



LA PLÁTICA BAJO LA RESOLANA

A Work Session for Strategic Partners
of the Hispanic Education Act

FINAL REPORT

- September 13, 2014
- Albuquerque, NM

CONVENER

The Hispanic Education Act Council

FUNDER

New Mexico Public Education Department

FACILITATOR

New Mexico First



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INTRODUCTION

Purpose

New Mexico finds itself uniquely situated to influence the educational outcomes of its growing Hispanic student population, in turn potentially impacting Hispanics nationwide. As the country's first minority-majority state, New Mexico represents what many other regions of the nation will look like in the not-so-distant future. Each youth possesses great potential, and many adults understand that helping young people meet their potential is the greatest contribution they can offer our society. New Mexicans must unite in the common cause of supporting our young people, ensuring they succeed in school, graduate on time, and pursue higher education or fulfilling careers.

The purpose of the work session was to develop priorities for the Hispanic Education Act Five-Year Plan. This plan will be instrumental in guiding policymakers and education leaders in making needed educational reform decisions on policies, programs, and resources. The plan will allow stakeholders to prioritize and align individual skills, talents, and resources to achieve collective goals to close the achievement gap for Hispanic students. It will lead the way to continued collaboration between the Hispanic Education Act Council and willing strategic partners throughout the state to accomplish the important work of the Hispanic Education Act.

The session focused on the following strategic goals:

1. **Student Success:** Identify evidenced-based practice that can ensure educational success of Hispanic students by closing the achievement gap between them and their white peers.
2. **Family Engagement:** Identify evidenced-based practice to ensure the incorporation of the Hispanic families' culture in school curriculum, including the school/district's family engagement plan.
3. **Collaboration:** Identify evidenced-based practice that increases collaboration among schools, families, community, and businesses to improve educational opportunities for Hispanic students.

This report outlines the key results of the work session:

- Strategic priorities
- Suggestions for monitoring success
- Evidenced-based best practices

Process

A diverse group of 67 strategic partners attended the work session, representing school districts and higher education institutions, as well as business, government, and nonprofit, organizations. Prior to the session, participants reviewed a background brief that outlined issues specific to New Mexico's Hispanic students and families. During the session, participants benefited from presentations by Hispanic Education Act Council members to set the context. Afterwards, participants engaged in small group discussions in which they came to consensus on strategic priorities in the areas of student success, family engagement, and collaboration. They also made suggestions for monitoring progress. During the closing session, participants had the opportunity to review the work of all groups and weigh in on their level of support for each priority.

Convener

The establishment of a **Hispanic Education Act Council** was created under 2010 legislation, and members were initially appointed by Veronica Garcia, Cabinet Secretary, New Mexico Public Education Department. In 2011, the current Cabinet Secretary, Hanna Skandera, appointed new council members. The council advises the secretary of education on matters related to improving public school education for Hispanic students, increasing parent and community involvement and business engagement in the education of Hispanic students, and increasing the number of Hispanic high school graduates who succeed in post-secondary academic, professional, or vocational education. Members appointed to the council are knowledgeable about and interested in the education of Hispanic students. They represent public schools, post-secondary education and teacher preparation programs, parents, as well as Hispanic cultural, community, and business organizations.

Facilitator

New Mexico First engages people in important issues facing their state or community. Established in 1986, the public policy organization offers unique town halls and forums that bring together people from all walks of life to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on critical issues facing the state. These reports – on topics like water, education, healthcare, the economy, and energy – are available at nmfirst.org. Our state's two U.S. Senators – Tom Udall and Martin Heinrich – serve as New Mexico First's honorary co-chairs. The organization was co-founded in 1986 by Senators Jeff Bingaman and Pete Domenici (retired).

STRATEGIC PRIORITIES

During the session, participants developed strategic priorities for each focus area. Similar priorities have been combined. The entire group considered all the priorities and weighed in on the level of support for each. The priorities are listed in categories depending on the intended focus and in order of support.

