NEW MEXICO
Public Education Department

Hispanic Education and Bilingual Multicultural Education Advisory Councils

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Presentation for the
Legislative Education Study Committee

September 4, 2025

Advisory Council Functions

Advisement

While the advisories do not serve a governance function, they provide advice to the Secretary of Education and the NMPED about fulfilling statutory requirements.

Expertise

As subject-matter experts, the advisory council members can help fill gaps of knowledge.

Think Tank

The advisories operate like a “think tank” that informs the NMPED.

Annual Advisement Process

Hispanic Education Advisory Council

The Hispanic Education Act

Enacted in 2010, and amended in 2025, this historic legislation created a statutory framework to address the educational disparities faced by Hispanic students in New Mexico.

- **Develop Educational Systems:** Provide programs and policies that improve the academic success of Hispanic students.
- **Encourage Parental Involvement:** Foster active participation of families in their children's education.
- **Promote Hispanic Ethnic Identity:** protect and preserve New Mexico's heritage Spanish language and culture.
- **Promote Community Collaboration:** Provide mechanisms for all stakeholders to work together in providing services, resources, and support to enhance educational opportunities for Hispanic students.

The Hispanic Education Act: 2025 Amendments

Recently-passed amendments establish the following:

- **Further Promotes Hispanic Ethnic identity:** protect and preserve New Mexico's heritage Spanish language and culture
- **Removes Deficit Language:** changed "close achievement gap" to "ensure lifelong success"
- **Establishes the Biannual Hispanic Education Summit:** the Hispanic Education Bureau and the Hispanic Education Advisory Council will host two listening sessions in 2025-2026.
- **Brings parity with the other identity acts:** the Hispanic Education Advisory Council may now receive per diem and mileage.

Hispanic Education Act of 2010 Establishes Advisory

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.

Hispanic Education Act of 2010 Establishes Advisory

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.

Hispanic Education Act of 2010 Establishes Advisory

- The **council shall elect a chairperson** and such other officers as it deems necessary.
- The council shall meet as necessary, but **at least twice each year at the biannual Hispanic education summit.**
- The **council shall advise the secretary** on matters related to Hispanic education in New Mexico.
- Members of the council **may receive per diem and mileage** as provided for non-salaried public officers in the Per Diem and Mileage Act and shall receive no other compensation, perquisite or allowance.

Current Hispanic Education Advisory Council Members

1. Dr. Adam Amador (Chair) **DONA ANA,** 4 years
2. Dr. Jennifer Gomez-Chavez (Co-Chair) **BERNALILLO,** 6 years
3. Gigette Nieto (Secretary) **BERNALILLO,** 3 years
4. Alisa Cooper de Uribe **BERNALILLO,** 4 years
5. Dr. Catherine Martinez Berryhill **RIO ARRIBA,** 2 years
6. Elisa Begueria **CHAVES,** 1 year
7. Eric Gomez **CHAVES,** <1 year
8. Fred Montalvo **DONA ANA,** 3 years
9. Dr. Jozi de Leon **BERNALILLO** <1 year
10. Julia Rivera-Tapia **DONA ANA,** 3 years
11. Mandi Torrez **BERNALILLO,** 1 year
12. Dr. Marlene Melendez **DONA ANA,** 4 years
13. Miguel Baca **OTERO,** 2 years
14. Mike Ogas **VALENCIA,** 1 year (2 in September)
15. Dr. Pedro “Pete” Vallejo **TORRANCE,** 2 years
16. Rick Miera **SANTA FE** <1 year
17. Robert Chavez **BERNALILLO** <1 year
18. Rose Marie A. Lopez **DONA ANA,** 7 years
19. Tasia Martinez **BERNALILLO,** 2 years
20. Dr. Vanessa De Leon **SANTA ANA,** 4 years

