

# LEGISLATIVE EDUCATION STUDY COMMITTEE



6/24/2019

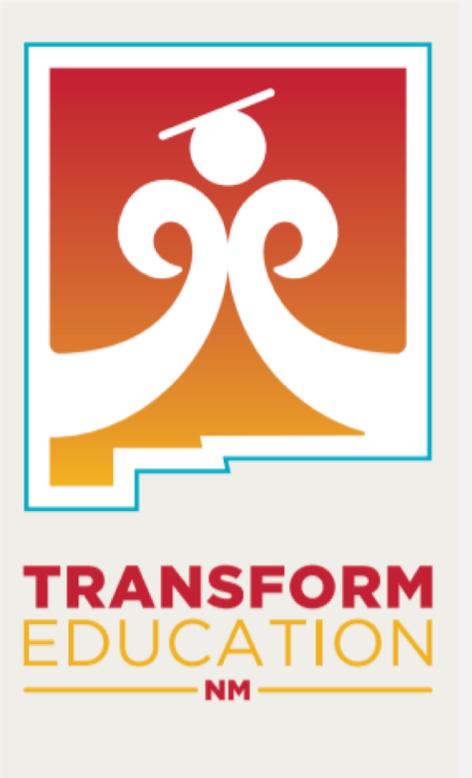
Santa Teresa High School

1:00-2:15



# AGENDA

1. NM History, Policy of Bilingual, Multicultural Education
2. Benefits of Bilingual Education
3. Components of Multicultural Education
4. TENM Platform

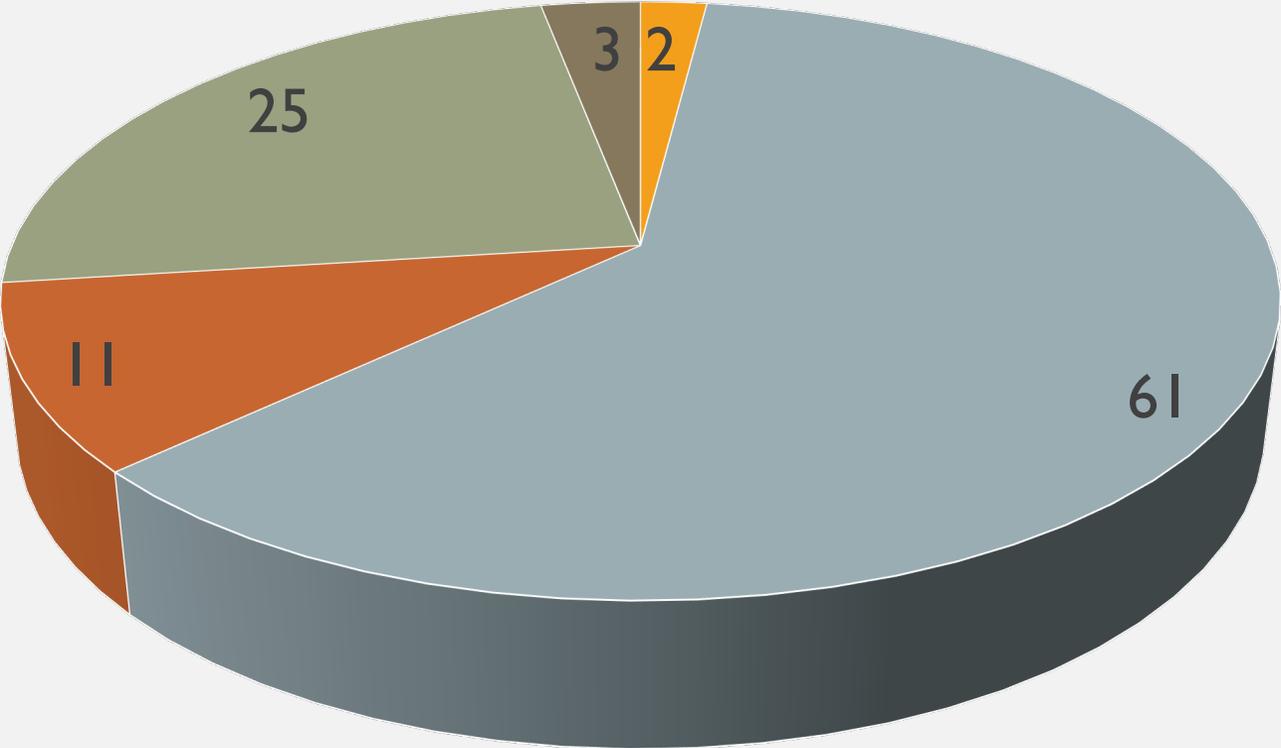


## BUILD UPON YOUR KNOWLEDGE

What does Article XII, Section 8 of the New Mexico State Constitution state?	Name the 5 NMPED approved bilingual program models in New Mexico.	Is Multicultural Education for some students, or is it for all students?
What is the intent of the Hispanic Education Act?	What is the percentage of Hispanic students in New Mexico?	What is Transform Education New Mexico?
What is the intent of the Indian Education Act?	What is the percentage of Native American Students in New Mexico?	How many indigenous languages <u>are spoken</u> in New Mexico?
What is the intent of the State Bilingual Multicultural Act?	At what levels are... the Hispanic Education Act, the Indian Education Act, and the Bilingual <u>Multicultural Education Act funded?</u>	What is <b>center</b> to the Transform Education New Mexico Platform?

