed specifically for ELs to further develop their listening, speaking, reading, and writing skills to achieve English language proficiency.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
ELD Standards	State-adopted English language development standards under 6.29.5 NMAC.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Eligibility Determination Team	Group of people who determine whether the student is eligible for and in need of special education and related services under one or more of the eligibility categories defined by IDEA (2004). This group must include the student’s parents, general education teacher(s), special education teacher(s), a representative of the public agency, an individual who can interpret evaluation results, other individuals who have knowledge and expertise, and the student (as appropriate).	Identifying and Serving ELs w/ Disabilities Handbook
ELL	English Language Learner : See EL above.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;

Acronym/Term	Definition	LCD Guidance Associated
ELP	English language proficiency.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
ELP Screeners	WIDA Screener online (grades 1-12) and WIDA Screener for Kindergarten are tests approved by the NMPED to measure ELP as part of the EL identification process.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM;
Emancipated Youth	Are children who have not reached adult age (in accordance with state law) who are no longer under the control of a parent/guardian and who are solely responsible for their own welfare.	ID & R Manual
Engaged in New Qualifying Work	Soon after a qualifying move is one of the criteria for determining whether a worker is a migratory agricultural worker or migratory fisher. In this context, engaged in new qualifying work means that the worker began temporary or seasonal employment in agriculture or fishing (e.g., picking strawberries).	ID & R Manual
Enrichment	A BMEP model designed to further develop the home language of fully English proficient students.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
EoC	End-of-Course exams are intended to be final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards (CCSS) for language arts and mathematics and the New Mexico State Standards (NMSS) for other courses.	SSBB TAM
EOY	End of Year: The acronym is often used by the New Mexico Public Education Department to describe EOY reporting.	SSBB TAM
EPSS	Educational Plan for Student Success: a long-range plan for improvement that is developed by individual schools and districts	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
ESEA	Elementary and Secondary Education Act of 1965. The act is an extensive federal statute that funds primary and secondary education. It also emphasizes equal access to education and establishes high standards and accountability. In addition, it aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for PD, instructional materials, resources to support educational programs, and parental involvement promotion.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
ESL	English as a Second Language: It is an educational approach in which EL students are provided explicit instruction in the use of the English language. Instruction is based on a targeted curriculum that focuses on English language learning (not subject matter content). ESL is traditionally taught as a separate course for ELs only.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
ESSA	Every Student Succeeds Act reauthorizes the ESEA of 1965 and was signed into law by President Obama December 10, 2015. ESSA will replace the NCLB Act of 2001. The transition to full implementation of ESSA will take place over SY15–16 and SY16–17, with full implementation expected in SY17–18.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
Ethnographic Interviews	Open-ended interviews that allow the interviewer to gain deep understanding of an interviewee’s perspectives, beliefs, and understandings.	Identifying and Serving ELs w/ Disabilities Handbook
Expressive Language	using language to express information, ideas, or concepts in either oral, signed, or written communication.	SSBB TAM
Extrinsic Factors	Variables including the quality of classroom instruction, designated and integrated ELD instruction, physical and psychological factors (personal and cultural), language factors, and previous and current learning environment factors that affect learning and are external to disability.	Identifying and Serving ELs w/ Disabilities Handbook
FEP	Fluent English Proficient: See IFEP and/or RFEP.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Fish Farm	Is a tract of water, such as a pond, a floating net pen, a tank, or a raceway reserved for the raising or harvesting of fish or shellfish. Large fish farms sometimes cultivate fish in the sea, relatively close to shore. The fish are artificially cultivated, rather than caught, as they would be in “fishing.” Fish species raised on fish farms include, but are not limited to, catfish, tilapia, salmon, cod, carp, eels, oysters, and clams.	ID & R Manual
Fishing Work	Is the catching or initial processing of fish or shellfish, as well as the raising or harvesting of fish or shellfish at fish farms, that is performed for wages or personal subsistence.	ID & R Manual
Formal Education	Formal Education is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programs are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g., any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.	BMEP TAM; Serving ELs TAM; Title III TAM
FAPE	Free & Appropriate Public Education: Under IDEA (2004), public schools are required to provide each student with a free and appropriate public education in the student’s least restrictive environment, at no cost to the student’s family.	Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook;
Guardian	A “ guardian ” is any person who stands in the place of the child’s parent (in “ <i>loco parentis</i> ”), whether by voluntarily accepting responsibility for the child’s welfare or by a court order.	ID & R Manual
Heritage Language program	A BMEP model designed to support and revitalize a student’s heritage language and culture through oral and written communication; 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.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Heritage Language	The language other than English that is inherited from a family, tribe, community, or country of origin—whether the student is proficient in the language	BMEP TAM; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;

