



# LA PLÁTICA BAJO LA RESOLANA

A Work Session for Strategic Partners  
of the Hispanic Education Act

## BACKGROUND BRIEF

- Strategic Partners of the Hispanic Education Act, are urged to read this report prior to the work session.
- September 13, 2014
- Double Tree Hotel, 201 Marquette NW, Albuquerque, NM

### CONVENER

The Hispanic Education Act Council

### FUNDER

New Mexico Public Education Department

### FACILITATOR

New Mexico First



Copyright 2014

**New Mexico First**

P. O. Box 56549

Albuquerque, New Mexico 87187

Phone: 505-225-2140

Website: [www.nmfirst.org](http://www.nmfirst.org)

New Mexico First typically grants permission to reproduce all or part of this document for educational or public policy purposes. Contact us for reproduction authorization.

# CONTENTS

<b>Foreword</b> .....	<b>4</b>
Purpose of this Work Session .....	4
Convener .....	4
Facilitator .....	5
Report Authors .....	5
<b>Issue Brief</b> .....	<b>6</b>
Hispanics in New Mexico .....	6
Hispanic Students in New Mexico .....	8
Hispanic Education Act .....	10
Hispanic Education Act Council .....	11
Conclusion .....	12
<b>Appendix</b> .....	<b>13</b>

# FOREWORD

## Purpose of this Work Session

The purpose of this work session is 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. As mandated by the Hispanic Education Act, the session will focus 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 between school, families, community, and business to improve educational opportunities for Hispanic students.

This session will be a unique opportunity to identify and study the work of strategic partners that will individually and collectively improve educational success 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 Hispanic Education Act Council seeks to work with strategic partners<sup>1</sup> to develop a plan that ensures:

- Inclusion
- Transparency through monitoring and reporting
- Identified evidence-based practice
- Accountability and clear definition of success
- On-going communication of progress towards goals
- Leadership supported by the facts that assist in decision making regarding education policy, budget, management, etc.

## Convener

The establishment of an **Hispanic Education Act Council** was created under 2010 legislation, and members were initially appointed by Governor Richardson. Current council members were appointed in 2011 by Governor Martinez. 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.

### Hispanic Education Act Council Members

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	Esther Rivera	

Council members have worked diligently to set the stage for convening this work session to develop the Hispanic Education Act Five-Year Plan.

### 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](http://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).

### Report Authors

This brief is intended to provide a starting point for the participant deliberations during the work session. The brief was prepared by New Mexico First Deputy Director Charlotte Pollard and reviewed by:

- Heather Balas, New Mexico First
- Matthew Montañó, Hispanic Education Liaison, New Mexico Public Education Department
- David Rogers, Dual Language Education of New Mexico and Chair of the Hispanic Education Act Council
- Alex Romero, Albuquerque Hispano Chamber of Commerce, and Vice-Chair of the Hispanic Education Act Council

A special thanks goes to the review committee for sharing their time and expertise.

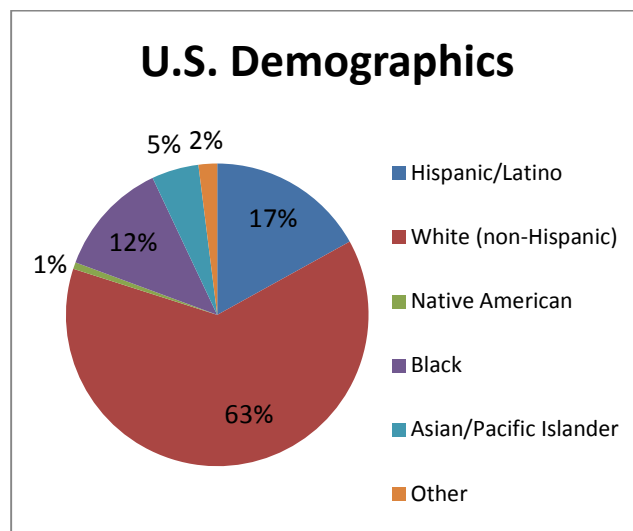
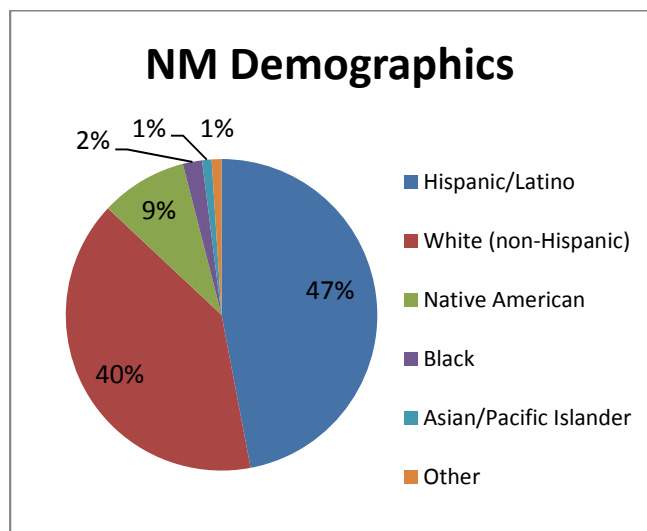
# ISSUE BRIEF