# NEW MEXICO PUBLIC SCHOOL STUDENT DEMOGRAPHICS

Race/Ethnicity



**76% Ethnically Diverse**

■ Black ■ Hispanic ■ Native American ■ White ■ Other

Source: NM Kids Can 2008

# OUR STUDENTS

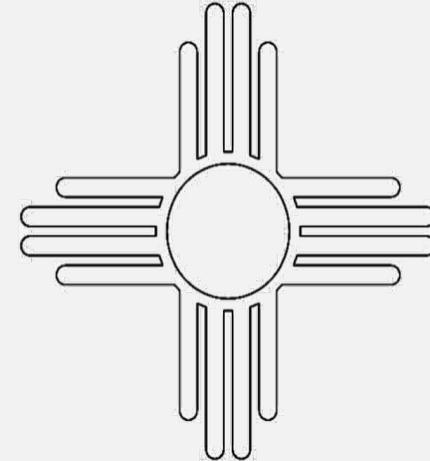
Hispanic 61%

Native American Students 11%

ELL 15%

Students with Disabilities 15%

Low-Income 71%



**“Education provides the basic tools by which individuals might lead economically productive lives to the benefit of us all... education has a fundamental role in maintaining the fabric of our society. We cannot ignore the significant social costs borne by our Nation when selected groups are denied the means to absorb the values and skills upon which our social order rests.”** Justice

Brennan

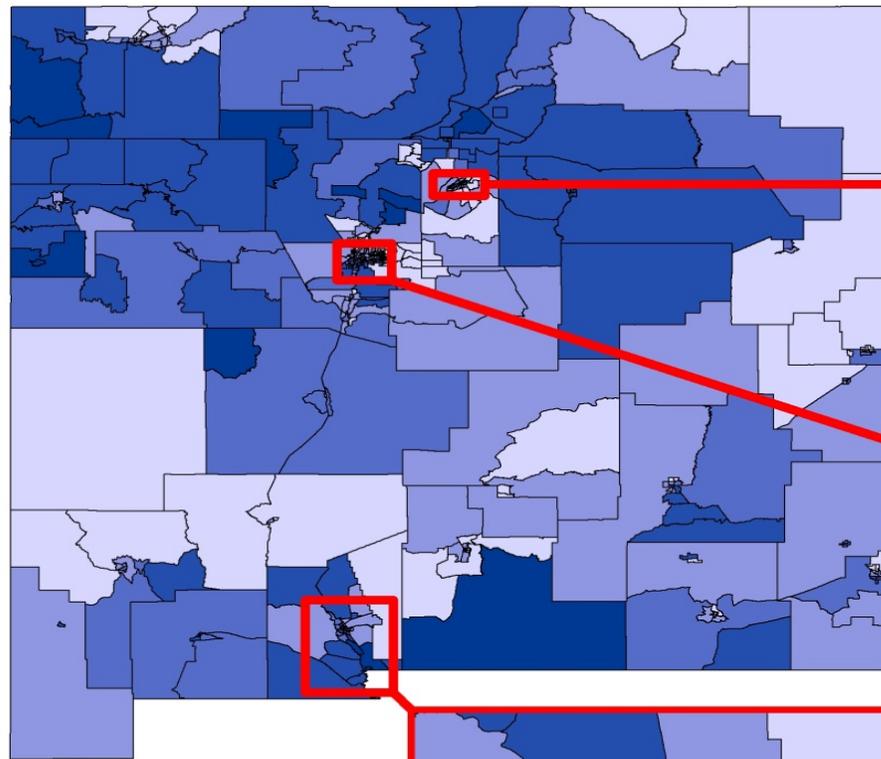
**OVER 2/3 OF THE CHILDREN IN THE  
WORLD GROW UP WITH TWO  
LANGUAGES BEGINNING AT BIRTH.**

Genessee, F. (2008)

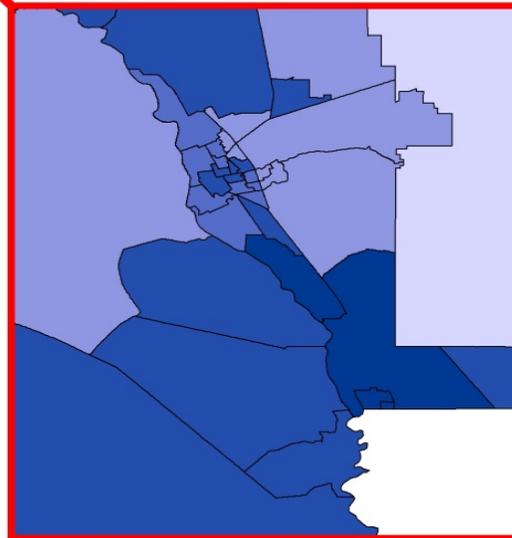
Let's take a look at where some of those children live

