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November 17, 2014

MEMORANDUM

TO: Legislative Education Study Committee

FR: Christina E. McCorquodale

RE: **STAFF REPORT: *HISPANIC EDUCATION ACT* UPDATE**

INTRODUCTION

Focused on closing the achievement gap, increasing graduation rates, fostering parental involvement, and providing mechanisms for collaboration among various stakeholders, the *Hispanic Education Act* (HEA) has been in place in New Mexico for four years. Passage of the HEA by the 2010 Legislature marked the first enactment of a state law of this kind anywhere in the country. Based on input received from committee members during the April 2014 organizational meeting of the Legislative Education Study Committee (LESC), this staff report will provide:

- a summary of recent data and information related to the implementation of the HEA;
- an overview of the *White House Initiative for Educational Excellence for Hispanics*; and
- background.

Additionally, the committee will hear from a panel of presenters regarding *HEA's Five Year Plan*, including:

- David Rogers, Executive Director, Dual Language Education of New Mexico and Chair, Hispanic Education Advisory Council (HEAC);

- Alex O. Romero, Chief Executive Officer, Albuquerque Hispano Chamber of Commerce and Vice Chair, HEAC;
- Vicki Mora, Executive Director, Association of General Contractors and Co-Chairperson, Unidos Project; and
- Meriah Heredia-Griego, Assistant Research Professor, Center for Education Policy Research and Member, Unidos Project.

RECENT DATA AND INFORMATION

Since the enactment of the HEA, four Hispanic Education Status Reports (HESRs) have been published by PED. Using data from the most recent HESR 2012-2013, this section will briefly summarize data and information into the following three categories:

- demographic information;
- Hispanic student achievement data; and
- promising practices for New Mexico.

Demographic Information

According to the 2012-2013 HESR:

- 47 percent of New Mexico's population identifies themselves as Hispanic/Latino compared to 16.9 percent nationally;
- New Mexico was the first "minority majority" state in the US where the combined percentage of minority individuals reached more than 50 percent of the total state population;
- the Hispanic population in New Mexico is young, which means it is set to grow quickly in the coming decades;
- 40 percent of the members of the New Mexico Legislature identify as Hispanic compared to only 3.0 percent in state legislatures nationally; and
- since statehood in 1912, six of New Mexico's governors have been Hispanic.

Hispanic Student Achievement Data

The 2012-2013 HESR also provides student achievement data and related statistics for Hispanic students statewide, including:

- academic proficiency rates;
- attendance rates;
- graduation rates;
- bilingual and multicultural program information by type and number; and
- postsecondary enrollment and completion rates.

On average, across the state of New Mexico in school year 2012-2013, academic proficiency rates for Hispanic students lagged behind those of Non-Hispanic students in the following ways:

- for reading:

  - 45.9 percent of Hispanic students were proficient; while
  - 57.9 percent of Non-Hispanic students were proficient; and

- for math:

  - 36.8 percent of Hispanic students were proficient; while
  - 49.9 percent of Non-Hispanic students were proficient.

Attendance rates for Hispanic students are specifically cited in the HEA as a critical statistic to have reported in the HESR. For school year 2012-2013, attendance rates were highest for the Asian/Pacific Islander subgroup with 97.4 percent attendance and lowest for Native American students with 91.5 percent attendance. Hispanic students reported a 94.9 percent attendance rate, which is 0.1 percent higher than the overall attendance rate for New Mexico students of 94.8 percent.

Next, with regard to four-year graduation rates, according to the HESR, in 2012, Hispanic students graduated at a rate of 56.1 percent compared to 70.4 percent for all students. This marks a difference of 14.3 percent. In 2011, Hispanic students graduated at a rate of 59.3 percent compared to 63.0 percent for all students. This marks a difference of 3.7 percent. It can also be noted that the four-year graduation rate for Hispanic students declined by 3.2 percent from 2011 to 2012, while that same rate for all students increased by 7.0 percent over the same span of time.

The HESR also depicts the number and type of bilingual and multicultural programs in New Mexico schools. The report states that these numbers reflect the programs in existence during school year 2012-2013. In total, there were:

- 118 Dual-Language Immersion programs (114 in districts, four in state charters);
- 185 Maintenance programs (182 in districts, three in state charters);
- 47 Transitional Bilingual programs (46 in districts, one in a state charter);
- 161 Enrichment programs (157 in districts, four in state charters); and
- 98 Heritage/Indigenous Language programs (98 in districts, zero in state charters).

In total, therefore, New Mexico schools housed 610 bilingual/multicultural programs (597 in districts, 13 in state charters) that enrolled 43,475 students in school year 2012-2013.

The HESR also reports that 84,659 Hispanic students were enrolled in New Mexico's postsecondary educational institutions during school year 2012-2013. More than 30,000 of these students were enrolled at either the main campus of the University of New Mexico (UNM) or Central New Mexico Community College in Albuquerque.

Finally, in school year 2012-2013, the completion rate for Hispanic students at two-year public institutions across the state ranged from a high of 49 percent at the Grants Branch of New Mexico State University (NMSU) to a low of 13.8 percent at the Carlsbad Branch of NMSU. The completion rate for four-year institutions saw a high of 49 percent at UNM's main campus and a low of 5.2 percent at Northern New Mexico College.

Promising Practices for New Mexico

According to the 2012-2013 HESR, the Hispanic Education Advisory Council (HEAC) is made up of the following members:

- Dianna Archibeque;
- David Briseño;
- Brenda Chavez;
- Sylvia E. Duran-Nickerson;
- Dr. Julia Rosa Emslie;
- Patricia Jimenez-Latham;
- Esther Rivera;
- Dr. Sandra Rodriguez;
- David Rogers;
- Alex Romero; and
- Dr. Lawrence Roybal.

The members of the HEAC contributed to the HESR by highlighting 11 promising practices in New Mexico related to the HEA. These promising practices include the following:

1. Development of a NM Teach Observation Tool to include indicators for emerging bilingual students.

2. The NM Dual Language Bright Spots Initiative to demonstrate the power of multilingual, multicultural, enrichment education.

3. The Academic Language for ALL Initiative to identify and research a variety of program models that work to develop academic language proficiency.

4. The Engaging Latino Communities for Education (ENLACE) Statewide Collaborative focusing on student access and success, family and community engagement, leadership and professional development, and policy development.

5. The League of United Latin Citizens (LULAC) National Educational Service Center supporting the Upward Bound program that provides supplemental instruction, tutoring and summer programs at Highland High School in Albuquerque for selected students.

6. The Family Leadership Institute's Building Positive School, Family and Community Partnerships and Ten-Step Approach to Parental Involvement that helps families of diverse ethnic, racial, and cultural backgrounds grow as individuals, parents, and leaders.

7. The Seal of Bilingualism/Biliteracy honoring students who reach academic proficiency in English and another language (Spanish or other language where there is tribal/community support), and building upon the linguistic and cultural capital of a diverse student body;

8. Sheltering instructional protocols, such as the:

   - Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S3) instructional model for language and mathematics content;
   - Guided Language Acquisition Design (GLAD) professional development model for the area of language acquisition and literacy; and
   - Literacy Squared Framework biliteracy program designed to accelerate the development of literacy in Spanish speaking children.

9. The Teaching English to Speakers of Other Languages (TESOL) Alternative Endorsement program providing a comprehensive professional development model for in-service teachers to expand their ability to address social, cultural, educational, and linguistic factors that impact English language learners in today's classrooms.

10. Culturally responsive teaching and leading modules that provide educators with opportunities to examine current practices and explore new ideas for increasing culturally relevant teaching and leading.

11. The Dual Enrollment, Hispanic Scholarship Fund and AP College Board initiatives aimed at raising the academic achievement of Hispanic students.

WHITE HOUSE INITIATIVE FOR EDUCATIONAL EXCELLENCE FOR HISPANICS

Paralleling the HEA at the federal level is the *White House Initiative for Educational Excellence for Hispanics* (WHIEEH). First established by President George H.W. Bush in 1990, the WHIEEH was intended to address educational disparities faced by the Hispanic community and has been recognized by Presidents Bill Clinton, George W. Bush, and Barack Obama since that time. Most recently, on October 19, 2010, President Barack Obama renewed the WHIEEH through Executive Order 13555 and reiterated the commitment of the White House to expand educational opportunities and improve educational outcomes for all students.

According the initiative's current website, the WHIEEH has seven key objectives to increase educational opportunities, improve educational outcomes, and deliver a complete and competitive education for all Hispanics. Those objectives include:

1. increasing awareness of the educational challenges faced by Hispanic students;
2. increasing the percentage of Hispanic children who enter kindergarten ready for success by improving access to high-quality programs and services that encourage the early learning and development of children from birth through age 5;
3. implementing successful and innovative education reform strategies in America's public schools to ensure that Hispanics receive a rigorous and well-rounded education;
4. ensuring access to excellent teachers and school leaders;
5. reducing the dropout rate for Hispanic students and helping Hispanic students graduate from high school prepared for college and a career;
6. increasing college access and success for Hispanic students and providing support to help ensure that a greater percentage of Hispanics complete college; and

7. enhancing the educational and life opportunities of Hispanics by fostering positive family and community engagement, improving the quality of, and expanding access to, adult education, literacy, and career and technical education, as well as increasing opportunities for education and career advancement in the fields of science, technology, engineering and mathematics (STEM).