Successful Advisements	AGENCY IMPACT / COLLABORATION
2021 – Hispanic Education Bureau in the NMPED	All programmatic divisions and bureaus
2022 – The implementation of the arts and music programming through the HEB	Literacy and Humanities
2023 – The implementation of the Latinos in Action programming through the HEB	Literacy and Humanities
2023 – The implementation of the National Hispanic Institute and New Mexico High School Musical Awards programming through the HEB	Literacy and Humanities, College and Career Readiness
2023 – Hispanic education parent micro-credentialing / badges available in CANVAS	Title III, At Risk Team, Title I
2023 – Establishment of the VIP breakfast hosted by the HEAC to kick off the annual student conference to garner social, political, and cultural support	All programmatic divisions and bureaus
2025 – The passage of HB487	Language and Culture Division, College and Career Readiness
2025 – The Martinez & Yazzie stakeholder engagement	All programmatic and finance divisions and bureaus

Most Recent Advisement in July 2025: Martinez & Yazzie Stakeholder Engagement Advisement

SUGGESTIONS FOR CONTENT DESIGN	REGIONAL / LOCATION SUGGESTIONS	QUESTIONS TO ASK STAKEHOLDERS	STRATEGIES
Use previous drafts of plans and stakeholder input	Start with rural communities, then larger cities.	What are the obstacles to students attending school daily?	Use a storytelling method to collect data from students, families, and community.
Provide a plain English Martinez and Yazzie 101.	Host community-specific sessions based on demographics and student data.	How can NM improve college prep opportunities, such as Dual Credit, Work Study and Internships?	Use a panel of experts to inform stakeholder input sessions.
Differentiate the content by grade-level to ensure student participation.	Empower communities to own & host the sessions.	What are the linguistic, cultural, and instructional barriers your student(s) experience?	Use active/trusted equity councils as the hosts to ensure participation.
Please include the Martinez and Yazzie legal team and families as stakeholders.	Ask chambers of commerce and civic groups to host. Ask the education advisories to host.	How would you improve how programs, practices, or supports meet the academic and cultural needs of students?	Make sure that the delivery is CLR and ADA compliant based on community needs.
Differentiate surveys for population: student, family, teachers, leadership, community, etc.	Take advantage of existing community meetings.	How would you improve how your school or district involves families and communities in decision-making?	Ensure hybrid sessions are well organized, and the technology can support.
Use QR codes for surveys	Host sessions in partnership with the LFC and LESC regional meetings. Ask Legislators to host.		Meet people where they are: in line at pick up, food banks, restaurants, grocery stores, etc.

Impact of HEAC Advisements

Pecos High School

HEB conducted an internal study of 250 students participating in HEA programming

(50% study participation rate).

HEA students had higher ethnic identity and greater belonging than their counterparts.