**PERCENTAGE  
OF  
INDIVIDUALS  
WHO  
SPEAK A  
LANGUAGE  
OTHER THAN  
ENGLISH AT  
HOME, BY  
CENSUS  
TRACT**

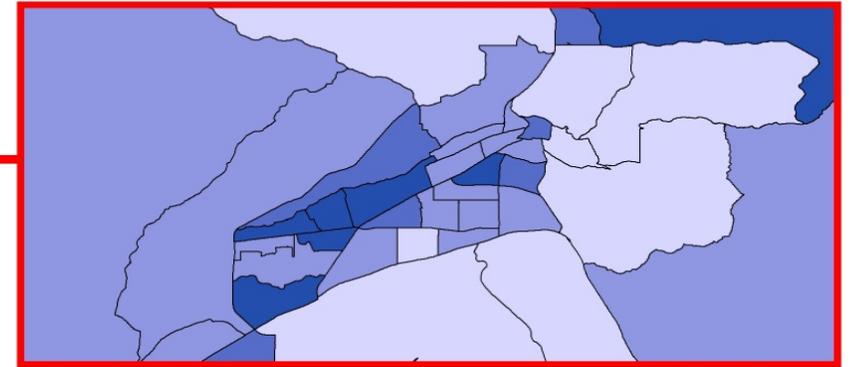
**STATEWIDE AVG. =  
36%**



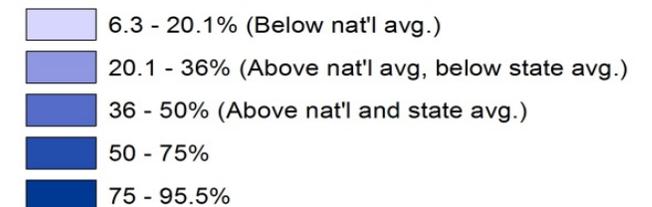
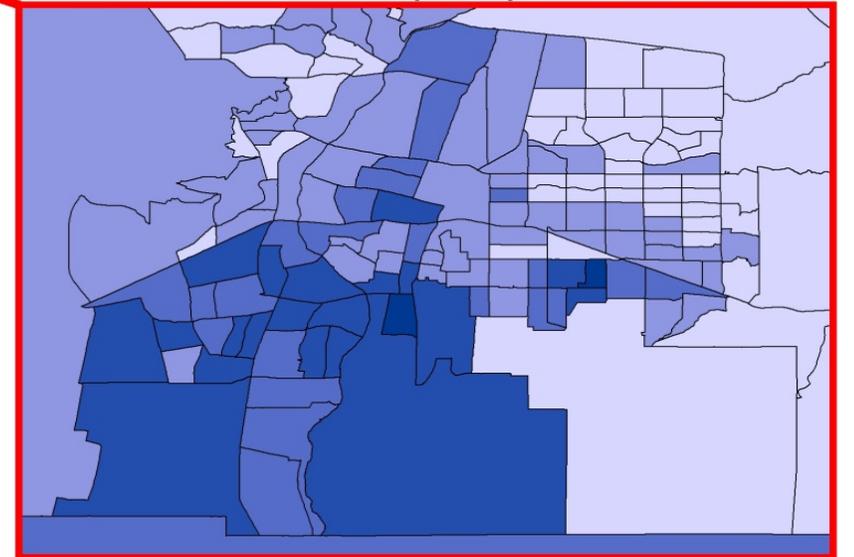
Las Cruces/  
Doña Ana County