Student Success

Theme	Priority	Level of Support
1. Cultural Competence	Strengthen the cultural competence of educators and policy makers by: <ol style="list-style-type: none"> Making culturally relevant, relationship-building training a priority. Providing ongoing professional development focused on pedagogy. Providing leadership and professional opportunities for students, faculty, staff, and community members. Increasing the pipeline and safeguard entry for potential Hispanic teachers. Reviewing all educational reforms through the filter of distinct Hispanic education needs. 	98%
2. Evidenced-based approaches	Utilize pedagogy, curriculum, methods, and strategies known to be evidence-based and effective for Hispanic students such as: <ol style="list-style-type: none"> Quality early childhood programs Dual language education Raza studies (i.e., ethnic studies) Action research Workforce skills (e.g., interviewing skills) Coaching and mentoring Popular education¹ Culturally relevant pedagogy that is community specific 	97%
3. Cultural and Linguistic Professional Development	Implement place-based, sustained, culturally and linguistically responsive professional development for all pre-service and in-service school administrators, teachers, and staff (PreK-20).	90%
4. Other Professional Development	Provide training and support for pre-service and in-service administrators and teachers such as: <ol style="list-style-type: none"> Leadership training for administrators to promote skill in using acquired tools in a very structured way Best practices that support NM Teach Best practices for ELLs Classroom look-fors² 	89%

¹ Popular education is a form of adult education that encourages learners to examine their lives critically and take action to change social conditions. It is "popular" in the sense of being "of the people." Popular education emerged in Latin America in the 1960s-1970s. Paulo Freire is its best-known exponent. Source: <http://www.ericdigests.org/1998-1/popular.htm>. Examples of popular education in the United States include the Bay Area literacy project in California, the Tenant Management Program in Chicago, and a master's degree program for community leaders in Chicago's Hispanic community at the Universidad Popular. Source: <http://eric.ed.gov/?id=EJ419566>.

² Look-fors are clear statements of observable evidence of teaching and learning such as specific instructional strategies, learning activities, behavioral outcomes, artifacts, routines, or practices. They are quantitative data that may assess both the degree of program implementation and needs of individual teachers, groups of teachers, the entire school, or school district. Source: http://www.educationworld.com/a_admin/classroom-walk-throughs.

Theme	Priority	Level of Support
5. Transitional Support for Students	Provide support for students as they transition between education levels (elementary school, middle schools, high school, and post-secondary education) to hand off knowledge and resources, as well as help them build relationships before/after the transition. Examples of effective strategies include: <ul style="list-style-type: none"> a. AVID³ b. Middle school summer program c. Leadership development programs 	89%
6. Cultural and Linguistic Student and Family Development	Implement place-based, sustained, culturally and linguistically responsive student and family development.	86%
7. Disaggregated Data	Disaggregate data by race and ethnicity in a uniform format, so that Hispanic students are appropriately served and corrective action is taken when there is an issue of discrimination or lack of implementation.	77%

Family Engagement

Theme	Priority	Level of Support
8. Family Centers	Establish family centers in each school district to provide services such as: <ul style="list-style-type: none"> a. ESL and other language courses b. Computer access c. Tutoring d. Family leadership programs e. Support in understanding educational testing, interpretation of test results, graduation requirements, use of technology, etc. 	96%
9. Authentic Family Partnerships	Redefine family engagement into authentic partnerships where family voices and ownership drive the efforts: <ul style="list-style-type: none"> a. Prepare and require school leaders to identify Hispanic families' assets and provide access to school leadership structures and decision-making processes. b. Establish Parent Advisory Committees that give parents direct input, beyond the Parent Teacher Associations, on instructional and curricula policy. c. Expand Family Leadership training to ensure student success. d. Establish multilingual, parent academies to inform parents how to support their children in math, technology, financial literacy, etc. 	95%

³ Advancement Via Individual Determination (AVID), is a college readiness system for elementary through higher education students. Source: http://www.avid.org/abo_whatisavid.html.

