



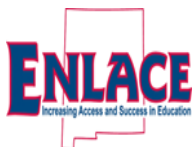
# Bilingual Multicultural Education

*50th Anniversary  
Listening Tour*

June 2023

Convener:

Center for the Education and Study of Diverse Populations (CESDP)  
at New Mexico Highlands University





Center for the  
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## ACKNOWLEDGMENT

The Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University values its many and varied partnerships. In recent years, CESDP has either led or assisted as part of a team in statewide regional convenings intended to inform Early Childhood Education and the Hispanic Education Act in New Mexico. The efforts put forth in this latest project and its resulting report are yet another example of this collaborative spirit. CESDP, therefore, wishes to acknowledge the invaluable support of the New Mexico Association for Bilingual Education (NMABE), ENGaging LATino Communities for Education (ENLACE) New Mexico, New Mexico's public-school districts, W.K. Kellogg Foundation, and the resilient families and youth of New Mexico.

Specifically, NMABE established the impetus to celebrate New Mexico's 50<sup>th</sup> Anniversary of Bilingual Education in a way that would generate reflection and inform the next 50 years by recording the reflections and perspectives of the very people that this programming was intended to celebrate and defend. ENLACE of NM offered its regional contacts, commitment to quality K-20 educational pathways, and professional support with the logistics and facilitation of the family convenings hosted throughout the state. New Mexico's public-school districts supported by offering space and inviting student, parent, and educator voices to the regional convenings. W.K. Kellogg Foundation, through its commitments to New Mexico and a corporate gift, provided CESDP with the fiscal resources required for this project.

Lastly, CESDP would like to recognize the family and youth voice that it has always valued, defended, and for which it has deliberately created this report as a means of recording and documenting their indispensable perspectives on bilingual multicultural education. This humble project is dedicated to the multilingual and multicultural communities that have always existed in these lands we now refer to as New Mexico.



## INTRODUCTION

As New Mexico celebrates the 50th Anniversary of the 1973 Bilingual Multicultural Education Act, the Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University was inspired to conduct a listening tour in five regions of our state.

Through the generosity of a W.K. Kellogg Foundation corporate gift and the support of the New Mexico Association for Bilingual Education (NMABE) and Engaging Latino Communities for Education – New Mexico (ENLACE NM), CESDP was able to interview parents/caregivers and students throughout the state. These community members shared what they believe to be the strengths, challenges, and solutions to continuously improve New Mexico's bilingual multicultural education programs.

Too often, the voice of students and caregivers are left out of the narrative specific to programmatic change in our state and nation. CESDP hopes that the narrative of these traditionally silent stakeholders offers an additional lens to understand what bilingual education means to New Mexico's communities and how such programming must continue to evolve and fulfill its commitment to high quality teaching and learning in more than one language.

Besides celebratory and investigative, a goal of this project was to add to the New Mexico Legislative Finance Committee's Program Evaluation of Bilingual Multicultural Education Programs (2022). In it, the report findings did not include a caregiver and student perspective.

CESDP hosted convenings from April to June of 2023 with caregiver and youth participants to facilitate dialogue around the following themes:

- Continue to build knowledge around bilingual multicultural education;
- Identify current strengths of bilingual multicultural education;
- Identify areas that can be improved upon; and
- Propose solutions to improve our state's bilingual multicultural education programs.

Of course, the intent of this project was not to gather information specific to any one community in New Mexico, but rather to be inclusive of voices from various regions throughout the state. It is our hope that this report will inform educators at all levels (classroom, school site, and district), legislators, higher education programs preparing future bilingual teachers, and the families and students who are served by New Mexico's bilingual education programs. Bilingual multicultural education programs cannot exist without our Indigenous and Latinx/o/a families in New Mexico; therefore, guardian and student input should be a foundational element for the development and improvement of these programs in our schools (Olivos, 2021).



## INTRODUCTION

Prior research utilizing the knowledge of parental figures has focused on the extent of heritage language use both at home and outside of the home, the quality of heritage language their students are exposed to, and satisfaction reports (Abbot-Smith et al, 2018; Olivos, 2021; Paradis, 2016). Most directly related to this project, Olivos (2021) found that satisfaction surveys, when completed by Latinx/o/a guardians, did not allow parental voice to be adequately expressed for cultural, social, experiential, and systematic reasons; therefore, their input regarding their students' education is largely absent and/or ignored by the schools.

Students' academic success and attitude towards education are positively impacted when their guardians are involved with their school community (Rivera & Li, 2019). CESDP posits that the narrative of these stakeholders offers an additional lens to understand what bilingual education means to New Mexico's communities and how such programming must continue to evolve to fulfill its commitment to high quality teaching and learning in more than one language.



Families and students work to identify areas of strength and gaps in bilingual multicultural education programs in their region.

## ORGANIZING THE BILINGUAL MULTICULTURAL EDUCATION LISTENING TOUR

During the 2023 New Mexico Legislative session, advocates for bilingual multicultural education worked with legislators across New Mexico to carry House Joint Memorial 3 (HJM3) and Senate Joint Memorial 6 (SJM6). The purpose of this joint legislation was to honor the 50th Anniversary of the New Mexico's Bilingual Multicultural Education Act. Governor Michelle Lujan-Grisham also proclaimed 2023 as "The Year of Bilingual Multicultural Education." The bill unanimously passed both the New Mexico House and Senate.

### Synopsis of HJM3:

As highlighted above, House Joint Memorial 3 (HJM3) and Senate Joint Memorial 6 (SJM6) requested that the Governor proclaim 2023 as "The Year of Bilingual Multicultural Education" to recognize the 50th anniversary of the Bilingual Multicultural Education Act. In addition, several requests related to the implementation of bilingual multicultural education programs (BMEP) were made. These included, but were not limited to, requesting the New Mexico Public Education Department (PED):

- Provide a report to the Legislature on how the requirements of the Bilingual Multicultural Education Act are or are not being fulfilled;
- Address, in consultation with the Bilingual Multicultural Education Advisory Council, the Legislative Finance Committee (LFC) Program Evaluation: Bilingual and Multicultural Education Programs Report Findings and Recommendations and any community concerns; and
- Fully comply, address, and fund the linguistic rights of New Mexico's bilingual multicultural students as provided for in Article XII, Section 8 of the Constitution of New Mexico, the court rulings of *Serna v. Portales*, *Lau v. Nichols*, *Castañeda v. Pickard*, and *Martinez/Yazzie v. State of New Mexico*, the Bilingual Multicultural Education Act and the federal Native American Languages Act.

In order to celebrate and honor these joint memorials, CESDP took the lead in working with non-profit partners to organize a regional listening tour that invited New Mexicans to share their knowledge and insights about bilingual multicultural education programs in their K-12 school districts. CESDP also created opportunities for youth, families, and educators to share their perceptions during the New Mexico Association for Bilingual Education (NMABE) Conference held in Albuquerque (April, 2023). The information gathered from the Bilingual Multicultural Education Listening Tour will be shared with the Bilingual Multicultural Advisory Council, the Culture and Language Bureau at NMPED, legislators, and the Legislative Education Study Committee (LESC) to ensure the voices of New Mexican communities are represented and valued.

*"The commemoration of the 50th anniversary of the Bilingual Multicultural Education Act must be a time for us all to reflect on where we have been and to reaffirm, without hesitation or apology, the value and importance of bilingual multicultural education as we continue to move toward the second quarter of this century" (Valenzuela & Sandoval, 2022, p.11).*

## ORGANIZING THE BILINGUAL MULTICULTURAL EDUCATION LISTENING TOUR (continued)

### Outreach

The final list of community convenings included the central, northeastern, northwestern, southeastern, and southwestern regions of New Mexico; and the student leadership and family institutes held as part of the New Mexico Association for Bilingual Education (NMABE) 2023 Conference in Albuquerque. Additionally, CESDP in collaboration with NMABE, offered an opportunity for New Mexico bilingual educators to participate in an online survey.

Our outreach efforts were broad and intended to be as inclusive as possible:

- Flyers and social media announcements were provided in both English and Spanish.
- Non-profit organizations throughout the state were contacted and promoted the convenings to their networks and communities.
- School districts and higher education collaborated to deliver the community sessions.

### Community Coordination

Our facilitators hoped to create a safe and courageous space for participants to share their perceptions and concerns freely. We ensured that our facilitation team could deliver community conversations in both English and Spanish. In some cases, participants preferred to conduct the meeting in Spanish. We intentionally and explicitly took the following steps to ensure participation was accessible and safe:

- Registration was provided, but not required.
- Local partners worked to secure a safe venue for participants.
- Most sessions were held in the evening to accommodate for working families.
- Lunch/dinner was provided for all participants.

### Communities Served

The Center for the Education and Study of Diverse Populations, hosted seven Listening Tour convenings:

1. In-person Convening: NMABE Parent Institute – April 12, 2023
2. In-person Convening: NMABE Student Leadership Institute – April 14, 2023
3. In-person Convening: Northwest Region – May 2, 2023
4. In-person Convening: Northeast Region – May 16, 2023
5. In-person Convening: Southwest Region – May 17, 2023
6. In-person Convening: Central Region – June 5, 2023
7. In-person Convening: Southeast Region – June 6, 2023

### Total Participants:

There was a total of 202 participants who shared their perspectives about bilingual multicultural education programs in New Mexico. Of those participants, 63 adults and 92 students, or a total of 155 individuals, attended one of the seven convenings. An additional 47 educators completed the online survey.



## LISTENING TOUR PROCESS

The Bilingual Multicultural Education 50th Anniversary Listening Tour (2023) process honored community voice, input, and engagement. Community engagement during this process was filled with promise and a commitment to grow and strengthen bilingual multicultural education programs throughout New Mexico. Events regularly drew interest from a diverse community sector (parents and families, students, PreK-20 educators, non-profits, community organizers, service providers, and school board members). The Bilingual Multicultural Education Survey created another opportunity for New Mexican bilingual multicultural educators from across the state to share their perceptions and experiences on the strengths and challenges of bilingual multicultural education in New Mexico.

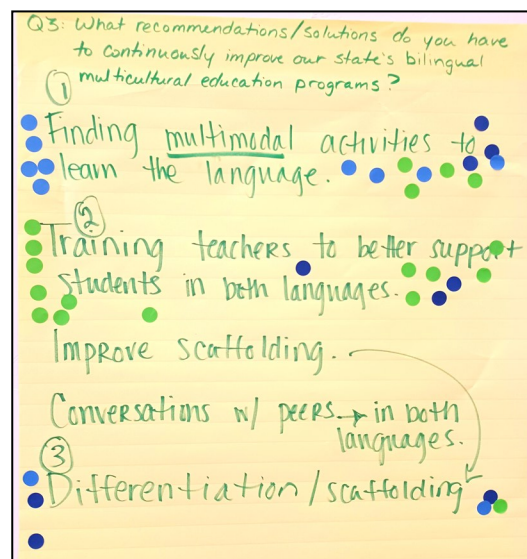
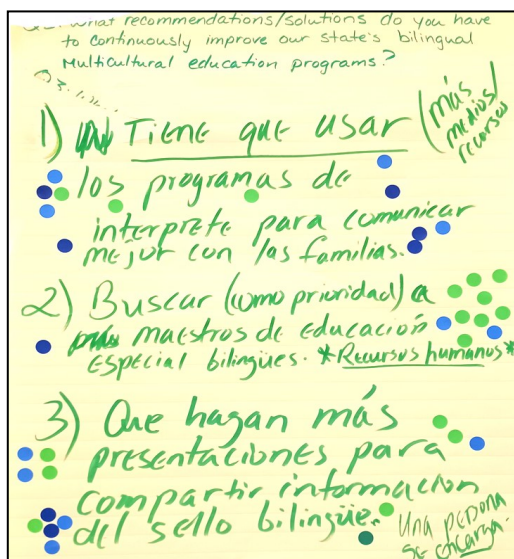
The conversations began with a welcome and introductions. An overview of the history of bilingual multicultural education in New Mexico was shared by Adrian Sandoval, Director of the Center for the Education and Study of Diverse Populations. Participants were then asked to share their experience and perceptions related to bilingual multicultural education using these

### Three Guiding Questions:

- What is currently working in our K-12 bilingual multicultural education programs?
- What can be improved (challenges) in K-12 bilingual multicultural education programs?
- What recommendations/solutions do you have to continuously improve our state's bilingual multicultural education programs?

