



The Hispanic Education Advisory Council

ADVISEMENT PROCESS HANDBOOK

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Table of Contents

HOW TO USE THIS HANDBOOK 2

SHARED LANGUAGE..... 3

THE PURPOSE OF ADVISORIES..... 5

STATUTORY REQUIREMENT ESTABLISHING THE ADVISORY..... 5

BENEFITS OF THE ADVISORY USING A STRUCTURED ADVISEMENT PROCESS 6

ADVISEMENT CYCLE STEPS..... 7

PROPOSED ADVISEMENT CYCLE DETAILED 8

ADVISEMENT OUTCOMES MAP..... 9

ADVISEMENT WORK SESSION PROCESS..... 10

ADVISEMENT EQUITY ALIGNMENT AND VIABILITY CHECKLIST 16

ADVISEMENT TEMPLATE..... 17

ADVISEMENT DELIVERY AND ACCOUNTABILITY SHEET 18

HOW TO USE THIS HANDBOOK

The Hispanic Education Advisory Council (HEAC) should use this advisement process handbook to guide their work when producing and delivering advisements to the Secretary of Education based on current Hispanic student and family data, local context data, programs, policies, and state statutes.

This handbook supports work sessions, or meetings where official business and decision-making/voting takes place before or after the work session.

SHARED LANGUAGE

Advisee	For the purposes of this handbook, advisee means the public education secretary and the department.
Advisement Package	Annual advice or counsel delivered to the advisee(s).
Hispanic Education Act	The New Mexico statutory law passed in 2010 that governs Hispanic Education.
Hispanic Education Bureau	Bureau within the New Mexico Public Education Department tasked with complying with the Hispanic Education Act
Hispanic Education Advisory Council	The statutorily required council that advises the secretary of education on all matters impacting Hispanic students in New Mexico.
Hispanic Education Liaison to the Department	A NMPED employee that supports and consults with the Hispanic education advisory council.
Hispanic Education Partners	Representatives of public schools; post-secondary education and teacher preparation programs; students, parents, and families; Hispanic cultural, community and business organizations; civic leaders; and other community and business organizations that serve Hispanic communities.
Informal Advisement	Advice or counsel given to the advisee(s) outside of the annual advisement package, such as calls, meetings, conferences, etc.
NMPED	The New Mexico Public Education Department, part of the governor's cabinet.
Public School	Public school means that part of a school district that is a single attendance center in which instruction is offered by one or more teachers and is discernible as a building or group of buildings generally recognized as either an elementary, middle, junior high or high school or any combination of those and includes a charter school, 22-2-2.-L., NMSA 1978.
Purview	Purview in this context means the parameters of the Public School Code, 22-, NMSA 1978 and specifically the Hispanic Education Act, 22-23B-1, NMSA 1978.

Rule	The official collection of current rules (regulations) written and filed by state agencies to clarify and interpret laws passed by the Legislature. The NMPED's rules are the New Mexico Administrative Code (NMAC), Title 6.
Secretary of Education	The governor-appointed position that oversees the New Mexico Public Education Department.
Statutes	The laws passed by the New Mexico Legislature, signed by the governor, and chaptered within the New Mexico constitution.

THE PURPOSE OF ADVISORIES

Advisory councils are made up of subject matter experts that help fill gaps of knowledge that may exist within the organization they advise. While the HEAC does not serve a governance function, they do provide advice to the Secretary and the NMPED about achieving current goals and initiatives that impact Hispanic students and families. The HEAC is a sounding board that provides expertise, guidance, and insight.

STATUTORY REQUIREMENT ESTABLISHING THE ADVISORY

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.

ADVISEMENTS WITHIN THE PURVIEW OF THE SECRETARY OF EDUCATION

The HEAC may want to provide advisements to the Secretary of Education that encompass PreK and post-secondary Hispanic students. It is important to keep in mind that potential HEAC advisements within the purview of the Early Childhood Education and Care Department (ECECD) Secretary and/or the Higher Education Department (HED) Secretary should be carefully composed as a direct advisement to the Secretary of Education about possible partnerships with the ECECD and/or HED. The HEAC does not directly advise the HED or ECECD Secretaries as their work is not within the direct purview of the HEA.