Theme	Priority	Level of Support
	<ul style="list-style-type: none"> e. Offer joint student and family academic advisory services in secondary and post-secondary schools. f. Develop cultural competency training plans at all institutions. g. Provide culturally competent leadership development to increase the healthy development of children starting at the prenatal stage. h. Develop a statewide framework to address the changing demographics of all non-traditional families and grandparents raising grandchildren. 	
10. Community Schools	<p>Use the Community School Act to implement a statewide, PreK-20, place-based, sustained, culturally and linguistically responsive community school model and strategies that meet the national standards for families and school partnerships. Community schools are characterized by:</p> <ul style="list-style-type: none"> a. An on-site community engagement coordinator who works with school administration and school stakeholders to address out-of-school time barriers to learning b. Well-coordinated community resource teams representing government, business, educational institutions, and community members c. Wrap-around services that are easily accessible for basic needs such as food, clothing, nursing, and other services (i.e., at school) d. Supportive family engagement and equitable education 	96%
11. Comfortable School Atmosphere	<p>Provide technical support that leads to a school atmosphere where families feel comfortable and valued:</p> <ul style="list-style-type: none"> a. Allow multiple uses by diverse cultural constituencies, including families both in and out of the present system. b. Provide translators and interpreters. c. Enforce bilingual communication and activities. d. Empower parents with information about how the school system works. 	91%
12. Additive Bilingual Education	<p>Implement an additive bilingual education program⁴ in each school to ensure a culture of respect and value for students' and families' bilingual skill set.</p>	91%
13. Authentic Family Engagement	<p>Conduct outreach and create venues to engage, prepare, and allow PreK-12 families to lead practices that actively involve community members as authentic stakeholders in acting as resources for:</p> <ul style="list-style-type: none"> a. Leading and owning family engagement b. Ensuring school accountability measures for family engagement c. Developing curricula d. Becoming community leaders (e.g., El Rito model) 	90%

⁴ Additive bilingual education programs develop and maintain students' primary language while simultaneously adding a second language. In additive bilingual education programs, there is no loss to students' primary language or culture. Source: <http://multilingualmania.com/common-bilingual-education-terms/>.

Theme	Priority	Level of Support
14. School Advisory Programs	Expand school advisory programs in PreK-12 to include: <ol style="list-style-type: none"> Parent/Family success training (i.e., Las Cruces' Parent Academy, Albuquerque's Homework Diner) Advisor/Advocate for each student (i.e., Albuquerque's Native American Community Academy and South Valley Academy) School accountability measures 	83%
15. Rights to Equitable Public Education	Declare and ensure an equitable, free, public education as a human right for all children as stated by multiple United Nation Declarations and the New Mexico state constitution.	79%

Collaboration

Theme	Priority	Level of Support
16. Business Support	Encourage businesses to support, but not lead, community partnerships to implement family-friendly practices and support for student and school success: <ol style="list-style-type: none"> Provide tutoring programs, job mentoring programs, service-learning projects, paid internships, and apprenticeships. Advise curriculum development for career paths, financial literacy, work skills, etc. Identify best workplace practices that allow parents to engage in their children's education (e.g., time off for employee to attend parent/teacher conferences, workplace childcare programs, etc.). Establish tax incentives for businesses that support family engagement and collaborative initiatives. 	96%
17. Incentives and Best Practices	Provide incentives to promote community partnerships and identify best practices that support education: <ol style="list-style-type: none"> Leverage success of existing collaborative programs such as: Unidos, Mission Graduate, Community Schools, etc. Establish community partnerships representing businesses, the Office of Workforce Development, and the College and Career Readiness Bureau to provide internships and look to historical apprentice programs for opportunities in rural areas. Create better tutoring, mentoring, and internship relationships (e.g., middle school parents mentor elementary parents, older students mentor younger students). Establish literacy and bilingual programs (e.g., the 1980's program in Washington called "Book it"). Leverage technology to increase access in rural areas. Celebrate positive community relationships and annual accomplishments. 	86%