### Community Selected Priority Areas:

At the end of the conversation sessions, participants were asked to choose three priority areas from their conversation. Each group shared their priority areas and recommendations with the entire group, then all participants chose their top two priorities for each group's recommendations. A **green dot** represented their 1st selection and a **blue dot** their 2nd choice.



## NMABE PARENT INSTITUTE April 12, 2023

### Overview Statement of Community Convening

With over 30 years of experience building partnerships with families in New Mexico, CESDP kicked off the Bilingual Multicultural Education Listening Tour at the 2023 Annual NMABE Parent/Community Institute. Parents, guardians, and community members convened in candid, heartfelt, and honest conversation regarding the state of bilingual multicultural education in their students' schools. Besides informing future steps for bilingual education in New Mexico, their collective engagement inspired a desire within themselves to continue being an active voice and advocating on behalf of their children's education.

Families at the NMABE Parent Institute represented four school districts across the state. Each group of participants brought its own unique perceptions of how bilingual multicultural programming is implemented in their school districts. The participants engaged in small group conversations held in English and Spanish and created goals they hoped to achieve during the session. Participants also focused on the strengths and challenges in their schools' bilingual programs. Before wrapping up conversations, each group/school created action plans to take back and apply in their individual school communities.

The data shared will be described as Family Group A–D. Information received from our family participants can be used to create better understandings of how families perceive the strengths and challenges of bilingual multicultural education programs in their school districts and schools. Additionally, action plan activities can inform necessary practices at the micro and macro levels.

### Family Group A

#### **Strengths of Bilingual Multicultural Education:**

- Open doors
- Help others
- You learn from other cultures
- Family tradition
- More knowledge
- Pride for our roots
- Communication with others

#### **Challenges for Bilingual Multicultural Education:**

- Not enough educational resources
- No staff training
- No respect/cultural humility
- Little legislative support
- Equitable resources
- Discrimination

## NMABE PARENT INSTITUTE April 12, 2023 (continued)

### Family Group A (continued)

#### **Action Plan:**

- What:** Educational committee in the NM Legislature be apprised of the importance of bilingual education for children of New Mexico
- Who:** Principal, Bilingual Multicultural Advisory Committee, NM PED, NM Association for Bilingual Educators, Language and Cultural Bureau (NMPED), State Senators, School Boards, Dual Language Education NM
- When:** Next NM Legislative Session (2024)

### Family Group B

#### **Strengths of Bilingual Multicultural Education:**

- Cultural identity
- Self-awareness/confidence/Social Emotional Learning (SEL)
- Support heritage and dual language community

#### **Challenges for Bilingual Multicultural Education:**

- Transparency– Funding sources and how are they used, program mandates, contact information
- Business as usual– need to be innovative and think out of the box.
- Misinformation– regarding bilingualism and programming
- Uno / Ta'taa'i - Student Equity Council\*: parent and community need understanding and acceptance of WHY bilingual education, and they need to be at the table, partnering with the schools
- Dos/Naaki: Effects of the lack of a Student Equity Council:
  - Equity is lacking
  - Lack of legislative support and understanding
- Tres/Tiaa – Bilingual education programs are not high priority\* due to lack of district/staff, commitment and understanding; therefore, enrollment is low in the programs
- Effects from \* areas if they occurred:
  - Effective use and assessment of Spanish curriculum
  - Increase in opportunities and time in programs
  - People becoming bilingual teachers

#### **Action Plans:**

##### **Action Plan #1—Parent/Community Creating Partnerships:**

- Survey (JOM, Graduate profile, data bank) – Currently a work in progress.
- Community meeting – Chapter meetings
- Parent Teacher Conferences – host events there
- Parent Summit – May/June 2023?

##### **Action Plan #2—Student Input**

- Curriculum & Instruction Survey
- Student Equity Council/Summit – March 2023
- Student graduate profile

## NMABE PARENT INSTITUTE April 12, 2023 (continued)

### Family Group B (continued)

#### **Action Plans (continued):**

##### **Action Plan #3—Upper Management June 2023 (Information from #1 &2 drives this)**

- Trained in Bilingual Education
- BMAC, Indian Act/Spanish Act, Cohesive Education Act CCSD
- Communication
- Performance transparency

##### **Action Plan #4—Site Principals June/July 2023 (Information from #1 &2 drives this)**

- Communication
- Performance transparency

### Family Group C

#### **Strengths of Bilingual Multicultural Education:**

- Keeping oral traditions alive (cultural preservation)
- Quality of life
- Better opportunities
- Better communication skills
- Open to different perspectives
- Able to help more people

#### **Challenges for Bilingual Multicultural Education:**

- Fear of being discriminated against
- Assumptions/critique
- Transparency of funds and data
- Lack of communication
- Lack of understanding
  - Different communication at home and school
  - Loss of language (kids communicating with elders)

#### **Action Plans:**

##### **Action Plan #1:**

**What:** Transparency of funds and data

**Who:** Principal, Bilingual Multicultural Advisory Committee, NM PED,  
NM Association of Bilingual Educators

**When:** School Year: 2023-2024— May

##### **Action Plan #2:**

**What:** Lack of communication and understanding

**Who:** Teachers, principals and school board

**When:** School Year: 2023-2024— ASAP



## NMABE PARENT INSTITUTE April 12, 2023 (continued)

### Family Group D:

#### **Strengths of Bilingual Multicultural Education:**

- Cognitive Benefits
  - Multilingual abilities
  - Improvement in first language
- Helps to have better communication with others, both family and friends
- You have better job opportunities
- Academic success
  - Academic achievement
  - Attendance
- Health and Wellness
  - Personal connections
  - Cultural Awareness
  - Social emotional competence

#### **Challenges for Bilingual Multicultural Education:**

- There are not enough materials
- There are no bilingual trained teachers
- There are not enough resources to help uninformed decisions (racism)
- Evaluation System
- Standardization
- There is a lack of communication/information
- Grading system

#### **Action Plans:**

##### **Action Plan #1:**

**What:** Parent representatives at each school site

**What:** Several individuals reflective of each student demographic

**When:** ASAP

##### **Action Plan #2:**

**What:** Social media sites for parents

**Who:** Parents, community partners, Bilingual Multicultural Advisory

**When:** ASAP

##### **Action Plan #3:**

**What:** Petitions

**Who:** Community Stakeholders

**When:** As issues arise

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023

### Overview Statement of NMABE SLI 2023

Youth from schools across New Mexico came together to participate in the New Mexico Association for Bilingual Education Student Leadership Institute (NMABE SLI 2023). The NMABE SLI was created to provide youth the opportunity to celebrate the richness of their cultural and linguistic identity and to learn and apply leadership skills in problem solving and advocacy in their communities. These young leaders engaged in rich dialogue to celebrate the strengths of bilingual multicultural education in their schools and to identify the challenges that need to be addressed in order to have fully funded and effective bilingual multicultural education programming in their schools.

During the NMABE SLI 2023, CESDP created the opportunity for youth to engage in conversation with civic leaders who volunteered their time to share their leadership roles in their various organizations. The youth learned about resiliency in facing challenges that arise when leading an organization. The opportunity also gave youth insights on various career pathways and how to give back to their communities.

Following the conversations with civic leaders, the youth engaged in facilitated discussions framed with the following prompting questions:

1. What bilingual education means to us...
2. What are the strengths of bilingual education programs?
3. What are the challenges in bilingual education programs?

Each group, then, created action plans to take back to their school sites with the purpose of informing teachers and administrators on the relevance, strengths, and challenges they see in current bilingual multicultural education programs offered in their schools. The youth also offered their voices in informing the larger New Mexico community of learners by participating in the listening tour.

In order to ensure “authentic youth voice” student responses are presented using the student vernacular in which they were originally shared. To protect the identity of the youth and their school community, school groups will be referred to as School A–F.



SLI middle school students working collaboratively on questions related to bilingual education.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community A

#### **What Bilingual Multicultural Education means to us:**

- Bilingual education means cultural enrichment.
- Bilingual education means being part of something greater. Part of something special. To my family, it means keeping our culture even outside of our country.
- To my community it means being accepted.
- To preserve your culture and language.
- To keep expanding my bilingualism and to not lose my identity.
- A tradition, a part of our shared culture and who we are individually.
- What it means to me, as well as my family and community, is having a connection to my roots are my ancestors.
- Bilingual education is important for communication as well as family heritage
- Knowledge of different cultures.
- Bilingual education is a connection to my family's culture that connects us as a community, as well as representing what was once not allowed.

#### **Community**

- Help members of the community connect to each other.
- More friendships and relationships thanks to my language.
- Connect with people similar or different through language and culture.
- Connections among communities or generations.

#### **Communication**

- It means inclusivity, a way we all can connect through different languages and more opportunities.
- It means being able to communicate and being a part of a community bigger than ourselves.
- Communication with more people and new experiences.
- A way to communicate with individuals of different backgrounds, interact and understand what people are going through on a deeper level.

#### **Cultural Sensitivity**

- I have new perspectives thanks to my experiences.
- Appreciation and experiences with new and different cultures.
- Respect for different cultures (appreciation, food, traditions).

#### **Educational/Job Opportunities**

- Bilingual education is very important to me and my family because I've been involved in it my whole life.
- I went to a dual language elementary school and got my bilingual seal. I went to Bosque Middle School and was in the heritage Spanish program and am not getting my bilingual seal at my school.
- More opportunities for experiences, work, travel, and cultural enrichment.
- Personally, opening the world of music within education offers a wider range of connection to students when presented with bilingual options.
- Using my Spanish in my job.
- Educational and career opportunities.
- Being able to speak or translate to customers at work with ease, that way we don't turn away anyone.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community A (continued)

#### **Strengths of Bilingual Multicultural Education:**

##### **Academics**

- Core classes in both English and Spanish expand academic knowledge.
- Better development of language, learning and academic skills.
- We are supported by a large support system.

##### **Communication**

- We excel in both languages.
- Traveling and knowing how to speak the language.
- Communicating with others.
- Being inclusive, you can relate to others.
- With the teachers, we are able to learn in different dialects/other differences in words.
- Communication with different communities and cultures.
- Being able to communicate with others.
- Allows to consume more media that is beneficial, as well as resources.
- Being able to think in English and speak in Spanish, or vice versa. Code switch languages easily.

##### **Cultural Diversity**

- Shows me new cultures and worlds.
- More value for other cultures/traditions you learn about.
- You get exposed to different cultures within the Hispanic community and see the different ways your language is spoken.
- Gaining different perspectives.
- Confidence
- Gives access to different communities and cultures.

##### **Connections**

- Gain different perspectives.
- Connecting with peers and teachers and applying experiences in my career.
- Being able to connect my culture with my education.
- Have the ability to collaborate with various customers and employers.

