

# NEW MEXICO

## Public Education Department

Identity, Equity, and Transformation:  
The Language and Culture Division's Path for Dual  
Language Programs

# NMPED Vision, Mission, and Core Values

- Vision
  - Rooted in our Strengths · ALL students in New Mexico are engaged in a culturally and linguistically responsive education system that socially, emotionally and academically prepares each for success in college, career and life.
- Mission
  - Then NMPED partners with educators, communities, and families to ensure that ALL students are holistically prepared for college, career, and life; secure in their identity; and healthy.
- Core Values
  - Student Centered · Responsive · Collaborative · Transformative · Innovative · Reflective



# Identity, Equity and Transformation

- Our team: Charter School Division, Indian Education Division, and Language & Culture Division
- Guiding Philosophy
  - Each New Mexico school will be a leader in culturally and linguistically responsive learner/community centered education, integrating personal health, cultural identity, and academic equity, excellence and relevance so that every student is academically prepared for college/career, holistically well (intellectual, physical, social/emotional, relationships/community), secure in their identity, and ready to lead in and contribute to their communities
- Identity, Equity and Transformation Commitments
  - Academic Excellence & Relevance · Community Core Values & Culture · Community Transformation · Reflection & Continuous Improvement · Leadership in CLR Excellent and Relevant Education · Operating Effectiveness & Efficiency
- Bilingual Multicultural Education Act, Charter School Act, Hispanic Education Act, Indian Education Act, and State Seal of Bilingual and Biliterate Graduates.



# Language and Culture Division

- Mission

- The Language and Culture Division provides accountability with support to districts and charter schools across the state of New Mexico through effective leadership, timely customer service, and relevant technical assistance to address the academic learning and language needs of students.

- Vision

- New Mexico's children have access to effective English Learner Programs, Bilingual Multicultural Education Programs, World Language Instruction, Culturally and Linguistically Responsive, rigorous instructional programming that supports all students-including immigrant students-to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and experience school success such that students are prepared beyond the classroom to lead productive, purposeful lives in service to the larger community.



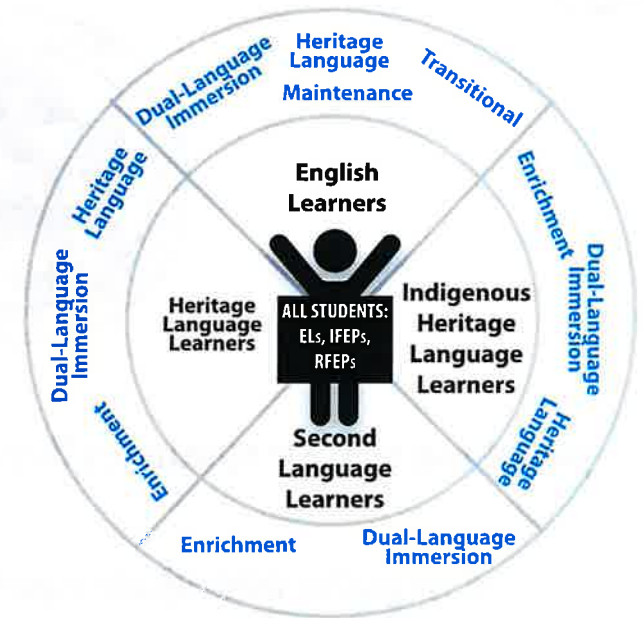
# State Seal of Bilingualism-Biliteracy

- The State Seal of Bilingualism-Biliteracy certifies that the recipient is proficient for meaningful use in college, a career, or to meet a local community language need in a language other than English.
- The State Seal must be adopted by School Boards and Governing Councils as it is awarded on the Diploma of Excellence
- Options to Award
  - Tribal language Certification
  - Units of Credit & Assessment
  - Units of Credit & Alternative Process Portfolio
  - Assessment & Alternative Process Portfolio



