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Governor of New Mexico

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New Mexico Public Education Department (NMPED)

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Hispanic Education Advisory Council (HEAC)  
2020-2021 Advisement Package

2020-2021 HEAC Membership

Amanda Aragon  
Adam Amador-Garcia  
Michael Chávez  
David Dominguez  
Yvonne Garcia  
Jennifer Gomez-Chavez  
Tranquilino Hurtado, PhD  
Patricia Jiménez-Latham, PhD  
Diane Leon  
Jessica H. Lopez  
Julia Rosa López-Emslie, PhD  
Rose Marie A. Lopez  
Patricia MacGregor-Mendoza, PhD  
Ron Martinez  
Roy B. Martinez  
Rick Miera  
Hope Morales  
Yvonne Orozco  
Sandra Rodriguez, PhD  
David Rogers  
Alex O. Romero  
Lawrence Roybal  
Gloria Ruiz

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**Statutory Requirements****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.

### Advisement Design Method

The HEAC uses the following method to design advisements for the Secretary of Education.

HEAC Workshop Meeting		Action/work outside of meeting schedule	HEAC Meeting	Action/work outside of meeting schedule	HEAC Meeting
DATA REVIEW & RESEARCH (morning)	DESIGN (afternoon)	COLLABORATION	FORMAL PRESENTATION OF ADVISEMENTS	INTEGRATION INTO NMPED INITIATIVES	NMPED & HEAC PRESENTATIONS
Review legislative session updates, pertinent data, previous advisements, etc.	Modify the current advisement package or design new advisements. Use one-pager template.	Collaborate on the fine-tuning of the advisement(s)  Receive feedback through webinar / phone call and email.	Formally present advisements to Secretary of Education	NMPED integrates advisement(s)	NMPED reports out on status of advisements, rulemaking, and proposed legislative package  HEAC reports out on impact of advisements

### Communication and Implementation

The HEAC respectfully requests the following:

- The HEAC requests that the Secretary of Education inform the HEA Liaison of which advisement(s) will be implemented during the 2020-2021 SY so that the Liaison may inform the HEAC so that the . The Secretary and Liaison may use the advisement template to indicate which advisements will move forward and which will be tabled. Please see the template beginning on page 7 of this document.
- The HEAC requests that the Secretary of Education and key NMPED staff report back after the 2021 legislative session regarding integration and implementation of the 2020-2021 HEAC advisements.

### Viability Test/Checklist

To ensure that the advisements are pertinent and meaningful to the Secretary of Education and the NMPED as a whole, the HEAC uses the following viability test:

1. Is this advisement aligned with the current work/strategic plan of the NMPED?
2. Is this advisement within the purview of the NMPED?
3. Does this advisement require statutory or regulatory additions/changes?
4. Is this advisement multi-layered? If yes, is it possible to streamline or break into multiple advisements?
5. Does this advisement impact the work of many divisions or bureaus within the department thus creating collaboration challenges?
6. Does this advisement impact other state agencies?
7. Does this advisement require new staff or significant funding?

### Successful HEAC Advisements

2015-2016	Establishment of Family Engagement Coordinator position the NMPED
2015-2016	The Updating of the NMEngaged website
2015-2016	The Establishment a state-wide family engagement advisory council
2016-2017	Support in increasing the number of bilingual seal graduates & improve quality of seal programs

## 2020-2021 Advisement Overview

1. Enhance Hispanic Family & Community Engagement at the State and Local Levels
  - a. Strengthen and align internal and external NMPED Family Engagement work
  - b. Improve Family Engagement resources provided by the NMPED
  - c. Partner with external stakeholders to build local-level capacity
2. Monitor Hispanic Student Progress with Consistent Measures
  - a. Ensuring that educators and families have consistent, comparable data about Hispanic student progress across a variety of measures.
3. Operationalize the Hispanic Education Act

The 2020-2021 advisements are aligned to the statutorily required focus areas in 22-23B-2, NMSA 1978:

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.