While the WHIEEH is not statutorily established in federal law, it carries with it the clout of a Presidential Executive Order and has been identified as a priority of the White House.

BACKGROUND

Enacted by the 2010 New Mexico Legislature, the purpose of the *Hispanic Education Act* (HEA), as specified in state law, is to:

- provide for the study, development, and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates;
- encourage and foster parental involvement in the education of their children; and
- provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public postsecondary educational institutions, PED, and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of:

    - closing the achievement gap;
    - increasing graduation rates; and
    - increasing postsecondary enrollment, retention, and completion.

The HEA establishes the Hispanic Education Liaison within PED, who is to:

- focus on issues related to Hispanic education and advise the Secretary on the development and implementation of policy regarding the education of Hispanic students;
- advise the department and the commission on the development and implementation of the five-year strategic plan for public elementary and secondary education in the state as the plan relates to Hispanic student education;
- assist and be assisted by other staff in the department to improve elementary, secondary, and postsecondary educational outcomes for Hispanic students;
- serve as a resource to enable school districts and charter schools to provide equitable and culturally relevant learning environments, educational opportunities, and culturally relevant instructional materials for Hispanic students enrolled in public schools;
- support and consult with the Hispanic Education Advisory Council (HEAC); and
- support school districts and charter schools to recruit parents on site-based and school district committees that represent the ethnic diversity of the community.

Additionally, the HEA sets out requirements for a HEAC made up of no more than 23 members who are knowledgeable about and interested in the education of Hispanic students. The HEAC is to advise the Secretary on matters related to:

- improving public school education for Hispanic students;
- increasing parent involvement and community engagement in education for Hispanic students; and
- increasing the number of Hispanic high school graduates who succeed in postsecondary academic, professional or vocational education.

The HEAC is to meet as necessary (at least twice per year) and elect a chairperson and other officers as needed. The membership advises the Secretary on matters related to Hispanic education in New Mexico and is to be made up of:

- representatives of public schools, postsecondary education and teacher preparation programs;
- parents;
- Hispanic cultural, community and business organizations;
- other community and business organizations; and
- other interested persons.

Further, the HEA requires PED, in collaboration with the Higher Education Department (HED), to submit an annual preschool through postsecondary statewide HESR no later than November 15. The report is to be given to the Legislature through the LESC and to the Governor. An additional copy of the HESR is to go to the Legislative Council Service's Legislative Library.

The HESR, as specified by the HEA, may be compiled from data otherwise submitted to PED and is to include information at the school district, charter school and statewide levels about the following:

- Hispanic student achievement at all grades;
- attendance for all grades;
- the graduation rates for Hispanic students;
- the number of Hispanic students in schools that make adequate yearly progress and in schools at each level of school improvement or restructuring; and
- the number and type of bilingual and multicultural programs in each school district and charter school.

Finally, there is no mention within the HEA of PED having rulemaking authority and, accordingly, there are no PED administrative rules directly tied to the HEA.

LA PLÁTICA BAJO LA RESOLANA

A Work Session for Strategic Partners of the Hispanic Education Act

FINAL REPORT

- September 13, 2014
- Albuquerque, NM

CONVENER

The Hispanic Education Act Council

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New Mexico Public Education Department

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INTRODUCTION

Purpose

New Mexico finds itself uniquely situated to influence the educational outcomes of its growing Hispanic student population, in turn potentially impacting Hispanics nationwide. As the country's first minority-majority state, New Mexico represents what many other regions of the nation will look like in the not-so-distant future. Each youth possesses great potential, and many adults understand that helping young people meet their potential is the greatest contribution they can offer our society. New Mexicans must unite in the common cause of supporting our young people, ensuring they succeed in school, graduate on time, and pursue higher education or fulfilling careers.

The purpose of the work session was to develop priorities for the Hispanic Education Act Five-Year Plan. This plan will be instrumental in guiding policymakers and education leaders in making needed educational reform decisions on policies, programs, and resources. The plan will allow stakeholders to prioritize and align individual skills, talents, and resources to achieve collective goals to close the achievement gap for Hispanic students. It will lead the way to continued collaboration between the Hispanic Education Act Council and willing strategic partners throughout the state to accomplish the important work of the Hispanic Education Act.

The session focused on the following strategic goals:

1. **Student Success**: Identify evidenced-based practice that can ensure educational success of Hispanic students by closing the achievement gap between them and their white peers.
2. **Family Engagement**: Identify evidenced-based practice to ensure the incorporation of the Hispanic families' culture in school curriculum, including the school/district's family engagement plan.
3. **Collaboration**: Identify evidenced-based practice that increases collaboration among schools, families, community, and businesses to improve educational opportunities for Hispanic students.

This report outlines the key results of the work session:

- Strategic priorities
- Suggestions for monitoring success
- Evidenced-based best practices

Process

A diverse group of 67 strategic partners attended the work session, representing school districts and higher education institutions, as well as business, government, and nonprofit, organizations. Prior to the session, participants reviewed a background brief that outlined issues specific to New Mexico's Hispanic students and families. During the session, participants benefited from presentations by Hispanic Education Act Council members to set the context. Afterwards, participants engaged in small group discussions in which they came to consensus on strategic priorities in the areas of student success, family engagement, and collaboration. They also made suggestions for monitoring progress. During the closing session, participants had the opportunity to review the work of all groups and weigh in on their level of support for each priority.

Convener

The establishment of a **Hispanic Education Act Council** was created under 2010 legislation, and members were initially appointed by Veronica Garcia, Cabinet Secretary, New Mexico Public Education Department. In 2011, the current Cabinet Secretary, Hanna Skandera, appointed new council members. The council advises the secretary of education on matters related to improving public school education for Hispanic students, increasing parent and community involvement and business engagement in the education of Hispanic students, and increasing the number of Hispanic high school graduates who succeed in post-secondary academic, professional, or vocational education. Members appointed to the council are knowledgeable about and interested in the education of Hispanic students. They represent public schools, post-secondary education and teacher preparation programs, parents, as well as Hispanic cultural, community, and business organizations.

Facilitator

New Mexico First engages people in important issues facing their state or community. Established in 1986, the public policy organization offers unique town halls and forums that bring together people from all walks of life to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on critical issues facing the state. These reports – on topics like water, education, healthcare, the economy, and energy – are available at nmfirst.org. Our state's two U.S. Senators – Tom Udall and Martin Heinrich – serve as New Mexico First's honorary co-chairs. The organization was co-founded in 1986 by Senators Jeff Bingaman and Pete Domenici (retired).

STRATEGIC PRIORITIES

During the session, participants developed strategic priorities for each focus area. Similar priorities have been combined. The entire group considered all the priorities and weighed in on the level of support for each. The priorities are listed in categories depending on the intended focus and in order of support.

Student Success

Theme	Priority	Level of Support
1. Cultural Competence	Strengthen the cultural competence of educators and policy makers by: a. Making culturally relevant, relationship-building training a priority. b. Providing ongoing professional development focused on pedagogy. c. Providing leadership and professional opportunities for students, faculty, staff, and community members. d. Increasing the pipeline and safeguard entry for potential Hispanic teachers. e. Reviewing all educational reforms through the filter of distinct Hispanic education needs.	98%
2. Evidenced-based approaches	Utilize pedagogy, curriculum, methods, and strategies known to be evidence-based and effective for Hispanic students such as: a. Quality early childhood programs b. Dual language education c. Raza studies (i.e., ethnic studies) d. Action research e. Workforce skills (e.g., interviewing skills) f. Coaching and mentoring g. Popular education[1] h. Culturally relevant pedagogy that is community specific	97%
3. Cultural and Linguistic Professional Development	Implement place-based, sustained, culturally and linguistically responsive professional development for all pre-service and in-service school administrators, teachers, and staff (PreK-20).	90%
4. Other Professional Development	Provide training and support for pre-service and in-service administrators and teachers such as: a. Leadership training for administrators to promote skill in using acquired tools in a very structured way b. Best practices that support NM Teach c. Best practices for ELLs d. Classroom look-fors[2]	89%

[1] Popular education is a form of adult education that encourages learners to examine their lives critically and take action to change social conditions. It is "popular" in the sense of being "of the people." Popular education emerged in Latin America in the 1960s-1970s. Paulo Freire is its best-known exponent. Source: http://www.ericdigests.org/1998-1/popular.htm. Examples of popular education in the United States include the Bay Area literacy project in California, the Tenant Management Program in Chicago, and a master's degree program for community leaders in Chicago's Hispanic community at the Universidad Popular. Source: http://eric.ed.gov/?id=EJ419566.

[2] Look-fors are clear statements of observable evidence of teaching and learning such as specific instructional strategies, learning activities, behavioral outcomes, artifacts, routines, or practices. They are quantitative data that may assess both the degree of program implementation and needs of individual teachers, groups of teachers, the entire school, or school district. Source: http://www.educationworld.com/a_admin/classroom-walk-throughs.