##### **Representation**

- Knowledge of different communities and info of Latin America.
- Ability to help those who are monolingual.
- Experience with multiple dialects of Spanish to enrich our vocabularies.
- Diversity in language, more exposure.

#### **Challenges for Bilingual Multicultural Education:**

##### **Lack of empathy**

- More understanding (needed?) for bilingual students.
- Grouping ELD and bilingual students.
- Exposure to bilingual programs.
- Stereotyping bilingual students.

##### **Need for differentiation**

- Different students have different needs.



## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community A (continued)

#### **Challenges for Bilingual Multicultural Education (Continued):**

##### **Lack of support from non-bilingual administrators**

- Non-bilingual don't always support our bilingual programs.
- Not enough advocates for us.

##### **Missing out on our full potential**

- Having to prove we're the same as English-only students.

##### **Lack of representation**

- Bilingual students aren't exposed academically.
- Lack of bilingual students in student body senate, etc.

#### **Action Plans:**

##### **Action Plan #1:**

**What:** Lack of empathy and support from administration.

**Solution:** Speaking at staff meetings and teaching them about the bilingual program/seal and what it takes/how it affects us.

**Who:** Seniors (presenting)

Teachers (all content, non-bilingual)

Admin (principals, counselors, etc.)

**When:** Plan until the end of this year and start presentations next year (23-24).

##### **Action Plan #2:**

**What:** Mentoring/support from upperclassmen to underclassmen.

Provide: open mind, honesty, engagement

**Who:** Upperclassmen: Juniors and seniors

Underclassmen: Freshmen and sophomores

Teachers/administrators

**When:** SC 2023-2024 (advisory)

**Description:** Having the Freshmen/Sophomores get a better understanding of the benefits of the bilingual program long-term.

### Community School B

#### **What Bilingual Multicultural Education means to us:**

##### **Opportunities**

- It means that it's okay to know more languages and it's okay to just be you.
- What bilingual education means to me, it helps to increase my economic opportunities.
- It is something very important since the simple fact of knowing 2 languages is a great opportunity.
- It is a very good option because you have the opportunity to learn and to have the opportunity to have more jobs.
- This is important because knowing how to be bilingual gives us advantages, such as opportunities.
- For the community, bilingual education is more work.
- Bilingual education means a lot to me because it means more opportunities, it opens you to more doors and also more experiences.
- Knowing two languages will open many doors for us.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community B (continued)

#### **What Bilingual Multicultural Education means to us (continued):**

##### **Family**

- Bilingual education for me and my family is a way of understanding and communication.
- For my family, it is for me to succeed and surpass myself.
- It is important to be able to understand and also to be able to help the family.
- For my family, it is an achievement.
- It is my obligation to know English and be successful.

##### **Culture**

- Bilingual education shows you where you come from and is an important part of you.

##### **Communication**

- Means of communication and more opportunity.
- It is a way of learning something new.

#### **Strengths of Bilingual Multicultural Education:**

- Bilingual people will get paid more than a one language speaker.
- Easier to apply to jobs.
- More opportunities. Ex: jobs, presentations, public places, abroad.
- More job choices.
- You can easily get a job.

##### **Communication**

- Easy to understand some things.
- People can communicate better; They can understand; can do anything better than a one-language speaker.
- Helping with family communication. Ex: long distance, stores.
- When traveling, you can communicate easier.

##### **Academic Preparation**

- Helps to communicate and understand more content.
- A bilingual program can offer you different opportunities. For example, you will be able to have more rights to do more things.
- It makes it easier to do a good job, like when studying.

##### **Service**

- Helping the community.
- To help the family.
- It makes you look better to get an advantage; ex: jobs.
- Even in troubling times, we can help people. They do not have to battle with the family, in that time, with communication.

#### **Challenges for Bilingual Multicultural Education:**

- Make it a requirement to learn the basics of Spanish.
- That teachers use regional and academic Spanish.
- Be aware that Google Translations are not always correct.
- Offer more bilingual programs in more languages.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community B (continued)

#### Action Plans

##### Action Plan #1:

**What:** Offer a variety of languages

**Who:** Teachers, students, superintendent

**When:** Next (school) year

##### Action Plan #2:

**What:** Implement learning methodologies (strategies)

**Who:** Teachers, parents, students, administrators

**When:** At the beginning of the following school year

### School Community C

#### What Bilingual Multicultural Education means to us:

##### Family

- It means a lot to me, because bilingual education can help you in the future.
- Bilingual education is important for our family, because we can motivate our new generations.
- For my family, bilingual education means a lot, because my ancestors didn't have those opportunities.
- For me, I think it's important because sometimes my parents have a hard time speaking with people because they can't speak English.

##### Value in Society

- I also think that is an advantage to do so many things. It can be easier to find a job, or even to get to know people.
- It's important to have that education as it demonstrates many skills we have.
- Bilingual education for my family means being more intelligent since it is not easy to learn a new language.
- Many more opportunities.
- In the community, you become more useful.
- Have more chances in life.
- Being bilingual makes you an outstanding person.

##### Communication

- The right to speak our native language and another language.
- Don't lose the language.
- It is important because that way you can talk more with people.
- I think it means a lot as it is important to be able to learn more languages to understand different cultures.
- You can convince people and encourage them to learn more languages.
- Being bilingual is important to me so that I can help myself to communicate with more people and not remain silent.

#### Strengths of Bilingual Multicultural Education:

- One positive thing about bilingual education is that you learn new cultures from all over the world.
- It is easier for you to understand and communicate with others.
- It helps us in the same way to get some types of scholarships or applications.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community C (continued)

#### **Strengths of Bilingual Multicultural Education (continued):**

- It helps us to have better job opportunities in life.
- Being bilingual, it helps us to share with our community new things that they would not understand.

#### **Challenges for Bilingual Multicultural Education**

- Teachers must be aware of the language level of each student.
- Teachers must expose students to both languages.
- Students and teachers should create a safe place without discrimination.
- The division that exists in schools due to different times of cultures that exist.
- Technology makes education easier for us, which no longer lets us think for ourselves.

#### **Action Plans:**

##### **Action Plan #1:**

**What:** To end crime against those of us in the school.

**Who:** Talk to those responsible, parents and the principal; and show the evidence so that justice is done and the damages are repaired.

**When:** The beginning of the school year or as soon as possible to avoid deterioration, damaging the school.

##### **Action Plan #2**

**What:** We want to have more school busses / transportation.

**Who:** Principal, Community, District

**When:** Starting school year 2023/2024

### School Community D

#### **What Bilingual Multicultural Education means to us:**

##### **Identity**

- I think for the community, it can help sustain a far greater bond than it is right now.
- What bilingual means to me is that it's something that I am glad I have, being able to celebrate with family.
- To our community, it means there are people willing to learn the language and keep it going for future generations ahead. It also makes our language known and will still thrive.

##### **Traditions**

- To me, it means learning or understanding different language and cultures and learning its importance. Bringing people together deepening their culture and traditions.
- What bilingual means to me is to share language, culture, or how it works. To my family, it makes us proud people. Tries to learn the language.
- Being bilingual is very special to my family since it's their first language to speak, so the Diné language is very valuable nowadays.
- It means to me that, as a community, it is very important. It could help build the community. As for a family, it can strengthen between you and them.



## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community D (continued)

#### **What Bilingual Multicultural Education means to us (continued):**

##### **Bridge Between Old and New**

- In the our area, there should be more teachings about our language so our elders wouldn't be disappointed. Instead, our elders should be proud that we are putting effort into the language.
- Bilingual education learning helps people understand each other.

##### **Communication**

- Lose the fear of knowing more things.
- Meet people with the same or similar interest.
- It is a way to meet others and communicate with others who do not speak your language.

##### **Personal**

- Open self to many more opportunities.
- Helps not to have difficulties and socialize more.
- Help to socialize and meet/know more people.

##### **Culture**

- Learning your culture.
- Develop yourself, know different cultures and get something you like.
- Can learn about new cultures, different languages.

##### **Family**

- It is an opportunity to continue the tradition of your family.
- For my family, bilingual education is something that they did not do and it is something important.
- Keep the traditions of your family.

#### **Strengths of Bilingual Multicultural Education**

##### **Opportunities**

- You are more likely to get a job that requires you to speak a different language. There are more job opportunities.
- The Bilingual Seal gives students recognition when applying for a job or college and offers more scholarship opportunities.

##### **Traditions/Culture**

- The strengths to bilingualism helps out with learning other cultures and the traditions and can help get a diploma, which can get you into colleges.
- One strength is that you get to collaborate with other cultures and to be able to build that bridge or gap to be able to understand them.
- To be able to connect to other diverse cultures and learn them (Navajo).

##### **Community**

- Give or share ideas that you have.
- Through the community, many things have been achieved.
- For the community, it is something that could be achieved by what people did for your culture/people.

##### **Academics**

- More opportunities to use your foreign language in different spaces/places.
- Bilingual education is being able to learn new things in another language.
- It opens doors for work when you know two language.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community D (continued)

#### **Strengths of Bilingual Multicultural Education (continued):**

##### **Social**

- Be able to have more connections.
- It gives you the opportunity to learn another language by helping you talk with other people.
- They pay you more to know more languages.
- Meeting people who contribute to you know other things.
- Improve my social skills
- Some strengths that relate to the bilingual program is that it helps you learn about the language while showing you how to write and speak it.

##### **Education**

- Makes school easier.
- Practice bilingualism
- Makes understanding easier.
- Knowing more than one language, expresses a passion to know new things.
- It helps us communicate better with other people.
- It helps, because knowing two or more languages shows people you can learn.

##### **Culture**

- You can understand the language of another culture.
- Know the culture of your language of origin. Know why to be proud.
- Some strength is that it helps you know more about your culture.

##### **Personal**

- Practice my bilingualism.
- Better decision making in work activities.
- Professional growth

#### **Challenges for Bilingual Multicultural Education:**

- Not learning from a younger age
- Not enough bilingual teachers
- Not enough dedication/commitment from students
- Not enough exposure to cultural events
- Not enough funding/grants for any language programs

##### **Self-Shame**

- Reading and speaking in both languages.
- Lowering our grades for mistakes instead of helping us improve.
- Some challenges are the ways of how grading is formatted for the classes.

##### **Prejudices against people who are Spanish**

- I don't see a problem, but I do think the people and how they view the program. It depends on the people and how they may cause gaps in bilingual multicultural education.

##### **Traditions/Culture**

- Preparation of a career to being Navajo – language would mean having to use it to elders who only speak the language.
- The good thing about learning other languages is to get around the place, and you can also become a bilingual teacher.
- As a teacher you'll be able to understand different languages of students.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community D (continued)

#### Action Plans:

##### Action Plan 1:

**Who:** Principals, Chapter Houses, Radio Stations, Miss Navajo, Navajo Times (news), State Governor

**What:**

- Learning at a younger age allows students to learning the languages, traditions, and cultures in class.
- If we fund bilingual class/teachers, there will be more opportunities for students to thrive for languages/cultures they have yet to understand.

**When:**

- 2 hours planning
- 6 months to get “who” on board
- 3-5 months for approval
- 1-2 months to get implemented

##### Action Plan 2:

**What:** Classes with fewer people

**Who:** Students, teachers, and directors/managers

**When:** Next year, in the year 2024

##### Action Plan 3:

**What:** Support for friendlier and more understanding environments.

**Who:** Students, teachers, and directors/managers

**When:** In the year 2024 and beyond

### School Community E

#### What Bilingual Multicultural Education means to us:

##### Family

- It would have helped my parents because they only knew Spanish and they had to learn English by themselves because they only were taught English.
- Families who speak different languages can come together.
- Family – when someone at home speaks a different language at home than you, it’s good so you can understand them.
- Bilingual education is important for both me and my family. I believe it is a way to open up and interact with other people.

