



Center for the
Education and
Study of
Diverse
Populations



Land Grant Studies Program



Update on the

Accequia and Land Grant Education (ALGE) Project

Interim Land Grant Committee

Chilili, New Mexico

October 20, 2022

<http://www.cesdp.nmhu.edu/>



ALGE Project

- Recognizes that ...
 - A place-based education that is more culturally and linguistically responsive to diverse histories, languages, and cultures requires **a more expansive land and water curriculum that includes acequias and land grants is necessary.**
 - The development of a place-based curriculum that focuses on land and water has the potential to meet many of the diverse social, emotional, and cultural needs of New Mexico students.
 - A place-based education will also present opportunities to engage with people in their communities and the land that surrounds them, while meeting state grade-level standards in various subjects, including math, science, social studies, and language arts.
 - This would foster critical conversations about issues such as climate change, sustainability, land stewardship, farming, ranching, hydrology, food sovereignty, civics, social movements, and colonialism.

Background on ALGE Project

- **HM 31** (Rep. García, 2020) “provide recommendations to the public education department and higher education department on how to reshape New Mexico’s educational system to include a **culturally relevant curriculum** that includes **acequias** and **land grants**.”
- School districts and charter schools throughout New Mexico are now responsible for developing culturally and linguistically responsive curriculum and pedagogy (Yazzie/Martinez).

Background on ALGE Project (*cont.*)

- Emphasize the need for experiential education opportunities (authentic, land-based, place-based, community oriented, culturally and linguistically responsive).
 - Consider how this influences future standards and curricula development across disciplines.
- Consider the implications for both NMPED and HED and create recommendations.
- FY 2021 – six convenings with over 100 participants, youth, the community, K-12 educators, and higher education, that represented land grant, acequia and indigenous communities provided input. Creation of ALGE white paper, *Reclaiming Our Past, Sustaining Our Future: Envisioning a New Mexico Land Grant and Acequia Curriculum*
- <https://its.nmhu.edu/includes/online/docs/display.html?quicklink=7370>

ALGE Project - FY 2022 highlights

- ALGE stakeholders met with NM PED assistant secretary Gwen Perea Warniment and Curriculum and Instruction staff to strategize and discuss areas of opportunity where land grant and acequia curriculum can have its greatest impact.
 - Meeting identified the need for novel, place based, and experiential curricula in the disciplines of science and social studies education.
 - Stakeholders also identified bilingual education as an important avenue for incorporating such a curriculum.
- 2022 ALGE Teachers' Institute

2022 ALGE Teachers' Mini Institute

- *Building a Land Grant-Acequia Curriculum*
- April 23rd (virtually) and May 7, 2022, at Santa Fe Community College (in person)
- Focused on creating curricular recommendations, including a unit plan and lesson plans on land grant and acequia curricula that align with newly released NM PED standards for social studies, grades k-12.
- Goal: A comprehensive but flexible land grant and acequia curriculum would encourage critical reflection about the histories and cultures of the US Southwest and assist students in making connections to other peoples, places, and ideas.

2022 ALGE Teachers' Mini Institute

- Active and retired elementary, middle school and high school educators, social workers and administrators from acequia and land grant communities across the state; students, staff and faculty from NMHU and UNM; activists, community leaders and educators, members of boards of trustees and comisionados of acequias

** Hermits Peak / Calf Canyon Fires limited participation*



2022 ALGE Teachers' Mini Institute (cont.)



- Institute was organized into three sessions that focused on the following areas
 - *History of land grants and acequias*
 - *Traditional uses*
 - *Learning from our elders*
 - *Sustaining our acequias and land grants*
 - *Caring for our communities*

2022 ALGE Teachers' Mini Institute (cont.)

- Participants shared their own experiences as educators, the suppression of teaching traditional relationships to land and water, and the devaluing of their traditional and local perspectives.
- They discussed and displayed the importance of communal values in building an acequia and land grant curriculum, where working collectively is modeled in the lesson plans to combat individualism.



ALGE: looking ahead to FY 2023

- Reconvene 2022 ALGE Teachers Institute participants
- Revisit white paper and reports to consider where we have been and our continued direction
- Meeting with key stakeholders, including land grant and acequia communities; educators, administrators, boards of education; NMPED, HED, legislators
- New Mexico Association for Bilingual Education Conference, April 13-15, 2022
- NMHU received a National Telecommunications and Information Administration Grant focused on “using digital technology to deliver a culturally responsive curriculum to underserved populations in Northern New Mexico and a culturally sustaining pedagogy to teachers of students in underserved populations.”

Thank you!

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