## Advisement 1: Family Engagement

HEAC members presenting advisement	Gloria Ruiz, Dr. Lawrence Roybal, David Dominguez, Diane Leon, Yvonne Orozco, Jennifer Gomez-Chavez, and Ron Martinez
Advisement Title	Hispanic Family & Community Engagement

Critical Question	Specific Ask/Information that supports the advisement
What is the purpose of this advisement?	<p>Fill the existing Family Engagement Coordinator position and ensure that the position focuses on the following asks: Integrate family engagement in all NMPED divisions/bureaus and ensure inter-agency alignment</p> <ul style="list-style-type: none"> <li>• Ensure local-level Equity Councils receive family engagement training to ensure their advisements are aligned</li> <li>• Update/Revise the NMEngaged.com</li> <li>• Enhance the Website for Families</li> <li>• Coordinate family engagement training for educators</li> <li>• Partner with WestEd to continue the Academic Parent Teacher Teams training for families and teachers</li> <li>• Ensure all Titles (I, II,III, Special Education) are working together to ensure districts and charter schools are complying with federal family engagement requirements.</li> </ul>
How does this advisement impact student achievement?	<p>“The research is clear, that when there’s a shared commitment to build positive relationships between parents and school personnel to find ways to work together, students’ attendance will increase, and their academic performance will improve.”</p> <p>José Rico, White House Initiative on Educational Excellence for Latinos, 2012</p>
Alignment with the HEA	B. Encourage and foster parental involvement in the education of their children.
Alignment with the NMPED’s strategic plan or current policy & program goals	Aligned to NMPED goals related to the Whole Child, Addressing the remedies of the Yazzie/Martinez lawsuit, NMPED Civic Advisory, NMPED Family Cabinet Advisory, NMPED Teacher Advisory, NMPED Equity Councils, Title I, Superintendents, and the Language and Culture Division.
Research that supports this advisement	Research on the NMEngaged.com website. This research was used to build NMEngaged - Harvard Family Research Project, Dual Capacity Framework-USDE, Consuelo Kick Bush- Family Leadership Institute , National PTA Framework, Family Leadership Initiative, Dr. Karen Mapp- Harvard, Community Schools (National Coalition for Community Schools - New Mexican Jose Munoz), ENLACE Family Engagement, Learning Heroes, NEA, CESDP and PRO
Data that supports this advisement	Research listed above, any NM family survey finding 4: Family Engagement Preferences Consistent with best practices in effective family engagement, families expressed an interest in increased communication as well as guidance and resources to support their child’s learning at home.
Budget implications for NMPED	<p>Filling the existing 1.0 FTE Family Engagement Coordinator position in the NMPED Outreach Office</p> <p>Possible funding for refresh of the nmengaged.com, NMPED Family Webpage (designed by Learning Heroes) and funding for the WestEd Academic Parent-Teacher Teams</p>
Personnel implications for NMPED [ex: if advising on the addition of personnel,	Make filling the Family Engagement Coordinator (1.0 FTE) role a priority.

what would this person do in a 40-hour week?]	
Specific ideas on how advisement should be implemented	See specific asks.
A timeline for implementation of the advisement:	On-going
How will the HEAC support this advisement?	HEAC will include information related to Family and Community Engagement in our HEA Yearly Report. Provide expertise and Insights from our members and thought partners.
What will it look like if this advisement is implemented? [What is the final outcome(s) of the advisement?]	Families and Communities are fully engaged and understand ways to support their students academically, socially and emotionally, so we begin to close the opportunity and academic gaps for Hispanic students. Continue to build an infrastructure and provide resources for families and communities to engage more extensively in educational opportunities for their students. K-12 and Students in Higher Education (Entire Educational Spectrum)
Why does this work on Hispanic Family Engagement have to be integrated into all NMPED work/Divisions	Family and Community Engagement is the <b>heart</b> of ensuring Hispanic Students are supported. We need to ensure meaningful Family and Community Engagement is taking place at the local level.



## Advisement 2: Hispanic Student Progress

HEAC members presenting advisement	Amanda Aragon, Hope Morales, Mike Chavez, Sandra Rodriguez, Roy Martinez, Jennifer Gomez-Chavez, Patricia McGregor Mendoza, Yvonne Garcia, Kino Hurtado
Advisement Title	Monitor Hispanic Student Progress with Consistent Measures