Albuquerque Bilingual Academy

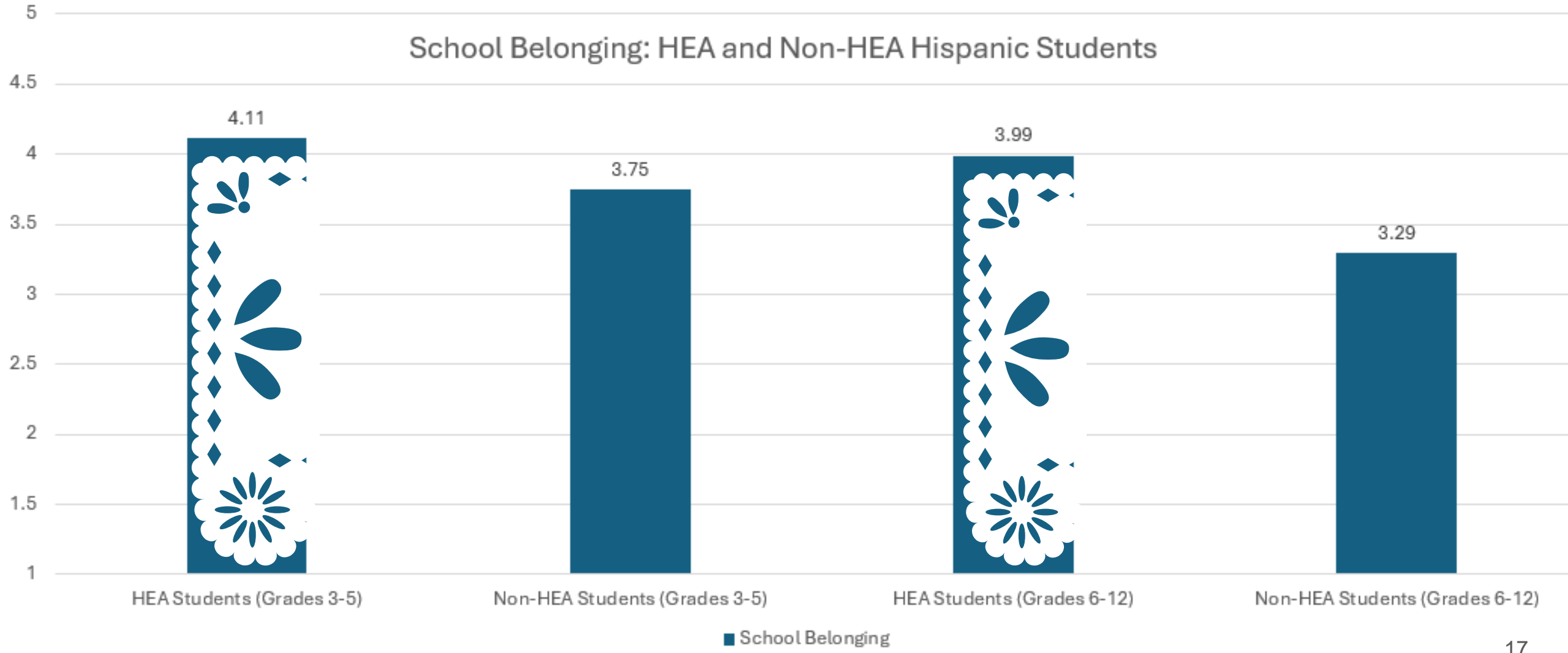
HEA students with greater ethnic identity had fewer school absences.

Technology Leadership High School

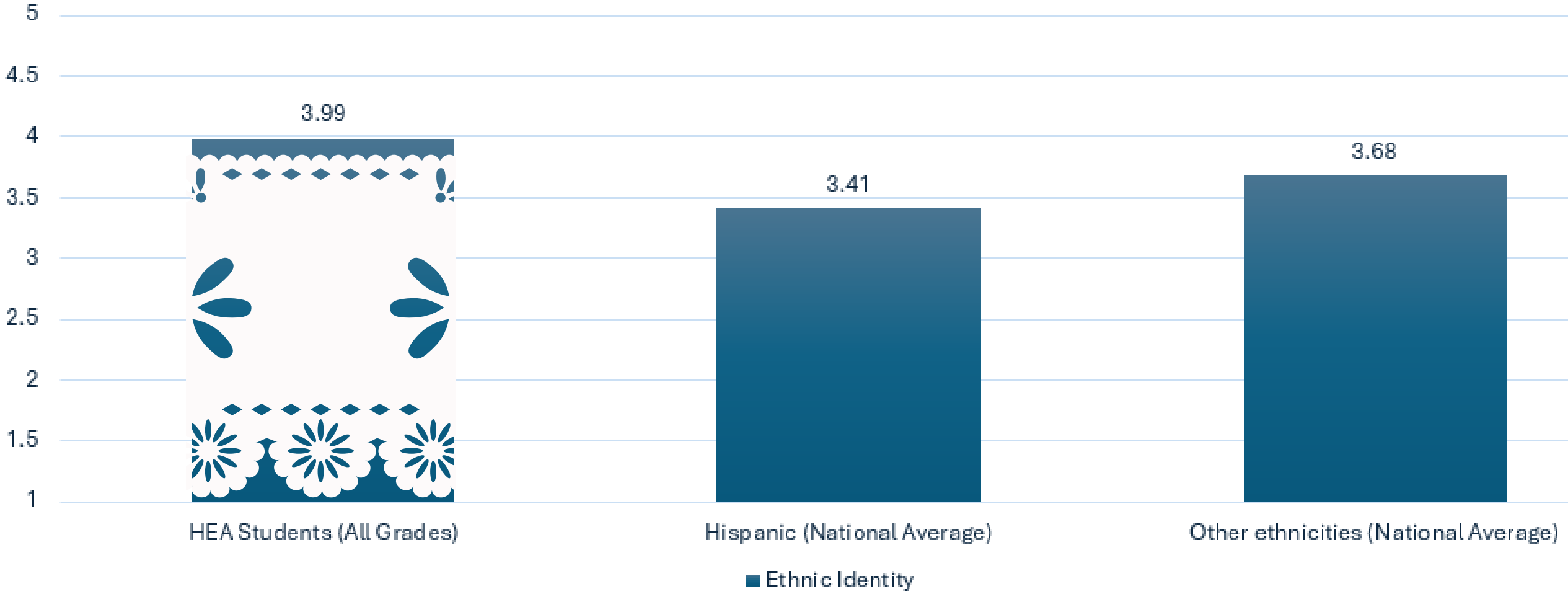
HEA students' ethnic identity predicted their school belonging and school engagement.