Theme	Priority	Level of Support
18. Project-based Learning	Provide opportunities for project-based learning within the school curriculum.	80%
19. Department of Hispanic Affairs	<p>Create a Department of Hispanic Affairs in order to:</p> <ol style="list-style-type: none"> a. Establish a statewide, backbone organization to enhance collective impact efforts, support collaborative partnerships, and ensure diverse, community-based voices are heard. b. Conduct best practice research within New Mexico (e.g., Community-based Participatory Research). c. Strengthen partnerships between education leaders and community organizations, businesses, and government agencies. d. Increase the number of diverse, culturally sensitive education administrators, faculty, and staff, and make appropriately matched placements (i.e., cultural, linguistic, heritage). e. Support whole child/person physical and mental health. f. Establish the “Cafe College” concept as a community hub to support post-secondary opportunities. g. Develop international partnerships for mentorships, internships, and study abroad to support New Mexico students and those students returning to their country of origin. h. Streamline the process for validating degrees and funds of knowledge from other countries so that graduates can work in appropriate roles. i. Inform families of college admission requirements. j. Create a process where dreamers become teachers. k. Address student truancy. 	79%
20. PreK through 16 Councils	Mandate PreK-16 councils that provide opportunities for locally based discourse that culminate in state meetings. Objectives include: building partnerships, reviewing practices, conducting gap analyses, and ensuring alignment/accountability. Council representatives include: elected officials, NMPED, NMHED, school board members, school superintendents, university and community college education administrators, business leaders, families, students, etc.	75%
21. Mutually Beneficial Goals	Identify mutually beneficial goals among all the stakeholders in order to hold each collaborator accountable.	68%

SUGGESTIONS FOR MONITORING PROGRESS

Participants were also asked to suggest how success should be measured and monitored. The following are their suggestions grouped in categories.

In General

- Use measurement tools already available
- Establish a baseline and measure ongoing progress
- When using a community-based approach, consider that measuring success might look different and be accomplished differently

Student Success

- Student attendance
- Student achievement (e.g., subject grades, test scores, performance-based assessments, etc.)
- Student grade-level completion
- Student dropout rate
- Student graduation rate
- Student enrollment in post-secondary education
- Student retention in post-secondary education
- Participation rate in advanced placement and honors programs
- Compare Hispanic student data against that of white students
- Quality of Education survey results
- Perkins Grant metrics for secondary and post-secondary education
- Student survey of employability skills and career readiness
- Survey change in attitudes, behavior, motivation, engagement, etc.
- NM Public Education Department OTL surveys

Family Engagement

- # of unique visits to website portals
- # of family members who make classroom visits
- # of school-based, parental education and support programs (e.g., childcare and interpretation services provided during parent/teacher conferences)
- % of family members engaged in a decision
- % of decisions enacted
- % of respondents to surveys
- Frequency with which parents utilize tools provided
- Quality of Education survey results

- NM Public Education Department OTL surveys
- Parent focus groups

Collaboration

- # of mentors
- # of internships
- # of apprenticeships
- # of support services being provided at public schools
- # of students/families accessing support services being provided at public schools
- # of students who enroll in higher education programs after high school
- # of students who find employment after high school
- # of students who leave the state for educational or employment opportunities
- # of disciplinary actions/suspensions in K-12 (purpose is to reduce institutional racism)
- % of Hispanic youth who have mentors
- % of Hispanic youth engaged in internships
- Student truancy rate
- Student survey of mentor experience
- Student survey internship experience
- Business partner assessment of work skills achieved by students

Specific to Collective Impact Teams

- Clear mission statement
- Shared understanding of goals
- Frequency of meetings
- Formal accountability agreements among partners (e.g., memos of understanding, etc.)
- Mechanisms to incorporate new partners
- Longevity and level of engagement of partners
- Financial and resource sustainability of collaboration

Specific to Community Schools

- # of community schools
- # of services provided
- # of students/families served
- # of students participating in extra-curricular and co-curricular activities
- Track student attendance, disciplinary actions, and grades to compare to other school models
- Track family engagement metrics and compare to other school models

Specific to Family Centers

- # of centers
- # of services provided
- # of visits
- # of parent volunteers
- % of students who show grade improvement
- Parent attendance rate at parent/teacher conferences
- Parent participation in broad range of school activities
- Parent knowledge gain through participation in school activities (e.g., better support and advocacy for their children)
- Survey to insure center meets identified family needs

Specific to Bilingualism

- # of bilingual programs
- # of students enrolled in bilingual programs
- # of students graduating with state bilingual seal
- # of non-bilingual parents in the bilingual programs
- # of students willing to speak and be proud of their native language
- Assessment of changes in attitudes toward bilingualism among school administrators, teachers, and staff
- Assessment of language representation in mainstream media and cultural events

Specific to Project-based Learning

- # of students participating
- # of community partners engaged
- # of internships
- # of job placements
- Track student skill competencies, teamwork, and self-advocacy
- Survey student and community partner satisfaction

APPENDIX A: SURVEY RESULTS

Special thanks goes Dr. Sylvia Duran-Nickerson, HEAC member, who summarized the evidence-based practices submitted by organizations prior to the work session.