Young people are our greatest resource. They will be tomorrow’s teachers, doctors, farmers, engineers, builders, scientists, and more. 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. Today’s youth have the capacity to be the most creative, technically skilled, computer-savvy generation yet. New Mexicans must unite behind the common cause of supporting our young people, ensuring they succeed in school, graduate on time, and pursue higher education or fulfilling careers. **This report focuses on the specific assets and challenges for improving the educational performance of New Mexico’s Hispanic students.** It provides a context for the discussions that will take place during the upcoming work session.

## Hispanics in New Mexico

New Mexico finds itself uniquely situated to impact the educational outcomes of its growing Hispanic student population, which can also impact 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 distance future.<sup>2</sup> Hispanics are the nation’s fastest growing population. According to the 2012 U.S. Census Bureau, the Hispanic population in was 53 million, making up 17% of the U.S. population. Hispanic population growth between 2000 and 2010 accounted for more than half of the nation’s population growth.<sup>3</sup>

The charts that follow show how New Mexico ranks in terms of Hispanic population in the United States.<sup>4</sup>

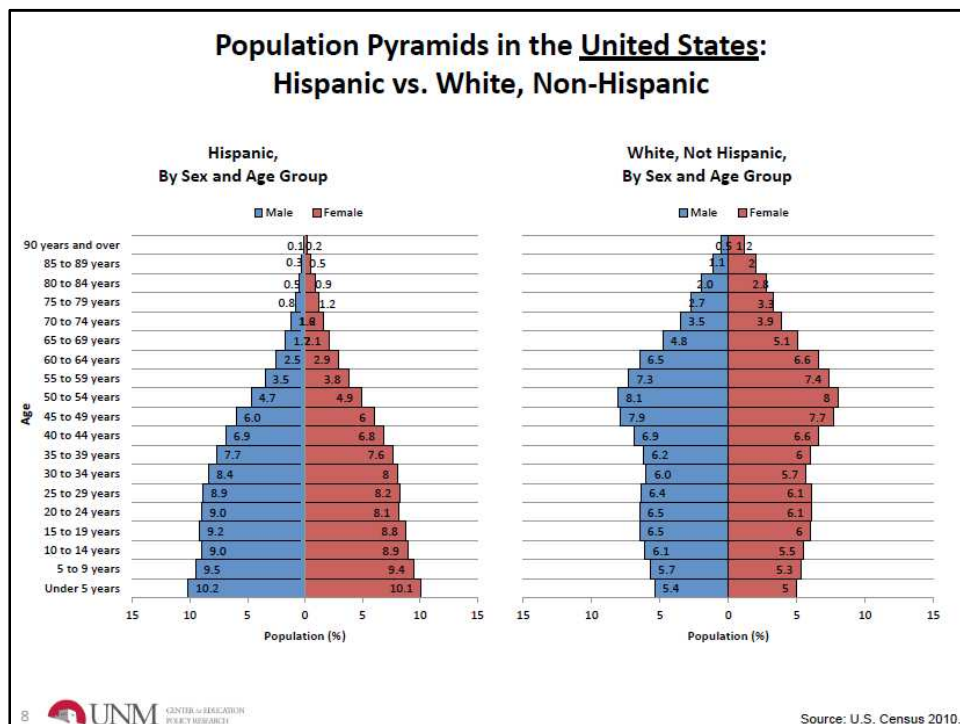


New Mexico Hispanic Population <sup>5</sup>	Number/Percentage	U.S. Rank
Total Hispanic Population	972,000	9
Native-Born Hispanics (Percent of Hispanics)*	83%	6
Foreign-Born Hispanics (Percent of Hispanics)**	17%	46
Hispanics as Percent of State Population	47%	1

\*Native born refers to persons who are U.S. citizens at birth, including those born in the United States, Puerto Rico, or other U.S. territories and those born abroad to parents at least one of whom was a U.S. citizen.