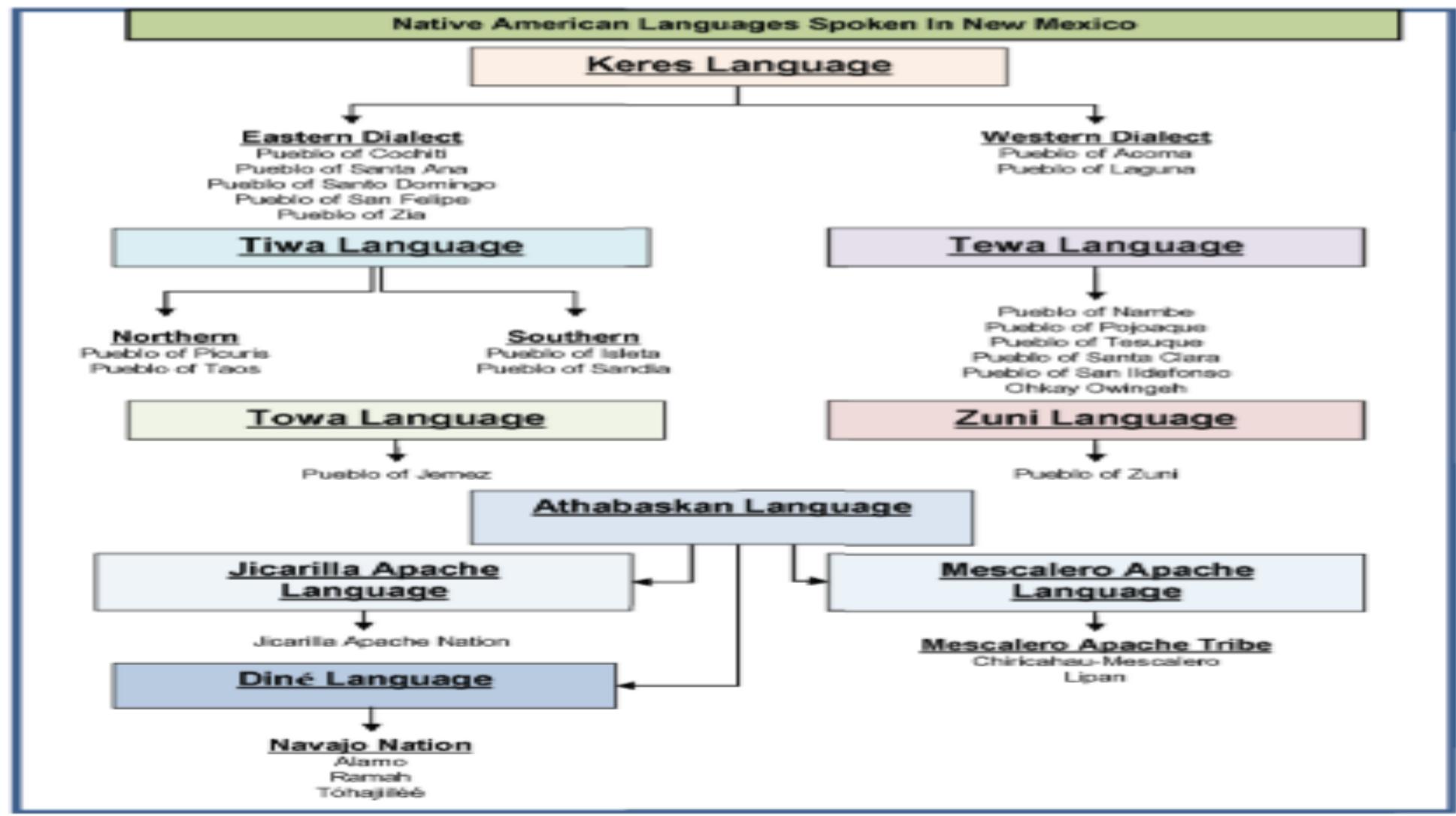


Santa Fe



Albuquerque





## CHANGING DEMOGRAPHICS

- In the United States:
  - **16.3%** of the population is **Hispanic** and
  - **1.7%** is **American Indian or Alaska Native**.
- By contrast, in New Mexico:
  - **46.3%** of the population is **Hispanic** and
  - **10.7%** is **American Indian or Alaska Native**.
- New Mexico looks now like the rest of the nation is projected to look in the future.

# NEW MEXICO'S HISTORICAL SUPPORT OF MULTILINGUAL – MULTICULTURAL EDUCATION

- **Treaty of Guadalupe Hidalgo (1848)**
  - Equal Rights
- **NM Constitution (1911)**
  - Bilingual teaching force
- **NM English Plus Resolution (1989)**
  - Bilingualism as an asset
- **NM Indian Education Act (2003)**
  - Equitable opportunities
  - Culturally relevant learning

- **NM Bilingual/Multicultural Education Act (1973)**
  - Opportunity for ALL students to become bilingual
  - Funding of programs
- **NM Multicultural State Proclamation (2006)**
  - 21<sup>st</sup> Century Skills
- **Hispanic Education Act (2010)**
  - Close the achievement gap
  - Engage the community



# NEW MEXICO INDIAN EDUCATION ACT (2003)

- **Culturally relevant learning environments and instructional materials**
- **Maintenance of natives languages;**
- **Provide affective educational systems for Native students;**
- **PED and Tribal Partnerships;**
- **Development of relationships between tribes, BIE and others;**
- **Urban American Indian community participation;**
- **Inclusive of all Stake-holders: parents, community, PED, tribes, etc.;**
- **Tribal approval of all culturally relevant curricula**



# BILINGUAL MULTICULTURAL EDUCATION ACT (2004)

**Ensures equal education opportunities for students in New Mexico by encouraging development**

- (1) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
- (2) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
- (3) teaching students to appreciate the value and beauty of different languages and cultures.