##### Community

- It’s important to my community in that it helps open up new opportunities.
- Being bilingual helps people communicate.
- Participating in bilingual education helps my community by opening up new opportunities for people.
- The community could come together more and get to know each other.
- It helps the community feel more comfortable with their language.

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community E (continued)

#### **What Bilingual Multicultural Education means to us (continued):**

##### **You/I**

- Speak different languages. It's a good thing. Good for the country because if someone speaks different, you can understand them.
- Bilingual education means to me helping young individuals and giving them a chance to learn more than one language.
- Bilingual Education means to me speak to more people you don't know. You can also make more friends.
- Easier to understand what your family is trying to say to you if you speak a different language, you can understand your family and friends.

#### **Strengths of Bilingual Multicultural Education**

##### **Education**

- Having multicultural and bilingual is good because it opens doors to a child education.
- Access for education or opportunities for jobs.
- Bilingual and multicultural education helps strengthen social skills by communicating with new people.

##### **Culture**

- Being Multicultural can also leave you with a wide range of languages.
- People will also not discriminate other cultures if they learn more about the cultures.
- Allows you to learn from and experience different cultures.
- Helps represent your cultures in different ways.
- Helps us communicate with different New Mexicans.

##### **Communication**

- Knowing others helps us know ourselves.
- Different languages
- Helps us speak.
- It helps us better connect to new people.

#### **Challenges for Bilingual Multicultural Education**

- Segregation of classes
- Use of English-Only outside of classes.
- Not aware of who are bilingual teachers.
- Hard to know cultures we don't see.
- Not enough bilingual teachers.

#### **Action Plan:**

**Who:** Administration

**What:** Field trips to learn about and experience different languages and cultures.

Funding: fundraising and grants

Locations

Transportation

**When:** 2023-2024

## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community F

#### **What Bilingual Multicultural Education means to us:**

##### **More opportunities**

- Opportunities
- Bilingual education helps us talk to others and be closer to one another. It helps us with jobs, socializing, parents, and leading others. It can impact our life in many ways.
- It means that you have more resources, more opportunities, jobs.
- More opportunities
- Support, People, Unite
- The bilingual education helps me by getting a lot more offers.

##### **Helping others**

- Help people with understanding.
- Some students may speak only one language. If they need help in a different language, a student or a teacher could help.

#### **Strengths of Bilingual Multicultural Education:**

##### **Bilingual**

- Being able to help out in your community.
- You get more access to getting a job that pays good.
- Talk with others
- The strength is to be able to learn more from Spanish speakers.
- You could get paid more for knowing two languages.
- You get to speak two languages.
- You can do more stuff and get advantages. 3. You get to help others.
- Make friends with people who only speak one language.
- Communicate with more people.
- Get more job offers
- More access to knowledge.

##### **Multicultural**

- Being able to relate with other people.
- Being able to understand and come together.
- The advantage of being multicultural is understanding others.
- Being able to relate to others having different food and music.
- You fit in with different groups of people and understand different people.
- You get to like and dislike the same thing.
- Fitting in with more people with different culture
- Having different traditions to celebrate.
- Being able to understand each other.
- A strength to be multicultural is to learn different types of music.

#### **Challenges for Bilingual Multicultural Education:**

- Directions are not given to students in both languages.
- Storybook instructional books.
- More teachers for helping the students.
- More conversations in Spanish.
- Group projects, speaking the language you're learning.
- Get more apps that can improve your bilingual learning.

## NORTHWEST REGION CONVENING MAY 2, 2023

### Overview Statement of Community Convening:

Northwestern ENLACE program coordinators and CESDP hosted a convening at a regional educational institution. High school students and adult family members attended and chose to work together during the discussion sessions. Facilitators from ENLACE and CESDP noted the youth voice when capturing the dialogue of these groups. Attendees included recent education program college graduates who experienced bilingual multicultural education programs in their own secondary schooling. This perspective provided information regarding bilingual education programs through their newly acquired lens of an educator while being able to compare their recent experiences as bilingual multicultural education program students.

**The northwest region convening had 18 participants.** The participants engaged in three small group discussions using the three guiding questions. Youth sat among the adults; whereas, recent education program graduates opted to sit as a group to share their experiences. All participants then voted on the top two priority recommendation statements from each group.

### Group 1:

#### **Strengths of Bilingual Multicultural Programs**

- Bilingual programs
- Culture
- Being bilingual
- Professional bilingual individuals can translate and express concepts easily.
- (youth voice) To be able to communicate with their parents.
- (youth voice) Access to bilingual literature
- Bilingual programs are ready for Kindergarten and Opening Doors

#### **Challenges for Bilingual Multicultural Education Programs**

- Bilingual programs are not offered in all schools.
- School waiver requests for children to attend schools with bilingual programs.
- (youth voice) Parents and teachers do not want to teach their children their native language; they think that knowing the English language is enough.
- (youth voice) Lack of teacher guidance; students only try to learn from laptop programs.
- (youth voice) No standardized curriculum.
- Teacher pay/wages
- (youth voice) Students prefer to choose another elective instead of a bilingual class.

#### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** To have bilingual teachers in ALL schools.

**Priority Area 2:** Cultural events/programming, student learning about their cultures and parents also push them to be involved.



## NMABE STUDENT LEADERSHIP INSTITUTE April 14, 2023 (continued)

### School Community F (continued)

#### Action Plan:

**Who:** The principal, The middle school teachers

**What:** Directions given to students in both languages, group projects, speaking the language you are learning.

#### When/How:

- Present to our principal during Study Skills – Monday [the very next school day after the SLI]
- Teams of students present to teachers – Wednesday morning [the next week after SLI]
- Teachers begin action plan – Wednesday

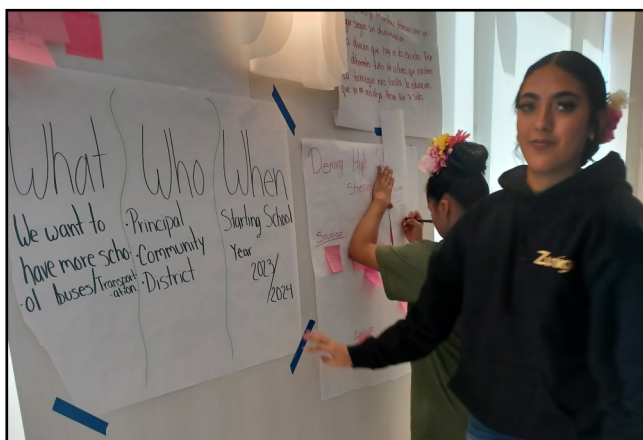
#### IDEAS to ACCOMPLISH ACTION PLAN

##### Directions for Students

- Talk in Spanish more frequently
- In a language they understand if they are struggling
- Chances to speak publicly in a different language about an article you've read.
- Talk and explain in both languages because someone can get lost.
- Translate what you have said.

##### Group Projects

- Multiple small projects
- Have projects in both Spanish/English
- Students that speak English and students that speak Spanish should come together do it bilingually.
- Talk in Spanish while doing a project so we can learn from it.
- Speaking Spanish while doing project of Hispanic past.
- Trying to speak both languages.



SLI middle school participant presenting categories of what bilingual education means to their team.

SLI high school participant sharing one of their team's action plans to a facilitator.



## NORTHWEST REGION CONVENING MAY 2, 2023 (continued)

### Group 3:

#### Strengths of Bilingual Multicultural Education

- The bilingual program has continued.
- I was able to learn (as an adult) English and preserve Spanish because of the support of ENLACE. The children have also been able to learn English and preserve Spanish.
- We're able to access GED and college because of this.
- Access to a career.
- Easy to have access to classes in our language (adults and students).
- Yazzie/Martinez Lawsuit: must have equity in quality programming.
- Promote language programs that include native languages and Spanish.
- Emphasis on dual language programs.
- Bilingual teachers (maestros bilingües)
- TESOL endorsed teachers
- Bilingual Seal
- CRLI Strategies (Culturally Relevant Linguistic Institution)

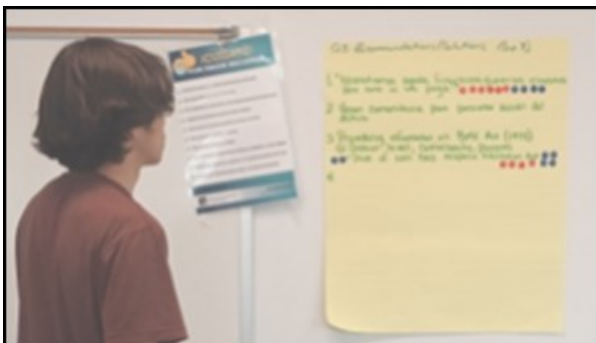
#### Challenges for Bilingual Multicultural Education Programs

- Too few teachers for so many children
- Some schools do not have bilingual programs.
- Some bilingual teachers speak mostly English (YOUTH VOICE NOTED).
- Teachers need professional learning and supports to learn teaching strategies.
- Support from school principals and the district.
- Voice of parents at school board level.
- Bring cultural events to the school "Share the Mexican culture and the Navajo culture."
- Translators for IEPs, parent nights, and other activities. Cannot always use the bilingual teacher.
- Some teachers do not value the Spanish of the community and what students bring to the classroom.
- How schools involve parents and the community
- Primary school transitions – secondary and high school – consistent programming.

#### Top Two Priority Recommendation Statements as Voted on by the Whole Group

**Priority Area 1:** We need financial help, we want teachers, but how are they paid?

**Priority Area 2:** Provide information on the Bilingual Multicultural Act (1973) and the Hispanic Education Act (2010) for district level, community and parents.



Northwest region participants, youth and adults, engaging in the voting process.



## NORTHWEST REGION CONVENING MAY 2, 2023 (continued)

### Group 2:

#### **Strengths of Bilingual Multicultural Programs**

- Practice more Spanish outside of the home.
- Connected with family's culture.
- Better job when they're bilingual.
- An example of a school system that IS working is seen at a local elementary school that uses a 50/50 bilingual education model and leads directly into the middle school and high school so students have the opportunity to graduate with a bilingual seal.
  - Teachers involved with this program get training in Albuquerque.
  - Parents from outside communities enroll their students in these schools using waivers.
- Spanish speaking teachers are committed to providing bilingual opportunities (e.g. clubs) outside of instructional hours to ensure students engage bilingually and culturally.

#### **Challenges for Bilingual Multicultural Education Programs**

- Schools do NOT offer bilingual education programs.
- Lack of bilingual teachers
- Spanish classes that are offered are not teaching students: computer-based only; students copy and paste their work; Spanish Language Arts was specifically identified.
- Low rigor, examples: Read text, answer questions for students who are bilingual while English-speaking students get the instruction; AP-Spanish in HS only offered to students who do NOT speak Spanish fluently.
- Students asking to get the Bilingual Seal are not given information in a timely manner; therefore, they do not get a Bilingual Seal on their diploma.
- Undocumented students fear dual credit courses and/or are not offered the opportunity.
- Lack of support for Bilingual Education (and other options in education) by administrators and board members.
- District example: one person does ALL the bilingual/ESL testing for the entire district, including the Bilingual Seal requirements.
- Paths to the Bilingual Seal are inconsistent between schools.
- Misinformation on how to get a Bilingual Seal (staff do NOT know, so students do not know) OR was not an option given at all. (related to 11, 9, 7, 12).
- Parents and students are uninformed, and they may not know the benefits.
- I feel administrators do not support the students in getting the Bilingual Seal.
- Newcomers in Spanish are not provided English supports (example provided about a student in the school for two years); they are given a student partner (middle school example) to translate, and students are expected to show students around the school.
- Not enough Bilingual / ESL teachers – where do we find them?
- Parents, staff (including cafeteria workers, custodians, etc.), students are called in to translate meetings, including IEPs and other parent/student/staff conversations.

#### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** We need informed leaders: Superintendents and board members to help support bilingual programs.

**Priority Area 2:** Inform students and parents about the benefits of the Biliteracy Seal (starting before 8th grade) AND pathways to the Biliteracy Seal.

## NORTHEAST REGION CONVENING May 16, 2023

### Overview Statement of Community Convening:

The convening in northeastern New Mexico was hosted by a public school district in the region. Participants included families, youth, and educators. Participants were very passionate about the cultural and linguistic gifts their children and community bring to the classroom and wanted to ensure there are opportunities for students to participate in bilingual programs throughout their K-20 education experience. There was a lot of conversation related to the “language loss” of the Northern New Mexico Spanish dialect and the need to engage elders in the school system as teachers of language and culture.

**The northeast region had 10 participants.** The participants engaged in three small group discussions using the three guiding questions. All participants then voted on the top two priority recommendation statements from each group.

### Group 1 (Youth Voice):

#### **Benefits of Bilingual Multicultural Educational Programs**

- Differentiation
- Project integration = Engaging
- Teacher support
- Family involvement
- Community in the classroom
- Trust = Care

#### **Challenges for Bilingual Multicultural Education Programs**

- Patience
- Biases
- Love for the profession
- Engage students with the language (multi-modal)
- Scaffolding
- Discrimination
- What is socially acceptable?

#### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** Passionate bilingual educators who know their students.

**Priority Area 2:** Community conversations about language inclusion and the importance of identity.

### Group 2:

#### **Benefits of Bilingual Multicultural Educational Programs**

- Tewa language classes – Elementary
- More Spanish speaking teachers in the district
- Grandparents raising grandchildren
  - Cultural/linguistic connections
  - Elders (grandparents) fight for their grandchildren – “La Cultura Cura”
- Bilingual seal upon graduation
- Teachers stay in our community
- One elementary school has a dual language program

## **NORTHEAST REGION CONVENING May 16, 2023, (continued)**

### **Challenges for Bilingual Multicultural Education**

- Parent/Family Engagement (more support)
- Grandparents NEED more support.
- Issues/concerns related to the adopted Bilingual/Dual Language Program.
- Instructional time interruptions
- NEED more Spanish programs:
  - Value
  - Relevance to create opportunities to become fluent in Spanish (work force).
- Loss of Identity – culture – language
- Losing “our” teachers to other districts.
- Some district leaders/educators do not see value in family engagement/partnership.
- ALL schools should have strong bilingual programs.
- Funding = form bilingual programs

### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** Community outreach campaign.

**Priority Area 2:** Bring in community voices (elders, community).

### **Group 3:**

### **Strengths of Bilingual Multicultural Education**

- Communication between schools and parents
- Supports children who speak other languages.
- Having a person who speaks Spanish is helpful and positive.
- Maintains culture
- Access to cultural events.
- Spelling bees in Spanish
- Keeps the roots – connections with parents and grandparents.
- English courses for parents
- Children are closer to us and help us more.
- This year, for the first time, we adopted a digital access book program for materials and resources.

### **Challenges for Bilingual Multicultural Education**

- We need more bilingual teachers.
- It is difficult to communicate with children and parents.
- Teachers need more practice/training.
- Children who have less Spanish are not doing very well to recover their Spanish.
- Main focus on spelling/writing
- Have access to other dialects of Spanish (NM dialects)
- Some teachers do not speak Spanish well enough.
- The NM dialect of Spanish has not been maintained in the classrooms.
- More parent involvement

### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** Value bilingualism/multiculturalism in the profession (teachers).

**Priority Area 2:** Involve and require Spanish in teacher/class projects.

## **SOUTHWEST REGION CONVENING MAY 17, 2023**

### **Overview Statement of Community Convening:**

The bilingual multicultural education convening for families in southwestern New Mexico was hosted at a regional institute of higher learning. Family members were split up into two groups, both facilitated in Spanish by southeastern ENLACE coordinators and CESDP staff. The students, representing grades ranging from Pre-K through high school, held their own dialogue in both English and Spanish. This group was facilitated by a northeastern New Mexico ENLACE coordinator. Participants, youth, and adults were engaged throughout the room in lively and honest conversation regarding the strengths, obstacles, and potential solutions for enhancing and growing bilingual multicultural education programs in their region.

**The southwest region convening had 23 participants.** The participants engaged in three small group discussions using the three guiding questions. The youth chose to work in their own group. All participants then voted on the top two priority recommendation statements from each group.

### **Group 1 (youth voice):**

#### **Strengths of Bilingual Multicultural Education Programs**

- Reading, writing, talking, listening
- Interactive activities
- Vocabulary integration
- Modeling language use
- 1 week in English / 1 week in Spanish
- Reading books in both languages
- Translanguaging

#### **Challenges for Bilingual Multicultural Education Programs**

- Teachers speaking in both languages – translating
- Teacher instruction / modeling & scaffolding
- Collaboration with peers
- Engaging lessons – connecting lessons to interests
- Accessibility to the new language

#### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** Training teachers to better support students in both languages.

**Priority Area 2:** Finding multimodal activities to learn the target language.

### **Group 2:**

#### **Strengths of Bilingual Multicultural Education Programs**

- Serves as an advantage and encourages student to participate in Spanish class.
- It starts early in Kinder and continues through high school.
- These programs allow students to get a bilingual certificate in high school.
- Benefit for students who come from outside the US to learn in their own language.
- There are programs that help the parents whose students are in bilingual programs.



## **SOUTHWEST REGION CONVENING MAY 17, 2023 (continued)**

### **Challenges for Bilingual Multicultural Education Programs**

- Provide more resources to parents and inform parents of those resources.
- Provide more teachers to offer more classes.
- Allow students to have more of a voice if they want to be in ESL classes or if they want to opt-out.
- Inform or provide parents with the information of what ESL classes are to allow parents to make an informed decision instead of just placing the student.
- Parents who want their child to learn Spanish should also have the option to put their child in classes.
- Provide more online resources for parents and students.

### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** More bilingual teachers and education assistants for K-12.

**Priority Area 2:** Incentives for teachers who are bilingual (Not just Spanish).

### **Group 3:**

#### **Strengths of Bilingual Multicultural Education Programs**

- The programs provide opportunities for bilinguals in different careers in the future.
- Companies are asking for bilingual people; they pay more.
- You have two powers (“tienes dos poderes”).
- The program helps children learn Spanish and their culture.
- Help people socialize with others.
- All children have access to bilingual programs.
- Having a strong Spanish base is quite important.
- Programs with a track record from K-12.
- Reading, writing, speaking
- Bilingual teachers
- Connections with parents and families.
- Contact with the world
- The brain is strengthened by speaking two languages.
- Debunk the myth that English is more important.

#### **Challenges for Bilingual Multicultural Education Programs**

- Not all teachers implement the program.
- School-wide respect shown towards the program, the children, and the culture
  - Teachers change student names to an English version.
- The teachers do not have many materials in Spanish.
- Change of directors sometimes changes the support for the bilingual programs.
- Lack of support from the director.
- There are no classrooms for bilingual education with autistic students.
- Communication with the parents
- There are no cultural options.
- Involve parents.
- More support for the bilingual seal – it has to be clarified.

**SOUTHWEST REGION CONVENING MAY 17, 2023 (continued)**

**Top Two Priority Recommendation Statements as Voted on by the Whole Group**

**Priority Area 1:** Search for bilingual special education teachers– as a priority with human resources.

**Priority Area 2:** Need for an interpreter program to communicate with families– more resources to do this.



Youth and family breakout groups discussed how to support and build strong bilingual multicultural programs K-12.



## Central New Mexico Region

### Overview Statement of Community Convening.

CESDP convened with a community that welcomed the opportunity to discuss bilingual multicultural education in their schools. Both Indigenous and Spanish language bilingual programs exist in this community. The participants were able to share meaningful information regarding the assets and challenges for both language programs. This was the only community in the listening tour convenings that included, in addition to students and families, teacher leaders, administrators, and school board members. The presence of school and district leadership did not deter the student and family voices at the table; on the contrary, there was thoughtful dialogue and active listening demonstrated by all participants.

**The central region community convening had 11 participants.** The participants engaged in whole group discussion using the three guiding questions. All participants then voted on the top two priority statements from their recommendations. These recommendations are listed below based on the number of group members who voted for each one, high to low.

### **Strengths of Bilingual Multicultural Education Programs**

- Supports identity
- Bilingual seal on the diplomas opens up opportunities (parent perspective):
  - Students give speeches to middle schoolers (leadership opportunities).
  - Bilingual educator
  - Give back to communities
  - Love our culture
  - Scholarships
  - Leadership – SLI, La Cosecha, Gear Up
- No longer just Spanish:
  - Kids do not have to be embarrassed of our [Indigenous] history, language, and culture.
- Positive effort to value and respect our communities:
  - Change the stigma of public schools (history of Indigenous education in the U.S. has been negative).
  - Instill a sense of how precious our children are.
  - “Right the Wrongs” of the U.S. educational systems.
  - Pride
  - Help what we want for our children to thrive.
  - Parents are partners in teaching the dialects of a language at home (e.g. an Indigenous language)- (parent perspective).
  - This helps develop the bilingualism of our students.
  - Understanding of various dialects in a language allows children to know appropriate place-based use of language.
  - Learn variations of the same language.
  - Communication!
  - Language provides a means for confidence building (e.g. was a sports team’s success because they felt valued with their language).
  - Increased opportunities

## Central New Mexico Region (continued)

### Strengths of Bilingual Multicultural Education Programs (continued)

- Connection with family/people by being able to express emotion, love, caring, and connection.
- Preservation of tradition.
- Educators reflect the community: They look like our children, they act like our children, and they are family to our children.
- Helps us communicate with our elders; learn stories from our elders; keeps oral tradition of story-telling alive (youth perspective).
  - When we know our language, we learn/keep that history alive
- Multicultural learning FOR the educators, too.

### Challenges for Bilingual Multicultural Education Programs

- Students who speak one dialect of an Indigenous language make fun of and/or laugh at peers who speak a different dialect of the same language “sometimes kids are cruel.”
- Parents are judged for what they do or do not teach in the home in regards to language and culture, including a different dialect of the same language taught in the schools.
- Parents want children to learn their Indigenous language, but do not speak it at home.
- Kids, typically younger, are embarrassed to speak their home language.
- There is a lack of advocacy for high stakes exams to be bilingual, because literacy encompasses both/all languages a child knows (ACT, SAT, AP, professional career and certification exams).
  - Equity issue
  - The focus on taking high stakes exams in English only devalues bilingualism/biliteracy; therefore, it devalues the success and “proficiency” of both students and teachers.
- Bilingual programs are exclusive (e.g.: an Indigenous language offered at school is not available for students not of that tribe, because the dialect is different).
- The bilingual seal in some communities is seen as a means to stratify others; proficiency in their language should not be seen as more or less inclusive of their culture/linguistic heritage based on the bilingual seal.
- Need: Build pride in language and community.
- Need: Systems/structures to share cultural learning.
- State funding formulas are outdated:
  - This is a frustration for the board members to balance what is needed vs what can be used with the monies provided (i.e. square footage of language classrooms is not provided in the formula).
  - Directive from state/federal level
  - The percentage of funding for Indigenous students was less than that for Caucasian students (there was a lawsuit).
- Need: More inclusivity to access bilingual seal; access to equity opportunities to get the bilingual seal.
- Need parent perspective – Parent education opportunities to understand the benefits of the bilingual seal – why it is important, how it helps students; to learn and see how beautiful bilingualism is.