Theme	Priority	Level of Support
5. Transitional Support for Students	Provide support for students as they transition between education levels (elementary school, middle schools, high school, and post-secondary education) to hand off knowledge and resources, as well as help them build relationships before/after the transition. Examples of effective strategies include: a. AVID[3] b. Middle school summer program c. Leadership development programs	89%
6. Cultural and Linguistic Student and Family Development	Implement place-based, sustained, culturally and linguistically responsive student and family development.	86%
7. Disaggregated Data	Disaggregate data by race and ethnicity in a uniform format, so that Hispanic students are appropriately served and corrective action is taken when there is an issue of discrimination or lack of implementation.	77%

Family Engagement

Theme	Priority	Level of Support
8. Family Centers	Establish family centers in each school district to provide services such as: a. ESL and other language courses b. Computer access c. Tutoring d. Family leadership programs e. Support in understanding educational testing, interpretation of test results, graduation requirements, use of technology, etc.	96%
9. Authentic Family Partnerships	Redefine family engagement into authentic partnerships where family voices and ownership drive the efforts: a. Prepare and require school leaders to identify Hispanic families' assets and provide access to school leadership structures and decision-making processes. b. Establish Parent Advisory Committees that give parents direct input, beyond the Parent Teacher Associations, on instructional and curricula policy. c. Expand Family Leadership training to ensure student success. d. Establish multilingual, parent academies to inform parents how to support their children in math, technology, financial literacy, etc.	95%

[3] Advancement Via Individual Determination (AVID), is a college readiness system for elementary through higher education students. Source: http://www.avid.org/abo_whatisavid.html.

Theme	Priority	Level of Support
	e. Offer joint student and family academic advisory services in secondary and post-secondary schools. f. Develop cultural competency training plans at all institutions. g. Provide culturally competent leadership development to increase the healthy development of children starting at the prenatal stage. h. Develop a statewide framework to address the changing demographics of all non-traditional families and grandparents raising grandchildren.	
10. Community Schools	Use the Community School Act to implement a statewide, PreK-20, place-based, sustained, culturally and linguistically responsive community school model and strategies that meet the national standards for families and school partnerships. Community schools are characterized by: a. An on-site community engagement coordinator who works with school administration and school stakeholders to address out-of-school time barriers to learning b. Well-coordinated community resource teams representing government, business, educational institutions, and community members c. Wrap-around services that are easily accessible for basic needs such as food, clothing, nursing, and other services (i.e., at school) d. Supportive family engagement and equitable education	96%
11. Comfortable School Atmosphere	Provide technical support that leads to a school atmosphere where families feel comfortable and valued: a. Allow multiple uses by diverse cultural constituencies, including families both in and out of the present system. b. Provide translators and interpreters. c. Enforce bilingual communication and activities. d. Empower parents with information about how the school system works.	91%
12. Additive Bilingual Education	Implement an additive bilingual education program[4] in each school to ensure a culture of respect and value for students' and families' bilingual skill set.	91%
13. Authentic Family Engagement	Conduct outreach and create venues to engage, prepare, and allow PreK-12 families to lead practices that actively involve community members as authentic stakeholders in acting as resources for: a. Leading and owning family engagement b. Ensuring school accountability measures for family engagement c. Developing curricula d. Becoming community leaders (e.g., El Rito model)	90%

[4] Additive bilingual education programs develop and maintain students' primary language while simultaneously adding a second language. In additive bilingual education programs, there is no loss to students' primary language or culture. Source: http://multilingualmania.com/common-bilingual-education-terms/.

Theme	Priority	Level of Support
14. School Advisory Programs	Expand school advisory programs in PreK-12 to include: a. Parent/Family success training (i.e., Las Cruces' Parent Academy, Albuquerque's Homework Diner) b. Advisor/Advocate for each student (i.e., Albuquerque's Native American Community Academy and South Valley Academy) c. School accountability measures	83%
15. Rights to Equitable Public Education	Declare and ensure an equitable, free, public education as a human right for all children as stated by multiple United Nation Declarations and the New Mexico state constitution.	79%

Collaboration

Theme	Priority	Level of Support
16. Business Support	Encourage businesses to support, but not lead, community partnerships to implement family-friendly practices and support for student and school success: a. Provide tutoring programs, job mentoring programs, service-learning projects, paid internships, and apprenticeships. b. Advise curriculum development for career paths, financial literacy, work skills, etc. a. Identify best workplace practices that allow parents to engage in their children's education (e.g., time off for employee to attend parent/teacher conferences, workplace childcare programs, etc.). c. Establish tax incentives for businesses that support family engagement and collaborative initiatives.	96%
17. Incentives and Best Practices	Provide incentives to promote community partnerships and identify best practices that support education: a. Leverage success of existing collaborative programs such as: Unidos, Mission Graduate, Community Schools, etc. b. Establish community partnerships representing businesses, the Office of Workforce Development, and the College and Career Readiness Bureau to provide internships and look to historical apprentice programs for opportunities in rural areas. c. Create better tutoring, mentoring, and internship relationships (e.g., middle school parents mentor elementary parents, older students mentor younger students). d. Establish literacy and bilingual programs (e.g., the 1980's program in Washington called "Book it"). e. Leverage technology to increase access in rural areas. f. Celebrate positive community relationships and annual accomplishments.	86%

Theme	Priority	Level of Support
18. Project-based Learning	Provide opportunities for project-based learning within the school curriculum.	80%
19. Department of Hispanic Affairs	Create a Department of Hispanic Affairs in order to: a. Establish a statewide, backbone organization to enhance collective impact efforts, support collaborative partnerships, and ensure diverse, community-based voices are heard. b. Conduct best practice research within New Mexico (e.g., Community-based Participatory Research). c. Strengthen partnerships between education leaders and community organizations, businesses, and government agencies. d. Increase the number of diverse, culturally sensitive education administrators, faculty, and staff, and make appropriately matched placements (i.e., cultural, linguistic, heritage). e. Support whole child/person physical and mental health. f. Establish the "Cafe College" concept as a community hub to support post-secondary opportunities. g. Develop international partnerships for mentorships, internships, and study abroad to support New Mexico students and those students returning to their country of origin. h. Streamline the process for validating degrees and funds of knowledge from other countries so that graduates can work in appropriate roles. i. Inform families of college admission requirements. j. Create a process where dreamers become teachers. k. Address student truancy.	79%
20. PreK through 16 Councils	Mandate PreK-16 councils that provide opportunities for locally based discourse that culminate in state meetings. Objectives include: building partnerships, reviewing practices, conducting gap analyses, and ensuring alignment/accountability. Council representatives include: elected officials, NMPED, NMHED, school board members, school superintendents, university and community college education administrators, business leaders, families, students, etc.	75%
21. Mutually Beneficial Goals	Identify mutually beneficial goals among all the stakeholders in order to hold each collaborator accountable.	68%

SUGGESTIONS FOR MONITORING PROGRESS

Participants were also asked to suggest how success should be measured and monitored. The following are their suggestions grouped in categories.

In General

- Use measurement tools already available
- Establish a baseline and measure ongoing progress
- When using a community-based approach, consider that measuring success might look different and be accomplished differently

Student Success

- Student attendance
- Student achievement (e.g., subject grades, test scores, performance-based assessments, etc.)
- Student grade-level completion
- Student dropout rate
- Student graduation rate
- Student enrollment in post-secondary education
- Student retention in post-secondary education
- Participation rate in advanced placement and honors programs
- Compare Hispanic student data against that of white students
- Quality of Education survey results
- Perkins Grant metrics for secondary and post-secondary education
- Student survey of employability skills and career readiness
- Survey change in attitudes, behavior, motivation, engagement, etc.
- NM Public Education Department OTL surveys

Family Engagement

- # of unique visits to website portals
- # of family members who make classroom visits
- # of school-based, parental education and support programs (e.g., childcare and interpretation services provided during parent/teacher conferences)
- % of family members engaged in a decision
- % of decisions enacted
- % of respondents to surveys
- Frequency with which parents utilize tools provided
- Quality of Education survey results

- NM Public Education Department OTL surveys
- Parent focus groups

Collaboration

- # of mentors
- # of internships
- # of apprenticeships
- # of support services being provided at public schools
- # of students/families accessing support services being provided at public schools
- # of students who enroll in higher education programs after high school
- # of students who find employment after high school
- # of students who leave the state for educational or employment opportunities
- # of disciplinary actions/suspensions in K-12 (purpose is to reduce institutional racism)
- % of Hispanic youth who have mentors
- % of Hispanic youth engaged in internships
- Student truancy rate
- Student survey of mentor experience
- Student survey internship experience
- Business partner assessment of work skills achieved by students

Specific to Collective Impact Teams

- Clear mission statement
- Shared understanding of goals
- Frequency of meetings
- Formal accountability agreements among partners (e.g., memos of understanding, etc.)
- Mechanisms to incorporate new partners
- Longevity and level of engagement of partners
- Financial and resource sustainability of collaboration