\*\*Foreign born” refers to persons born outside of the United States, Puerto Rico, or other U.S. territories to parents neither of whom was a U.S. citizen.

The Hispanic population in New Mexico and the United States is significantly younger than the white population. This means the Hispanic population is set to grow exponentially in comparison to other population demographics in the coming decades.<sup>6</sup> The charts that follow reinforce this statement. As you can see, the majority of the Hispanic population ranges from under 5 years to 39 years. The majority of the white population ranges from 40 years to 64 years.



New Mexico Median Age Data 2011 <sup>7</sup>	Age (years)
All Hispanics	30
Native-Born Hispanics	26
Foreign-Born Hispanics	40
Whites (non-Hispanic)	48

New Mexico Fertility Data (Women 15 to 44) 2011 <sup>8</sup>	
Births to Hispanic Women (12 month period prior to survey)	16,000
Births to Native-Born Hispanics	12,000 (73%)
Births to Foreign-Born Hispanics	4,000 (27%)
Hispanic Births as a Percent of All Births in New Mexico	52%

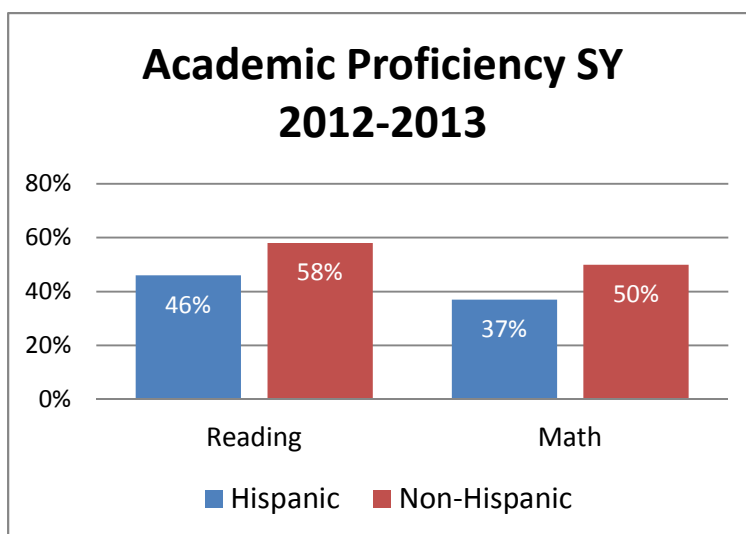
## Hispanic Students in New Mexico

In a 2013 national Pew Research survey of Hispanic registered voters, 57% of Hispanics viewed education as an “extremely important” issue facing the nation today. That priority compares with jobs and the economy (52%), health care (43%), and immigration (32%). Hispanics’ focus on education as a top issue makes sense given that one-in-three Hispanics are school aged (under 18), compared with one-in-five whites.<sup>9</sup> Hispanic students are also the majority population in New Mexico schools.

New Mexico School Enrollment 2011 <sup>10</sup>	Number/ Percentage	U.S. Rank
Number of Hispanics Enrolled in K-12	214,000	9
Hispanics as Percent of All K-12 Students	58%	1

The achievement gap between Hispanic students and their white counterparts is well documented. New Mexico’s Hispanic achievement gap is seven points narrower than the gap that exists for Hispanics in other parts of the country.<sup>11</sup> This means Hispanic students in New Mexico perform at levels nearly on par with their Hispanic counterparts nationally. However, Hispanic students in New Mexico trail their white counterparts by an average of 10 points.<sup>12</sup>

Although the relative achievement gap for Hispanic students in New Mexico is not as large as it is in other parts of the nation, the fact that only three out of every 20 Hispanic students score proficient in reading is alarming.<sup>13</sup> The chart that follows shows Hispanic academic proficiency in both reading and math for school year 2012-13.<sup>14</sup>



English language learners is a factor in closing the proficiency gap in reading. Thirty-six percent of New Mexico households speak a language other than English at home. One in five New Mexico students are classified as an English Language Learner (ELL). Seventy-eight percent of New Mexico ELLs receiving bilingual services are Hispanic.