## Central New Mexico Region (continued)

### Top Two Priority Recommendation Statements as Voted on by the Whole Group

**Priority Area 1** Incorporate solutions through the SWIFT/NMPED Community Schools Grant.

- Become a community hub to develop relationships between community members, parents, students, and the school.
- Collectively identify root causes to issues and co-construct solutions to better meet the learning needs of students.
- Bring in community leaders and elders to lead enrichment programs during extended learning time as a means to share and pass on cultural learn .

**Priority Area 2** Funding must be allocated to carry out these solutions, to adequately address gaps and obstacles.

- Allow districts/schools to meet their students' needs and individual site-based differences.
- Allow districts/schools to differentiate how funds are used to best meet their diverse needs.



This community preferred to carry out their conversation as a whole group.



## SOUTHEAST REGION CONVENING JUNE 7, 2023

### Overview Statement of Community Convening.

CESDP worked with a school district in southeastern New Mexico to host a convening for families in their region. The participants stood out from other convenings throughout the state in two very distinct ways. First, the southeastern convening included both mother and father figures. Second, the district superintendent and director of bilingual education greeted the participants at the start of the convening. These district leaders left once the dialogue began in order to ensure family and student voices were not restricted by their presence. All participants demonstrated a clear understanding and caring for their children's education.

**The southeastern region convening 8 participants.** The participants engaged in a whole group dialogue using the three guiding questions. All participants then voted on the top two priority statements from their recommendations. These recommendations are listed below based on the number of group members who voted for each one, high to low.

#### **Benefits of Bilingual Multicultural Education Programs**

- Children are learning two languages without fear.
- Family and parents are unafraid, due to services offered to them.
- Our children can communicate with other children in English in better ways.
- Knowing two languages creates an easy path to learn a third language.
- There is necessary help offered that opens career opportunities for the future.
- There is help and support geared towards parents and family.
- Patient teachers that teach and support immigrant students who are slowly learning the language; they are using effective pedagogical strategies to better teach these students.

#### **Challenges for Bilingual Multicultural Education Programs**

- There is a great need for more bilingual teachers.
- Few teachers have a Spanish proficient level- develop teacher's Spanish language skills.
- Not enough bilingual programs.
- Parents are afraid to navigate school systems due to their lack of English speaking ability.
- Improve bilingual programs to better support students and families that cannot understand and speak English.
- Access to programs for students to practice the English language during summer time, when school is out.
- Comprehend the process that immigrant students experience as newcomers and provide the necessary mental health.
- Improve parent services and the way they are treated within the schools.

#### **Top Two Priority Recommendation Statements as Voted on by the Whole Group**

##### **Priority Area 1**

- Inquire into each student's financial, health, and mental (SEL/emotional) circumstances to better help and support each family.

##### **Priority Area 2**

- Access to bilingual school counselors that can guide and support the students.





The southeast convening included father-figures, offering another perspective of bilingual multicultural education programs.



Family and community members discussing their ideas as a facilitator listens to document their voices accurately.

## The Bilingual Multicultural Education Act Hopes, Dreams and Aspirations

Anniversaries are intended for both celebration and reflection. They are benchmarks in the passage of time that create opportunities for stakeholders to consider what has been learned from our many successes **and** our failures. At the writing of this report, New Mexico has much to celebrate, as we consider the leadership role we have taken over the years with regard to multilingualism and multiculturalism in the nation.

On the 50<sup>th</sup> Anniversary of the Bilingual Multicultural Education Act, we must remember what has sustained us through half a century of actively and tirelessly working toward an equitable balance between the languages of our homes and communities and the language of schooling (English). Indeed, over the years, our state's bilingual educators have fostered a sense of pride, nurtured our cultural and linguistic identities, and ensured that our schools and classrooms demonstrate value for the languages and cultures of our ancestors.

Even more, we must remember the sense of cultural and linguistic stewardship that inspired our predecessors to establish the 1973 Bilingual Multicultural Education Act. Theirs was a call for equity, justice, and preservation of our languages other than English in the very same public schools where our parents' languages were seen as a hindrance to our education and as having no place or value in the school environment. Happily, I began attending school in New Mexico at this time and found myself bathed and nurtured with a love and value for my community's cultural and linguistic funds of knowledge.

As you read this report, I hope you noticed that New Mexico's Indigenous and Spanish speaking communities continue to express a passion and solidarity with their home/heritage languages. Even after generations of assimilation and the unwavering influence of the English language, New Mexico's communities remain committed to preserving, revitalizing, and defending the varied voices of our cultural identities.

This gives me hope! This also should remind us all of why we do the work we do as bilingual educators.

Most importantly, this should remind us of the constant need to invite and honor the voices of our communities, our parents, and the students we attempt to serve on a daily basis. Their wisdom, strength, knowledge, and commitment to our current and future generations will always inform us and ground us in what we should prioritize as a foundational part of a high-quality education in New Mexico and beyond.

Sincerely,

*Adrian I. Sandoval*

Adrian I. Sandoval  
Center for the Education and Study of Diverse Populations  
New Mexico Highlands University  
Director

## THEMES

Throughout the community conversations, participants shared some common experiences, service gaps, and recommendations reflective of opportunities for growth toward building equitable, high quality, bilingual multicultural education programs for all schools in New Mexico. All of the participants were passionate and proud of the cultural and linguistics gifts they bring to the education process. They shared and celebrated evidence of bilingual multicultural education program strengths and identified areas of challenge and growth, as we celebrate the 50th Anniversary of the Bilingual Multicultural Education Act of 1973. The feedback received has informed the larger themes that have emerged as part of the 2023 Bilingual Multicultural Education 50th Anniversary Listening Tour.

We, the authors of this report, recognize and must explicitly state that the themes listed in this report were organized with our best intentions to truthfully and accurately reflect the reoccurring elements presented to us during the community conversations. We listened diligently, took extensive notes and engaged in follow-up with community members upon request; at the same time, we recognize that our own voices, perspectives, and experiences inherently influenced this report as information was filtered through our own lenses, identities, life experiences and biases.

In the spring of 2022, the Center for the Education and Study of Diverse Populations partnered with Dual Language Education of New Mexico to host community conversations related to the Hispanic Education Act of 2010 (Hispanic Education Act Listening Tour, 2022). As we disaggregated the data from our 2023 Bilingual Multicultural Education listening tour, it became evident that there were common themes that emerged from both community conversations. Most relevant, New Mexicans want more equitable and high quality community-based and guided bilingual and multicultural programs in our PreK-12 schools.

We will continue to welcome ongoing feedback, dialogue, and conversation, as well as eagerly anticipate our next opportunity for *community conversations*, so that we may continue to elevate the voices and experiences of our New Mexican students, families, and educators. Our greatest strength in New Mexico is our love and commitment to the diverse cultural and linguistic gifts of Our People.

Recent educational program graduates participated in discussions, sharing their perspectives on bilingual education through the lens of new educators who also participated in K-12 bilingual programs.



## SUMMARY OF THEMES

### Themes that emerged from our 2023 Bilingual Multicultural Education Listening Tour:

- **Attending to Students' Social Emotional Needs:** Students and families need more support to address the social and emotional needs of our communities, especially post Covid-19 Pandemic. The youth voice elevated the need for teachers and administrators to gain a deeper understanding of the role culture and language play in a person's identity.
- **Bilingual Multicultural Education Curriculum and Materials:** Funding needs to be provided to all PreK-12 schools to develop rich multicultural curriculum and materials highlighting the cultures, languages, and New Mexican contributions. These resources need to be equitably distributed and accessible in New Mexico schools and libraries across the state. This becomes more critical as teachers across the state begin to implement the new Social Studies Standards during the 2023-2024 school year.
- **Recruit and Retain a Bilingual Multicultural Education Teacher Workforce:** Provide recurring funding to recruit and retain PreK-12 bilingual teachers in all New Mexico school districts. All schools need resources to fill bilingual teaching positions at all grade levels to ensure high quality, consistent programming throughout a student's PreK-12 academic experience.
- **Administrators and Ancillary Staff:** Indigenous and Spanish-speaking K-12 administrators, counselors, nurses, social workers, therapist, special education teachers, and diagnosticians need to be available for students and families to ensure access to course programming/credits, career and college opportunities, financial aid offerings, social-emotional support, etc.
- **Spanish and Indigenous Language Development Programs:** Bilingual/Dual Language programs are valued and make a positive difference in the cultural identity and academic performance of Hispanic and Indigenous students. There is a need to expand Bilingual/Dual Language programs PreK-12 throughout the state.
- **NM Seal of Biliteracy:** The NM Seal of Biliteracy encourages the pursuit of bilingualism-biliteracy, honoring the cultural and linguistic skills attained from school, family, and community. Our listening tour participants elevated the importance of our students becoming bilingual to strengthen their cultural identity and the importance of bilingualism to future employers and college admissions. The pathway to earn the seal needs to be clear and elevated consistently in lower grades and communicated to PreK-12 students and families across the state.
- **English Language Development (ELD) Programs:** High-quality English Language Development programs that elevate a student's cultural and linguistic identity. Programs should include an underlying philosophy or theory of second language development that is consistent across all grade levels PreK-12 and includes access to culturally responsive materials, opportunities to learn academic English language, and use of academic language to learn content. Families need to feel welcome and supported in understanding the role ELD programs play in teaching and learning.
- **Cultural and Linguistic Responsiveness:** Teachers, school administrators and staff should be provided training in the importance of validating and affirming students' home culture and language to create connections with diverse students and families served. Teachers need support and training on how to integrate and validate students' cultural and linguistic identity into the curriculum being taught.
- **Family and Community Partnerships:** Cultural and linguistic responsive partnerships with Hispanic and Indigenous families need to be developed and nurtured. Families want to be engaged, but may not feel welcome in the school community. Communication and perceptions are key to establishing a welcoming environment for families. More opportunities need to be created to engage community elders to share cultural and linguistic traditions with students. More business and community partnerships need to be established and visible as part of the school community.



## THEMES—COMMUNITY FEEDBACK AND INFORMATION SHARING

### Themes and relevant points that emerged from conversations:

**Theme 1—Attending to Students’ Social Emotional Needs:** Students and families need more support to address the social and emotional needs of students and communities, especially post Covid-19 Pandemic. The youth voice elevated the need for teachers and administrators to gain a deeper understanding of the role culture and language play in a person’s identity.

- More understanding of the needs of bilingual students.
- Stereotyping of bilingual students.
- Need for differentiation— Different students have different needs.
- Lack of support from non-bilingual administrators.
- Feeling of having to prove we’re the same as English-only students.
- Lack of bilingual students in student body senate.
- “Minority Group”- Stereotyping
- Respect regional dialects of the Spanish language.
- Safe space for students without discrimination.
- Address divisions that exists in schools due to not understanding and accepting different cultures.
- Addressing self-shame, fears that stop students from opportunities.
- Prejudice against people who are Spanish.
- Segregation of classes.
- Teachers not aware of who are bilingual students— “Hard to know cultures we don’t see”.