BENEFITS OF THE ADVISORY USING A STRUCTURED ADVISEMENT PROCESS

The benefits of using a structured advisement process are:

- Supports meetings and work sessions that are focused, organized, thoughtfully planned, and productive.
- Ensures advisory council members are focused on the work of impacting meaningful change for Hispanic students and families.
- Empowers advisory members to advocate for the subgroup they represent.
- Gives members an opportunity to positively leverage their knowledge and expertise.
- Coincides with the period of time before the legislative session when the department makes decisions about legislation that could impact Hispanic students and families.

ADVISEMENT CYCLE STEPS

STEP 1: RESEARCH & REVIEW

STEP 2: ENGAGEMENT

STEP 3: NARROWING & CONSENSUS

STEP 4: ADVISEMENT DESIGN IN SUBCOMMITTEES

STEP 5: WHOLE GROUP DESIGN

STEP 6: HE PARTNER FEEDBACK

STEP 7: DELIVER THE ADVISEMENT PACKAGE

STEP 8: ACCOUNTABILITY CONVERSATION



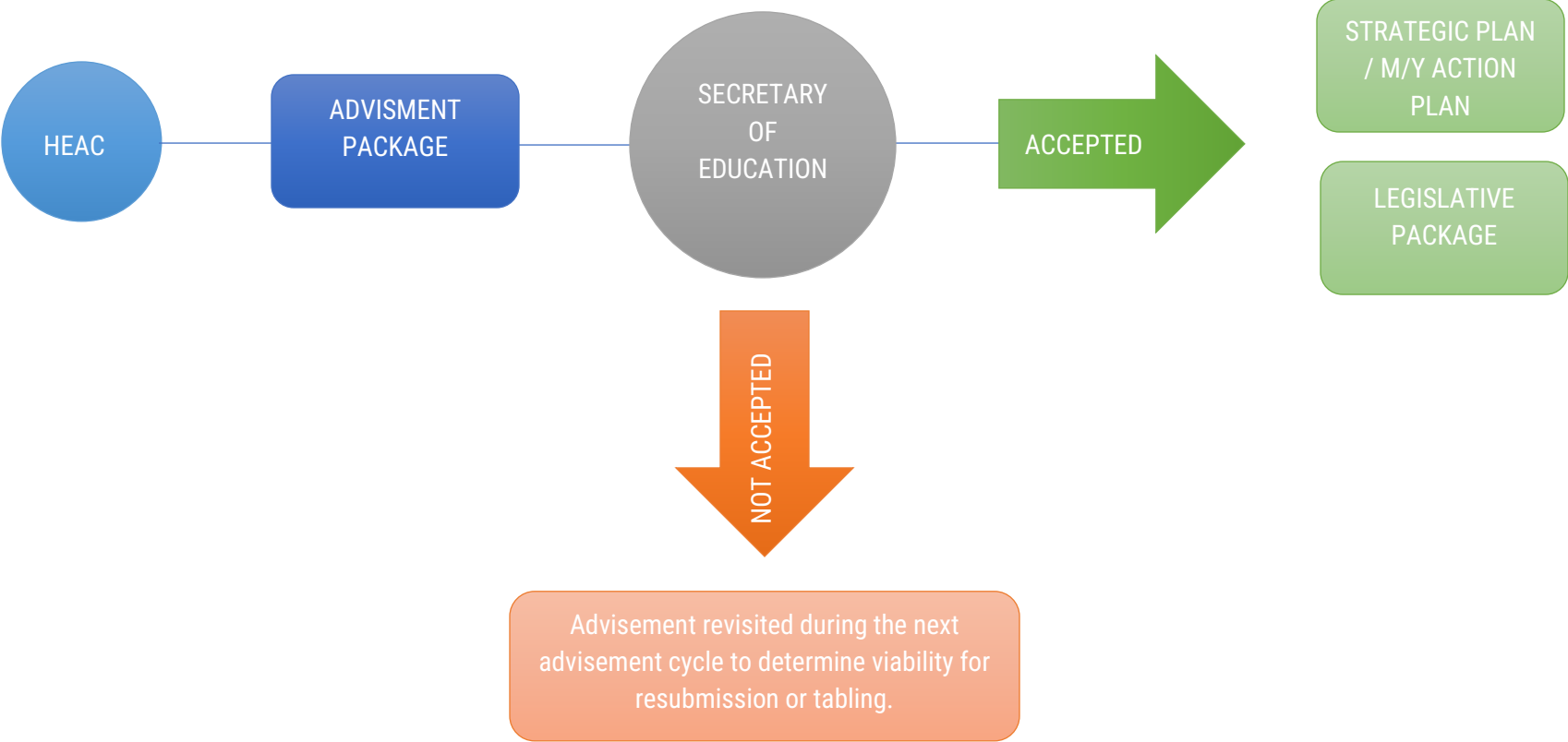
These 8 steps may be combined as needed.

