

1 A MEMORIAL

2 REQUESTING THE CREATION OF A MULTICULTURAL EDUCATION TASK  
3 FORCE TO DEVELOP A DEFINITION OF MULTICULTURAL EDUCATION AND  
4 TO PROVIDE A REPORT ON THE STATUS OF MULTICULTURAL EDUCATION  
5 IN NEW MEXICO.

6  
7 WHEREAS, a free, public and sufficient education is  
8 guaranteed for all children of New Mexico; and

9 WHEREAS, New Mexicans honor their heritage, cultures and  
10 languages as evidenced in the Hispanic Education Act, the  
11 Indian Education Act and the Bilingual Multicultural  
12 Education Act; and

13 WHEREAS, part of the significant inheritance of New  
14 Mexico's children is New Mexico's tapestry of diverse  
15 knowledge systems and history of multicultural communities;  
16 and

17 WHEREAS, New Mexico's children bring a diversity of  
18 assets and strengths to their learning from their communities  
19 of origin and are the state's treasure; and

20 WHEREAS, according to the *2018 New Mexico Kids Count*  
21 *Data Book*, published by New Mexico voices for children,  
22 seventy-six percent of New Mexico's public school student  
23 population consists of children of color, many of whom are  
24 underachieving academically; and

25 WHEREAS, New Mexico ranks fiftieth in reading

1 proficiency and forty-ninth in math proficiency among the  
2 states; and

3 WHEREAS, education week quality counts 2019 ranks New  
4 Mexico as fiftieth on its "chance-for-success index", which  
5 grades the nation and states on thirteen indicators,  
6 capturing the critical role that education plays as a person  
7 moves from childhood through the kindergarten through twelfth  
8 grade system and into college and the workforce; and

9 WHEREAS, Hispanic, Native American and African American  
10 students are dropping out of high school or post-secondary  
11 education in numbers that severely threaten the social and  
12 economic welfare of the state; and

13 WHEREAS, these students represent a significant portion  
14 of New Mexico's future workforce; and

15 WHEREAS, technological innovations continue to create  
16 jobs for a skilled workforce, and New Mexico's students must  
17 be prepared for the jobs of the future; and

18 WHEREAS, a well-educated workforce and citizenry is  
19 widely viewed as the basis for economic stability and  
20 competitiveness; and

21 WHEREAS, New Mexico is one of the most diverse states in  
22 the nation, and this diversity is reflected in the strengths  
23 and needs of New Mexico's students; and

24 WHEREAS, the ability of highly qualified teachers to  
25 address the learning needs of all New Mexico's students,

1 including those students who learn differently as a result of  
2 disability, culture, language or socioeconomic status, forms  
3 the framework for the New Mexico teacher competencies for  
4 licensure levels one, two and three-A assessment criteria  
5 benchmarks; and

6 WHEREAS, all teachers in New Mexico must recognize  
7 student diversity and create an atmosphere conducive to the  
8 promotion of positive student involvement and self-concept;  
9 and

10 WHEREAS, level one teachers at the provisional level  
11 must demonstrate sensitivity and responsiveness to the  
12 personal ideas, learning needs, interests and feelings of  
13 students with disabilities or from culturally and  
14 linguistically diverse backgrounds; and

15 WHEREAS, level three-A teachers at the mastery level  
16 must demonstrate an awareness of the influences of context,  
17 disability, language and culture on student learning; and

18 WHEREAS, witnesses in the consolidated cases of *Yazzie*  
19 *v. State of New Mexico* and *Martinez v. State of New Mexico*  
20 have provided testimony on the benefits of multicultural  
21 education to New Mexico students; and

22 WHEREAS, multicultural education supports all students  
23 academically, culturally and personally, reversing low  
24 academic expectations, poor student-teacher relationships and  
25 marginalizing programming, such as remedial classwork, that

1 commonly leads students to drop out; and

2 WHEREAS, students of teachers who believed and acted on  
3 principles of culturally responsive teaching made greater  
4 gains in reading than students of teachers whose beliefs and  
5 teaching were not consistent with culturally responsive  
6 teaching; and

7 WHEREAS, evidence has revealed that a well-designed  
8 multicultural education can have a positive impact on  
9 students' cross-racial attitudes and understanding; and

10 WHEREAS, testimony has revealed that a lack of  
11 professional development in culturally responsive, or  
12 multicultural, pedagogy has been observed in school districts  
13 in recent years; and

14 WHEREAS, culturally and linguistically responsive  
15 approaches to teaching could be more clearly defined; and

16 WHEREAS, New Mexico only began to adopt standards for  
17 multicultural education in 2017; and

18 WHEREAS, providing a multicultural education to  
19 preschoolers is an important part of preparing a child to be  
20 successful; and

21 WHEREAS, the state must develop and support twenty-first  
22 century multicultural education for all students;

23 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF  
24 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the public  
25 education department be requested to convene a multicultural

1 education task force to develop a definition of multicultural  
2 education and to provide a report on the status of  
3 multicultural education in New Mexico; and

4 BE IT FURTHER RESOLVED that the public education  
5 department be requested to include as members of the task  
6 force representatives who have technical knowledge of and  
7 expertise in multicultural education, including the  
8 following:

9 A. two enrolled members of Indian nations, tribes  
10 or pueblos;

11 B. five members who are kindergarten through  
12 twelfth grade teachers, school principals, superintendents,  
13 board members, other education administrators or higher  
14 education faculty who are from different ethnic or religious  
15 groups and of different geographical areas of the state, with  
16 at least one representing special education;

17 C. five parents of multicultural students, who  
18 encompass diverse racial, ethnic, nationality, language,  
19 religious, class, gender, sexual orientation and  
20 exceptionality groups, with students enrolled in  
21 multicultural education programs in public schools and  
22 charter schools;

23 D. at least three multicultural education  
24 students;

25 E. at least one member of the senate, appointed by

1 the president pro tempore of the senate; and

2 F. at least one member of the house of  
3 representatives, appointed by the speaker of the house of  
4 representatives; and

5 BE IT FURTHER RESOLVED that the legislative education  
6 study committee and the legislative finance committee be  
7 requested to assist the task force; and

8 BE IT FURTHER RESOLVED that the multicultural education  
9 task force be requested to present its findings and  
10 recommendations to the appropriate interim legislative  
11 committee by November 1, 2019; and

12 BE IT FURTHER RESOLVED that copies of this memorial be  
13 transmitted to the secretary of public education, the  
14 secretary of higher education, the chair of the legislative  
15 education study committee and the chair of the legislative  
16 finance committee.

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