



# Bilingual/ESL Pipeline Project

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# What is bilingual education?

- Delivery of an approved curriculum through the use of two languages.
- Children are supported in their home language, gaining literacy skills and content knowledge (math, social studies, language arts, science etc.)
- Children are assisted in learning a second language including advanced literacy, by way of teacher and material supports -- specific strategies, language practice, exposure to the particular ways in which the second language is used in the different content areas.
- Curriculum includes important aspects from the cultures represented by the languages in the classroom.

**Goal: Students to become bilingual, biliterate and bicultural**



## State legal findings: 1971; Norvell decision

3 questions:

- 1. Does Article XII, section 8 of the Constitution require that the Legislature provide for the training of NM teachers so that they may become proficient in both the English and Spanish language?
  - Yes
  
- 2. If the answer to Question 1 is in the affirmative, what has been done, should be done, or could be done to comply with the constitutional mandate?
  - The answer to your second question requires an analysis of the various actions of the Legislature which relate to Article XII, Section 8...Unfortunately, these programs do not include the requirement that the trainees be **proficient** in Spanish....



## Norvell decision, continued

- ▶ 3. What was the intent of the founding father of our state in enacting Article XII, Section 8?
  - ▶ We thus conclude in answer to your third question that that intent of the founding fathers was to require the {\*154} Legislature to provide trained teachers proficient in both English and Spanish so that they can “teach Spanish-speaking pupils and students in the public schools and educational institutions of the state (Art.XII, Sec.8).



# Federal and state policies

- Lau v Nichols, 1974, Justice William O. Douglas, Supreme Court:

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education...

- Serna v Portales, 1974 Appellate Judge James Durfee


...Under these circumstances the trial court had a duty to fashion a program which would provide adequate relief for Spanish surnamed children...Under Title VI of the Civil Rights Act of 1964 appellees have a right to bilingual education.

—499 F.2d 1147, p. 6 (Sosa Provencio & Sanchez, forthcoming)



# Bilingual/ESL pipeline project history

- Initiated by concerns of the Coalition for the Majority; Scarcity of bilingual teachers, multiple reports
- Bills sponsored by former Representative Miera, Representatives Salazar and Martinez; Senate bill sponsored by Senator Soules. Invaluable assistance from Edward Tabet Cubero and Regis Pecos.
- Funded by NMHED since 2015; UNM co-PI's Rebecca Blum Martinez, Christine Sims. \$89,000/yr. (2019-2020, additional \$50,000 thanks to Rep. Salazar!!!)
- Intended for the 5 state universities to work collaboratively to create a bilingual/ESL pipeline of teachers---- Approximately \$10,500/ institution.



Purpose: To increase the numbers of bilingual and ESL teachers in New Mexico. UNM in partnership with ENMU, NMHU, NMSU, WNMU

- Nationally, the numbers of Emergent Bilinguals/English learners (ELs) has doubled since 1998 (MPI)
- Nationally, roughly one half of all large city districts have a shortage of teachers who are prepared to work with ELs (CGCS)
- Most Emergent bilinguals in classes with teachers with no preparation in EL education (CGCS)
- In New Mexico approximately 19 % of students are ELs
- Statewide approximately 8,000 bilingual/ESL teachers needed
- Especially pertinent given Yazzie/Martinez lawsuit



## 5 major objectives:

- State Data Collection & Review: data unavailable from NMPED
- Alignment of TESOL & Bilingual Endorsement programs
- Development of Educators Rising chapters in High Schools & IHEs Programs to support Spanish Bilingual Teacher
- Preparation/Indigenous language teacher preparation
- Development of undergraduate bilingual teacher license.





# Alignment of ESL/Bilingual coursework

- The five universities have developed an alignment between their coursework related to Elementary Ed Program/ TESOL endorsement
- Have searched for courses outside of the Colleges of Education that present potential to address some of the goals in our programs.
- Started developing a match between the NMPED requirements, our goals and the courses that will be part of the curriculum.



## Establishment of Bilingual Educator's Rising chapters:

- UNM Educators Rising Chapter-----Atrisco Heritage, APS
  - Monthly meetings; website creation
- NMSU Educators Rising Chapters ----- Gadsden High School, GISD
  - Initiating talks to create chapter
  - NMSU Ed Rising students involved in conversations
- WNMU Educators Rising Chapter ---- Deming High School
  - 3 mini institutes held at WNMU for Deming High School students




# Successful passage of “Prueba”

- Spanish Immersion Institutes funded by Legislature in 1992.
  - Original funding amount was for \$4000/ IHE.
  - Martinez administration cut the amount to \$2000.
- Originally, Institutes offered at ENMU, NMSU, NMHU, UNM.
  - Presently only offered at NMSU, UNM.
  - Lack of bilingual faculty NMHU, ENMU, WNMU
- Through these Institutes 54 students have been prepared for Prueba; **97% pass rate.**



# Preparation of Indigenous Language Teachers

- Lead by Dr. Christine Sims, UNM; American Indian Language Policy Research and Teacher Training Center.
- Summer Institutes to prepare community-based and school-based native language teaching (520 Alternative Certificate).
  - Over 130 participants from different language communities: Keres, Tiwa, Towa, Navajo, Apache, Ute.
- Developing a certificate program for the 520 Alternative Certificate teachers.



# Undergraduate bilingual education degree

- Purpose: To create a bilingual education degree that would adequately prepare bilingual teachers
  - Integrate all needed courses to cut down on hours and costs.
- Accomplishments toward undergraduate BLE degree:
  - Development of 10 goals that serve as framework
  - Alignment with NM Bilingual Competencies
  - Alignment with NM Elementary Teacher Education Competencies
  - Alignment with INTASC standards



## Next steps BLE Undergraduate degree

- Identify courses to be taken prior to education courses: Spanish, Fine Arts, History, Chicano Studies.
- Analyze existing courses in Elementary Teacher Preparation.
- Develop new course descriptions needed.
- Develop outline of courses, practica, etc.



# Challenges:

- ▶ Lack of Bilingual faculty at the Comprehensive and R1 state Universities.
- ▶ Lack of Understanding and Commitment from Administrators.
- ▶ Faculty advisement at the College levels.
- ▶ No real scholarships for BLE candidates.
- ▶ Stipend to be a BLE is very low
- ▶ Losing bilingual teachers to other states such as Texas where salaries are higher
- ▶ HED Pipeline funding:
  - ▶ Allows some funding for Spanish Immersion Institutes,
  - ▶ Some scholarship support,
  - ▶ Support for Bilingual Educators Rising,
  - ▶ Travel for Bilingual faculty to meet,
  - ▶ No release time for faculty to do this work.