PROPOSED ADVISEMENT CYCLE DETAILED

The following is a suggested advisement cycle structure. Keep in mind that this is a cyclical process where some steps may take place concurrently and throughout the fiscal year. The HEAC may modify this structure to meet their collective needs.

STEP 1	STEPS 2-5	STEP 6	STEP 6	STEP 7	STEP 8
Research Work Session	Design Work Session	Gather Partner Feedback (Emails, Surveys, Forms, etc.)	Incorporate HE Partner Feedback Work Session	Advisement Formally Presented Meeting	Accountability Meeting
<p>HEAC reviews:</p> <ul style="list-style-type: none"> • Previous advisements, • Previous legislative actions, • NMPED rulemaking, • Hispanic student Achievement Data, • HE Reports, and • Any other pertinent information / data. <p>Based on research and data review, HEAC will brainstorm a list of possible advisement topics.</p>	<p>HEAC engages in conversation and begins to narrow ideas to 1-3 advisements. HEAC then splits up into subcommittees and designs advisement(s)</p> <ol style="list-style-type: none"> 1. Specific, measurable requests 2. Detailed budget implications 3. Who, how, what, when, why, etc.? 4. Student focused / centered 5. Within the purview of the Secretary of Education <p>Subcommittees report out to whole group, edits are made, and advisement drafts prepared for HE partner input.</p>	<p>HEAC shares ideas and proposed advisements with HE partners and collects feedback.</p> <p>HE partners include but not limited to:</p> <ul style="list-style-type: none"> • NMPED HE Liaison • Hispanic Communities • Business and Civic leaders • Education Leaders • Parents & Families • Students • HE Colleagues & Experts • Policy and Lawmakers 	<p>HEAC:</p> <p>Invites the NMPED Hispanic Education Liaison to share department feedback on draft advisements with the HEAC.</p> <p>HEAC shares other HE partner feedback.</p> <p>Whole group decides which feedback from HE partners is viable then incorporates into final advisement package.</p>	<p>HEAC formally presents final advisement package to NMPED Secretary and the department.</p> <p>Advisee provides feedback and engages in dialogue with HEAC as appropriate.</p> <p>Package is posted on HEA/NMPED website including feedback from the advisee.</p> <p>NMPED integrates viable advisements into yearly work plan, strategic plans, Martinez and Yazzie Action Plan, and into legislative package (when appropriate).</p>	<p>NMPED engages in conversation with HEA to give updates on status of integrated advisements.</p> <p>HE Liaison and Secretary request that the HEAC advise on specific matters in the next advisement cycle.</p>

ADVISEMENT OUTCOMES MAP



ADVISEMENT WORK SESSION PROCESS

The following suggested process is most successful when the membership participates fully. The process may be used virtually, in-person, or a combination of both methods. Steps 1-5 of this process will take about 4-5 hours to complete.

STEP ONE--RESEARCH & REVIEW: The HEAC should hold students and families at the forefront of this step.	
PURPOSE: TO RESEARCH AND REVIEW RELEVANT INFORMATION FOR THE DESIGN OF AN IMPACTFUL ADVISEMENT FOR CHANGE.	✓
Before the work session, the HE Liaison will gather Hispanic student and family information and data to inform advisement design. https://drive.google.com/drive/folders/1wv5mdyGXsUfeM3l5Rnwm5gpTngeBwnr6?usp=sharing	
During the work session revisit the mission/vision of the HEAC and the NMPED to ensure the advisement ideas are generally aligned.	
Review previous advisements to determine viability for resubmission or tabling for future consideration.	
Review Hispanic student and family information and data related to the work of the NMPED.	
Brainstorm ideas for existing and/or new advisements based on the review of information and data in STEP ONE. The HEAC may choose to use flip chart paper, markers, and sticky notes if in-person, or if working virtually: Zoom + any of the following: Google slides, PPT, JamBoard, EasyRetro, Padlet, etc.	