In order to close the reading proficiency gap, ELLs must make 1.5 year’s progress each school year, beginning in Kindergarten, in order to catch up with their native English-speaking peers by middle school. An average ELL student begins school four-five years behind native English-speaking peers in English reading. English reading



assessments are designed for native English-speakers to demonstrate 1 year’s worth of progress each year. If ELL students were to make only one year’s progress each year, the achievement gap would never close. Most ELLs never reach grade level proficiency in English reading. Those ELL students that do reach grade level proficiency in English reading typically take seven to ten years. It takes a typical “advantaged” ELL student five to seven years to achieve grade-level proficiency in English reading. “Advantaged” means the student has received multiple years of native language instruction, and has demonstrated grade-level reading achievement in their native language.<sup>15</sup>

Program effectiveness can have an impact on the number of years needed to close the achievement gap in English reading for ELL students compared to their native English-speaking peers:

- Typical Program—8-12 years
- Effective Program—5-6 years
- Outstanding Program—3-4 years

As you can see, there are a wide range of challenges facing young people today. For that reason, the high dropout rate in our state and nation is a grave concern. Much has appeared in the state and national press about graduation rates, with the most recent data showing improvement. Nationally, the share of Hispanics ages 18 to 24 who have not completed high school and were not enrolled in school fell to a record low of 15% in 2012. That was less than half of the 32% rate in 2000. Overall, the Hispanic dropout rate is falling more quickly than any other racial or ethnic group, resulting in a closing of the gap between Hispanics and other groups.<sup>16</sup> However, significant numbers of all students are still not completing high school.

<b>New Mexico, School Year 2012-2013 (includes public and charter schools only)<sup>17</sup></b>			
<b>Grade</b>	<b>Enrollment (#)</b>	<b>Dropout (#)</b>	<b>Rate (%)</b>
7	25,792	24	1.3
8	25,763	329	1.3
9	30,887	2,571	8.3
10	26,357	1,536	5.8
11	22,145	1,187	5.4
12	20,677	1,238	6.0
<b>Total</b>	<b>151,621</b>	<b>7,185</b>	<b>4.7</b>

Despite the dropout rate, a record share of Hispanic students are prepared for college. Hispanics are more likely than the general public to say a college degree is key to life success.<sup>18</sup> U.S. public high schools recorded a four-year graduation rate of 80 percent for the 2011-12 school year, an all-time high. New Mexico high schools recorded a graduation rate of 70 percent. Graduation rates vary greatly by state and race.<sup>19</sup>

<b>U.S. and New Mexico High School Graduation Rates<sup>20</sup></b>	<b>New Mexico</b>	<b>U.S.</b>
Hispanics	68%	73%
Whites	77%	86%

A 2012 Pew Research survey showed the share of Hispanic high school graduates enrolled in college immediately after high school surpassed whites, reflecting Hispanic population growth. According to the U.S. Census Bureau, 49% of young Hispanic high school graduates were enrolled in college. By comparison, 47% of white non-Hispanic high school graduates were enrolled in college.<sup>21</sup> However, Hispanics have a higher high school dropout rate than whites, therefore the share of all Hispanics ages 18 to 24 in college still lags that of whites as shown in the chart below.<sup>22</sup>

<b>U.S. College Enrollment Rate 2000-2012 (resident population ages 18 through 24)</b>		
	<b>2012</b>	<b>2000</b>
Hispanic	34.7%	20%
Native born	38.8%	27%
Foreign born	22.6%	11.4%
White (non-Hispanic)	46.1%	37.7%
<b>U.S. College Enrollment Rate 2000-2012 (resident population ages 25 and older)</b>		
	<b>2012</b>	<b>2000</b>
Hispanic	4.8%	5%
Native born	7%	6.4%
Foreign born	3%	3.9%
White (non-Hispanic)	4.1%	3.9%

Despite the fact that greater numbers of Hispanic students are entering college, they are still far less likely than other racial groups to complete a bachelor's degree. Hispanics are also less likely than whites to enroll in a four-year college, attend a selective college, and enroll full-time<sup>23</sup>

