

Bilingual Multicultural Education Advisory Council

HB 0087

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Overview of Current Programs

- 62 of 89 school districts currently have Bilingual Multicultural Education Programs (BMEPs).
- There are a total of 546 state-funded BMEPs within 484 schools across the state.
- Many schools offer more than one model to best meet the needs of its BMEP students.

Overview of Current Programs

- 5 BME program models: Transitional, Maintenance, Enrichment, Heritage, Dual Language
- SY 17-18 Total number of students in BME programs 49,327
 - Native American in Program: 7,394
 - Hispanic in Program: 38,147
 - Other in Program: 3,786
 - 21,306 English Learners in BME programs
 - 50,074 total English Learners in our state's public schools
 - Languages: Diné, Jicarilla Apache, Keres, Tiwa, Tewa, Towa, Zuñi, Spanish

A History of the BMEAC

- The New Mexico State Bilingual Advisory Committee (SBAC) is an ad hoc advisory to the New Mexico Public Education Department that was created in 1970.
- Its purpose is to advise the Secretary of Education and the Public Education Department on issues that impact the education of English Language Learners and other students participating in the State Bilingual Multicultural Education and Title III ESEA programs in the state.

History

- Since its inception, a synergistic relationship has grown between the NMPED and the committee that embodied mutual confidence and trust. As such, the committee has become a powerful action agent for practitioner-based policy development in bilingual education.

History

Working cooperatively with the NMPED over the years, the SBAC has addressed major policy and legislative issues in bilingual education such as the:

- Guidelines for defining and implementing bilingual education programs.
- Initial requirements for a Spanish-English bilingual education endorsement. It later (1989) helped create the competencies for endorsement in bilingual education and ESL, K-12, still in use today.
- Development of Prueba to assess Spanish proficiency for endorsement purposes in K-12 programs.

History

- Appraising NMPED on needed English learner inclusiveness for new statewide policy. (i.e NM Teach observation protocol, Student Assistance Teams, new reading initiatives, state school grading system, etc.)
- SBAC members participated in different aspects of the Bilingual Seal Process that contributed to the passage of Bilingual Seal HB 330 into law by Governor Martinez, including but not limited to attending public hearing July 2015 and providing input during various stakeholder sessions.

History

- Working cooperatively with the Indian Education unit, determining how local tribes could assess proficiency for bilingual endorsement in Pueblo languages.
- The 2004 revision and reauthorization of the State Bilingual Multicultural Education statute.
- Ongoing revisions to the state regulation: Guidelines for Implementing Bilingual Multicultural Education.
- Helping NMPED develop the Technical Assistance Manual on Bilingual Education, Heritage language program guide, the Home Language Survey, state approved language assessment practices.

History

- Implications on the shortage of licensed bilingual education and ESL teachers;
- Testifying on funding formula weight increase (.3 to .5) for bilingual education
- Implications of NCLB and all new federal laws on EL students and bilingual education programs; Liaison with State committees on Assessment, Licensure, Special Education, Indian Education, New Mexico Content Standards, NM TEACH, Instructional Materials.

Most Recently

- Advocacy efforts to support adoption of SLA and SLD standards statewide and participation in SLA and SLD Hearings (e.g., February 2017).
- Teacher Pipeline subcommittee advised NMPED on the importance of addressing the need to improve statewide initiatives to increase the number of TESOL and Bilingual endorsed teachers in NM.

Most Recently

- Needs of Students placed in BME Programs subcommittee advised NMPED to focus on accurate and authentic assessments in two languages for students placed in BMEP programs to accurately measure their academic content and literacy growth for students grades K12.
- Building Capacity Subcommittee advised NMPED to review administrator training and licensure requirements for those working in BMPE programs.

Final Thoughts

- The BMEAC, formerly known as the SBAC, was responsible for placing the NMPED on the vanguard of Bilingual Multicultural Education in the country.
- Current BMEAC members are committed to continuing this legacy and look forward to having the council formally recognized in statute as a valued advocate and resource.

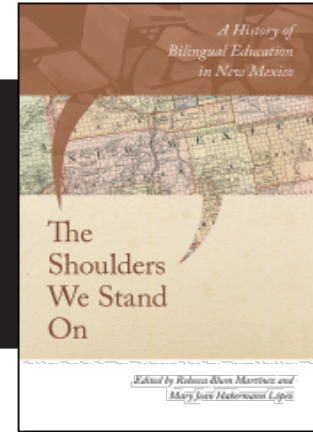
A Resource

The Shoulders We Stand On

A HISTORY OF BILINGUAL EDUCATION IN
NEW MEXICO

Edited by Rebecca Blum Martínez &
Mary Jean Habermann López

SOUTHWEST • SOUTHWEST



The Shoulders We Stand On traces the complex history of bilingual education in New Mexico, covering Spanish, Diné, and Pueblo languages. The book focuses on the formal establishment of bilingual education infrastructure and looks at the range of contemporary challenges facing the educational environment today. The book's contributors highlight particular actions, initiatives, and people that have made significant impacts on bilingual education in New Mexico, and they place New Mexico's experience in context with other states' responses to bilingual education. The book also includes an excellent timeline of bilingual education in the state. *The Shoulders We Stand On* is the first book to delve into the history of bilingual education in New Mexico and to present New Mexico's leaders, families, and educators who have pioneered program development, legislation, policy, evaluation, curriculum development, and teacher preparation in the field of bilingual multicultural education at state and national levels. Historians of education, educators, and educators in training will want to consider this as required reading.

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UNIVERSITY OF NEW MEXICO PRESS
unmpress.com

\$55.00 cloth
978-0-8263-6017-5
328 pp.
6 x 9 in.
1 chart