Specific to Community Schools

- # of community schools
- # of services provided
- # of students/families served
- # of students participating in extra-curricular and co-curricular activities
- Track student attendance, disciplinary actions, and grades to compare to other school models
- Track family engagement metrics and compare to other school models

Specific to Family Centers

- # of centers
- # of services provided
- # of visits
- # of parent volunteers
- % of students who show grade improvement
- Parent attendance rate at parent/teacher conferences
- Parent participation in broad range of school activities
- Parent knowledge gain through participation in school activities (e.g., better support and advocacy for their children
- Survey to insure center meets identified family needs

Specific to Bilingualism

- # of bilingual programs
- # of students enrolled in bilingual programs
- # of students graduating with state bilingual seal
- # of non-bilingual parents in the bilingual programs
- # of students willing to speak and be proud of their native language
- Assessment of changes in attitudes toward bilingualism among school administrators, teachers, and staff
- Assessment of language representation in mainstream media and cultural events

Specific to Project-based Learning

- # of students participating
- # of community partners engaged
- # of internships
- # of job placements
- Track student skill competencies, teamwork, and self-advocacy
- Survey student and community partner satisfaction

APPENDIX A: SURVEY RESULTS

Special thanks goes Dr. Sylvia Duran-Nickerson, HEAC member, who summarized the evidence-based practices submitted by organizations prior to the work session.

Name of Organization	Primary Contact Person	Evidence-based Practices recommended for NM	Focus Area
ALAS de Nuevo Mexico	Yvonne Garcia	Create a platform to address issues that affect students, education systems, and leadership organizations	Collaboration
Albuquerque GED®, Inc.	Gloria Rael	Expand access to public funding	Collaboration
Albuquerque Public Schools	Lynne Rosen	Culturally Responsive Practices for teachers, principals, and central office administration	Student Success
Albuquerque Public Schools	Analee Maestas	Engage more Hispanic students in their education by engaging parents and providing Hispanic leadership development	Family Engagement
Albuquerque Public Schools-Middle Schools	Katarina Sandoval	Expand dual language programs, project based learning, and cultural proficiency	Student Success
Associated General Contractors of New Mexico	Vicki Mora	Student skill assessment feedback from employers	Collaboration
Center for the Education and Study of Diverse Populations	Cynthia Gustke	Cultural relevant teaching and practices training for teachers, principals, and school administrators	Student Success
Clovis Municipal Schools	Cindy Martin	Expand TESOL endorsements	Student Success
College Assistance Migrant Program	Ivan Olay	Improve Hispanic student high school to college transition rates with evidence-based bridge programs and mentorship	Student Success
Deming Public Schools	Michael Chavez	Dual Language Programs	Student Success
Dual Language Education of New Mexico	Edward Tabet-Cubero	Evidence-based practice retreats for specific student populations	Student Success
Dual Language Education of New Mexico	Lisa Meyer	Technical Assistance for implementing evidence-based models to practice	Student Success
ENLACE New Mexico	Lawrence Roybal	Post high school graduation student tracking and data collection	Collaboration
Learning Alliance New Mexico	Ian Esquibel	Survey Hispanic students and families	Family Engagement
Mission: Graduate	Angelo Gonzales	High quality summer learning programs	Student Success
New Mexico Highlands University	Belinda Laumbach	Professional Development pertaining to Common Core Standards	Student Success
New Mexico Parent Teacher Association (NMPTA)	Kim Kerschen	School/family partnerships, family engagement, and leadership development	Family Engagement & Collaboration
Northern New Mexico College	Joaquin Vila	Scholarship programs (grant funded).	Student Success
Partnership for Community Action	Adrian Pedroza	Adequately fund a quality early childhood system in NM	Student Success
Pojoaque Valley School District	Adan Delgado	Improve and refine current evidence-based models currently in place	Student Success
Southwest Creations Collaborative	Jessica Aranda	Hacia la Universidad College Readiness	Student Success
State Bilingual Advisory Council (SBAC)	E. Renee Sanchez	Professional Development pertaining to ELL Crosswalk and NM Teach	Student Success
The UNM High School Equivalency Program (HEP)	Michael Heim	Academic coaching	Student Success
UNIDOS Project	Teresa Brito-Asenap	Stronger partnerships between schools, business, community, and policymakers	Collaboration
YDI-Elev8 New Mexico	Ruth Williams	Expand Hispanic parental involvement and school/family partnerships	Family Engagement

Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Student Success and Family Engagement	Heritage Language Bilingual Program	The Heritage Model bilingual program offers several aspects of support that are generally accepted as effective supports for Hispanic students, such as placing value on language and culture, parent engagement, setting high-standards, and monitoring and adjusting practice for optimal growth/achievement.	Adan	Delgado	agd@pvs.k12.nm.us
Student Success and Collaboration	Professional Development for leaders	As leaders become more cultural proficient and develop their strategies in addition to awareness that affects Hispanic students, they will be able to make change in the educational organization that they serve.	Yvonne	Garcia	garcia_y@mac.com
Student Success and Collaboration	Mentoring, Comm. Serv. Leader activities	Latin@ students need to see someone like them that is experience success. They must also establish roots in their community to be have a genuine concern for it and its members. Students must also begin or develop skills that allows them to be leaders for the causes about which they are passionate.	Ivan	Olay	iolay@unm.edu
Student Success	Career Preparedness evaluation by industry	Instant feedback to faculty and community health providers by employers, parent and family involvement is increasing. Students are demonstrating visible confidence through the annual exhibitions. Communication skills improve greatly. For example, bi-lingual students express excitement for learning and their new potential.	Vicki	Mora	vicki@agc-nm.org
Student Success	Small classes Cohort development	ABQ-GED has found that small classes promote success among our adult learners. Individualized instruction and peer tutoring builds trust among adult learners, which promotes learning and cohort development.	Gloria	Rael	ggonzales.abqged@gmail.com
Student Success	Assist in transition from HS to College	Raise and maintain student academic achievement. Encourage and prepare students to consider higher education as a real option in their lives. These practices impact the state of New Mexico by increasing graduation rates. ENLACE strives to encourage the pursuit of higher education. This will also have a positive impact on enrollment at stateside higher learning institutions.	Lawrence	Roybal	lroybal@unm.edu
Student Success	Demonstration lessons in middle school.	By using evidence-based strategies to prime the brain, processing of information, and assessment of learning, students follow a structure that leads to learning. These components of a lesson are extremely important if teachers are to connect previous and background knowledge to new knowledge. Because most Hispanic students do not have the same background as the textbooks target population, this is an important practice.	Belinda	Laumbach	laumbach_b@nmhu.edu

Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Student Success	Teaming including a Dual Language Team	Middle School ELL students have the opportunity to take the core content classes in their native language while also receiving support in English. Additionally, students use the Tell Me More program and can receive tutoring. Students can also participate in the Migrant Literacy Net.	Cindy	Martin	cindy.martin@clovis-schools.org
Student Success	NMTEACH- ELL Crosswalk	The ELL Crosswalk correlates with the Domains of the NM TEACH Observation Tool. These strategies are to be integrated into the NM TEACH Observations tool so that instruction and observations account for the linguistic and cultural components of teaching and learning with the EL population. The SBAC has address the critical need for instructional strategies appropriate for culturally linguistic diverse students	E. Renee	Sanchez	sanchezre@beleneagles.org
Student Success	Engaging Hispanic Students in Research	Student participation in research is widely believed to engage students in their education and pursue advanced degrees	Carlos	Romero	crom@unm.edu
Student Success	Utilizing complex text with ELLs	ELL and bilingual students are exposed to grade level informational text to support literacy development, critical thinking, and overall English and/or Spanish language proficiency	Lynne	Rosen	rosen@aps.edu
Student Success	DLeNMs Comprehensive TA Model	DLeNM's Comprehensive TA model includes professional development for admin and teachers, practice, reflection, and analysis. It moves from identifying the best program model for specific student populations to classroom instruction. Thread throughout each stage of this cycle are VISITAS, which engage teams of teachers and administrators in the observation and identification of best instructional practices that have the highest impact on student learning-primarily for Hispanic/ELL students.	Edward	Tabet-Cubero	edward@dlenm.org
Student Success	AIM4Scubed (Math Framework)	AIM4S3™ is a powerful framework that increases Hispanic Students achievement in math and in meeting the CCSSM by giving students access to the content and language of mathematics. Achievement Inspired Mathematics for Scaffolding Student Success™ (AIM4S3™) provides a framework of instructional components that shelters mathematics content and language to make it comprehensible and accessible to all students, with a specific focus on English learners (ELs) and academic language learners (ALLs).	Lisa	Meyer	lisa@dlenm.org
Student Success	AVID Dual language magnet STEM	AVID is a national framework of college and career readiness that has a track record of improving outcomes for Hispanic students. Dual language programs improve outcomes for Hispanic students, and STEM will provide hands-on, experiential learning for students.	Katarina	Sandoval	katarina.sandoval@aps.edu

Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Student Success	ALD4ALL in NM NM Teach + ELs	1-Academic Language Development for All (ALD4ALL) in New Mexico. PED-BMEB provides culturally and linguistically responsive and highly customized professional learning opportunities for teachers and administrators to support CLD and EL students. 2-The NM Teach/EL Crosswalk work will ensure evaluators understand critical "look-fors" when observing teachers working w/ELs, CLD and bilingual students. Training will focus sheltered instruction and effective practices for ELs and CLD students.	Icela	Pelayo	icela.pelayo@state.nm.us
Student Success	Dual Language programs	Dual Language programs provide validation of a student's culture, language, and values, which greatly increases academic, social, and life long success.	Analee	Maestas	amaestas1@hotmail.com
Student Success	Dual Language programs	Our district SBA data shows that Hispanic students identified as ELL enrolled in our dual language programs are outperforming Hispanic ELLs that are not participating in a dual language program. In addition, our dual language students are not showing an achievement gap in grades 3-5 and in some cases are outperforming all subgroups including the Caucasian subgroup. Lastly, our Hispanic FEP students have a history of outperforming all subgroups on the NMSBA.	Michael	Chavez	michael.chavez@demingps.org
Student Success	Scholarship programs (grant funded).	These scholarships allow for recruitment of pre-service teachers who will receive training leading to licensure in both ESL and Bilingual Education. As such, teachers will develop knowledge, skills, and dispositions that will enable them to address the academic needs of their students.	Joaquin	Vila	joaquin.vila@northern.edu
Student Success	Hacia la Universidad College Readiness	Hacia la Universidad engages whole families in the process of college readiness through: Workshops, Family success plans (grades, attendance, extracurricular participation), and math and science tutoring. Working with families starting in 4th grade, we have a 98% high school graduation rate and an 88% college attendance rate.	Jessica	Aranda	jessica@southwestcreations.com
Family Engagement & Student Success	Developmental Academic Advisement	HEP services the Migrant or Seasonal Farm Working community. As a student population, MSFWs are extremely high risk. Due to a lack of financial resources, community support and low familial support stemming from a legacy of higher education attainment, MSFWs are more likely to dropout and never complete high school or obtain an advanced degree. Developmental Academic Advisement, when properly implemented, addresses the student as a whole and ultimately motivates and empowers them to succeed.	Michael	Heim	mheim@unm.edu

Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Family Engagement	Frameworks for Family School Partnerships	The research of leading experts in the field clearly show that there is a positive and convincing relationship between culturally responsive teaching, family involvement, and student success regardless of race/ethnicity, class, or parent's level of education. The evidence is in practices guided systemically by a framework from the National Standards for Family-School Partnerships, and the six areas identified by the National Network of Partnership Schools the results of the CESDP Family Inst.	Cynthia	Gustke	cgustke@nmhu.edu
Family Engagement	Full-service community school initiative	YDI-Elev8 NM's initiative is designed to remove academic barriers, improve school climate and engage parents and families in student learning; address students and families' whole needs through results-driven partnerships between schools and community resources; and honor students' cultures and values to ensure welcoming schools and build trust. Data show that 62% of Elev8 NM students scored a GPA of "C" or better. The majority of Elev8 students did not fail a reading or math core course.	Ruth	Williams	rwilliams@ydinm.org
Family Engagement	Communities for Education and Action	Improves parental engagement and knowledge around Early Childhood development and education. Starting at birth, parents become effective first teacher of children in the home and become lifelong partners in the educational growth of their children.	Adrian	Pedroza	adrianp@forcommunityaction.org
Collaboration and Family Engagement	National Standards for Family-School Partner	The National Standards are PTA's framework for how families, schools, and communities should work together to support students success. Each of these standards is rooted in the value of mutual respect, trust courtesy and cultural and linguistic diversity of families. The benefits are numerous including improved student achievement, a rise in teacher morale, improved communication among parents, teachers, and administrators, and an increase in family, school, and community connections.	Kim	Kerschen	kbkerschen@comcast.net
Collaboration	Community dialogues to inform campaigns	Dialogues will inform a responsive approach to policy work that addresses community needs; for example, one theme we have often heard is honoring language as an asset. Through partners like the Unidos Project and United Way of Central New Mexico, we support policies that seek to close the achievement gap and provide holistic student supports. Dialogues and campaigns encourage more family and student engagement and greater collaboration among groups.	Ian	Esquibel	ianesquibel@learningalliancenm.org

Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Collaboration	Data-driven collaboration	Mission: Graduate brings together partners from different sectors to improve student outcomes from cradle to career. Our primary practice is adapted from the Strive Partnership. We are organized into four collaborative action networks, each of which is implementing an action plan designed to move the needle on one or two student outcomes. To that end, we build on local assets, implement effective practices, collect disaggregated data to assess progress, and use data for continuous improvement.	Angelo	Gonzales	angelo@missiongraduatenm.org
Collaboration	Practicing "Collective Impact" principle	We have formed over 70 partnerships between APS, CNM, and UNM programs, community and business organizations, as well as policy-makers. Strategy workgroups meet regularly to work on the following: redefine and scaling up seamless academic and non-academic services to support students and families at all levels; increase GED/ABE opportunities; bring back students who have dropped-out; remove institutional barriers to create outcomes that are more equitable for Latinos.	Teresa	Brito-Asenap	tbrito.asenap@gmail.com

APPENDIX B: WORK SESSION LEADERSHIP

Hispanic Education Act Council

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Janice Baca-Argabright

David Briseño

Brenda Chávez

Dr. Sylvia Duran-Nickerson

Dr. Julia Rosa Emslie

Cynthia Jiménez

Dr. Patricia Jiménez-Latham

Roy Martinez

Matthew Montaño

Dr. Sandra Rodríguez

David Rogers

Alex Romero

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Joaquin Baca
Recorder

Heather Balas
Plenary Chair

Sharon Berman
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Cecilia Chavez Beltran
Recorder

Jozi De Leon
Discussion Leader

Angelo Gonzalez
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Grace Griffin
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Discussion Leader

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United Way-Strive-Mission Graduate

Introduction: A 5-Year Plan for the Hispanic Education Act

Since the publishing of the 2012-13 HEA Report, much ground has been covered in the organizing and drafting of a 5-Year Plan for the Hispanic Education Act. This plan is being developed by members of all stakeholder groups in our community in order to ensure that the best ideas, evidenced-based practice and strategic partners are identified and included in the plan.

In this 2013-14 HEA Report the beginning of this 5-Year Plan. The Plan is accepted as a work-in-progress, or a "living document" that the HEA's Collective Impact Teams will be working on and adding to throughout the year. Soon to be announced, will be a website where the HEA 5-Year Plan can be found, and were all proposed additions and revisions can be found by our community.

A History of this Past Year's Work.

November 15, 2013
***A Need to Lead* – included in HEA Report 2012-13**
This short report articulates New Mexico's unique position as the country's first Majority/Minority state, and explains the potential power of New Mexico's Hispanic Education Act (first in the U.S.) to motivate and guide our community to educational excellence for Hispanic students and families, as well as all students. See Appendices: *A Need to Lead Report*

January 1, 2014
Development of a HEA 5-Year Plan
Meetings with NM Legislators and community members, including those who worked diligently to draft and pass the HEA into law, impressed upon the HEA Council and community, the need to develop a plan that would map out the best strategies, recruit the best strategic partners, and provide the most relevant data and research to ensure an improved educational system, for Hispanic and ALL students.

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January – April 2014
Mapping the Plan's Direction
With the assistance of the NM Public Education Department (Matthew Montaño) and the Southwest Region Education Board-SREB (Ivy Alford), the HEAC begins to map out the development of the plan.

June, 2014 – Present
Informational Meetings and Input Sessions
Members of the HEAC have been meeting with individual and groups of Strategic Partners (ie. NMABE, NMCEL, *Unidos* Project, Kellogg, SBAC, NMABE, APS, etc) to inform the community of the 5-Year plan's development, as well as solicit input that can be used in the formatting, wording and overall direction of the 5-Year plan.

September 14, 2014
***La plática bajo la resolana:* A Work Session for Strategic Partners of the HEA**
76 individuals representing over 40 organizations from through-out the state convene and identify Strategic Priorities that need to be in the HEA's 5-Year Plan. Strategic Partners committed to assisting with the drafting of the plan, as well as implementing and studying the evidenced based practices that would be implemented by the plan. Facilitated by NM First, the work session's report he final report of *La plática bajo la resolana* includes: 1) Strategic Priorities; 2) Suggestions for monitoring success, and; 3) Evidenced-based practices. See Appendices: Report for *La plática bajo la resolana:* A Work Session for Strategic Partners of the HEA

Introduction: A 5-Year Plan for the Hispanic Education Act

September 29, 2014
2nd Unidos Legislative Education Summit
Utilizing the Strategic Priorities identified during the HEA Work Session, over 70 individuals were convened by the Unidos Project to identify policy recommendations that would support the Strategic Priorities moving forward.