So, increasing ethnic identity is a good strategy for increasing school belonging and school engagement.

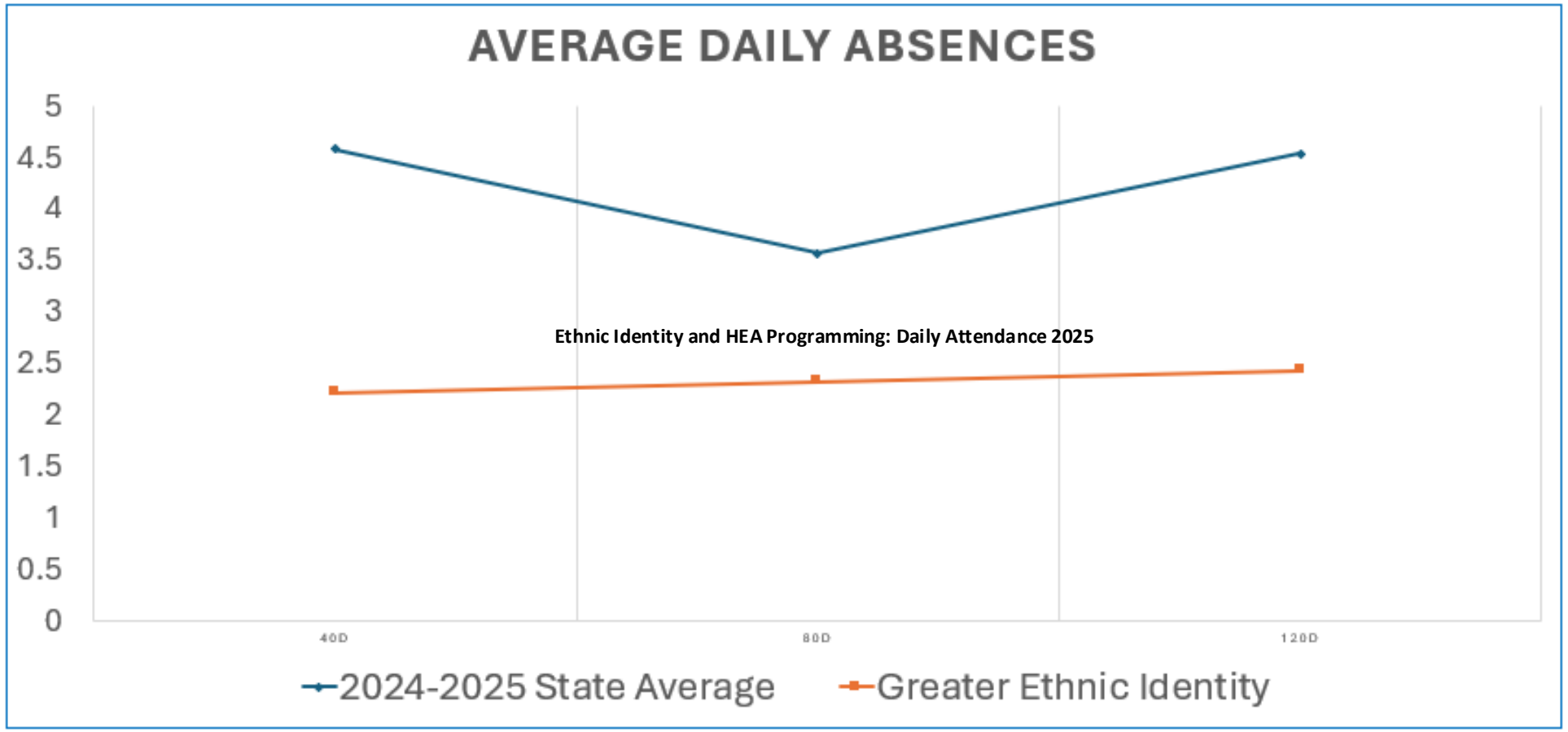
School Belonging: Comparing Hispanic Students with and without HEA programming