Acronym/Term	Definition	LCD Guidance Associated
Heritage Speaker	A student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. Heritage speakers may be initially classified as either IFEP or EL as a result of the ELP screening.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
HEP	High-School Equivalency Program: assists migratory students who are 16 years or older in obtaining a High School Equivalency (HSE) certificate or the equivalent of a high school diploma.	ID & R Manual
Holistic Observation	Framework for gathering information on a student before a referral is made to have the student evaluated for special education eligibility.	Identifying and Serving ELs w/ Disabilities Handbook
Home Base	Many migratory families have a home base or hometown where they live for much of the year, then travel or migrate to other places to work for temporary or seasonal work out of economic necessity. For example, a migratory family might consider Florida to be their home base work through the citrus harvest in the spring, and then they move to South Carolina to work during the peach harvest, and then return to their home base in the fall.	ID & R Manual
Home Language	Language other than English that is the primary or heritage language spoken at home or in the community.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
<u>IB</u>	International Baccalaureate: which is a non-profit, educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world.	SSBB TAM
IDEA	The Individuals with Disabilities in Education Act of 1975	Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook;
Identification & Recruitment	“Identification” means determining the location and presence of migratory children. “Recruitment” means contacting migratory families, explaining the MEP, securing the necessary information to determination that the child is eligible for the MEP, and recording the basis of the child’s eligibility on a COE or like form.	ID & R Manual
IEP	Individualized Education Program as required by the Individuals with Disabilities Education Act. An IEP is a legal document that spells out a child’s learning needs, the services and accommodations the school will provide, and how progress will be measured.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
IEP Team	Group responsible for reviewing, developing, or revising the IEP for a student with a disability. The team must include the student’s parents, general education teacher(s), special education teacher(s), a representative of the public agency, an individual who can interpret evaluation results, other individuals who have knowledge and expertise, and the child (as appropriate).	Identifying and Serving ELs w/ Disabilities Handbook

Acronym/Term	Definition	LCD Guidance Associated
IFEP	Initial Fluent English Proficient: formerly known as “never ELL”. May refer to a student whose language usage survey indicated that there is no influence of languages other than English in the student’s home (Native English speaker) OR it may refer to a student who scored proficient on the ELP screener (WIDA Screener for Kindergarten or Grades 1-12).	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Immigrant Children/Youth	Children and Youth Individuals who are aged 3 through 21, were not born in any U.S. state (including District of Columbia and the Commonwealth of Puerto Rico) and have not been attending one or more schools in any one or more states for more than three full academic years.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Initial Processing	Is work that (1) is beyond the production stage of agricultural work and (2) precedes the transformation of the raw product into something more refined. It means working with a raw agricultural or fishing product.	ID & R Manual
Integrated ELD	Integrated instruction to attain ELP and meet content standards and benchmarks; it shall occur in all content-area instruction.	Identifying and Serving ELs w/ Disabilities Handbook
Interstate Coordination	Refers to collaborative activities undertaken by two or more states to improve the education of migratory children in those states. Ideally, this term refers to the collaborative activities that two or more states assume to improve the education of migratory children who move between those states.	ID & R Manual
Intrastate Coordination	Refers to efforts involving two or more LOAs within a state to improve educational services to migratory children in that state. The SEA may facilitate these efforts among LOAs or the LOAs may conduct them directly.	ID & R Manual
Join Date	<p>Also referred to as “to join” date, refers to situations where the child and parent do not move together. The “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the QAD is the date that the worker arrived. If the child’s move followed the worker’s move, the QAD is the date the child arrived.</p> <p>The SEA should establish a reasonable time limit for “to join” moves. If the SEA has not established a time limit, the recruiter should determine what is reasonable based on the circumstances. ED believes that, as a best and safe practice, the child’s move should generally occur within 12 months of the worker’s move, and that after one year, it is difficult to link the child’s move to the worker’s move. Nonetheless, there may be unusual circumstances that prevent a child from moving within 12 months of the worker’s move, or vice versa. In these cases, the SEA should document in the Comments section of the COE the basis for determining that the child moved to “join” a worker after such a prolonged period of time between the two moves, or that the worker moved to join the child after a similarly prolonged period.</p>	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
L1	Home or Primary Language is the language, other than English, spoken at home. The following terms are interchangeable: first language (L1), native language, primary language, mother tongue and/or home language. May include heritage language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
L2	Second Language is used in several ways and can refer to the second language learned.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
LA	Language Acquisition: The process of acquiring a language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
LAS	Language Assessment Scales: An approved Spanish language proficiency assessment option used in the state of New Mexico for students participating in state funded, BMEPs.	ELDIF Handbook