<b>U.S. Earned Bachelor Degrees Comparison 2012<sup>24</sup></b>	<b>Percentage</b>
Hispanics (ages 25 and older)	14.5%
Whites	34.5%

### **Hispanic Education Act<sup>25</sup>**

New Mexico's Hispanic Education Act, a section of the Public School Code, was passed during the 2010 Legislative Session and became effective in July 2010. The purpose of the act is to:

- Provide for the study, development, and implementation of educational systems that affect the educational success of Hispanic students
- Encourage and foster parental involvement in the education of their children
- Provide mechanisms to work together<sup>26</sup> to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion

The Act established the:

- **Hispanic Education Liaison** in the NM Public Education Department to focus on issues related to Hispanic education and advise the secretary on the development and implementation of policy regarding the education of Hispanic students

- **Hispanic Education Advisory Council** created as an advisory council to the secretary on matters related to improving public school education for Hispanic students, increasing parent involvement and community engagement in the education of Hispanic students, and increasing the number of Hispanic high school graduates who succeed in post-secondary academic, professional, or vocational education
- **Annual Statewide Hispanic Status Report** that reports preschool through post-secondary statewide Hispanic education status to the Governor and the Legislative Education Study Committee.

## Hispanic Education Act Council

The Hispanic Education Act Council is motivated to develop and implement a Hispanic Education Act Five-Year Plan. This plan will be instrumental in realizing the dream of those who drafted, presented, approved, and defended the act in 2010.<sup>27</sup> It will become a guide for policymakers and education leaders as they consider options to improve educational opportunities for Hispanic students over the next five years.

Unlike other states with relatively new Hispanic populations, in New Mexico, solutions to the issue of the Hispanic achievement and opportunity gap will come from the Hispanic community and Hispanic leaders themselves.

The state’s Hispanic population dates back to the mid-1500s, and there are constitutional and legislative protections granted to New Mexico’s Hispanic people. The past two governors of New Mexico have been Hispanic as are 40 percent of state legislators (compared with three percent nationally). Many people believe that the Hispanic Education Act Council and strategic partners can be the leaders to close the achievement and opportunity gap for New Mexico Hispanic children and families.

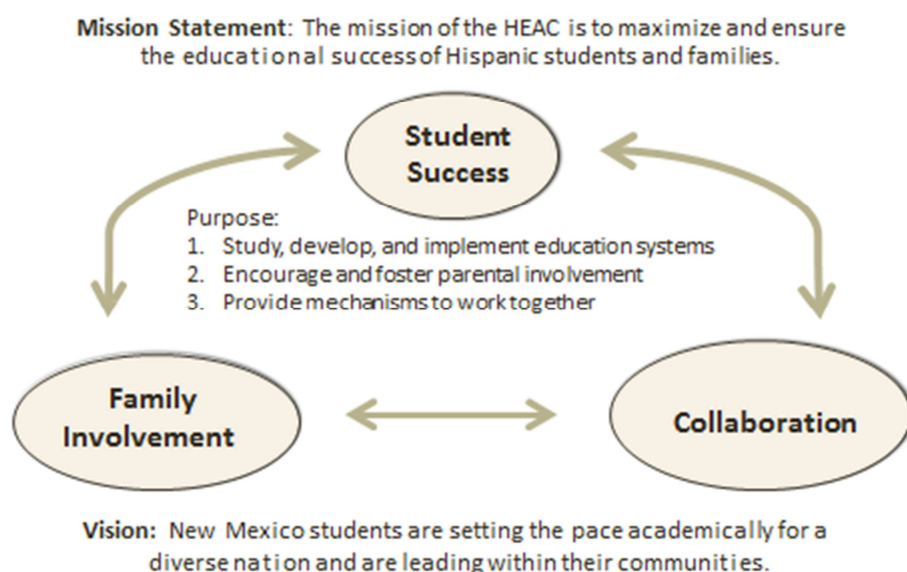


Figure 1: Hispanic Education Act Council Mandates

The council believes<sup>28</sup>:

- The success of Hispanic students is directly linked to the quality of classroom and campus experiences.
- Diverse linguistic skills accelerate student achievement and global employability.
- Diverse community structures serve as a critical support system for students and families.
- Collaborative efforts support innovative actions for all student and family success.
- Every challenge has a solution when all stakeholders are included.
- Actions and strategies that positively impact Hispanic students ultimately assist ALL students.