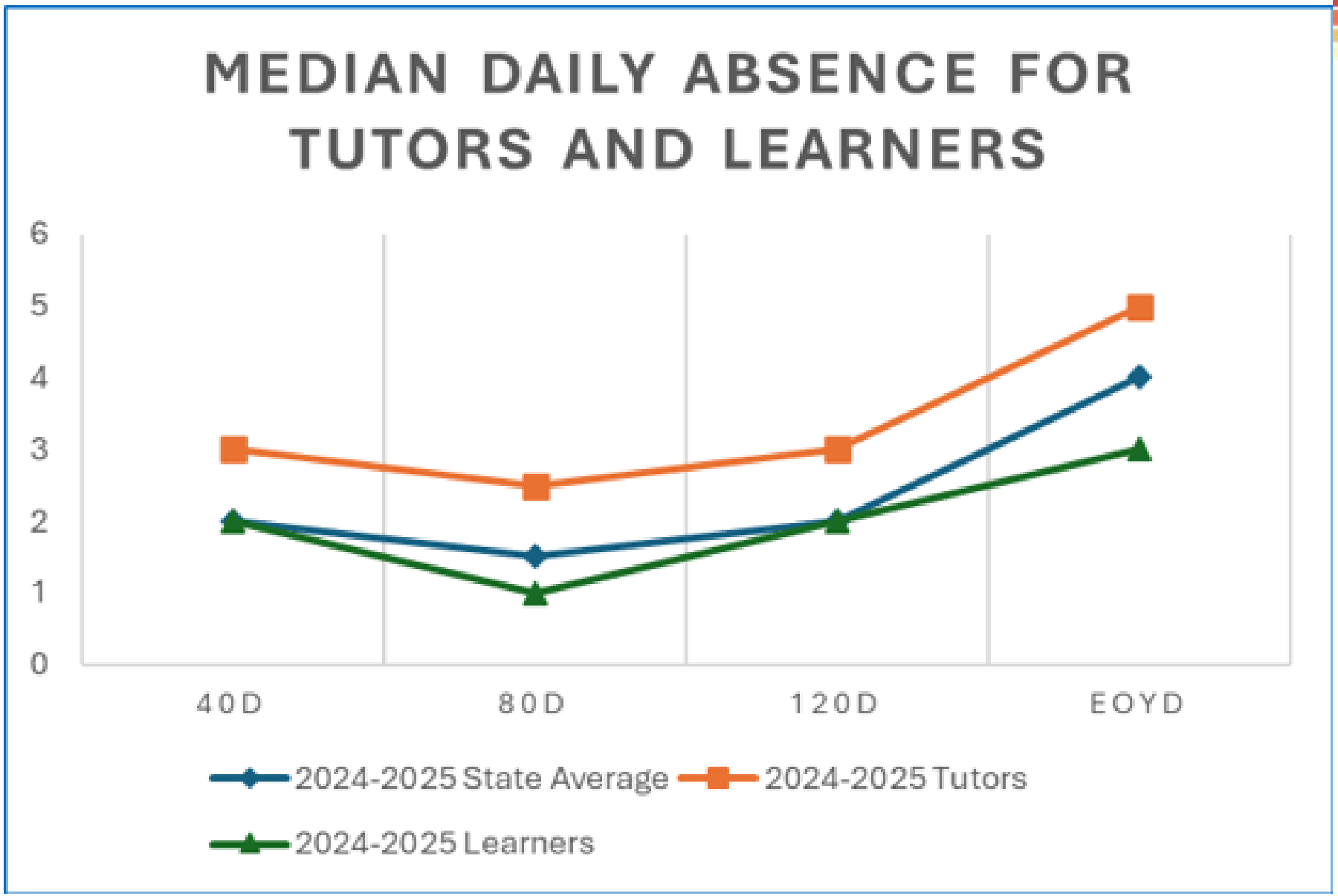
Ethnic Identity: Comparing HEA programming to National Averages