Language Majority	A person or language community that is associated with the dominant language of the country.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Language Proficiency	A measure of how well an individual can speak, read, write, and comprehend a language comparable to the standard expected for native speakers of the language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of said language. The methods and assessments used for measuring language proficiency are varied. Language proficiency is an agreed-upon construct dependent on tribes, communities, and/or institutions.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
LCD	Language and Culture Division of the NMPED works too, meet federal obligations to ELs by providing policy and guidance on EL programs, leveraging Title III English Language Acquisition Subgrants to maximize positive outcomes for ELs and Immigrant students, implementing state-funded BMEPs, providing effective World Language instruction, provide guidance on the Seal of Bilingualism-Biliteracy on the NM Diploma of Excellence, and implement Culturally and Linguistically Responsive Instruction.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
LEA	Local Education Agency: Synonymous with a local school system—usually a local school district or a state charter school—indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.	BMEP TAM; ELDIF Handbook; LUS handbook; Serving ELs TAM; Title III TAM
Leading Questions	Leading questions can often be answered by “yes” or “no” responses and prompt the interviewee to give a particular answer. On the other hand, open-ended questions prompt the interviewee to provide more information than simply “yes” or “no.” In the example below, “you moved here to work in agriculture, right?” makes it appear that “yes” is the “correct” response. Rephrasing the question to “Why did you move here?” allows the interviewee to provide various reasons without having a predetermined answer in mind.	ID & R Manual
Least Restrictive Environment	Requirement in federal and state law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. Special education students should not be removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.	Identifying, and Serving ELs w/ Disabilities Handbook

Acronym/Term	Definition	LCD Guidance Associated
LEP	Limited English Proficient is the term previously used by the federal government to identify those students who have insufficient English to succeed in English-only classrooms. The term EL replaces LEP.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
LESA	Limited English-Speaking Ability	ELDIF Handbook
Lessons Learned	In recognition of the experience of the ID&R community, OME has interspersed “ lessons learned ” from veteran ID&R staff throughout the National ID&R Manual. Lessons learned reflect advice from veteran ID&R staff regarding both strategies to adopt and pitfalls to avoid. These lessons learned help new and veteran recruiters alike benefit from the experience of others.	ID & R Manual
LIEP	Language Instruction Educational Programs refers to instructional programs that assist ELs and immigrant students to attain English language proficiency, develop high levels of academic attainment in core academic subjects, and meet the same challenging, state academic standards as all children are expected to meet.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Livestock	Refers to any animal produced or kept primarily for breeding or slaughter purposes, including, but not limited to, beef cattle, hogs, sheep, goats, and horses. For purposes of the MEP, livestock does not include animals that are raised for sport, recreation, research, or pets. ED does not consider the term “livestock” to include animals hunted or captured in the wild.	ID & R Manual
LOA	Local Operating Agency	ID & R Manual
LOTE	Language Other Than English	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
LUS	Language Usage Survey: a survey designed to identify a LOTE in a student’s background to determine if language screening is necessary, as federally required.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
Maintenance	A BMEP model designed to develop and maintain proficiency and literacy in the home language while developing a student’s literacy and oral skills in English.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
MCNL Endorsement	Modern, Classical, and Native Language Endorsement: available to licensed New Mexico teachers	BMEP TAM; ELDIF Handbook; Serving ELs TAM: Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
MEP	<p>Migrant Education Program: is authorized by Part C of Title I of the ESEA, as amended. The MEP provides formula grants to SEAs to establish or improve education programs for migratory children. The purpose of the grants is:</p> <ul style="list-style-type: none"> • to assist states in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children; • to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging State academic standards; • ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet; • to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and • to help migratory children benefit from state and local systemic reforms. 	ID & R Manual
Migratory Agricultural Worker	<p>An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in agriculture, which may be dairy work or the initial processing of raw agricultural products. If an individual did not engage in such new employment soon after a qualifying move, such individual may be considered a migratory agricultural worker if the individual actively sought such new employment and has a recent history of temporary or seasonal agricultural employment.</p>	ID & R Manual
Migratory Child	<p>According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a) of ED’s Title I regulations) a child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:</p> <ol style="list-style-type: none"> 1) The child is not older than 21 years of age; and <ol style="list-style-type: none"> a) The child is entitled to a free public education (through grade 12) under state law, or b) The child is not yet at a grade level at which the LEA provides a free public education, and 2) The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and 3) With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and <ol style="list-style-type: none"> a) From one school district to another; or 	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	<ul style="list-style-type: none"> b) In a state that is comprised of a single school district, has moved from one administrative area to another with such district; or c) Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence. 	