**Theme 2—Bilingual Multicultural Education Curriculum and Materials:** Funding needs to be provided to all PreK-12 schools to develop rich multicultural curriculum and materials highlighting the cultures, languages, and New Mexican contributions. These materials need to be equitably distributed and accessible in New Mexico schools and libraries across the state. This becomes more critical as teachers across the state begin to implement the new Social Studies Standards during the 2023-2024 school year.

- Need more bilingual programs in all schools across the state PreK-12.
- More language programs for Indigenous students.
- Provide opportunities for parents to learn their heritage language to support their children at home.
- Advance bilingual programs in middle and high school.
- Provide opportunities for elders to inform and share cultural knowledge with youth.
- Create systems and structures that balance cultural beliefs and values with the need to pass down culture and language to our youth.
- Bring in consistent cultural events to the school (not just 1 day/month).
- Lack of relevance in the curriculum.
- High quality language programs in every school (not computer-based).
- State law values academic performance in English, but not in Spanish or Indigenous languages.
- Shortage of bilingual teachers, counselors and social workers.
- Need more heritage language programs.
- All schools should have strong bilingual programs with funding.
- Teacher need funding and time to create culturally appropriate materials.
- More respect for the cultural and linguistic assets students bring t the classroom.
- Need to build pride in language and community.
- Need more bilingual and Indigenous language teachers in every school.
- Few teachers are proficient in Spanish— teachers need more support and training.
- Teachers need more materials in the target language (Spanish/Indigenous languages).
- Not all teachers fully implement bilingual and heritage programs.
- Teacher need more training opportunities.
- Retaining teachers (We lose teachers to other districts).
- Teacher need support from school and district leadership.

## THEMES—COMMUNITY FEEDBACK AND INFORMATION SHARING (continued)

### Themes and relevant points that emerged from conversations (continued):

**Theme 3—Recruit and Retain a Bilingual Multicultural Education Teacher Workforce:** Provide recurring funding to recruit and retain PreK-12 bilingual teachers in all New Mexico School districts. All schools need resources to fill bilingual teaching positions at all grade levels to ensure high quality, consistent programming throughout a student’s PreK-12 academic experience.

- Need for more bilingual/dual language teachers PreK-12.
- Need for more bilingual/dual language programs in all schools PreK-12.
- More funding to recruit and retain bilingual teachers.
- Support from schools administrators and school board for bilingual/dual language education.
- More professional development for teachers to support Spanish proficiency levels.
- More opportunities for teachers to connect with diverse communities served.

**Theme 4—Administrators and Ancillary Staff:** Indigenous and Spanish-speaking administrators, counselors, nurses, social workers, therapist, education teachers and diagnosticians K-12 need to be available for students and families to ensure access to course programing/credits, college and career opportunities, scholarship and grants offerings, social-emotional support, etc.

- Support and funding to hire and retain diverse school leaders and ancillary staff who speak languages other than English.
- Recruit school leaders who understand the cultural and linguistic needs of their learning community.
- Hire more ancillary staff to support students and families.
- Provide all students access to counseling services to offer academic support services (access to grants, scholarships, opportunities after graduation, internships, etc.).
- Provide effective outreach campaigns to share information with families (in different languages) about program offering, the biliteracy seal, scholarship opportunities, community resources, etc.

**Theme 5—Spanish and English Language Development Programs:** Bilingual/Dual Language programs are valued and making a positive difference in the cultural identity and academic performance of Hispanic and Indigenous students. There is a need to expand Bilingual/Dual Language programs PreK-12 throughout the state.

- Provide funding and support for PreK-12 bilingual and dual language programs.
- More funding and recruitment of Indigenous language teachers.
- Ensure families and students access to information about bilingual/dual language and English language development program offerings (in diverse languages).
- Provide teachers information and resources to support students’ English language development levels (in diverse languages).
- Provide bilingual/ dual language programs that celebrate the cultural and linguistic gifts students bring to the classroom.
- Provide rich and effective support and academic programs for newcomer students and families.
- Provide school boards information about the role.



## THEMES—COMMUNITY FEEDBACK AND INFORMATION SHARING (continued)

### Themes and relevant points that emerged from conversations (continued):

**Theme 6—NM Seal of Biliteracy:** The NM Seal of Biliteracy encourages the pursuit of bilingualism-biliteracy, honoring the cultural and linguistic skills attained from school, family and community. Our listening tour participants elevated the importance of our students becoming bilingual to strengthen their cultural identity and the importance of bilingualism to future employers and college admissions. The pathway to earn the seal needs to be clear and elevated consistently in lower grades and communicated to PreK-12 students and families across the state.

- Families need early access to information and benefits to the NM Seal of Biliteracy in elementary school and ensure there are strong pathways PreK-12.
- Students need access to information about the NM Seal of Biliteracy so they are able to establish a pathway forward to obtaining the Seal upon graduation.
- Strong PreK-12 bilingual dual language programs need to be offered to support the NM Biliteracy Seal pathway for students to earn upon graduation.
- Need a campaign to share the understanding of the NM Seal of Biliteracy as a strength to future college, career and civic opportunities.
- Clarify misinformation on how to obtain a NM Seal of Biliteracy.
- Need administrators and school board members to support the NM Seal of Biliteracy efforts.
- Elevate and celebrate the hard work students put in to receive the Seal of Biliteracy upon graduation.

**Theme 7—English Language Development (ELD) Programs:** Need for high-quality English Language Development programs that elevate a student's cultural and linguistic identity. Programs should include an underlying philosophy or theory of second language development that is consistent across all grade levels PreK-12, access to culturally responsive materials, opportunities to learn academic English language and to use academic language to learn content. Families need to feel welcome and supported in understanding the role ELD programs play in teaching and learning.

- Provide culturally and linguistically responsive Newcomer programs for students to develop English language proficiency.
- Provide training for teachers to understand students' English language proficiency and learn strategies to support diverse English learners.
- Provide more welcoming environments for families to better understand ELD programming.
- Provide ELD programs to families in the school community.
- More outreach in multiple languages for families to get information.
- Offer translation services (not Google) to support students and families.
- Create programs and opportunities to celebrate diverse cultures and languages beyond 1-day.

**Theme 8—Cultural and Linguistic Responsiveness:** Teachers, school administrators, and staff should be provided training in the importance of validating and affirming students' home culture and language to create connections with the diverse students and families they serve. Teachers need support and training on how to integrate and validate students' cultural and linguistic identity into the curriculum being taught.

- Provide opportunities to celebrate the cultural & linguistic diversity of students and families.
- Provide teacher and administrators support in integrating culture and language into the curriculum (Ensure students can see themselves in the curriculum).
- Provide opportunities for communities to celebrate diversity— include elders in the conversation.
- Respect for all cultures and languages— “Bilingualism means being part of something greater, part of something special”.

## THEMES—COMMUNITY FEEDBACK AND INFORMATION SHARING (continued)

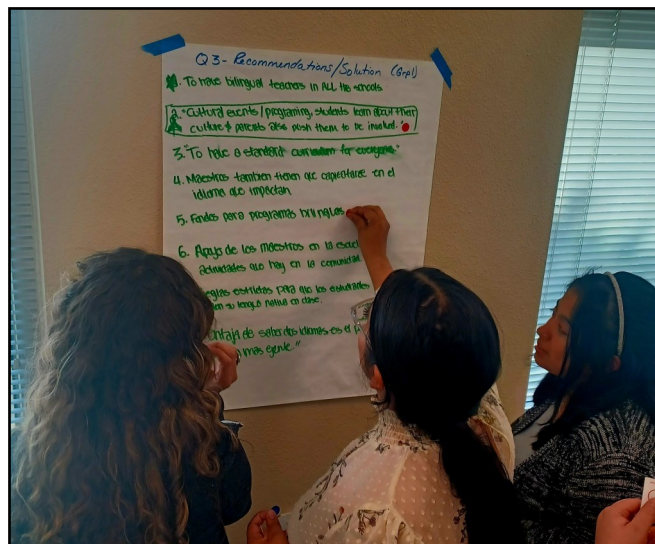
### Themes and relevant points that emerged from conversations (continued):

#### **Theme 8—Cultural and Linguistic Responsiveness (continued)**

- Develop communication strategies with individuals from culturally and linguistically diverse backgrounds to understand what challenges families may be going through.
- Create opportunities for community elders to share guidance/stories related traditions.
- Provide support and outreach to grandparents raising grandchildren.
- Educate families and educators about the Bilingual Multicultural Education Act, Hispanic Education Act, Indian Education Act and the Black Education Act to provide leverage and enhance bilingual and multicultural programming.
- Right the wrongs of the U.S. education system—elevate the beauty and richness of bilingual and multiculturalism.

**Theme 9—Family and Community Partnerships:** Cultural and linguistic responsive partnerships with Hispanic and Indigenous families need to be developed and nurtured. Families want to be engaged, but may not feel welcome in the school community—communication and perceptions are key to establishing a welcoming environment for families. More opportunities need to be created to engage community elders to share cultural and linguistic traditions with students. More business and community partnerships need to be established and visible as part of the school community.

- Ensure welcoming environments for all students and families where cultural and linguistic gifts are valued.
- Provide support and programs for Newcomer students and families.
- Provide spaces for elders to engage in schools to share stories, oral language and traditions.
- Provide opportunities for community non-profits and business to engage in schools.
- Improve family services and the way they are treated in school settings.
- Ensure families are provided information and outreach in meaningful ways.
- Provide translators and interpreter services for families.
- Provide opportunities for students to learn about the Martinez/Yazzie lawsuit and its implications for students.
- Engage families in conversations about the development of bilingual multicultural programming.
- Provide support for grandparents raising grandchildren.
- See all family voices as important and valued in providing input to school decision making.



Family members determine their personal top priority statements from each group's suggestions.

## BILINGUAL MULTICULTURAL EDUCATION SURVEY

### Survey Distribution

As a companion to the Bilingual Multicultural Education Listening Tour, a qualitative survey was created to share with bilingual educators across New Mexico who attended the 2023 New Mexico Associate of Bilingual Education annual conference. A survey link was shared digitally via email.

### Survey Questions

The Bilingual Multicultural Education survey was framed around 6 overarching, open-ended questions aligned with the listening tour questions facilitators used at each of the live convenings. Survey participants responded to the following open-ended questions:

**Question 1:** How many years have you been serving as a bilingual teacher?

**Question 2:** What grade level do you teach? If a secondary teacher, what content(s) do you teach?

**Question 3:** How would you rate your knowledge of the history of bilingual multicultural education in New Mexico?

**Question 4:** Identify a current strength(s) of bilingual education in New Mexico.

**Question 5:** Identify any current area(s) in need of improvement within New Mexico's bilingual education programs.

**Question 6:** What next steps could be taken to improve New Mexico bilingual education programs?

The survey was completed by 47 educator participants (see Table 1). Because engagement in the survey was one-sided communication, the data is shared in its raw form to ensure authentic voice is captured, minimizing inaccurate interpretation of participants' meaning. We appreciate the time and reflection people spent in completing the survey.

Grade Level	K-5 = 27	K-8 = 1	K-12 = 2	6-12 = 12	Admin. = 5
<b>Teaching Experience (in years)</b>	1 – 5: 9 6—10: 5 11—15: 6 15+: 7	1 – 5: 1 6—10: n/a 11—15: n/a 15+: n/a	1 – 5: n/a 6—10: n/a 11—15: n/a 15+: 2	1 – 5: 4 6—10: 2 11—15: 3 15+: 3	1 – 5: 2 6—10: n/a 11—15: n/a 15+: 3
<b>*Knowledge of History of Bilingual Education in NM</b>	1: 1 2: 4 3: 9 4: 11 5: 2	1: n/a 2: n/a 3: n/a 4: 1 5: n/a	1: n/a 2: n/a 3: 1 4: 1 5: n/a	1: 1 2: n/a 3: 3 4: 3 5: 5	1: n/a 2: n/a 3: 2 4: 2 5: 2

**Table 1:** 27 participants engaged in the online survey. They noted the number of years they have been in the education field. They also noted their knowledge of the history of bilingual education in New Mexico.