Name of Organization	Primary Contact Person	Evidence-based Practices recommended for NM	Focus Area
ALAS de Nuevo Mexico	Yvonne Garcia	Create a platform to address issues that affect students, education systems, and leadership organizations	Collaboration
Albuquerque GED®, Inc.	Gloria Rael	Expand access to public funding	Collaboration
Albuquerque Public Schools	Lynne Rosen	Culturally Responsive Practices for teachers, principals, and central office administration	Student Success
Albuquerque Public Schools	Analee Maestas	Engage more Hispanic students in their education by engaging parents and providing Hispanic leadership development	Family Engagement
Albuquerque Public Schools-Middle Schools	Katarina Sandoval	Expand dual language programs, project based learning, and cultural proficiency	Student Success
Associated General Contractors of New Mexico	Vicki Mora	Student skill assessment feedback from employers	Collaboration
Center for the Education and Study of Diverse Populations	Cynthia Gustke	Cultural relevant teaching and practices training for teachers, principals, and school administrators	Student Success
Clovis Municipal Schools	Cindy Martin	Expand TESOL endorsements	Student Success
College Assistance Migrant Program	Ivan Olay	Improve Hispanic student high school to college transition rates with evidence-based bridge programs and mentorship	Student Success
Deming Public Schools	Michael Chavez	Dual Language Programs	Student Success
Dual Language Education of New Mexico	Edward Tabet-Cubero	Evidence-based practice retreats for specific student populations	Student Success
Dual Language Education of New Mexico	Lisa Meyer	Technical Assistance for implementing evidence-based models to practice	Student Success
ENLACE New Mexico	Lawrence Roybal	Post high school graduation student tracking and data collection	Collaboration
Learning Alliance New Mexico	Ian Esquibel	Survey Hispanic students and families	Family Engagement
Mission: Graduate	Angelo Gonzales	High quality summer learning programs	Student Success
New Mexico Highlands University	Belinda Laumbach	Professional Development pertaining to Common Core Standards	Student Success
New Mexico Parent Teacher Association (NMPTA)	Kim Kerschen	School/family partnerships, family engagement, and leadership development	Family Engagement & Collaboration
Northern New Mexico College	Joaquin Vila	Scholarship programs (grant funded).	Student Success
Partnership for Community Action	Adrian Pedroza	Adequately fund a quality early childhood system in NM	Student Success
Pojoaque Valley School District	Adan Delgado	Improve and refine current evidence-based models currently in place	Student Success
Southwest Creations Collaborative	Jessica Aranda	Hacia la Universidad College Readiness	Student Success
State Bilingual Advisory Council (SBAC)	E. Renee Sanchez	Professional Development pertaining to ELL Crosswalk and NM Teach	Student Success
The UNM High School Equivalency Program (HEP)	Michael Heim	Academic coaching	Student Success
UNIDOS Project	Teresa Brito-Asenap	Stronger partnerships between schools, business, community, and policymakers	Collaboration
YDI-Elev8 New Mexico	Ruth Williams	Expand Hispanic parental involvement and school/family partnerships	Family Engagement