As part of the planning process, the council will continue to collect evidenced based practices from across the state that are designed to improve the education of Hispanic Students. Close study of these practices can lead to improvement in teacher effectiveness and student performance. A commitment to fully study and understand these practices can ensure evidenced based practice becomes Best Practice and something worthy of bringing to scale.<sup>29</sup>

## Conclusion

The Hispanic Education Act Council has boldly defined the educational achievement gap that exists between Hispanic and white students. Many Hispanic leaders believe they have the obligation and vested economic interest to help close the gap for Hispanic students. This goal can only be achieved through the development of a sense of urgency, combined with the implementation of thoughtful, research-based systems, and educational approaches that address the gap. Such systems and approaches need to be developed and studied for their effectiveness in order to scale-up their implementation. With its distinct history, favorable policy context, and majority Hispanic population, New Mexico stands poised to lead the nation in this effort, and it is the responsibility of the Hispanic Education Act Council and strategic partners to guide this work.<sup>30</sup>

# APPENDIX

In December 2009, New Mexico First worked with the NM Office of the Governor, NM Public Education Department, and NM Higher Education Department to organize a **Hispano-Latino Achievement Gap Solutions Summit**. The summit resulted in 18 recommendations for improving the graduation rate for Hispano-Latino students. These recommendations are outlined below, and some address the work session goals of Student Success, Family Engagement, and Collaboration.

MAIN IDEA	RECOMMENDATION
<b>Long-term Institutional Change</b>	
1) Require student membership on school boards.	<p>So that students are able to apply their real-life experience and be involved in the decision-making process on education policy, appropriate policymakers should require school boards to reserve 2 seats for students between the ages of 15-18 years old and lower the voting age for membership on school boards to 15 years old.</p> <p>Success should be measured by the number of young people on New Mexico school boards.</p>
2) Create student job opportunities in schools.	<p>So that the economic realities of why students drop out of schools are addressed and important job skills such as communication and work ethic are taught, schools should create in-school job opportunities for students (e.g., as tutors, mentors, student aides, teacher assistants, office assistants, sport coaches). Clear school employer/student employee responsibilities should be established.</p> <p>Success should be measured by a decreased dropout rate, higher career readiness skill assessment, and higher postsecondary education enrollments.</p>
3) Strengthen the school evaluation process.	<p>So that a supportive continuous improvement culture is built and that access and equity for postsecondary opportunities are increased, school superintendents, principals, and teachers should collaborate to strengthen the evaluation process by:</p> <ol style="list-style-type: none"> <li>1) Re-examining existing school evaluation procedures (i.e., increase visibility of school administrator walk-throughs and observations)</li> <li>2) Hold continuous and critical conversations between principals and teachers centered on building teachers' instructional capacity related to student achievement</li> <li>3) Create professional learning communities/teams</li> </ol> <p>Success should be measured through: monitoring from the NM Public Education Department; instrumentation to determine the level of empathy for education personnel (i.e., Perceiver Tool or disposition checklist); and determining if the dropout rate reduces.</p>
4) Ensure opportunity to be bilingual and bi-literate.	<p>So that students both improve their academic achievement and develop self-identity that enhances their life-long learning and employment, the legislature, NM Public Education Department, and teacher training programs in higher education institutions should ensure that all students have the opportunity to be bilingual and bi-literate by providing bi-lingual/dual language programs and verifying 80% of bilingual funds are expended on bi-lingual departments and classrooms.</p> <p>Success should be measured by the number of students participating in bilingual programs, audit and budget reviews, and local, state, and federal assessments.</p>