\*A rating of 1 means they have no knowledge. A rating of 5 means they are very knowledgeable.

**BILINGUAL MULTICULTURAL EDUCATION SURVEY (continued)****Survey Question #1**

<b>Identify a current strength(s) of bilingual education in New Mexico.</b>
The bilingual seal in high school, middle and elementary schools.
Inclusive of All
Children are exposed to Spanish not only in class, but outside as well.
Serving each child that signs up to be in the program
Greatest asset is the strength provided by Yazzie-Martinez.
Being more open minded
Connects with students' first language
Schools, teachers and districts are trying to keep bilingual programs in place.
Bi-lingual programs are now in schools. Native language
Oral language development
I am well knowledgeable in teaching all subject areas in both languages and being able to service students in both languages
Bilingual Ed in NM does not just ensure Spanish instruction, but it protects the maintenance of all NM Native languages including indigenous and supports bilingualism/biliteracy of other languages as well such as German, French, Chinese, etc.
Brings people back to learn their roots
Dedicated teachers
We are serving our students 45mins/day M-F
More training for teachers
Annual conferences, continuing to advocate
Bilingual Ed is becoming more inclusive where ALL students can participate. It is no longer seen as remediation for students who don't know English.
Becoming more recognized across the state
More schools are becoming bilingual the importance of keeping our culture and language
Teaching Oral Language Development
That it is holding on for future generations
Current strengths of bilingual education in NM are that bilingual education is mandated and supported by our leadership. As a native New Mexican, I have seen a shift in the value of multiple languages. Growing up having more than one language was not valued and I can see that now. Another strength is that the roots of culture are strong and while there had been a loss, cultures and languages are coming back and they are being supported in our public schools.
Instructional Strategies to support English Language Development
Equity for everyone
Don't know
Offering a connection to one's culture and identity. Offers opportunities to re-coup the language of their culture; enrich one's learning of a second language; bilingualism to support job opportunities; appreciation & acceptance of cultures
Helping students maintain their native language
As much as language is concern it needs to be preserved.

**BILINGUAL MULTICULTURAL EDUCATION SURVEY (continued)****Survey Question #2**

<b>Identify any current area(s) in need of improvement within New Mexico's bilingual multicultural education programs.</b>
Northern NM language is being forgotten and nothing is being done.
Language revitalization
Testing for data
N/A
Recruitment of teachers to cover spaces
Mas planeación, exámenes, programas y entrenamientos en español
More money and more teachers
Having parents understands the importance of being in the Bilingual Program. It's not just about speaking the language but about being able to read and write as well.
N/A
Academic Spanish
I think more NM people should become aware of this valuable component of our state's unique part of NM educational opportunity.
Discussion of bilingual education for incoming parents. Many times this is left up to the secretary signing in the parents. More proactive recruitment and PR for bilingual and dual language programs.
More preparation for higher education.
Aligning from Kinder to high school and beyond
Are our Bilingual Students truly successful in the Access test? Is it a true measurement of their language acquisition? Is it an equitable assessment? Food for thought.
Funding/resources
True Native American History
More indigenous presenters during the NMABE conference. Our state is a diverse state, make the conference more about diversity, not just focus on one language and culture.
We ask a little bit more training/workshops for Heritage teachers
More training for Classroom Teachers to deliver instruction
Count on teacher's opinion on the material they want to use.
Can't think of any at this time
Bilingual/Biliteracy Seal
Lack of teacher trainings
More authentic resources, trainings and workshops for Spanish language arts
Implementation, we have the Dual Language Guide, but at the end of the day, everyone is doing so many different things. Even within the same district.
Funding
Schools
Being able to find more materials in Spanish
Continue improving the evaluation of young students in various languages. Too often students are prematurely placed in Special Education because there are not language supports in place. In addition, many programs
Native American teacher to have a licensure certification
Different curriculum
We need more presenters for Native American teachers.
Provide on site training for staff
Equity of participants at the conferences
The biggest need today is an approach for simultaneous bilinguals. We have fewer sequential bilinguals in our school systems.

**BILINGUAL MULTICULTURAL EDUCATION SURVEY (continued)****Survey Question #2 (continued)**

<b>Identify any current area(s) in need of improvement within New Mexico's bilingual multicultural education programs.</b>
Affordability & availability of quality PD across the state
Standards
Incorporating technology into my Dual Lang classroom
Resources for teachers that are relevant to our unique populations.
An area of need that I see is that all educators have to believe that they are a part of supporting all students in language and culture development. We cannot only be teachers of content, we have to be teachers of the world around us and the world beyond us.
Helping teachers understand and use test results
More training on bilingual strategies
More time in the classroom to teach language
All of PED efforts should be focused on bilingualism for all of NM students since it is part of our NM Constitution.
Providing educational resources in Spanish for teachers
Support strategies



## BILINGUAL MULTICULTURAL EDUCATION SURVEY (continued)

### Survey Question #3

What next steps could be taken to improve New Mexico bilingual multicultural education programs?
Have a curriculum that pertains to each regions culture.
Spread more awareness of nm bilingual programs and benefits
Modeling more of oral language instruction
More training and use strategies and interventions
Training for teachers who are currently in service
Mas maestros de apoyo e intervenció en español
Recruit local teachers.
Santa Fe needs to step up and also our gifted assessment, curriculum, teachers need to help our bilingual students qualify.
Bilingual Seal to extend into College and Universities in New Mexico
The way Alternative licensing is given to individuals who can speak indigenous languages, the same opportunity should be given to those who speak Spanish and understand it.
More advertisement and exposure is needed.
A pathway to the Seal of Biliteracy
More parent involvement of parents in their children Bilingual Education.
Put more of the money that is received for bilingual education into bilingual classrooms and teachers that are actually teaching bilingual education at various school sites. From kinder through high school.
Continue providing teachers with staff development opportunities to service our Bilingual/Multilingual students.
More funding/resources
More classes
Making conferences more diverse. It seems like we focus on one particular language and culture at this conferences.
We ask a little bit more training/workshops for Heritage teachers
More push to get teachers endorsed.
Help teachers that came from abroad to teach Spanish to settle down, to adapt, We do not come here to struggle alone with our lives, culture shock, to what I called Education System shock, and to students and parents. All at the same time without anyone helping.
More PD to inform the educators and community about bilingualism across the state of New Mexico.
Articulate that Bilingual Education encompasses culture not only language
Raise the pay for Bilingual teachers/Vision, Goals and Program Leadership
Resources and hands on PD for Spanish language arts.
Clearly define Implementation of Bilingual Education Programs through out the state and have PD for Administrators so that they understand. We have Dual Language teachers excelling in their practice, yet, so many administrators who don't understand the importance of Dual Language practices in a school setting. There's a fine line of distinction between the word Bilingual and Dual Language. Yet they are not the same. In fact many administrators have never taught in a Bilingual Program, limiting the support they can offer teachers, students, and families.
Can't say what could be improved
More support
Bring in more materials/vendors for secondary.

**BILINGUAL MULTICULTURAL EDUCATION SURVEY (continued)****Survey Question #3 (continued)**

<b>What next steps could be taken to improve New Mexico bilingual multicultural education programs?</b>
Get a task force together of ELD and Bilingual Coordinators in PreK-3 grade to discuss how to improve evaluation of young bilingual students. Maybe include some Spanish SLPs and/or special education specialists. Can we hire teachers from Central America to help with the middle school gap? How can we support indigenous languages in secondary?
Have a state meeting with all races to organize.
More training for bilingual teachers.
We need more support from administrators in our schools.
Continue to communicate with school districts
To improve on the public relations of the history and the requirements of the laws passed
Greater advocacy to the legislator to stand up to the values in the state constitution for bilingual education. We need to showcase our students more through cultural events.
Visit schools and provide supportive, constructive feedback to better help schools strengthen & develop their programs.
Research and become part of a bilingual organization
More Navajo / Dine class instructors.
We have LETRS - Language Essentials for Teachers of Reading and Spelling in English. We need LETRAS for Spanish Language teachers as well.
While I believe that Bilingual Education has made great improvements, one of the next steps is to bring stakeholders from around the state, students, parents, teachers, administrators, and community members, together and be inclusive of all cultures and languages and share them with each other. This will strengthen our state and its views stated in the state pledge "among united cultures". There is not one better than the other, we are all stronger together and should leverage our commonalities and become stronger through our differences. If we can get these ideas into our Bilingual Education Programs, our children will be stronger in a world that keeps us apart.
Helping stakeholders understand that education systems must be supported by social and economic resources for families.
More training on bilingual strategies
Don't know
Allow and include leaders on identifying appropriate SLA materials to the adopted list. Have true advocates for bilingual programs and who understand the need, the benefits of having bilingual programs at NMPED and also that can speak to our lawmakers and communities about the programs. Help squash the "English Only" mentality. Honor degrees and offer support to teachers that arrive from other countries with an educational background with licensure processes, and fast track them. Offer bilingual endorsements for Educational Assistants and other licensed professionals.
Providing teachers with resources in Spanish
Support one another in the area of bilingual education from other schools and groups.

## CONCLUSION

### Moving Forward:

Based on the information collected in this report, CESDP is inspired, motivated, and committed to both the celebrations and concerns voiced by the bilingual multicultural education community. We have accomplished much over the last fifty years!

Bilingual multicultural education has endured challenges, enjoyed successes, and, overall, has continued to grow and evolve. This speaks to the care and commitment that was applied to the initial structuring and implementation of the program by those who initiated this remarkable journey.

It is critical, however, that we ask ourselves what we have and have not accomplished based on the aspirations and vision of those who came before us. Are we where we wanted to be fifty years into this journey? Even more, we must be bold and confident enough to envision bilingual multicultural education in our state for the next fifty years. What is our mission and vision, and what core values will guide us into the next century?

As we now run the risk of possibly losing some of New Mexico's Indigenous languages and the Spanish language of northern New Mexico within the next century, what will our priorities be? How shall we move beyond the foundations of our beloved Bilingual Multicultural Education Statute of 1973 and elevate our efforts to meet the challenges New Mexico has voiced in this report? In these voices, we hear a call to action that is inclusive of, and moves beyond, the structure set forth by 1973 law and its subsequent regulation.

Bilingual multicultural education in our state is connected to something greater and deeper than the metrics of academic achievement. It is connected to the living soul of our communities, our histories, the wonderful complexities of our present, and the many mixed and rooted languages that enrich our lives and tether us to the voice, knowledge, and wisdom of all who preceded us. As diverse communities, we still know and love who we are. *We are part of a continuum of peoples and not just any children in a classroom* designed to support us to achieve at a prescribed norm that was never meant for us.

The voices in this report remind us of the need for authentic partnerships with our parents and communities. They remind us of the need for leadership, vision, and action that is inclusive and collaborative. Bilingual multicultural education may be the last defense for the languages and cultures of New Mexico. It may also be one of the key responses to supporting our children to survive and thrive in the world of tomorrow.

Policy makers, our higher education community, and our public education system all need to heed the reflections shared in this report as a critical component to our state's well-being and prosperity.

CESDP confidently and fervently expresses a call to action on behalf of strengthening and implementing our state's bilingual multicultural education programs as a significant cornerstone for our state's health, identity, and prosperity.

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