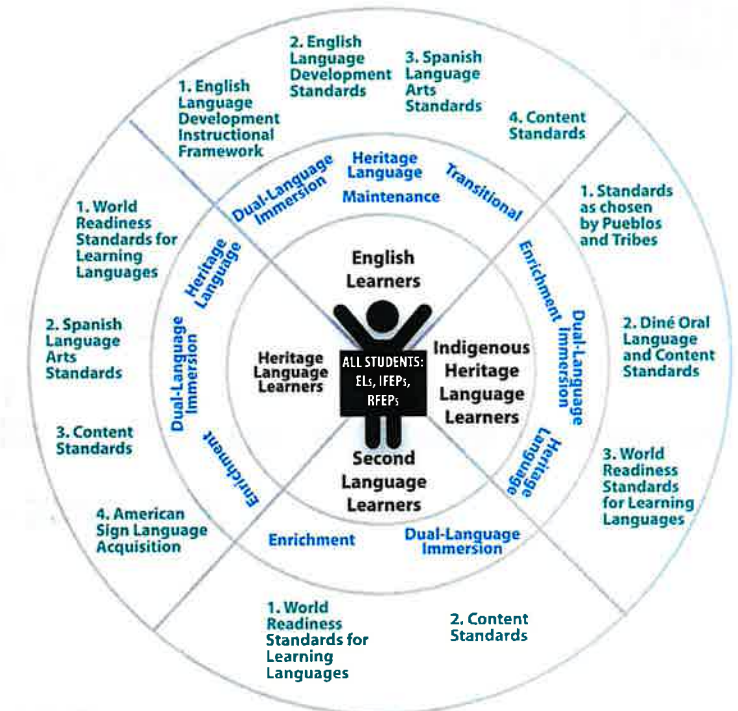
# Student-Centered Language Programs

- Bilingual Multicultural Education Programs (BMEPs) that are built around students and the school community.
  - Student English Language Classification
  - Student's Cultural and Linguistic Connection to the home/heritage/second language
- Support with the implementation of the five BMEP models
  - Dual Language Immersion · Enrichment · Heritage Language · Maintenance · Transitional
- Dual Language Programs are the Gold Standard



# Instruction focused on Student Needs

- Student Needs - Language Acquisition
  - American Sign Language Instruction
  - Diné Oral Language Standards
  - English Language Development Instruction Framework
  - World Readiness Standards for Learning Languages
- Student Needs - Language Development
  - English Language Development Standards
  - Spanish Language Development Standards
- Student Needs - Content Instruction
  - Content Standards
  - Diné Content Standards
  - Spanish Language Arts



# Current Initiatives to Support BMEPs

- Increasing the LCB's Capacity to Support Districts and Schools
- State-wide Spanish Language Proficiency Assessment
- Indigenous Language Assessments
- World Language proficiency Assessments to support with State Seal
- Instructional materials adoption cycle for Spanish language arts, world readiness standards for learning languages and English language development
- Educator Ecosystem – Specific Focus on Teachers Serving in BMEPs
- Professional Development for District and School Leaders
- Spanish version of Language Arts Assessment for ALL English Learners (regardless of program placement)
- Identity, Equity and Transformation Framework