**NMSA 1978 § 22-23-1.1 (2004). NMSA 1978 § 22-8-18(B)**



## HISPANIC EDUCATION ACT (2010)

Provides for the study, development and implementation of educational systems that ... close the opportunity gap and increase graduation rates

Provides mechanisms for parents, community and business organizations, school staff, higher education, the PED and policymakers to work together to improve educational opportunities for Hispanic students ...

# WHAT DOES THE NM CONSTITUTION SAY?

“A *uniform* system of free public schools *sufficient* for the education of, and open to, all the children of school age in the state shall be established and maintained.”

N.M. Constitution, Article XII, Section I

NEW MEXICO CONSTITUTION  
EDUCATION ARTICLE XII, SEC.8.

[Teachers to learn English and Spanish.]

The Legislature shall provide for the training of teachers in the normal schools or otherwise so that they may become proficient in both the English and Spanish languages, to qualify them to teach Spanish-Speaking pupils and students in the public schools and educational institutions of the state, and shall provide proper means and methods to facilitate the teaching of the English language and other branches of learning to such pupils and students.

## NEW MEXICO'S ROLE IN BILINGUAL EDUCATION MOVEMENT

- 1967: NM first bilingual education policy: Mr. Henry Pascual
- 1968, Senator Joseph Montoya co-sponsored with Sen. Ralph Yarborough, First National Bilingual Education Act

IN THE WORDS OF  
SENATOR JOSEPH MONTOYA

Our nation can no longer indulge in the luxury of letting its human resources go to waste. We must take advantage of what heretofore has been a disadvantage, turning liability into an asset... We must bring two distinctive cultures and languages together in our schools... Think of it--- both heritages, both histories and both languages producing tens of thousands of productive, stable and capable personnel utilizing the finest offered by both worlds” (NEA report, 1967, p 19).

# BENEFITS OF BILINGUALISM

*“Twenty out of the 25 leading industrialized countries start teaching second languages from K to 5<sup>th</sup> grade and 21 of 31 countries in the European Union require nine years of second language learning.” ~Representative Judy Chu, CA, 2011*

The changing demographics of the 21<sup>st</sup> century will require schools to find new and better ways to engage and educate students of all cultural and linguistic backgrounds.

In 2014, New Mexico became the fifth state to adopt the Bilingual Seal attesting to the multilingual competencies of high school graduates. Today, 36 states and the District of Columbia offer their graduates Bilingual Seals.

## COGNITIVE BENEFITS

- 2/3 of children in the world grow up speaking more than one language
- Top three languages utilized in the world: Spanish, English, Mandarin
- Multi-tasking and Increased Cognitive Flexibility
- Delays on-set of Alzheimer's



## EMPLOYMENT ADVANTAGE

- Communication in the workplace is important, and more companies, especially those with international offices, are considering bilingualism a high priority.
- One of the biggest misconceptions is that bilingualism is a rare phenomenon. But, in fact being bilingual means you are NOT the minority. More than half the world speaks more than one language on a daily basis. In many countries around the world, bilingualism is actually considered the norm.

## CULTURAL MAINTENANCE

For Native American communities, fostering indigenous languages is about much more than academic achievement or global competitiveness...it's about maintaining a way of life, customs, and religion.

Goals are “rooted in Native peoples’ inherent and constitutionally and internationally recognized rights to sovereignty and self-determination. Further, Native-language immersion is a positive influence on diversity and equity in schools and society. More research is needed, but the evidence to date strongly indicates that Native-language immersion significantly benefits Native students.”

-T. McCarty

<http://indiancountrytodaymedianetwork.com/2014/09/01/teaching-whole-child-language-immersion-and-student-achievement-156685>

# 21<sup>ST</sup> CENTURY WORKPLACE SKILLS

*PARTNERSHIP FOR 21<sup>ST</sup> CENTURY SKILLS*

## Global Awareness:

1. Using 21<sup>st</sup> century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Promoting the study of languages other than English as a tool for understanding other nations and cultures

# **DIMENSIONS OF MULTICULTURAL EDUCATION: NOT A *THING*, A *PROCESS***

- Content Integration
- Knowledge Construction
- Anti-Racism (previously—prejudice reduction)
- Equity Pedagogy
- Empowering School Culture

University of Washington COE, citing Banks, J. (1995)



**TRANSFORM**  
**EDUCATION**  
— **NM** —



**TRANSFORM**  
**EDUCATION**  
NM

## TRANSFORM EDUCATION NM

**Transform Education NM is a coalition of education, tribal and community leaders advancing a new vision for our public education system and holding the state accountable to meeting the constitutional rights of our students.**

# COALITION MEMBER ORGANIZATIONS:

New Mexico Center on Law and Poverty

College Horizons

Dual Language Education of NM

Native American Community Academy (NACA)

NACA Inspired School Network (NISN)