September 2014 – Present
Collective Impact Teams Organize
Over 40 individuals have now formed a Collective Impact Team (CIT) committed to each of the HEA's focus areas: Student Success, Family Engagement and Collaboration. Their work completed at this point has included: 1) the identification of a beginning Focus Goal; 2) the exploration and identification of actionable items that align with each goal, and; 3) the organization of the team (with room for others) moving forward with meeting dates scheduled, etc.

November 15, 2014
HEA Report 2013-14
This year's HEA Report (2013-14) will include the work that has been accomplished by the HEAC, the Collective Impact Teams and Strategic Partners to draft an HEA 5-Year Plan. This report will include:

- Introduction: History of how the plan is being developed
- Conclusion: The beginning (Year One) of the HEA 5-Year Plan, with components
    - *La plática bajo la resolana:* A Work Session for Strategic Partners of the HEA
    - Collective Impact Team – Identified Focus Goals
    - 2nd *Unidos* Legislative Education Summit – Policy Recommendations
- Appendices – Resources used to identify Focus Goals and guide the work of HEAC and Collective Impact Teams.

DRAFT

Hispanic Education Act – 5-Year Plan, Year One (2014-15)

Since January of 2013, the HEAC has been working diligently to develop an HEA 5-Year Plan. There have been three primary activities that have allowed the council to begin drafting this plan, with input from many individual and collective stakeholders, and stakeholder programs. The HEAC calls these stakeholders Strategic Partners of the HEA. The three primary activities organized this past year are: 1) *La plática bajo la resolana*: A work Session for Strategic Partners of the Hispanic Education Act: 2) the organizing of Collective Impact Teams who are focused on each of the HEA's three focus areas (Student Success, Family Engagement and Collaboration), and; 3) the 2nd Unidos Legislative Education Summit.

Activity One: Initial Work Session

***La plática bajo la resolana*: A work Session for Strategic Partners of the Hispanic Education Act**

Held: September 13, 2014 at Double Tree Hotel, Albuquerque, NM

New Mexico finds itself uniquely situated to influence the educational outcomes of its growing Hispanic student population, which can also impact Hispanics nationwide. As the country's first minority-majority state, New Mexico represents what many other regions of the nation will look like in the not so distance future. Each youth possesses great potential, and many adults understand that helping young people meet their potential is the greatest contribution they can offer our society. New Mexicans must unite behind the common cause of supporting our young people, ensuring they succeed in school, graduate on time, and pursue higher education or fulfilling careers.

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Work Session Purpose: was to develop priorities for the Hispanic Education Act Five-Year Plan. This plan will be instrumental in guiding policymakers and education leaders in making needed educational reform decisions on policies, programs, and resources. The plan will allow stakeholders to prioritize and align individual skills, talents, and resources to achieve collective goals to close the achievement gap for Hispanic students. It will lead the way to continued collaboration between the Hispanic Education Act Council and willing strategic partners throughout the state to accomplish the important work of the Hispanic Education Act.
The session focused on the following strategic goals:

1. **Student Success**: Identify evidenced-based practice that can ensure educational success of Hispanic students by closing the achievement gap between them and their white peers.
2. **Family Engagement**: Identify evidenced-based practice to ensure the incorporation of the Hispanic families' culture in school curriculum, including the school/district's family engagement plan.
3. **Collaboration**: Identify evidenced-based practice that increases collaboration among schools, families, community, and businesses to improve educational opportunities for Hispanic students.

This report outlines the key results of the work session:

- Strategic priorities
- Suggestions for monitoring success
- Evidenced-based best practices

Hispanic Education Act – 5-Year Plan, Year One (2014-15)

The top Strategic Priorities of this important work, becomes the focus of Collective Impact Teams who are responsible for developing 5-Year plan goals, identifying strategies and enlisting the support of strategic partners in completing the work. *La plática bajo la resolana:* A Work Session for Strategic Partners of the HEA Report includes the following Strategic Priorities. A Complete set of these priorities may be found in the full report. The full report for this work session, will all 21 identified Strategic Priorities can be found in the appendices.

Top three Strategic Priorities (for HEAC 5-Year Plan)

Focus Ares: Student Success

Theme	Priority	Level of Support
1. Cultural Competence	Strengthen the cultural competence of educators and policy makers by: a. Making culturally-relevant, relationship-building training a priority b. Providing ongoing professional development focused on pedagogy c. Providing leadership and professional opportunities for students, faculty, staff, and community members d. Increasing the pipeline and safeguard entry for potential Hispanic teachers e. Reviewing all educational reforms through the filter of distinct Hispanic education needs	98%
2. Evidenced-based approaches	Utilize pedagogy, curriculum, methods, and strategies known to be evidence-based and effective for Hispanic students such as: a. Quality early childhood programs b. Dual language education c. Raza studies (i.e., ethnic studies) d. Action research e. Workforce skills (e.g., interviewing skills) f. Coaching and mentoring g. Popular education[1] h. Culturally relevant pedagogy that is community specific	97%
3. Cultural and Linguistic Professional Development	Implement place-based, sustained, culturally and linguistically responsive professional development for all pre-service and in-service school administrators, teachers, and staff (PreK-20).	90%

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Hispanic Education Act – 5-Year Plan, Year One (2014-15)

Focus Area: Family Engagement

Theme	Priority	Level of Support
4. Family Centers	Establish family centers in each school district to provide services such as: a. ESL and other language courses b. Computer access c. Tutoring d. Family leadership programs e. Support in understanding educational testing, interpretation of test results, graduation requirements, use of technology, etc.	96%
5. Authentic Family Partnerships	Redefine family engagement into authentic partnerships where family voices and ownership drive efforts: a. Prepare and require school leaders to identify Hispanic families' assets and provide access to school leadership structures and decision-making processes. b. Establish Parent Advisory Committees that give parents direct input, beyond the Parent Teacher Associations, on instructional and curricula policy. c. Expand Family Leadership training to ensure student success. d. Establish multilingual, parent academies to inform parents how to support their children in math, technology, financial literacy, etc. e. Offer joint student and family academic advisory services in secondary and post-secondary schools. f. Develop cultural competency training plans at all institutions. g. Provide culturally competent leadership development to increase the healthy development of children starting at the prenatal stage. h. Develop a statewide framework to address the changing demographics of all non-traditional families and grandparents raising grandchildren.	95%

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Focus Area: Collaboration

Theme	Priority	Level of Support
16. Business Support	Encourage businesses to support, but not lead, community partnerships to implement family-friendly practices and support for student and school success: a. Provide tutoring programs, job mentoring programs, service-learning projects, paid internships, and apprenticeships. b. Advise curriculum development for career paths, financial literacy, work skills, etc. a. Identify best workplace practices that allow parents to engage in their children's education (e.g., time off for employee to attend parent/teacher conferences, workplace childcare programs, etc.) c. Establish tax incentives for businesses that support family engagement and collaborative initiatives.	96%

17. Incentives and Best Practices	Provide incentives to promote community partnerships and identify best practices that support education: a. Leverage success of existing collaborative programs such as: Unidos, Mission Graduate, Community Schools, etc. b. Establish community partnerships representing businesses, the Office of Workforce Development, and the College and Career Readiness Bureau to provide internships and look to historical apprentice programs for opportunities in rural areas. c. Create better tutoring, mentoring, and internship relationships (e.g., middle school parents mentor elementary parents, older students mentor younger students). d. Establish literacy and bilingual programs (e.g., the 1980's program in Washington called "Book it"). e. Leverage technology to increase access in rural areas. f. Celebrate positive community relationships and annual accomplishments.	86%
18. Project-based Learning	Provide opportunities for project-based learning within the school curriculum.	80%

Activity Two: Collective Impact Teams begin to identify Focus Goals, Strategies and Strategic Partners

Using three primary reports from: 1) Strategic Plan: Kids Firs, New Mexico Wins; 2) *La plática bajo la resolana*: A Work Session for Strategic Partners of the Hispanic Education Act, and; 3) 2nd Unidos Legislative Education Summit, the newly formed Collective Impact Teams, representing each of the HEA's focus areas, worked to identify a starting goal for Year One of the HEA 5-Year Plan. Additional resources utilized are listed as appendices.