STEP TWO--ENGAGEMENT: The HEAC should hold the HEA at the forefront of this step to ensure that the advisement ideas are within the purview of the NMPED.	
PURPOSE: TO ENSURE THAT ALL MEMBERS OF THE HEAC HAVE A VOICE IN THE ADVISEMENT PROCESS.	✓
Engage in conversation about each advisement idea, gathering feedback and suggestions for strengthening the advisement idea.	
Make edits or additions to the advisement ideas based on feedback.	

STEP THREE--NARROWING & CONSENSUS: The HEAC should review the viability portion of the ADVISEMENT EQUITY ALIGNMENT AND VIABILITY CHECKLIST included in this handbook during this step to ensure the advisements chosen by the group have the best chance at being accepted by the advisee (SOE).	
PURPOSE: TO ENSURE ADVISEMENT PACKAGE IS CLEAR, CONCISE, AND AGREED UPON BY ALL HEAC MEMBERS.	✓
Narrow the brainstormed advisement list by having members vote on their top 2 to select 1-3 advisements to include in the annual package.	
Count the votes and make a new list of the advisements for this advisement cycle.	
Table the remaining advisements for the next cycle.	

STEP FOUR: ADVISEMENT DESIGN IN SUBCOMMITTEES: The HEAC should organize subcommittees by interest and expertise while using the ADVISEMENT TEMPLATE included in this handbook to organize their work.	
PURPOSE: TO EFFICIENTLY DESIGN THE ADVISEMENT PACKAGE.	✓
The HEAC will self-select into sub-committees based on interest and expertise. Members of the public may join subcommittees during this step.	
<p>Sub-committees may choose to assign roles to ensure efficiency in design:</p> <p>Scribe: Types into the ADVISEMENT TEMPLATE and PPT, and helps with the content</p> <p>Moderator: Keeps group on track, provides time checks, uses the viability checklist, and helps with the content</p> <p>Researcher: Organizes research, fact checks, and helps with the content, etc.</p> <p>Presenter: Presents the advisement to the whole group and advisees, and helps with the content</p> <p>Group member: Provides feedback and helps with the content</p>	
Subcommittee members work together to complete the ADVISEMENT TEMPLATE.	

STEP FIVE--WHOLE GROUP DESIGN: The HEAC should hold the ADVISEMENT EQUITY ALIGNMENT AND VIABILITY CHECKLIST at the forefront of this step to ensure the advisements are designed equitably and are viable.	
PURPOSE: TO ENSURE THE HEAC AGREES ON THE ADVISEMENT PACKAGE COMPONENTS.	✓
Each subcommittee presents their advisement to the whole group using the ADVISEMENT TEMPLATE.	
The whole group gives feedback.	
Subcommittees incorporate feedback as appropriate.	
Subcommittees share their drafts with the HE Liaison so that HEB staff may combine the advisements into a DRAFT advisement package for sharing with key HE partners.	

STEP SIX—HE PARTNER FEEDBACK: The HEAC shares the draft advisement package and receives feedback from key HE partners including the HE Liaison using a Survey Monkey, Google forms, email, conversations, etc. Examples of survey questions are included below.	
PURPOSE: TO PARTICIPATE IN HE PARTNER ENGAGEMENT.	✓
<p>The HEAC gathers key HE partner feedback using the following suggested Likert scale [Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree] and sample questions:</p> <ol style="list-style-type: none"> 1. This advisement is student-centered. 2. This advisement is aligned with the Hispanic Education Act 3. I support this advisement. 4. This advisement positively impacts my school community. 5. What would you like to say to the HEAC regarding this advisement? (open-ended) 	
The HEAC incorporates feedback, then submits changes to the HE Liaison for compiling the final Advisement Package for delivery to the advisee(s).	
The HE Liaison briefs/preps the Secretary of Education prior to the presentation of the formal advisement.	