Ethnic Identity and HEA Programming: Daily Attendance 2025



HEA students with greater ethnic identity had fewer absences across the 2024-2025 school year. We can expect greater attendance with greater ethnic identity.



Latinos in Action Learners (elementary students) have less daily and chronic absenteeism as compared to state averages.

Increasing ethnic identity is a key component of student success.

Pecos High and Elementary

Future Data Collection and Analyzation Recommended by the HEAC

We will gather and analyze graduation and English language arts data for students participating in HEA programs.

Future Investments Recommended by the HEAC

Latinos in Action Curriculum

Hispanic Arts and Music Mini-Grants

College and Career Summer Programs

Spanish Heritage Language & Culture Work

Bilingual Multicultural Education Advisory Council

Bilingual Multicultural Education Act

- Enacted in 1973 and is the first of its kind

- Along with its accompanying administrative code (6.32.2 NMAC), provides a framework for bilingual multicultural education programs and is funded in the SEG.

- The goals of the BME Act are for ALL students to:
  1) become bilingual and biliterate in English and a second language, including Spanish, a Native American language (where a written form exists and there is tribal approval) or another language; and
  2) meet state academic content standards and benchmarks in all subject areas

Bilingual Multicultural Education Programs

- Currently 19 state authorized charter schools and 386 schools, includes 30 district authorized charter schools, in 46 districts

- 38,000 students of all ethnic identities are served in bilingual multicultural education programs, though Hispanic students are the majority at 67% served
  - Native American students are 17%
  - Other students are 16%

- Languages available include American Sign Language (ASL), Chinese (Mandarin), French, German, Italian, Jicarilla Apache, Keres, Lakota, Latin, Mescalero Apache, Navajo, Spanish, Tewa, Tiwa, Towa, Zuni

Bilingual Multicultural Education Programs

- Funding for Bilingual Multicultural Education Programs is included in the SEG
  - School year 22-23 – $42.7 million
  - School year 23-24 – $49.5 million
  - School year 24-25 – $52.2 million

- Funding awarded to the NMPED, below the line agency dollars, supports responsibilities to advance bilingual multicultural education and providing support with accountability
  - Bilingual Competencies Workgroup
  - Partnership with Association of Bilingual Education New Mexico (ABE NM) for statewide professional development opportunities
  - Bilingual Multicultural Education Program Endorsed Teachers Research
  - Technical assistance and focused monitoring on-site visits

Bilingual Multicultural Education Act Amendment of 2021 Establishes Advisory

A. The "bilingual multicultural education advisory council" is created and shall advise the secretary and department staff on the effective implementation of the Bilingual Multicultural Education Act and the support of all bilingual multicultural education students, including bilingual learners and English language learners, to have equitable access to instruction and learning as required by state and federal education and civil rights laws.

B. The bilingual multicultural education advisory council consists of fifteen members who have technical knowledge of and expertise in bilingual multicultural education and teaching English to English language learners as follows.

Bilingual Multicultural Education Advisory Council

Advises the secretary of education on matters related to:

1. Issues of bilingual multicultural education for all students, including the needs of bilingual learners and English language learners.

2. Provide advice to the department in the areas of curriculum, instruction, assessment, teacher preparation, teacher evaluation, professional development, licensure and student and family services to strengthen the quality and effectiveness of bilingual multicultural education programs.