Focus Areas (PreK-16) Collective Impact Teams	**Goals**	**Action**	**Monitoring**	**Communication**
Student Success **Adrian Pedroza** Partnership for Community Action **Patricia Latham-Jiménez, Ph.D.** CESDP-Highlands Univ	Strengthen the cultural competence of educators to include Early Childhood, PreK-16 and policy makers by researching, local and national, cultural competency framework/model that includes a Score Card tool.	a) An immediate way to address cultural competency for a very specific segment of the student population is to support through a legislative request the increase of bilingual and TESOL endorsed teacher b) In collaboration with the SBAC, align the NM Teach Evaluation with the ELL Crosswalk	Research Alignment – TBA	HEA Report, 5-Year Plan, and *Policy Recommendation - 2. Culturally and linguistically responsive professional development: Implement place-based, sustained, culturally, and linguistically responsive professional development for all pre-service and in-service school administrators, teachers, and staff (PreK-20) that support evidence-based and/or "promising practice" curricula to achieve Hispanic student success. – Complete list of recommendations found in summit report
		Strategic Partners – TBD PED and State Bilingual Advisory Committee	Study of Progress Towards Goals – TBA	
Collaboration **Vicki Mora** Chair: the Unidos Project **Angelo Gonzáles, Ph.D.** Mission Graduate	Every student demonstrates mastery of academic, interpersonal, and professional skills before they graduate.	Strategies – TBA	Research Alignment – TBD	HEA Report, 5-Year Plan, and *Policy Recommendation - 9. Incentivize local and Hispanic-focused research: Incentivize sustainable research that is local and Hispanic-focused to create evidence-based practices that promote community partnerships, including business, service organizations, educational institutions, and families. Identify best practices that support mutually beneficial success. – Complete list of recommendations in summit report
		Strategic Partners – TBD	Study of Progress Towards Goals – TBD	

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Hispanic Education Act – 5-Year Plan, Year One (2014-15)

Family Engagement **Jessica Aranda** Southwest Creations Inc. **Ronald Martínez** CESDP-Highlands Univ (ENLACE)	Align state funding for family engagement* to support a series of **evidence-based** practices **Definition of Family Engagement needs to be agree upon by Strategic Partners and HEAC*	a) Increase opportunities for equitable, authentic family engagement[2]*, AND b) Increase Hispanic high school graduation, admission and completion of post-secondary academic, professional, or vocational education[3] c) Promote the implementation of the PTA National Standards for Family-School	Research Alignment – TBD	HEA Report, 5-Year Plan, and *Policy Recommendation - 4. Support for non-traditional families: Use the community schools model to support authentic partnerships with Hispano-Latino non-traditional families, prioritizing the needs of inter-generational relatives and guardians who are raising children. This activity will ensure the understanding of educational testing, interpretation of test results, graduation requirements, use of technology, and other educational issues. Expand existing frameworks and/or develop new ones that are statewide. – complete list of recommendations found in summit report.
		Strategic Partners – TBD	Study of Progress Towards Goals – TBD	
Communication on-going (between CITs and HEAC) (between HEAC and Secretary of Education of PED, HED and Deputy Secretary of Department of Workforce Solutions) (between HEAC and NM Legislators)				

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Activity Three: Policy Recommendations

2nd Unidos Legislative Education Summit

Held: September 29, 2014 – CNM Workforce Training Center

The conversations of this summit began with a look at the top Strategic Priorities identified during the *La plática bajo la resolana*: Work Session for Strategic Partners of the HEA

The intent of this event was to create very clear policy priorities that advocates and legislators can use to foster education reform that specifically addresses the unique needs of Hispanic students and their families. The conversations of these Educational Leaders including Legislators often express their need to learn about the top priorities of their constituents. There was a very conscious choice to ask participants to review the proposed recommendations and to establish priorities as opposed to weighing in on overall level of support. Therefore, the results of this summit should not be compared to other events where establishing level of support was the purpose.

The following policy recommendations were developed by small groups of participants at the summit. The entire summit group considered all the recommendations and used electronic polling devices to establish their top priorities. Full report that includes the following recommendations can be found in the appendices.

Student Success

Educational Level	Recommendation	Priority Level HP= High Priority MP=Mid Priority LP=Low Priority
Early Childhood	1. Dual language, culturally relevant professional development: Implement fully funded, high quality early childhood education programs that focus on the holistic support and development of the child (linguistically, culturally, and academically), via the provision of ongoing professional development focused on and grounded in dual language, culturally relevant, critically conscious pedagogy that is community-specific, evidence-based, and ensures transitional support.	HP=35% MP=35% LP=30%
K-12	2. Culturally and linguistically responsive professional development: Implement place-based, sustained, culturally, and linguistically responsive professional development for all pre-service and in-service school administrators, teachers, and staff (PreK-20) that support evidence-based and/or "promising practice" curricula to achieve Hispanic student success.	HP=35% MP=38% LP=27%
Higher Education	3. Culturally competent programs and practices: Fund and institutionalize evidence-based, culturally competent programs and practices that have demonstrated holistic student success (i.e., Unidos, ENLACE). Programs should be offered in- and out-of-the-classroom and cover "cradle to lifelong career" adjustments and transitions.	HP=48% MP=25% LP=27%

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Family Engagement

Educational Level	Recommendation	Priority Level HP= High Priority MP=Mid Priority LP=Low Priority
Early Childhood	4. Support for non-traditional families: Use the community schools model to support authentic partnerships with Hispano-Latino non-traditional families, prioritizing the needs of inter-generational relatives and guardians who are raising children. This activity will ensure the understanding of educational testing, interpretation of test results, graduation requirements, use of technology, and other educational issues. Expand existing frameworks and/or develop new ones that are statewide.	HP=40% MP=32% LP=28%
K-12	5. Community engagement coordinators: Create on-site community engagement coordinators who work with school administration and school stakeholders to address out-of-school time barriers to learning. Hire them to work with clusters of schools in communities, and/or prioritize Title I schools.	HP=40% MP=32% LP=28%
Higher Education	6. Equitable, authentic family engagement: Create equitable and authentic family engagement through statewide PreK-20 place-based, sustained practices/programs (e.g., community schools, ENLACE, and other family engagement programs) by providing: a. Family leadership training b. Family training centers c. Food, clothing, medical service, dental, behavioral health, legal advice/representation, and other services This can be accomplished by incorporating the National Standards for Families and School Partnerships.	HP=44% MP=29% LP=27%

Collaboration

Educational Level	Recommendation	Priority Level HP= High Priority MP=Mid Priority LP=Low Priority
Early Childhood	7. Support collective impact: Provide incentives for businesses, community-based organizations, and other institutions to support sustainable collective impact Hispano-Latino student and family success.	HP=15% MP=27% LP=58%
K-12	8. Incentivize business involvement: Provide tax or other incentives for businesses, governmental institutions, and community-based organizations to provide supports to students, families, and community partnerships. Supports can include tutoring, job mentoring, service-learning, paid internships, paid apprenticeships, and paid time-off for employees to engage in their students' education. Partners can also advise on curriculum development for career paths, financial literacy, work skills, etc. Achieve business involvement through community partnerships that include relevant organizations and groups.	HP=56% MP=33% LP=10%
Higher Education	9. Incentivize local and Hispanic-focused research: Incentivize sustainable research that is local and Hispanic-focused to create evidence-based practices that promote community partnerships, including business, service organizations, educational institutions, and families. Identify best practices that support mutually beneficial success.	HP=48% MP=31% LP=21%

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Hispanic Legislative Education Summit

FINAL REPORT

- February 21, 2013
- Santa Fe, NM

ORGANIZERS

Hispanic Round Table of New Mexico

MANA de Albuquerque

ENLACE

Lumina Unidos Project on Latino Student Success

PLENARY SESSION FACILITATOR

New Mexico First

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INTRODUCTION

After reviewing the importance of investing in Hispanic education and the return on this investment for the economy of New Mexico, participants at the *Hispanic Legislative Education Summit* prioritized a number of key policies. The event was held February 21, 2013 in Santa Fe.

The purpose of the summit was to identify policies that will drive an agenda for Hispanic education excellence and economic possibilities. This policy platform will guide the organizers' advocacy with legislative and institutional policymakers over the next two years.

The summit produced a platform of 18 recommendations, of which nine garnered support from at least 80% of the participants.

Summit participants requested more student and parent empowerment in schools and a more culturally diverse curriculum. They also called for additional funding for early childhood education, tuition assistance, mentoring programs, community schools, and youth leadership programs. These recommendations and more are outlined in the complete report that follows.

Summit Participation

With approximately 200 attendees, the event included people from many areas of the state. Participants came from both urban and rural communities – and they included educators, healthcare providers, business people, nonprofit professionals, advocates, as well as public and government officials. Most were Latino.

Summit Process

The event opened with guest speakers including Ralph Arellanes, Chairman of the Hispanic Round Table, Dr. Jozi De Leon, Vice President for the Division of Equity and Inclusion at the University of New Mexico, and Jennifer Gomez-Chavez, Director of the Unidos Lumina Project. Dr. Deborah Santiago, Vice President of Excelencia in Education gave the keynote address on "Investing in Hispanic Education and Why It Matters." In addition, two panels of experts provided information on the importance of economic investment in education and best practices which can lead to student success.

Participants then worked in small table groups, during which they identified policies that would have the most significant impact on sustained student education and economic success. Finally, all summit participants reviewed and prioritized the work of the small groups.

About the Organizers

HISPANIC ROUND TABLE OF NEW MEXICO

The Hispanic Round Table of New Mexico is a coalition of over 50 local, state, and national Hispano organizations and over 50,000 members who speak with one voice about the pressing issues of the day that most affect the community and state in the areas of education, employment, economic development, and civil rights.