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Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Student Success and Family Engagement	Heritage Language Bilingual Program	The Heritage Model bilingual program offers several aspects of support that are generally accepted as effective supports for Hispanic students, such as placing value on language and culture, parent engagement, setting high-standards, and monitoring and adjusting practice for optimal growth/achievement.	Adan	Delgado	agd@pvs.k12.nm.us
Student Success and Collaboration	Professional Development for leaders	As leaders become more cultural proficient and develop their strategies in addition to awareness that affects Hispanic students, they will be able to make change in the educational organization that they serve.	Yvonne	Garcia	garcia_y@mac.com
Student Success and Collaboration	Mentoring, Comm. Serv. Leader activities	Latin@ students need to see someone like them that is experience success. They must also establish roots in their community to be have a genuine concern for it and its members. Students must also begin or develop skills that allows them to be leaders for the causes about which they are passionate.	Ivan	Olay	iolay@unm.edu
Student Success	Career Preparedness evaluation by industry	Instant feedback to faculty and community health providers by employers, parent and family involvement is increasing. Students are demonstrating visible confidence through the annual exhibitions. Communication skills improve greatly. For example, bi-lingual students express excitement for learning and their new potential.	Vicki	Mora	vicki@agc-nm.org
Student Success	Small classes Cohort development	ABQ-GED has found that small classes promote success among our adult learners. Individualized instruction and peer tutoring builds trust among adult learners, which promotes learning and cohort development.	Gloria	Rael	ggonzales.abqged@gmail.com
Student Success	Assist in transition from HS to College	Raise and maintain student academic achievement. Encourage and prepare students to consider higher education as a real option in their lives. These practices impact the state of New Mexico by increasing graduation rates. ENLACE strives to encourage the pursuit of higher education. This will also have a positive impact on enrollment at stateside higher learning institutions.	Lawrence	Roybal	lroybal@unm.edu
Student Success	Demonstration lessons in middle school.	By using evidence-based strategies to prime the brain, processing of information, and assessment of learning, students follow a structure that leads to learning. These components of a lesson are extremely important if teachers are to connect previous and background knowledge to new knowledge. Because most Hispanic students do not have the same background as the textbooks target population, this is an important practice.	Belinda	Laumbach	laumbach_b@nmhu.edu

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Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Student Success	Teaming including a Dual Language Team	Middle School ELL students have the opportunity to take the core content classes in their native language while also receiving support in English. Additionally, students use the Tell Me More program and can receive tutoring. Students can also participate in the Migrant Literacy Net.	Cindy	Martin	cindy.martin@clovis-schools.org
Student Success	NMTEACH- ELL Crosswalk	The ELL Crosswalk correlates with the Domains of the NM TEACH Observation Tool. These strategies are to be integrated into the NM TEACH Observations tool so that instruction and observations account for the linguistic and cultural components of teaching and learning with the EL population. The SBAC has address the critical need for instructional strategies appropriate for culturally linguistic diverse students	E. Renee	Sanchez	sanchezre@beleneagles.org
Student Success	Engaging Hispanic Students in Research	Student participation in research is widely believed to engage students in their education and pursue advanced degrees	Carlos	Romero	crom@unm.edu
Student Success	Utilizing complex text with ELLs	ELL and bilingual students are exposed to grade level informational text to support literacy development, critical thinking, and overall English and/or Spanish language proficiency	Lynne	Rosen	rosen@aps.edu
Student Success	DLeNMs Comprehensive TA Model	DLeNM's Comprehensive TA model includes professional development for admin and teachers, practice, reflection, and analysis. It moves from identifying the best program model for specific student populations to classroom instruction. Thread throughout each stage of this cycle are VISITAS, which engage teams of teachers and administrators in the observation and identification of best instructional practices that have the highest impact on student learning-primarily for Hispanic/ELL students.	Edward	Tabet-Cubero	edward@dlenm.org
Student Success	AIM4Scubed (Math Framework)	AIM4S3™ is a powerful framework that increases Hispanic Students achievement in math and in meeting the CCSSM by giving students access to the content and language of mathematics. Achievement Inspired Mathematics for Scaffolding Student Success™ (AIM4S3™) provides a framework of instructional components that shelters mathematics content and language to make it comprehensible and accessible to all students, with a specific focus on English learners (ELs) and academic language learners (ALLs).	Lisa	Meyer	lisa@dlenm.org
Student Success	AVID Dual language magnet STEM	AVID is a national framework of college and career readiness that has a track record of improving outcomes for Hispanic students. Dual language programs improve outcomes for Hispanic students, and STEM will provide hands-on, experiential learning for students.	Katarina	Sandoval	katarina.sandoval@aps.edu