Bilingual Multicultural Education Advisory Council Members

Name	Position	Institution or Region	Term End
Dr. Minea Armijo Romero	Assistant Professor, Teacher Preparation Administration and Leadership	New Mexico State University	June 2028
Korina A. Cordova	Spanish/ESL Teacher and Foreign Languages Department Head, Carlsbad High School	Carlsbad Municipal School District	June 2028
Dr. Armando Garza-Ayala	Assistant Professor, Bilingual Education	University of New Mexico	June 2026
Santi G. Gutierrez	English Learner and Bilingual Data Coordinator	Clovis Municipal School District	June 2028
Rita Holguin	Bilingual Teacher, Rio Grande Elementary	Hatch Valley Public Schools	June 2026
Erika Martinez	International Welcome Center Student and Family Advisor, Centennial High School	Las Cruces Public Schools	June 2028
Suzanne Nguyen Wisneski	Executive Director of Federal, Bilingual and Native American Programs	Rio Rancho Public Schools	June 2028
Cristian Yesenia Carrera	Parent Representative	Southern New Mexico	June 2027
Kelton Starr	Tribal Education Director	Mescalero Apache	June 2026

BMEAC Advisements

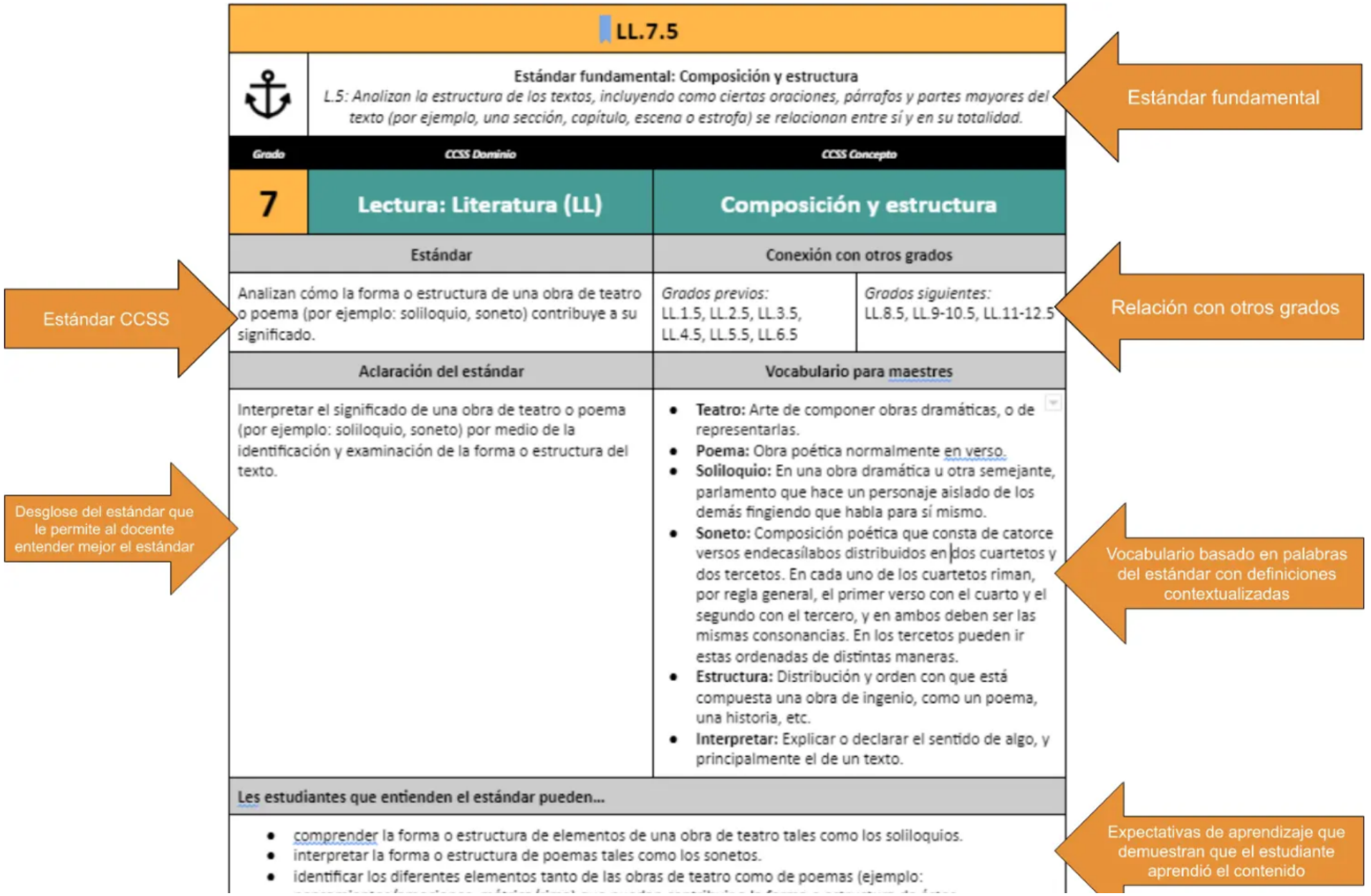
- Develop a Spanish Language Arts Instructional Scope and Sequence
- Develop Dynamic Biliteracy framework to guide professional learning opportunities and micro credential module(s)
- Update la Prueba de Español for awarding the Bilingual Endorsement
- Advisements from July 25 for the 2024-2025 school year, currently under review:
  1. Spanish for Heritage Language for Bilingual Multicultural Education Programs
  2. Dynamic Biliteracy Framework Content for Structured Literacy