Migratory Fisher	An individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.	ID & R Manual
MLSS	Multi-Layered System of Supports Comprehensive instructional framework that aims to provide support to all students. It is a research-based framework for effective teaching and learning.	Identifying, and Serving ELs w/ Disabilities Handbook
Modifications	Changes in procedures or materials that fundamentally alters the content or performance expectation for a student.	Identifying, and Serving ELs w/ Disabilities Handbook
Move	A change from one residence to another residence that occurs due to economic necessity.	ID & R Manual
MSIX	The Migrant Student Information Exchange system is the technology that allows states to share educational and health information on migratory children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migratory student information systems that states currently use to manage their migratory student data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.	ID & R Manual
Multilingualism	The ability to command three or more languages existing on a continuum of language skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NALC Certificate	Native American Language and Culture Certificate available to tribally approved proficient speakers of the tribe's language and/or licensed New Mexico teachers	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Native English speaker	A student whose first and home language is English OR a student whose first (dominant) language is English and home/heritage language(s) include both English and a language(s) other than English. See related entries: heritage language, heritage speaker, home language.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Native Language	See home language and L1.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NCLB	No Child Left Behind Act: This act authorized several federal education programs that are administered by the states. The law was a reauthorization of ESEA. Under the 2002 law, states were required to test students in reading and math in grades 3–8 and once in high school. This law required data disaggregation by sub-groups, including ELs and Students with Disabilities for the first time since the ESEA was enacted in 1965.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
Network	Is a supportive system of sharing information and services among individuals and groups having a common interest. The five most common information sources when building a recruitment network are: (1) employers; (2) local school staff; (3) community contacts, organizations, and commercial establishments; (4) other government agencies; and (5) migratory families or youth themselves. Although the recruiter wants to encourage the recruiting network to refer children who might be eligible for the MEP, the recruiter should let network members know that while referrals are appreciated, only those who work for the MEP can determine if a child is eligible to receive services.	ID & R Manual
Newcomer	Newcomers: refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. The United States is, to a great extent, a nation of immigrants. Newcomers play an important role in weaving our nation's social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society.	BMEP TAM; Serving ELs TAM; Title III TAM
NMAC	New Mexico Administrative Code	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NMPED	New Mexico Public Education Department	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NMSBA	New Mexico Standards-Based Assessment	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
NMTeach	NMTEACH is an educator effectiveness system designed to establish a framework for continuous improvement and professional growth for teachers and principals, which, in turn, promotes student success.	ELDIF Handbook;
NOVA	The new state reporting system used by LEAs to report data to the NMPED.	BMEP TAM; Serving ELs TAM; Title III TAM;
OBMS	Operating Budget Management System: This is the required on-line system for data entry of accounting and budgeting information to be used by New Mexico public and charter school districts using the Uniform Chart of Accounts (UCOA).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
OCR	The U.S. Department of Education's Office for Civil Rights has responsibility for enforcing Title VI of the Civil Rights Act of 1964.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
OELA	The U.S. Department of Education's Office of English Language Acquisition provides national leadership to help ensure that ELs and immigrant students attain English proficiency and achieve academic success.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
OIG	<p>Office of the Inspector General: Congress created the OIG and authorizing statute through the Inspector General Act of 1978. Although it reports to the Secretary, it is separate and distinct from the program office units in the ED, as an independent and objective unit that:</p> <ul style="list-style-type: none"> • conducts and supervises audits and investigations relating to the programs and operations of the ED; • provides leadership, coordination, and recommendations on activities that (1) promote economy, efficiency, and effectiveness and (2) reduce or detect fraud and abuse in the administration of programs; and • provides a means of keeping the Secretary and Congress informed about problems and deficiencies relating to the administration of the ED's programs and the necessity for corrective action. 	ID & R Manual