LUMINA UNIDOS PROJECT ON LATINO STUDENT SUCCESS

The Lumina Unidos Project on Latino Student Success allows students to freely flow through the educational system with appropriate support and direction to remain on course. The goal is to produce 55,000 post-secondary degrees for Latinos in Bernalillo County by the year 2025. Representatives from K-12 education, higher education, community-based organizations, employers, and policy leadership collaborate to achieve this goal. Project partners include: Albuquerque Public Schools, University of New

Mexico, Central New Mexico Community College, Center for Education Policy Research, El Centro de la Raza, College Board, Youth Development, Inc., Albuquerque Hispano Chamber of Commerce, ENLACE, Innovate+Educate, Albuquerque-Bernalillo County Community Schools Partnership, and State Representative/House Education Committee Chair Rick Miera.

About the Facilitator

New Mexico First engages people in important issues facing their state or community. Co-founded in 1986 by retired U.S. Senators Jeff Bingaman and Pete Domenici, the public policy organization offers unique town halls and forums that bring together people to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on critical issues facing the state. These reports – on topics like education, healthcare, the economy, and energy – are available at www.nmfirst.org.

Recommendation Summary

The list below offers a high-level summary. Additional details on each recommendation are provided in the complete report that follows.

- Enhance student empowerment
- Review testing practices
- Fund early childhood initiatives
- Implement a culturally relevant curriculum
- Increase mentorship programs
- Mandate meaningful family engagement
- Increase funding for model programs
- Maintain current lottery scholarship requirements
- Retain students through mentoring and quality programs
- Motivate students by linking education to higher paying jobs
- Strengthen bilingual communication to parents and students
- Provide teacher training and mentoring
- Ensure transparency and inclusion for community members
- Provide statewide funding for recruiting and retaining first year minority undergraduate students
- Create more community centers
- Fund the teaching of “soft” skills
- Hold state accountable for current constitutional policies and regulations
- Ensure students have access to information about their education opportunities

RECOMMENDATIONS

The following policy recommendations were developed by participants in small groups at the summit. The entire summit group considered all the recommendations and used electronic polling devices to indicate their level of support. The recommendations are listed in order of approval.

NUMBER	RECOMMENDATION	PERCENT APPROVAL
REC 1:	Enhance student empowerment by: 1. Identifying successful Latino students and putting them in the role of peer advisers with younger students from kindergarten through college, 2. Increasing opportunities for after-school clubs and activities to make school fun, and 3. Removing punitive policies in schools and school districts that lead to student disengagement (e.g., banning students from after-school sports, clubs, and activities due to low grades).	94%
REC 2:	Review standardized testing cost and effectiveness as outlined in NM Senate Bill 580.	93%
REC 3:	Fully fund early childhood initiatives (e.g., prenatal care, pre-kindergarten and kindergarten, and parent education) in order to break poverty trends, provide a good foundation for learning, and lead to economic success.	87%
REC 4:	Implement a culturally relevant curriculum starting at Pre-K to improve student academic success by increasing their interest and helping them feel part of their school.	87%
REC 5:	Increase mentorship programs in order to sustain student education and economic success.	86%
REC 6:	Mandate meaningful family engagement and collaboration with schools as outlined in NM Senate Bill 582, including a: 1. Statewide parent advisory council, 2. Parent outreach ambassador, and 3. Family resource center.	84%
REC 7:	Empower students and families to be engaged in education development/delivery and policy change by increasing funding for model programs such as: 1. Community schools, which emphasize wrap-around services for students and families, 2. Parent engagement, and 3. Programs that increase youth leadership through positive youth development practices.	82%
REC 8:	Oppose NM House Bill 451 that increases requirements for lottery scholarships.	81%

NUMBER	RECOMMENDATION	PERCENT APPROVAL
REC 9:	Create a systematic approach to guide and retain students in academic institutions through the use of mentors and quality academic programs and clubs in order to build a foundation for resiliency and community.	81%
REC 10:	Motivate students to graduate by emphasizing the fact that they can fulfill their life needs and desires through higher paying jobs, which are linked to higher education.	79%
REC 11:	Strengthen bilingual communication to parents and students regarding school programs and services, e.g., bilingual materials that are not exclusively online.	78%
REC 12:	Provide teacher training and mentoring on engaged pedagogy[1] and student-centered practices across the educational pipeline.	78%
REC 13:	Ensure transparency and inclusion for community members to be informed and involved in decision-making regarding issues such as worker rights, immigration reform, and education.	77%
REC 14:	Amend NM House Bill 618 to provide statewide funding for recruiting and retaining first-year minority undergraduate students utilizing: 1. Better dissemination of information, 2. Greater tuition assistance, 3. Transition support into higher education, and 4. Peer mentoring.	76%
REC 15:	Create more community centers and a staff liaison for students, parents, and schools in order to: 1. Help parents connect with their children's schools and teachers, and 2. Provide opportunities for mentoring students and educating parents.	75%
REC 16:	Fund and train educators to teach youth leadership skills, including tutoring, mentoring, career development, and service learning, either as electives or embedded in traditional academic courses. The funding would support pilot programs, assessment development, and training for teachers and administrators.	73%
REC 17:	Examine current constitutional policies and regulations using a cultural competency lens and hold the state accountable for honoring first nation laws.	65%
REC 18:	Ensure students have access to information about their education opportunities so they can be mentally and financially prepared to make decisions. Emphasize preparation and qualitative outcomes, not just quantitative outcomes.	61%

[1] In the book, Bell Hooks' Engaged Pedagogy, by Namulundah Florence, engaged pedagogy is a classroom that is centered around conversation and discussion where the teacher values critical thinking and creates a safe space in which all students feel comfortable and confident that their opinion is worthwhile.

APPENDIX-Additional Ideas

The previous section of the report listed all the "top priority" items from each table group. However, other policy ideas were discussed by the groups. The following ideas are listed in the order of frequency mentioned.

Increase parent engagement

The most frequently mentioned policy was the need to increase parent engagement so that parents are more empowered to support their children throughout the education experience. This would include providing information and training to family members, especially Spanish-speaking members, regarding how to:

1. Understand their child's education goals, obstacles to achieving these goals, and how to coach their child.
2. Communicate effectively with teachers.
3. Help their child navigate the pathways to college.
4. Access resources for education funding.
5. Access programs on health and mental health related issues.

Meaningful, proactive outreach to family members by educational institutions would be necessary. For example:

1. Call parents and ask them what they need to be supportive of their child.
2. Visit homes and make meaningful connections.
3. Contact parents when things are going well for their child, as well as when there is an issue.
4. Bring parents into the classroom to make them aware of what is going on.
5. Encourage parents to return to school.

Participants also suggested creating parent academies and providing transportation to participate in education opportunities, including:

1. Adult education
2. Alternative GED programs
3. Computer courses
4. Language classes
5. Financial literacy classes

Fund and expand successful programs

Many table groups recommended funding and expanding existing programs that have proved to be successful. Programs mentioned include: dual credit for high school coursework; early college high school opportunities for more students; college admission policies that allow adult education students to apply for financial aid; electives, enrichment, and career pathway programs to maintain student interest; use of technology in education; bilingual education and ESOL classes; access to GED classes; ENLACE Ambassador program; after-school tutoring and service learning programs; and athletic and social opportunities.

Increase student support

Several table groups recognized the value of support organizations that specifically serve the Latino community, such as ENLACE. Support services including tutoring, peer mentoring, career mentoring, and job shadowing were seen as very valuable to sustain student motivation and education attainment. In addition, more proactive outreach by school counselors and advisers was seen as essential to ensuring access to information and resources.

Leverage community involvement

Several table groups also saw the need for collaboration from all sectors of the community to be involved in policymaking and financial support for education. Finding ways to leverage resources

across the state to help mitigate the effects of low community and family income resulting in poverty was also seen as a key need. These collaborations would allow better access to resources for students.

Utilize data

Continued research and use of data was also seen as important by a few table groups. Suggestions include: disaggregate data by race and gender; continue to illustrate gaps through mapping; use data to identify at-risk students early on and connect them to appropriate resources; target at-risk populations that need support; and watch student/teacher ratio trends.

Support tuition costs

Two table groups saw the need to lower tuition fees and reduce obstacles to accessing grants and scholarships.

Increase cultural proficiency training

Two table groups saw the need to provide in-service and on-going training for teachers, administrators, and staff on diversity, cultural sensitivity, and cultural humility. Participants recommended making this training mandatory.

Increase student/teacher communication

One table group mentioned the importance of increasing positive relationships at schools between students and teachers, administrators, and school staff. Better and more frequent communication can result in better individualized attention and attainment, more student motivation and interest, and better decisions regarding student progress and accountability.

Support immigrant students

One table group proposed advocating for institutional change in support of immigrant students. They saw the need for these students to be better informed regarding their rights including applications for Deferred Action for Childhood Arrivals and work permits.

Implement Hispanic Education Act

An additional policy concern was the slowness in implementing components of the Hispanic Education Act. One table group recommended assessing effectiveness to date and making adjustments as an appropriate step in prioritizing future policy recommendations.

Impact of poverty

One group of participants recognized the impact of poverty on Hispanic families as an overarching issue when considering policies that will lead to more sustained education and economic opportunities. Participants believed a stronger support system for communities is needed.