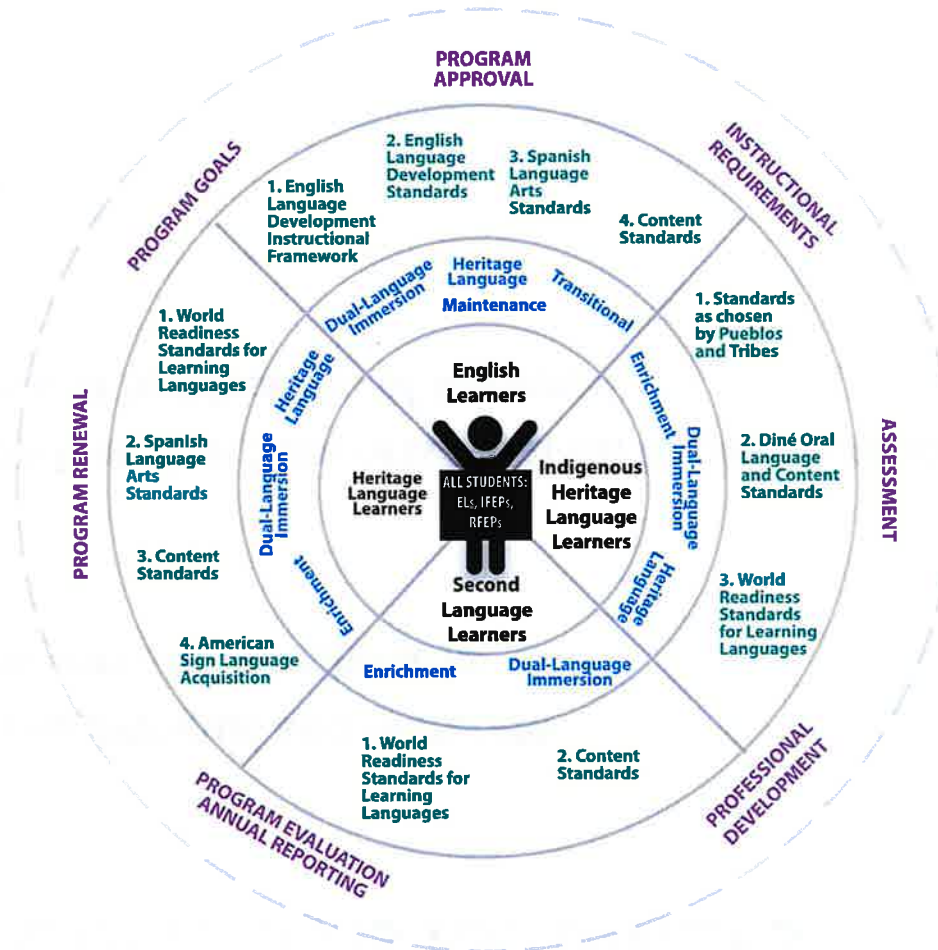


Connection to home/heritage/second language

Instructional Standards

BMEP Models

Guidelines for Implementing BMEPs



Students That Are Multilingual (State Seal of Bilingualism-Biliteracy), Secure in their Identity and College and Career Ready Students



# BME Act and Guidelines for BMEPs

- Program Goals
  - ALL students become Bilingual and Biliterate
  - Meet content standards and benchmarks
- Program Approval
  - Program Plan
  - Resource Allocation Plan that Supports Program Implementation
  - Tribal Consultation and Notification of Approval



# BME Act and Guidelines for BMEPs

- Instructional Requirements

- Instruction to attain language proficiency and literacy skills in two languages, one of which is English. For Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking, and comprehension.
- Instruction to attain academic achievement in two languages, one of which is English
- Sheltered content instruction
- Standardized curriculum, including instructional materials with scope and sequence, that is aligned with the state academic content standards, benchmarks and performance standards
- Instruction in the history and cultures of New Mexico
- Culturally and linguistically responsive instruction designed to develop cross-cultural skills



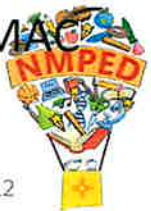
# BME Act and Guidelines for BMEPs

- Assessment

- State-approved language proficiency assessments in English the home/heritage/second language until proficiency is reached
- Tribal language assessments
- Participation in content assessments, as required for ALL students

- Professional Development

- BMEPs must be part of the district's professional development plan
- Provided to teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers
- Focused in the areas of language teaching and learning as outlined in 6.32.2. 13 NMAC



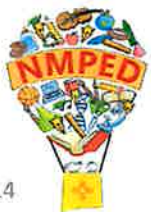
# BME Act and Guidelines for BMEPs

- Program Evaluation – Annual Reporting
  - verification that the program has identified and served students most in need
  - analysis of language and academic assessment results demonstrating that participating students have made measurably significant growth toward meeting the state targets for language and academic proficiency
  - specific and measurable goals for the following school year
  - verification that professional development was provided and is part of the districts professional development plan
  - an expenditure report from the general ledger on the use of funds generated by the bilingual cost differential in the funding formula for the program
  - annual progress report provided to Tribes



# BME Act and Guidelines for BMEPs

- Program Renewal
  - Based on program monitoring and review of the annual report
  - Programs that are compliant and are showing growth may continue as previously approved
  - Programs that are not compliant will provide a program improvement plan with LCB support

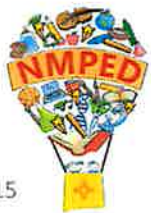


### 6.32.2.15 NMAC Program Renewal Process Map

Program renewal is based on program monitoring and review of the annual report. The Department will determine whether the bilingual multicultural education program is compliant pursuant to 22-23-1 NMSA 1978 and 6.32.2 NMAC



\*Report for the first time in September 30<sup>th</sup> of the second year. All districts shall submit the annual report to the department, for any year in which the district has provided assurances to the department.  
 \*\*PIP (Program Improvement Plan) shall include provisions to adjust the curriculum, program or method of instruction, as necessary. Department will provide technical assistance with development of PIP.  
 \*\*\* If a program is determined to be non-compliant after receiving three consecutive notices of non-compliance, the department shall notify the district and shall discontinue the program at the end of the third school year unless the district can verify compliance to the satisfaction of the department.



# Guidance for BMEPs

- BMEP Technical Assistance Manual
- BMEP Professional Development Guidance Memorandum
- World Readiness Standards for Learning Languages
- State Seal Guidance Handbook
- English Language Development Instructional Framework
- Serving English Learners Technical Assistance Manual
- Language Usage Survey Guidance Handbook
- Spanish language arts standards additional 15% with a focus on cultural responsiveness
- Bilingual Multicultural Education Annual Reports





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