OPI	<p>Oral Proficiency Interview: Takes place over the phone between a trained, certified, ACTFL tester and the candidate in a live, 30–45-minute conversation. It is a test that measures how well a person speaks a language.</p>	SSBB TAM
Opt-Out	<p>A parent's right to refuse services or program participation. A parent CANNOT refuse or opt out of EL status or the ACCESS for ELLs© (ELP assessment) conducted annually.</p>	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
PAC	<p>A Parent Advisory Committee, required by Bilingual Multicultural Education statute (NMSA 22-23) and regulation (6.32.2 NMAC), is a group of parent representatives of the language and cultural of the students to assist and advise in the development, implementation, and evaluation of the program.</p> <p>In the planning and operation of MEP programs and projects, SEAs and LOAs must consult with parents of migratory children, including a PAC, for programs not less than one school year in duration. The SEA must develop its comprehensive State plan in consultation with the State PAC or, for SEAs not operating programs for one school year in duration, in consultation with the parents of migratory children. This consultation must be in a format and language that the parents understand.</p>	BMEP TAM; ELDIF Handbook; ID & R Manual; Serving ELs TAM; Title III TAM;
Parent	<p>parent, foster parent, or legal guardian.</p>	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
PARCC	<p>Partnership for Assessment of Readiness for College and Career and is a consortium of states and the District of Columbia that have worked to create and implement uniform K–12 assessments in mathematics and English language arts.</p>	ELDIF Handbook;
PD	<p>Professional Development: It is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment.</p>	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
PED	Public Education Department: see also NMPED	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Personal Subsistence	“ Personal Subsistence ” means that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch.	ID & R Manual
PLC	Professional Learning Community: Group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and students’ academic performance.	ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook
PPT	PowerPoint Software	LUS Handbook
Priority for Services	“ Priority for services ” children, are migratory children who have made a qualifying move within the previous one-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.	ID & R Manual
Proficiency	The ability to express oneself in a language with sufficient structural accuracy and vocabulary to participate effectively in most social and academic situations.	SSBB TAM
Purview	Range of operation, authority, control, concern, vision, insight, or understanding.	SSBB TAM
Q & A	Question & Answer	LUS handbook
QAD	Qualifying Arrival Date: A child’s eligibility for the MEP begins when the child completes a qualifying move. In situations where the child and parent do not move together, the “to join” date is the day that the child and worker complete the move to be together. If the child’s move precedes the worker’s move, the QAD is the date that the worker arrived. If the child’s move followed the worker’s move, the QAD is the date the child arrived. The reason for this is that the child does not establish eligibility as a migratory child until he or she physically arrives in the receiving school district.	ID & R Manual
Qualifying Move	A move due to economic necessity (A) from one residence to another residence; and (B) from one school district to another school district, except (i) in the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or (ii) in the case of a school district of more than 15,000 square miles, where a qualifying move is a distance of 20 miles or more.	ID & R Manual
Qualifying Work	Temporary or seasonal employment or personal subsistence in agriculture or fishing work.	ID & R Manual
Quality Control	An SEA must establish and implement a system of quality controls for the proper ID&R of eligible migratory children on a statewide basis. At a minimum, this system of quality controls must include the following components:	ID & R Manual

Acronym/Term	Definition	LCD Guidance Associated
	<ul style="list-style-type: none"> • training to ensure that recruiters and all other staff involved in determining eligibility and in conducting quality control procedures know the requirements for accurately determining and documenting child eligibility under the MEP. • supervision and annual review and evaluation of the ID&R practices of individual recruiters • a formal process for resolving eligibility questions raised by recruiters and their supervisors and for ensuring that this information is communicated to all LOAs. • an examination by qualified individuals at the SEA or LOA level of each COE to verify that the written documentation is sufficient and that, based on the recorded data, the child is eligible for MEP services. • a process for the SEA to validate that eligibility determinations were properly made, including conducting prospective re-interviewing. • documentation that supports the SEA's implementation of this quality-control system and of a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so. • a process for implementing corrective action if the SEA finds COEs that do not sufficiently document a child's eligibility for the MEP, or in response to internal state audit findings and recommendations, or monitoring, or audit findings of the Secretary. 	
