

HEAC ADVISEMENTS

JULY 2023

The Hispanic Education Advisory Council is required by statute to advise the Secretary of Education. This advisement package complies with the statutory requirements for the 2022-2023 school year. The work plan and responses from the Secretary of Education for the advisement can be found here:

 [HEAC Advisement Workplan 2023-2024](#)

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PURPOSE OF THE ACT

22-23B-2. Purpose.

The purpose of the Hispanic Education Act is to:

- A. 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;
- B. encourage and foster parental involvement in the education of their children; and
- C. provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department 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 post-secondary enrollment, retention and completion.

ESTABLISHMENT OF THE HEAC

22-23B-5. Hispanic education advisory council.

- A. The "Hispanic education advisory council" is created as an advisory council to the secretary. The council shall advise the secretary on matters related to improving public school education for Hispanic students, increasing parent involvement and community 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.
- B. The secretary shall appoint no more than twenty-three members to the council who are knowledgeable about and interested in the education of Hispanic students, including representatives of public schools; post-secondary education and teacher preparation programs; parents; Hispanic cultural, community and business organizations; other community and business organizations; and other interested persons. The secretary shall give due regard to geographic representation. Members shall serve at the pleasure of the secretary.
- C. The council shall elect a chairperson and such other officers as it deems necessary.
- D. The council shall meet as necessary, but at least twice each year.
- E. The council shall advise the secretary on matters related to Hispanic education in New Mexico.
- F. Members of the council shall not receive per diem and mileage or other compensation for their services.

ADVISEMENT 1: Family Engagement

LEAD: Adam Garcia Amador:

1.A. Parent micro-credentialing programs may increase the pipeline of families engaged and prepared to partner with schools and districts

1.B. Pilot/Study engagement programs with schools in order to scale out operationalization

Alisa Cooper de Uribe: *How can families be made aware of state-wide family partnership information and opportunities regardless of district?*

1.C. If family engagement sites are updated, public marketing campaigns not dependent on district's advertising them may help. Example: Spanish television is on all the time at my house, and that's how we often find out about state programs.

Catherine Martinez Berryhill:

1.D. Baseline data from Equity Councils housed in a centralized and accessible location.

1.E. Use individual school data to coordinate engagement that is culturally relevant

1.F. Incentivize/Allocate funding to districts making strides in engagement innovations

Julia Rivera-Tapia:

1.G. Share EC data- invite parents to join us to work on issues that we are having.

1.F. Asking the State to fund all legal documents to have them translated. For example IEP's, 504's, EDT. This will help parents show up to meetings if they know they will be able to hear, but also understand the documents that they are taking home.

1.G. Invite parents to facilitate at family night. Our communities are a wealth of skills and knowledge. What do the parents do? Hone in on the strengths of the community and turn that into interdisciplinary lessons. (Not just white collar, but blue collar as well. For example, mechanics, small business owners, restaurants, barber shops- value all that our families do)

Gloria Ruiz: At the state level, what can we do to incentivize family engagement, especially with the diversity of culture among districts?

1.F. An update of the New Mexico Engaged and NMPED Family Guide website is needed.

Utilize NM Engaged resources (In the pilot programs, too?)

1.G. Given the changes in leadership at PED, it may be worth including an advisement to the Secretary on ensuring that the delivery chain to families is consistent and ongoing.

Matt Montaña: How do we break down barriers to families district-wide?

1.H. Reframe engagement as Partnership with families

1.I. Thematic community learning events

1.J. Site-based activities

How do we get access/information to families efficiently and broadly?

1.K. Analyze delivery chain for finding creative ways to get the word out, focusing first on the most hard-to-reach families

ADVISEMENT 2: Student Achievement

LEAD: Marlene Melendez

Advisements - Student Engagement

2.A. Restorative Justice Practices - ex: Las Cruces NM

2.B. Support the introduction of the bill availability of a financial literacy course be added, prior to high school graduation

2.C. Transportation issues- but after some conversations puts the transportation issue on a large platform. With the 10M recently infused into the NM transportation budget. The return of investment (ROI) should be shared with public and district leadership to

Other Members:

Jennifer Gomez-Chavez

Fred Montalvo

Gigette Nieto

Tasia Martinez

Abenicio Baldonado

Collaboration/ Research Component to Support Advisements 1 & 2: Student Achievement and Family Engagement

LEAD: Miguel "RJ" Baca

Pedro "Pete" Vallejo

Rose Marie A. Lopez

Veronica M. Vigil

Thomasina Ortiz-Gallegos

Vanessa de Leon

Sub Committee: Collaboration and Research

1. Research
 - a. Which institution or agency to gather and report?
 - b. Type
 - i. Needs assessment
 - ii. Quantitative vs. qualitative
 - iii. Community based research
 - iv. Topic specific
 - v. Indicator identification
 - vi. Other?
2. Data needed (Foundational):
 - a. General statewide demographics for students, Teachers, Admin
 - b. EL #'s, Teachers AND Admin trained/licensed in ELA, SLA, Math, Soc Sci, Sci
 - c. Dual ID- EL and SpEd
 - d. Scores: ACCESS, SAT, etc.
 - e. Plateau students and targeted interventions
 - f. Inclusion approach vs. targeted, ELD vs. ELA vs. SLA, GLAAD, SIOP/Sheltered
 - g. Funding: Urban vs. rural
 - h. Resources: including transportation, Dual credit, Electives (CTE vs. academic electives), access, ACES
 - i. Site, district, community needs
 - j. District, Charter, Private, Parochial, GED/HES settings
 - k. Attendance, discipline, drop out, GED/HES, Charter, District Continuation Ed programs- Urban vs. rural, road blocks to remaining in school
 - l. Translation needs, funding support, personnel support, instructional material needs, stipend amounts
 - m. Bilingual staff are being utilized beyond their job descriptions
 - n. Heritage, maintenance, linguistic/cultural preservation,
 - o. Bilingual Education for ALL students viability or by enforcement from bilingual state status?

- p. Collaborating with border Ethnic Studies, Chicano Studies, PD for Admin, teachers and then curriculum development
- q. License/Training
 - i. University/College preparation/licensing programs, Admin Prep- ALAS de NM, NAASP, UNM, NMHU, NMSU, WNMU, ENMU, CES
 - ii. Training programs- GLAAD, etc.DLeNM
 - iii. TESOL/Bilingual, etc.
 - iv. Exam prep- La Prueba, etc.
 - v. Admin Prep- ALAS de NM, NAASP, UNM, NMHU, NMSU, WNMU, ENMU, CES, etc.
 - vi. Ongoing post-license training
 - vii. Other?

Existing Research:

What are our focus topics?

- 1. NM
- 2. Out of state
- 3. Current wording/obligations of Bilingual Education, Hispanic Education
- 4. Other?

After an initial research report:

- 1. Then what?
- 2. Response?
- 3. Prioritization?
- 4. Other?