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Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Student Success	ALD4ALL in NM NM Teach + ELS	1-Academic Language Development for All (ALD4ALL) in New Mexico. PED-BMEB provides culturally and linguistically responsive and highly customized professional learning opportunities for teachers and administrators to support CLD and EL students. 2-The NM Teach/EL Crosswalk work will ensure evaluators understand critical "look-fors" when observing teachers working w/ELs, CLD and bilingual students. Training will focus sheltered instruction and effective practices for ELs and CLD students.	Icela	Pelayo	icela.pelayo@state.nm.us
Student Success	Dual Language programs	Dual Language programs provide validation of a student's culture, language, and values, which greatly increases academic, social, and life long success.	Analee	Maestas	amaestas1@hotmail.com
Student Success	Dual Language programs	Our district SBA data shows that Hispanic students identified as ELL enrolled in our dual language programs are outperforming Hispanic ELLs that are not participating in a dual language program. In addition, our dual language students are not showing an achievement gap in grades 3-5 and in some cases are outperforming all subgroups including the Caucasian subgroup. Lastly, our Hispanic FEP students have a history of outperforming all subgroups on the NMSBA.	Michael	Chavez	michael.chavez@demingps.org
Student Success	Scholarship programs (grant funded).	These scholarships allow for recruitment of pre-service teachers who will receive training leading to licensure in both ESL and Bilingual Education. As such, teachers will develop knowledge, skills, and dispositions that will enable them to address the academic needs of their students.	Joaquin	Vila	joaquin.vila@northern.edu
Student Success	Hacia la Universidad College Readiness	Hacia la Universidad engages whole families in the process of college readiness through: Workshops, Family success plans (grades, attendance, extracurricular participation), and math and science tutoring. Working with families starting in 4th grade, we have a 98% high school graduation rate and an 88% college attendance rate.	Jessica	Aranda	jessica@southwestcreations.com
Family Engagement & Student Success	Developmental Academic Advisement	HEP services the Migrant or Seasonal Farm Working community. As a student population, MSFWs are extremely high risk. Due to a lack of financial resources, community support and low familial support stemming from a legacy of higher education attainment, MSFWs are more likely to dropout and never complete high school or obtain an advanced degree. Developmental Academic Advisement, when properly implemented, addresses the student as a whole and ultimately motivates and empowers them to succeed.	Michael	Heim	mheim@unm.edu

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Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Family Engagement	Frameworks for Family School Partnerships	The research of leading experts in the field clearly show that there is a positive and convincing relationship between culturally responsive teaching, family involvement, and student success regardless of race/ethnicity, class, or parent's level of education. The evidence is in practices guided systemically by a framework from the National Standards for Family-School Partnerships, and the six areas identified by the National Network of Partnership Schools the results of the CESDP Family Inst.	Cynthia	Gustke	cgustke@nmhu.edu
Family Engagement	Full-service community school initiative	YDI-Elev8 NM's initiative is designed to remove academic barriers, improve school climate and engage parents and families in student learning; address students and families' whole needs through results-driven partnerships between schools and community resources; and honor students' cultures and values to ensure welcoming schools and build trust. Data show that 62% of Elev8 NM students scored a GPA of "C" or better. The majority of Elev8 students did not fail a reading or math core course.	Ruth	Williams	rwilliams@ydinm.org
Family Engagement	Communities for Education and Action	Improves parental engagement and knowledge around Early Childhood development and education. Starting at birth, parents become effective first teacher of children in the home and become lifelong partners in the educational growth of their children.	Adrian	Pedroza	adrianp@forcommunityaction.org
Collaboration and Family Engagement	National Standards for Family-School Partner	The National Standards are PTA's framework for how families, schools, and communities should work together to support students success. Each of these standards is rooted in the value of mutual respect, trust courtesy and cultural and linguistic diversity of families. The benefits are numerous including improved student achievement, a rise in teacher morale, improved communication among parents, teachers, and administrators, and an increase in family, school, and community connections.	Kim	Kerschen	kbkerschen@comcast.net
Collaboration	Community dialogues to inform campaigns	Dialogues will inform a responsive approach to policy work that addresses community needs; for example, one theme we have often heard is honoring language as an asset. Through partners like the Unidos Project and United Way of Central New Mexico, we support policies that seek to close the achievement gap and provide holistic student supports. Dialogues and campaigns encourage more family and student engagement and greater collaboration among groups.	Ian	Esquibel	ianesquibel@learningalliancenm.org