Receptive Language	Processing language to comprehend information, ideas, or concepts in either oral, signed or written communication.	SSBB TAM
Refugee	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group.	BMEP TAM; Serving ELs TAM; Title III TAM
RFEP	Reclassified Fluent English Proficient: formerly known as exited ELL. It refers to a student who has reached proficiency in the annual ELP assessment and is thus no longer classified as an EL.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Re-interviewing	Is the process of checking the eligibility determinations recorded on a State's COEs. It involves independently interviewing families and checking each criterion that makes children eligible for the MEP. States can use prospective re-interviewing for quality control before submission of annual child counts. Or states can use retrospective re-interviewing, which establishes valid and reliable defect rates that measure the quality of a state's eligibility determinations for an entire child count year (i.e., eligibility determinations made over the course of a three-year period).	ID & R Manual
RfR	Request for Reimbursement: is a method where districts, state charter schools, fiscal agents, etc. are reimbursed through the NMPED for allowable expenses charged to a certain program/fund and that do not exceed the limitations of their approved budgets for that program/fund.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
SAT	Student Assistance Team: It is a school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELS w/Disabilities Handbook; LUS Handbook; Serving ELs TAM; Title III TAM;
SAT	The Scholastic Aptitude Test is a globally recognized college admission test that provides students the opportunity to demonstrate to colleges their knowledge and their ability to apply that knowledge. The SAT tests knowledge of reading, writing, and math—subjects that are taught every day in high school classrooms.	SSBB TAM;
SBAC	State Bilingual Advisory Council: It was an ad hoc group that advised the NMPED through the LCD on all matters pertaining to bilingual multicultural education. Please see BMEAC.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Scaffold	An educator’s intentional act of building upon students’ already acquired skills and knowledge to teach new skills (WIDA, 2012).	ELDIF Handbook;
School Board	A local school board means the locally elected, policy-setting body of a school district. Its members serve four-year terms and can be re-elected indefinitely.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SDAIE	Specifically Designed Academic Instruction delivered in English: It is a teaching approach intended for teaching various academic content to students who are still learning English.	ELDIF Handbook;
SEA	State Education Agency: It is the state-level government agency within each state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Seasonal Employment	Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.	ID & R Manual;
Section 504	Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.	LUS Handbook;
SEG	State Equalization and Guarantee: which is also known as the New Mexico public school funding formula. This applied school funding formula determines an equitable distribution of funds that are allocated state-wide in order to equalize educational opportunity for all children in New Mexico.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SEI	Structured English Immersion	ELDIF Handbook;
SGTs	School Growth Targets and refers to the state academic proficiency annual targets based on student performance on standards-based assessments.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SHARE	Statewide Human Resources, Accounting, and Financial Management Reporting System. The New Mexico State employee platform for managing processes and procedures related to human resources, accounting, and finances.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
SharePoint®	The NMPED’s electronic database platform for completing and submitting Program Applications, Annual Reporting, as well as Local Plans submissions.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Sheltered Instruction	This approach integrates the development of English language proficiency and the acquisition of grade-level academic content area knowledge and academic skills.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SIFE	Students with Interrupted Formal Education.	ELDIF Handbook;
SLPI	The Sign Language Proficiency Interview involves a one-on-one conversation in sign language between an interviewer and candidate/interviewee. Interview content varies according to the background, job responsibilities, schooling, and other interests of each SLPI candidate/ interviewee.	SSBB TAM
Soon after the Move	“ Soon after the move ” be within 60 days of the worker’s move. A 60-day window allows for extenuating circumstances that would delay an individual’s engagement in new qualifying work immediately after the move (e.g., local conditions in agricultural or fishing operations, illness, or other personal circumstances), while still providing a reasonable temporal connection between the move and the worker’s engagement in qualifying work. The ESEA, as amended by the ESSA, establishes that whether one may be considered a migratory agricultural worker or fisher depends on whether the individual engaged in qualifying work soon after the move.	ID & R Manual