Learning Alliance NM

American Federation of Teachers New Mexico (AFT-NM)

National Education Association NM (NEA-NM)

NM School Boards Association

New Mexico Association for Bilingual Education (NMABE)

New Mexico Voices for Children

Keres Children's Learning Center

Coalition for the Majority

Native American Budget & Policy Institute

New Mexico Education Action Alliance

CHI St. Joseph's Children

NGAGE NM

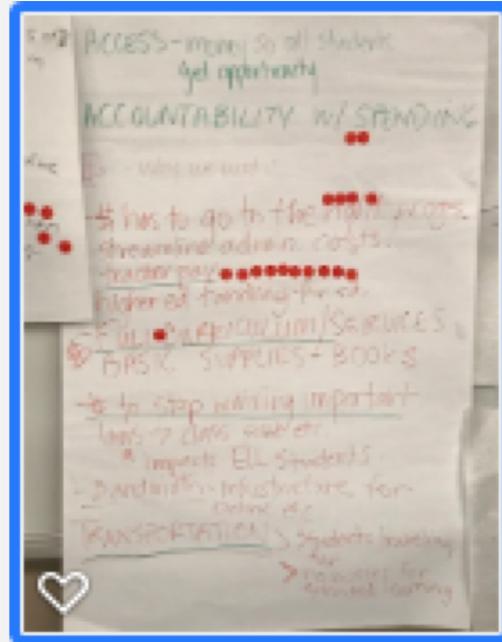
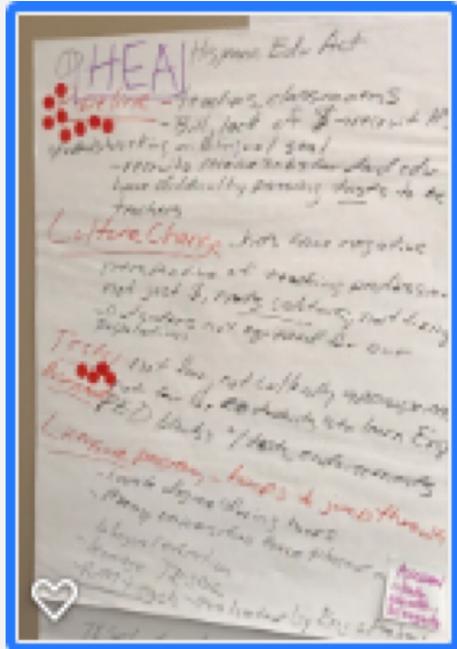
NM Dream Team/United We Dream

Southwest Organizing Project (SWOP)

The Santa Fe Indian School Leadership Institute

The Sun Project

# COMMUNITY SUMMITS MAY-SEPT 2018



**150 stakeholders convened at an Education Transformation Summit on September 14<sup>th</sup>. The summit followed two “pre-summits” in May and June 2018.**

# **DEVELOPING A PLATFORM OF REMEDIES**

**The TENM Platform of Remedies was developed by a broad group of experts and stakeholders and aligns with the Court Order.**

- Plaintiff School Districts (Cuba, Gallup-McKinley, Lake Arthur, Moriarty-Edgewood, Rio Rancho, Santa Fe)
- Plaintiff Families
- Educators: teachers, school boards, superintendents
- Tribal leaders and education departments
- Community groups representing students and families
- Local education experts and researchers

**THE TENM  
PLATFORM IS  
BASED UPON A  
MULTICULTURAL  
EDUCATION  
FRAMEWORK**



# **DIMENSIONS OF MULTICULTURAL EDUCATION: NOT A *THING*, A *PROCESS***

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**CONTENT INTEGRATION:**  
EXTENT TO WHICH TEACHERS  
USE EXAMPLES AND  
CONTENT FROM A VARIETY  
OF CULTURES AND GROUPS  
TO ILLUSTRATE KEY  
CONCEPTS WITHIN THEIR  
SUBJECT MATTER

*Judge Singleton's citing:*

**integrates the cultural strengths** of its  
diverse student population into the  
curriculum with high expectations for all  
students;

attracts and retains quality and **diverse**  
**teachers** to teach New Mexico's  
multicultural student population;



**Drawing From  
the Well:** *CONNECTING SCHOOL TO COMMUNITY*

Digging the Well   Lowering the Bucket   Filling the Bucket   Pulling up the Bucket   Transporting the Water   Water as Nourishment   Supporting the Growth   Appendix

Philosophy - A letter to Administrators and Teachers

Teacher Preparation

How to Use this Guide

Watch Videos About Each Chapter

**Drawing from the Well**  
**Connecting School to Community**

Welcome to the Drawing from the Well program. We're excited to offer you a comprehensive educational program that integrates academic learning, community research, technology skills and creative expression for the benefit of students, teachers and community members.