Critical Question	Specific Ask/Information that supports the advisement
What is the purpose of this advisement?	The purpose of this advisement is to ensure that we have access to consistent, long-term comparable data about Hispanic student progress across a variety of measures so that informed decisions can be made about how best to support students moving forward.
How does this advisement impact student achievement?	With long-term comparable data about Hispanic student achievement, the HEAC and the PED can work collaboratively to identify gaps and implement targeted interventions to address specific gaps and issues. With well implemented, best-practice oriented interventions New Mexico can begin eradicate the achievement gap by accelerating student achievement progress for Hispanic students.
Alignment with the Hispanic Education Act	<p>Implementation of this advisement aligns with the following portions of the Hispanic Education Act:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> </ul>
Alignment with the NMPED's strategic plan or current policy & program goals	The HEAC has not reviewed the current NMPED strategic plan.
Research that supports this advisement	Research and data will be more applicable once baseline data has been accumulated and conversation pivots to interventions.
Data that supports this advisement	
Budget implications for NMPED	<p>Commitment to this advisory can be completed with the current positions and work streams in place at the New Mexico Public Education department. No additional funding needed.</p> <p>If a data system is create to connect data from K-12 to higher ed, that would require additional money to set up the system.</p>
Personnel implications for NMPED [ex: if advising on the addition of personnel, what would this person do in a 40-hour week?]	NMPED currently has a Hispanic Education Liaison (1 FTE) and the Hispanic Education Specialist (1.0 FTE). All the asks would go under this person and they would work with other current staff (Assessment & Accountability, College and Career Readiness bureaus).
Specific ideas on how advisement should be implemented	<p>Recommendations –</p> <ol style="list-style-type: none"> <li>1. Publish Hispanic Education Status Report for 2018-2019 immediately</li> <li>2. Annually report the following data comparing Hispanic student data to other subgroups: <ol style="list-style-type: none"> <li>a. Reading Proficiency*</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>b. Math Proficiency*</li> <li>c. Science Proficiency</li> <li>d. Graduation Rates</li> <li>e. Graduation Pathway Data</li> <li>f. Attendance Rates</li> <li>g. Bilingual Multicultural Education Program Participation</li> <li>h. Bilingual Seal Participants/Graduates</li> <li>i. Higher Ed Enrollment</li> <li>j. Higher Ed Completion</li> <li>k. Higher Ed Remedial Class Enrollment</li> <li>l. ACT Participation &amp; Achievement</li> <li>m. SAT Participation &amp; Achievement</li> <li>n. PSAT Participation &amp; Achievement</li> <li>o. AP Participation &amp; Achievement</li> </ul> <p>3. Create a system that tracks students by student ID from pre-k/higher ed (at least for in-state students)</p> <p>*Data must be comparable to data from the previous 5 years</p>
A timeline for implementation of the advisement:	<p><b>Immediately:</b></p> <ul style="list-style-type: none"> <li>• Publish the 2019 Hispanic Education Status Report</li> <li>• Commit to comparable data in ELA/Mathematics</li> </ul> <p><b>2021:</b></p> <ul style="list-style-type: none"> <li>• Include additional metrics in the 2020 report</li> <li>• Establish pre-k-20 data system</li> </ul>
How will the HEAC support this advisement?	The HEAC will help communicate results and provide feedback through development of the new systems.
What will it look like if this advisement is implemented? [What is the final outcome(s) of the advisement?]	We will have clear, accurate and comparable data about how Hispanic students are being served and be better equipped to eradicate the Hispanic Opportunity Gap.

### Advisement 3: Operationalize the Hispanic Education Act

HEAC members presenting advisement	Dr. Julia Rosa Lopez Emslie, Representative Miera, Dr. Adam Amador Garcia, Rose Marie Lopez, David Rogers.
Advisement Title	Operationalizing the Hispanic Education Act (HEA)

Critical Question	Specific Ask/Information that supports the advisement
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What is the purpose of this advisement?	Rewrite the HEA to ensure that districts and charters can operationalize specific requirements with the support of funding.
How does this advisement impact student achievement?	Funds will be used to support programs with a focus on Hispanic student achievement and their families. HEAC will advise regarding the expenditure of available funds.
What is the purpose of this advisement?	Rewrite the HEA to ensure that districts and charters can operationalize specific requirements with the support of funding.
Alignment with the HEA	Specifically tied to the HEA
Alignment with the NMPED's strategic plan or current policy & program goals	Aligned with the NMPED Vision Mission and Goals. Specifically, the goal on an Educational System that Benefits the Whole Child.
Research that supports this advisement	Martinez and Yazzie Consolidated Lawsuit findings focused on Hispanic students.
Data that supports this advisement	Data provided on Martinez and Yazzie Consolidated Lawsuit and Hispanic Education Status Reports as required in the HEA. Data specific to NM given the nuance as one of two majority minority Legislatures.
Budget implications for NMPED	Request funding from the Legislature and allow for accepting grants from external funders as applicable.
Personnel implications for NMPED [ex: if advising on the addition of personnel, what would this person do in a 40-hour week?]	NMPED currently has a Hispanic Education Liaison (.25 FTE) and the Hispanic Education Specialist (1.0 FTE).
Specific ideas on how advisement should be implemented	<p>Establish a taskforce to rewrite the act in partnership with a legislator who will carry the bill and upon passage the HEA and taskforce will participate draft rule in partnership with key NMPED staff</p> <p>Use the following as data to inform the rewrite:</p> <ul style="list-style-type: none"> <li>• Programs taking place across the state focused on Hispanic students (AVID, ENLACE, etc.).</li> <li>• Surveys to districts and stakeholders, as applicable, to understand needs and inform the rewrite as well as provide support for the 2021 Legislative Session.</li> </ul>
A timeline for implementation of the advisement:	Have the rewrite ready to push forward during the 2021 Legislative Session. Specific advisements for the NMPED directed at the Secretary to prepare for implementation.
How will the HEAC support this advisement?	The HEAC unanimously support this specific advisement.
Potential barriers and obstacles to consider	In the context of asking for more, the utilization of funds will require a statewide approach to changes to systems, processes and programs. Importance of ensuring that the use of funding directly impacts Hispanic students, without systems leaders impeding (ensuring it is in the middle of the line).
What will it look like if this advisement is implemented? [What is the final outcome(s) of the advisement?]	<p>Full implementation of the Hispanic Education Act as outlined in the purpose (see below). Ensuring that this directly impacts our students at the classroom level.</p> <p>The purpose of the Hispanic Education Act is to:</p> <p>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;</p> <p>B. encourage and foster parental involvement in the education of their children; and</p>