SPED	Special Education: as part of the Individuals with Disabilities Education Act (IDEA).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
SSBB	State Seal of Bilingualism-Biliteracy	SSBB TAM
Standardized Curriculum	District curriculum that is aligned with the state academic content standards, benchmarks, and performance standards	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
STARS	Student Teacher Accountability Reporting System is a state reporting system used by New Mexico Public Schools to report data to the NMPED. A comprehensive student and staff information system that provides a standard data set for each student served by New Mexico’s 3Y–12 public education system.	ELDIF Handbook; Title III TAM
Student Outside Texts	This refers to any text that is currently not being read in class. For example, if a class is reading <i>To Kill A Mockingbird</i> and the teacher requests that a comparison be made from an outside text, this text must be something that the student has already read either in or outside of class.	ELDIF Handbook;
Support(s)	Use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language.	ELDIF Handbook;
SY	School Year: The abbreviation is used when discussing specific school years.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
TA	A licensed school instructor, counselor, student success advisor, administrator, or instructional support provider in a school district, charter school, state educational institution,	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
	or BIE education school with the responsibility of administering tests under the guidelines outlined in 6.10.7 NMAC	
TAFM	Technical Assistance and Focused Monitoring: This is the approach of the LCD to support district/state charters conduct required self-monitoring to evaluate whether their EL Program, use of Title III Funding, and BMEP are producing results.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Temporary Employment	It typically includes employment where the employer states that the worker was hired for a limited time frame (usually a few months, but no longer than 12 months); the worker states that the worker does not intend to remain in that employment indefinitely; or the SEA has determined on some other reasonable basis that the employment is temporary.	ID & R Manual
TESOL Endorsement	Teachers of English to Speakers of Other Languages: is an endorsement given to elementary- and secondary-licensed teachers qualified to teach ESL classes.	BMEP TAM; ELDIF Handbook; Identifying, and Serving ELs w/ Disabilities Handbook; Serving ELs TAM; Title III TAM;
Title I	Title I is supplemental federal funding provided to local school districts to improve the academic achievement of disadvantaged students. It is part of the ESEA first passed in 1965.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Title II	Title II is supplemental federal funding provided to local school districts to improve educator quality and for teacher development (PD).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Title III	Title III is supplemental federal funding provided through formula-based subgrants for eligible districts/state charters to assist in increasing the ELP and academic achievement of its current ELs.	BMEP TAM; ELDIF Handbook; LUS Handbook; Serving ELs TAM; Title III TAM
Title III-Immigrant	Competitive subgrants used to enhance instructional opportunities for districts experiencing significant increases in immigrant children and youth	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Title VI	Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Transitional	A BMEP model designed to develop skills in the home language and culture while developing continued skills and proficiency in English.	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Tribal Language	This is a language specific to a particular Native American community or Tribe; it may include dialect spoken by members of a particular Native American community.	SSBB TAM
Two-Way, Programs	See BMEP Model - Dual Language Immersion (DLI).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM
Tydings Amendment	The statutory authority for the period for obligating and expending carryover funds is the Tydings Amendment, section 412(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b).	BMEP TAM; ELDIF Handbook; Serving ELs TAM; Title III TAM

Acronym/Term	Definition	LCD Guidance Associated
UDL	Universal Design for Learning: Teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. The four principles are engagement, representation, action, and expression.	Identifying, and Serving ELs w/ Disabilities Handbook
W-APT	The state-approved ELP screening test used in the EL identification process.	ELDIF Handbook;
WIDA	This is a consortium of states whose mission is to advance academic language development and academic achievement for linguistically diverse students through the promotion of high-quality standards and assessments, research, and educator PD. WIDA is the acronym for the consortium of original member states.	BMEP TAM; ELDIF Handbook; Identifying and Serving ELs w/ Disabilities Handbook; LUS Handbook; Serving ELs TAM; SSBB TAM; Title III TAM;
World Language	World Language: is used to distinguish English from languages other than English.	SSBB TAM
WPT	Writing Proficiency Tests are standardized tests for the global assessment of functional writing ability in a language. There are four prompts (i.e., descriptive, informative, narrative, and persuasive) to which the participant must respond in writing.	SSBB TAM