Sample Advisement
Spanish Language Arts Instructional Scope

- The Literacy and Humanities Bureau and the New Mexico teachers who developed this document started from scratch and created an authentic document that covers all Spanish language arts standards including the language supplements.

- The New Mexico Instructional Scope for Spanish Language Arts (known as the NMIS SLA) are designed to help educators provide a guaranteed, viable, and equitable curriculum.

- The Spanish language arts standards define what students should understand and be able to do by the end of each grade. Students should demonstrate their proficiency in these standards both orally and through writing. For students to be college- and career-ready, they must be able to read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the standards for reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school.


LL.7.5
Estándar fundamental: Composición y estructura
L.5: Analizan la estructura de los textos, incluyendo como ciertas oraciones, párrafos y partes mayores del texto (por ejemplo, una sección, capítulo, escena o estrofa) se relacionan entre sí y en su totalidad.
Grado
CCSS Dominio
CCSS Concepto
7
Lectura: Literatura (LL)
Composición y estructura
Estándar
Conexión con otros grados
Analizan cómo la forma o estructura de una obra de teatro o poema (por ejemplo: soliloquio, soneto) contribuye a su significado.
Grados previos: LL.1.5, LL.2.5, LL.3.5, LL.4.5, LL.5.5, LL.6.5
Grados siguientes: LL.8.5, LL.9-10.5, LL.11-12.5
Aclaración del estándar
Vocabulario para maestres
Interpretar el significado de una obra de teatro o poema (por ejemplo: soliloquio, soneto) por medio de la identificación y examinación de la forma o estructura del texto.
Teatro: Arte de componer obras dramáticas, o de representarlas.
Poema: Obra poética normalmente en verso.
Soliloquio: En una obra dramática u otra semejante, parlamento que hace un personaje aislado de los demás fingiendo que habla para sí mismo.
Soneto: Composición poética que consta de catorce versos endecasílabos distribuidos en dos cuartetos y dos tercetos. En cada uno de los cuartetos riman, por regla general, el primer verso con el cuarto y el segundo con el tercero, y en ambos deben ser las mismas consonancias. En los tercetos pueden ir estas ordenadas de distintas maneras.
Estructura: Distribución y orden con que está compuesta una obra de ingenio, como un poema, una historia, etc.
Interpretar: Explicar o declarar el sentido de algo, y principalmente el de un texto.
Les estudiantes que entienden el estándar pueden...
comprender la forma o estructura de elementos de una obra de teatro tales como los soliloquios.
interpretar la forma o estructura de poemas tales como los sonetos.
identificar los diferentes elementos tanto de las obras de teatro como de poemas (ejemplo:
Estándar fundamental
Estándar CCSS
Relación con otros grados
Desglose del estándar que le permite al docente entender mejor el estándar
Vocabulario basado en palabras del estándar con definiciones contextualizadas
Expectativas de aprendizaje que demuestran que el estudiante aprendió el contenido

For More Information

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Pecos High and Elementary