Essentially, Drawing From The Well teaches students to work cooperatively to collect oral histories and turn the information into radio shows, web sites, publications or exhibitions. In the process, students learn to ask good questions, research a topic, explore new media technologies and become better connected to their community.

Select for Adobe Flash



## **Global Awareness:**

Using 21<sup>st</sup> century skills to understand and address global issues

Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts

Promoting the study of languages other than English as a tool for understanding other nations and cultures



**KNOWLEDGE  
CONSTRUCTION: PROCESS**  
TEACHERS USE TO HELP  
STUDENTS UNDERSTAND,  
INVESTIGATE AND DETERMINE  
HOW BIASES AND FRAMES OF  
REFERENCE WITHIN A  
DISCIPLINE INFLUENCE THE WAY  
KNOWLEDGE IS CONSTRUCTED.  
AND STUDENTS DEVELOP  
AGENCY IN BUILDING THEIR  
OWN KNOWLEDGE

### **Platform suggestion:**

PED shall, in collaboration with local EL experts, revise and develop a more rigorous TESOL licensure test.

Recruitment of teachers for rural areas for special education, STEM and bilingual education is difficult.

## WHAT DOES THE RESEARCH SAY?

- Providing more hours of English does NOT result in higher English achievement
- Little Spanish and mostly English can lead to lower Spanish AND English achievement
- Providing dual language program instruction leads to higher English AND Spanish achievement
- Social class is still a factor – students on free lunch scored lower than students not on free lunch

*Two-Way Immersion Education: Testing and Accountability*  
(Lindholm-Leary, 2002)

**ANTI-RACISM/  
PREJUDICE REDUCTION:  
LESSONS AND ACTIVITIES  
TO NOT ONLY DEVELOP  
POSITIVE ATTITUDES  
ABOUT OTHER RACIAL,  
ETHNIC AND CULTURAL  
GROUPS, BUT TO DEVELOP  
AN ANALYSIS AND TAKE  
ACTION TO DECONSTRUCT  
RACISM**

***Judge Singleton cited:***  
*provides students with a*  
***rigorous and relevant*** *high*  
***school curriculum that***  
*prepares them to succeed in*  
*college and the workplace*

- 1924 President Coolidge signs the Indian citizen act
- New Mexico continued to deny NA people the right to vote
- Miguel Trujillo, WWII veteran
- *Garley vs. Trujillo, 1948*



## **Intentional Teaching Regardless of Program**

Validation of home language and culture

Comprehensible input

Opportunities for verbal interaction  
(84% receptive)

Contextualized language

Strategies and grouping techniques  
that reduce anxiety

Opportunities for active involvement

**EQUITY PEDAGOGY:**  
ADAPTING CLASSROOM  
STRATEGIES TO FACILITATE THE  
ACHIEVEMENT OF STUDENTS  
FROM ALL RACIAL GROUPS

### ***Judge Singleton's Findings:***

*attracts and retains quality and diverse teachers to teach New Mexico's multicultural student population;*

### **Platform suggestion:**

*Provide teachers with training on bilingual, TESOL and anti-racist, culturally responsive instruction.*

# EMPOWERING SCHOOL CULTURE: COMPLETE ORGANIZATIONAL SHIFTS THAT CREATE A SCHOOL CULTURE AND SOCIAL STRUCTURE THAT IS EQUITABLE FOR ALL STUDENTS AND THEIR FAMILIES

## Judge Singleton cited:

elevates the importance of public education in the state by **clarifying the governance structure at different levels.**

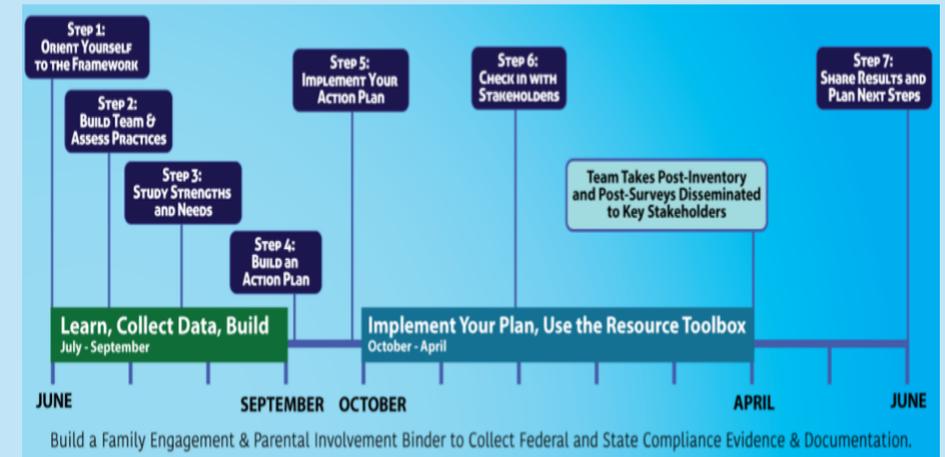
State violated:

The NM Indian Education Act;

Federal requirements for education Native American English learners (NAEL).