STEP SEVEN—DELIVER ADVISEMENT: The HEAC should hold the HEA, feedback from HE partners, and their process at the forefront of this step.	
PURPOSE: TO COMPLY WITH THE ADVISEMENT REQUIREMENT IN STATE STATUTE.	✓
The HEAC presents highlights from each advisement to the Secretary of Education.	
The HEAC opens the meeting up to feedback and questions from the advisees.	
The HEAC collects feedback and incorporates it into the advisement package using the ADVISEE FEEDBACK sheet included in this handbook.	


HE Liaison posts package and Secretary of Education's response on HEA webpages.	
NMPED incorporates advisements at the discretion of the Secretary of Education.	

STEP EIGHT—ACCOUNTABILITY: The HEAC should hold their Advisement Package and ADVISEE FEEDBACK sheet at the forefront of this step.	
PURPOSE: TO RECEIVE AN UPDATE ON ADVISEMENTS THAT WERE ACCEPTED / INCORPORATED.	✓
<p>Has the advisement been implemented?</p> <p>What have been the challenges?</p> <p>How can the HEAC support?</p> <p>What could the HEAC do differently next year?</p>	

ADVISEMENT EQUITY ALIGNMENT AND VIABILITY CHECKLIST

Use this list to ensure alignment with the department's mission / vision statements and to increase the feasibility and success of the advisement.

If there is a barrier or obstacle, specifically address it in your advisement package.

	EQUITY ALIGNMENT CHECKLIST	YES NO	VIABILITY QUESTIONS
	This advisement aligns with the department and division mission and vision statements, strategic plan, and Martinez and Yazzie Action Plan.		Does this advisement require policy or statutory additions/changes? If yes, ensure that your presentation includes ideas for the new policy or change.
	This advisement is aligned to the needs of Hispanic students and families.		Is this advisement within the purview of the NMPED? If no, revise or table.
	This advisement is aligned to available local, state, and federal data.		Does this advisement require a change to the strategic plan or Martinez and Yazzie Action Plan? If yes, be prepared to support it with research and details of the process and suggestions for the change to the strategic plan(s).
	All members of the HEAC were actively engaged in the advisement process.		Is this advisement multi-layered? If yes, streamline or break into multiple advisements.
	A consensus was reached during the process.		Does this advisement impact other community members or partners? If yes, be prepared to share how they were engaged in the process.
	This advisement is supported by HE partners.		Does this advisement impact the work of many programs/departments within the NMPED thus creating collaboration challenges? If yes, be ready to provide collaboration ideas/resolution or to narrow the advisement.

ADVISEMENT TEMPLATE

HEAC members and subcommittees may use this template to help organize their advisements and prepare for presentation to the NMPED. Use one template per advisement.

HEAC MEMBERS PRESENTING ADVISEMENT
TITLE OF THE ADVISEMENT
HOW DOES THIS ADVISEMENT INCREASE STUDENT ACHIEVEMENT?
WHAT PROBLEM OR ISSUE DOES THIS ADVISEMENT HELP SOLVE?
WHAT ARE THE HEAC'S PROPOSED OUTCOMES FROM THIS ADVISEMENT?
WHAT IS THE HEAC'S VISION FOR HOW THIS ADVISEMENT BE IMPLEMENTED?
WHAT IS THE PROPOSED TIMELINE FOR IMPLEMENTATION OF THIS ADVISEMENT
HOW IS THIS ADVISEMENT ALIGNED TO THE HEA?
WHAT DATA, RESEARCH AND/OR COMMUNITY ENGAGEMENT WAS USED TO SUPPORT THIS ADVISEMENT?
WHAT ARE THE BUDGET IMPLICATIONS FOR THE NMPED?
WHAT ARE THE PERSONNEL IMPLICATIONS FOR THE NMPED?
HOW WILL THE HEAC SUPPORT THIS ADVISEMENT?
ANY OTHER INFORMATION THAT RELATES TO THIS ADVISEMENT

ADVISEMENT DELIVERY AND ACCOUNTABILITY SHEET

The HEAC may use this sheet as a Word document or transfer it to an Excel sheet to track yearly submission by tab.

ADVISEMENT	GENERAL FEEDBACK FROM KEY PARTNERS (SUPPORTED? EDITS?)	DATE DELIVERED TO ADVISEES	GENERAL FEEDBACK FROM ADVISEES (ACCEPTED? EDITS?)	ACCOUNTABILITY CONVERSATION NOTES
1.				
2.				
3.				
4.				
5.				
6.				
7.				