FINAL REPORT: La Plática Bajo La Resolana

Focus Area(s)	Evidenced based practice	Improvement in the educational performance and/or overall outcomes for Hispanic Students in NM	Primary Contact		Contact Email
Collaboration	Data-driven collaboration	Mission: Graduate brings together partners from different sectors to improve student outcomes from cradle to career. Our primary practice is adapted from the Strive Partnership. We are organized into four collaborative action networks, each of which is implementing an action plan designed to move the needle on one or two student outcomes. To that end, we build on local assets, implement effective practices, collect disaggregated data to assess progress, and use data for continuous improvement.	Angelo	Gonzales	angelo@missiongraduatenm.org
Collaboration	Practicing "Collective Impact" principle	We have formed over 70 partnerships between APS, CNM, and UNM programs, community and business organizations, as well as policy-makers. Strategy workgroups meet regularly to work on the following: redefine and scaling up seamless academic and non-academic services to support students and families at all levels; increase GED/ABE opportunities; bring back students who have dropped-out; remove institutional barriers to create outcomes that are more equitable for Latinos.	Teresa	Brito-Asenap	tbrito.asenap@gmail.com

APPENDIX B: WORK SESSION LEADERSHIP

Hispanic Education Act Council

Dianna Archibeque	Dr. Julia Rosa Emslie	Dr. Sandra Rodríguez
Janice Baca-Argabright	Cynthia Jiménez	David Rogers
David Briseño	Dr. Patricia Jiménez-Latham	Alex Romero
Brenda Chávez	Roy Martinez	Dr. Lawrence Roybal
Dr. Sylvia Duran-Nickerson	Matthew Montaña	

Leadership Team

Joaquin Baca Recorder	Jozi De Leon Discussion Leader	Charlotte Pollard Master Recorder
Heather Balas Plenary Chair	Angelo Gonzalez Discussion Leader	Nancy Sanchez Discussion Leader
Sharon Berman Recorder	Grace Griffin Recorder	Melanie Sanchez Eastwood Assistant Master Recorder
Cecilia Chavez Beltran Recorder	Kathleen Oweegon Discussion Leader	

APPENDIX C: PARTICIPANTS

Ivy Alford Southern Region School Board	Julia Rosa Emslie Hispanic Education Act Council	Romelia Hurtado de Vivas Eastern NM University
Nana Almers Albuquerque Public Schools-LCE	Nana Encinias Albuquerque Public Schools	Rosa Isela Cervantes UNM El Centro de la Raza
Zoila Alvarez UNM Center for Education Research Policy	Ian Esquibel NM Learning Alliance	Cynthia Jiménez Hispanic Education Act Council
Jessica Aranda Southwest Creations Inc.	Joseph Esrobedo Albuquerque Public Schools	Patricia Jiménez-Latham Hispanic Education Act Council
Lorena Blanco-Silva UNIDOS Project	Vi Florez UNM College of Education	Kim Kerschen NM Parent Teacher Association
Rebecca Blum Martinez UNM-ICOE	Diego Gallegos Association of Latino Administrators and Superintendents	Analee Maestas Albuquerque Public Schools
Jessica Bunker Partnership for Community Action	Penny Garcia Eastern NM University	Cindy Martin Clovis Municipal Schools
Ernie C'de Baca Albuquerque Hispano Chamber of Commerce	Yvonne Garcia Association of Latino Administrators and Superintendents	Ron Martínez NM Highlands University-CESDP
Rosa Cervantes UNM-El Centro de la Ruza	Jennifer Gómez-Chávez UNM Student Success	Roy Martínez Hispanic Education Act Council
Michael Chavez Deming Public Schools	Angelo Gonzáles United Way-Strive-Mission Graduate	Lisa Meyer Dual Language Education of New Mexico
Armando Chávez Deming Public Schools	Cyndee Gustke NM Highlands University-CESDP	Rick Miera NM Legislature
Roberto Chevé Intercultural Leadership	Michael Helm UNM-High School Equivalency Program	Matthew Montaña NM Public Education Department
Jozí De Leon UNM Division for Equity and Inclusion	Daniel Herrera Latino Task Force	Vicki Mora Associated General Contractors
Adan Delgado Pojoaque Public Schools		Jose Muñoz ABC Community School Drive

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United Way-Strive-Mission
Graduate