PED has not provided a framework for districts to use in providing multicultural education.

## THE FAMILY-SCHOOL PARTNERSHIPS PROCESS:



## THE FRAMEWORK PARTNERS:



Tour the framework here:



<http://nmengaged.com/>

<http://nmengaged.com>

**ENSURE MULTICULTURAL AND MULTILINGUAL LEARNING AT ALL LEVELS:** MAKE STRUCTURAL CHANGES AT THE PED TO ENFORCE LAWS FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS.

**COLLABORATE WITH NEW MEXICO'S TRIBES AND LOCAL COMMUNITIES**

**DEVELOP SYSTEMS CAPACITY THROUGH HIGHER EDUCATION DEPARTMENTS** TO TRAIN AND DEVELOP NATIVE AMERICAN AND BILINGUAL EDUCATIONS, PROMOTE LANGUAGE PRESERVATION AND STRENGTHEN MULTICULTURAL CURRICULUM DEVELOPMENT.



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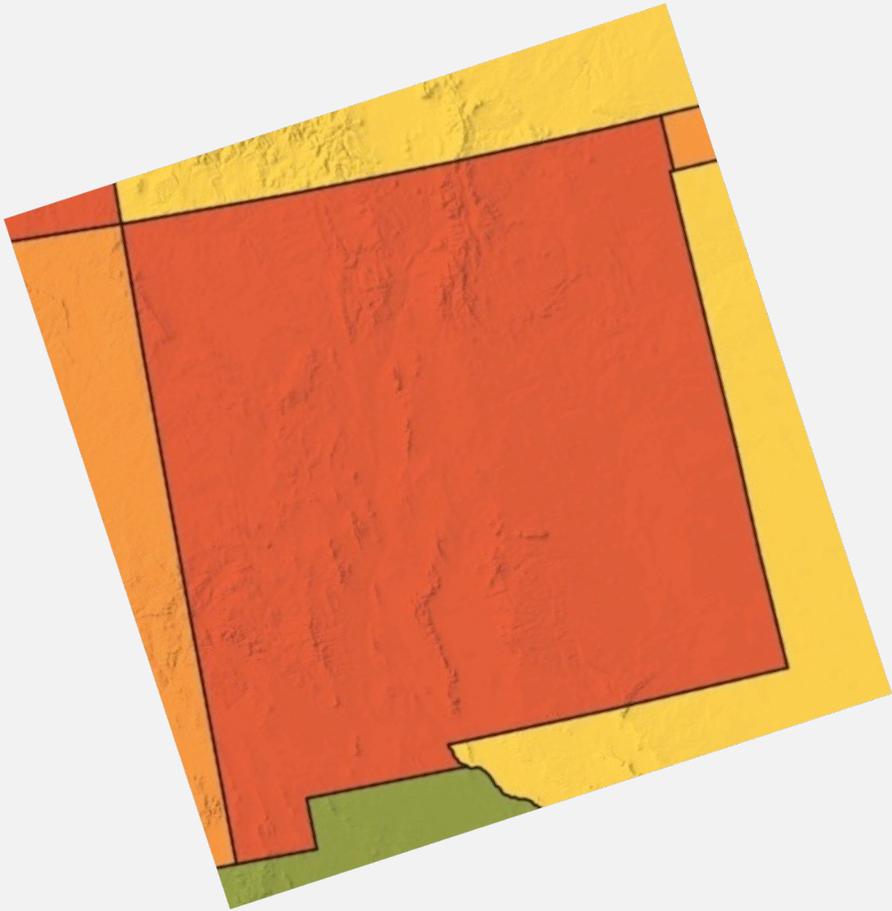
## **COALITION BUILDING FOR AN EQUITABLE AND SUFFICIENT PUBLIC EDUCATION SYSTEM**

- **Developing a transformative framework for education based in local expertise.**
- **Building broad consensus on a platform of proposed remedies for the state.**
- **Educating policymakers on steps necessary to implement the *Yazzie* ruling.**
- **Launching a communications and outreach campaign to engage the public.**
- **Holding the state accountable to the *Yazzie* ruling.**



**TRANSFORM**  
**EDUCATION**  
— **NM** —

# HARVESTING NEW MEXICO'S CULTURAL AND LINGUISTIC CAPITAL



*“New Mexico honors and cherishes its past, while looking forward to expanded opportunities for its people and the new frontiers that New Mexicans of all ethnic backgrounds are exploring to meet the challenges the 21<sup>st</sup> century.”*

(NM Multicultural State Proclamation, 2006)

# NEXT STEPS

Endorse the platform - We invite your feedback !

Engage with the Transform Education NM Coalition

Support the Transform Education NM Campaign

[www.transformeducationnm.org](http://www.transformeducationnm.org)

Review, endorse, assist in drafting legislation for the  
2020 legislative session.

# CONTACT INFO

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