	<p>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.</p> <p>History: Laws 2010, ch. 108, § 2 and Laws 2010, ch. 114, § 2.</p>
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RYAN STEWART, Ed.L.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

November 10, 2020

Hispanic Education Advisory Council  
Amanda Aragon, Co-Chair  
Patricia Latham, Ed.D., Co-Chair  
Sent via email to:  
[patricia@transformeducationnm.org](mailto:patricia@transformeducationnm.org)  
[amanda.aragon@nmkidsnscan.org](mailto:amanda.aragon@nmkidsnscan.org)

Dear HEAC Co-Chairs and Members:

Thank you for sharing your formal advisements as required by 22-23B-5. NMSA 1978. Your dedication to Hispanic students and their families, the thoughtfulness with which the advisements were designed, and your collective expertise, are valued and respected by me and my executive team.

Below is a general overview of your 2020-2021 advisement package to the Secretary of Education:

Advisement		Statutory Alignment
1	Enhance Hispanic Family & Community Partnerships at the State and Local Level	22-23B-2.B.
2	Hispanic Student Progress: Monitor Hispanic Student Progress with Consistent Measures	22-23B-2.B.
3	3. Operationalize the Hispanic Education Act: Operationalizing the Hispanic Education Act (HEA)	22-23B

The following is my response to each advisement including details on the how the advisement will be integrated and who on my team is responsible:

1. I have asked that Katie Avery, Interim Director of Community Engagement to make filling the Family Engagement Coordinator (1.0 FTE) role a priority so that Coordinator may focus on the following:

- Connect with the HEAC to ensure that the Community Engagement Division (CED) focus on strengthening and improving the family engagement infrastructure and provide resources for families and communities to engage more extensively in educational opportunities for their students.
- Partner with the Early Childhood Department and the Higher Education Department to ensure that the infrastructure for families includes a PreK-20 focus.
- Connect with Office of the Governor's Constituent Services team to ensure alignment.

2. This advisement has three asks. Below are the asks and my response.

1. Publish Hispanic Education Status Report for 2018-2019 immediately. The report is posted here:

[https://webnew.ped.state.nm.us/wpcontent/uploads/2020/09/HESR\\_2018\\_2019\\_NMPED.pdf](https://webnew.ped.state.nm.us/wpcontent/uploads/2020/09/HESR_2018_2019_NMPED.pdf)

2. Annually report the following data comparing Hispanic student data to other subgroups. I have asked that the Accountability team meet and decide how to best collect and share this data, possibly using the NM VISTAS accountability system.

3. Create a system that tracks students by student ID from PreK-higher education. I have asked that the Hispanic Education Liaison and the Hispanic Education Specialist, a new position at the NMPED, to partner with the Policy, Innovation, and Measurement team to explore the possibilities within this advisement.

3. I have asked that the Hispanic Education Liaison and the Hispanic Education Specialist review the draft legislation in partnership with the Policy team and provide me with feedback so that I may work with legislators to ensure the success of the bill.

Sincerely,

(signature on file)

Ryan Stewart, ED.L.D.  
Secretary of Education

AB/mv

cc: HEAC Members  
Katie Avery, Interim Director of Community Engagement  
Alexis Álvarez, Deputy Director of Accountability  
John Sena, Director of Policy, Innovation, and Measurement