<p>5) Redesign assessment policy.</p>	<p>So that the achievement of Hispanic students increases and bilingualism, bi-literacy, and multiculturalism is validated, the NM Secretary of Education should create a task force of diverse stakeholders, including a psychometrician, to redesign the NM Standards Based Assessment policy to consider multiple assessments and expand the number of years students can be assessed in their home language.</p> <p>Success should be measured by the creation of a new assessment within one year.</p>
<p>6) Create anti-biased and anti-racist school environments.</p>	<p>So that the social, cultural, emotional, and academic success of all youth is achieved, school environments should be created that are anti-biased and anti-racist. This goal should be achieved by educating university faculty, school board members, district and school staffs, including bus drivers, custodians, volunteers, community partners, etc., regarding how to create such as culture. Creating these school environments could require: the legislature to develop and support policy; families and students to share stories and teach others of their needs; and universities and districts to model cultural change.</p> <p>Success should be measured by survey tools on student satisfaction of social and emotional well-being.</p>
<p>7) Make the Dream Act a priority.</p>	<p>So that undocumented Hispanic students have the motivation to complete high school and go on to higher education, each community should work with the NM Office of Hispanic Education and other organizations (e.g., Somos Un Pueblo Unido, El Centro, and other allies) that have existing lobbying efforts to make the Dream Act a priority.</p>
<p>8) Provide funding to allow a flexible school schedule.</p>	<p>So that the various needs of students’ and educators’ families, are met (e.g., work schedules, childcare, and dual enrollment), the legislature and school districts should provide funding for the services necessary to allow for a flexible school schedule (e.g., options to extend the school year and/or extend the school day to allow for 12 hour access to school facilities).</p> <p>Success should be measured by increased community involvement and satisfaction as well as higher student attendance, achievement, and graduation rates.</p>
<p>9) Improve administrator and teacher effectiveness.</p>	<p>So that administrator and teacher effectiveness is improved, a task force comprised of members from the legislature, universities, school districts, community businesses, and families should:</p> <ol style="list-style-type: none"> <li>1) Develop and implement a professional development program that addresses the needs of beginning teachers, experienced teachers, and administrators that includes an induction program, residency program, academies, and employee assistance program</li> <li>2) Lobby the legislature to improve the policies and contract language for negotiated teacher agreements making it easier to dismiss ineffective teachers</li> </ol> <p>Success should be measured by long-term measures such as academic learning and short-term measures such as student and family satisfaction, teacher self-assessment, and instructor/trainer/mentor assessment.</p>
<p>10) Ensure cultural- and language-sensitive coursework for teachers and administrators</p>	<p>So that language and culture is acknowledged and respected, the NM Public Education and Higher Education Departments, higher education institutions, and individual school districts should ensure that cultural- and language-sensitive coursework is actually completed in order to fulfill the state’s teaching and administration requirements towards certification.</p> <p>Success should be measured by monetary accountability for the promotion of cultural- and language-sensitive courses and the result would be higher graduation and postsecondary enrollment rates.</p>
<p><b>Short-term Interventions</b></p>	

<p>11) Extend school day for middle school students.</p>	<p>So that students are more connected to the school environment and supported by their families and communities, the legislature, NM Public Education Department, and school boards should extend the school day for middle school students to ensure they are engaged in the full range of education experiences guaranteed in the NM Education Statutes.</p>
	<p>Success should be measured by a longitudinal study of student enrichment programs (e.g., MESA, ENLACE, Starbase, NMNG Leadership, art, music, shop, athletics, etc.)</p>
<p>12) Allow more time for students to hold jobs and complete school.</p>	<p>So that students have the opportunity to both hold jobs and complete school during the school day, the legislature should allow more time for students by extending or making flexible the school day, extending the school year, or extending the number of years allowed to graduate.</p>
	<p>Success should be measured by an increase in the graduation rate.</p>
<p>13) Address barriers to student progress at early stages.</p>	<p>So that barriers to student achievement can be identified at an early stage before they become insurmountable, school superintendents and district staff, in partnership with community organizations, should create policies, strategies, and plans to address academic, social, and political barriers that impede individual student progress at key transition points (e.g., grades 6-7 or grades 9-10).</p>
	<p>Success should be measured by increased learning and higher attendance and graduation rates.</p>
<p>14) Ensure culturally proficient curriculum.</p>	<p>So the students will continue learning and contribute to their communities by being engaged and empowered, the NM Governor, legislature, Public and Higher Education Departments, school districts, and training programs for administrators/teachers should ensure school curriculum, including language, culture, and history that addresses colonialism, racism, oppression, and resistance, is culturally proficient.</p>
	<p>Success should be measured by increased academic success and graduation rates.</p>
<p>15) Implement culturally and linguistically sensitive programs.</p>	<p>So that curricula and assessments are more creative and effective, an organization like the Center for Education and Study of Diverse Populations at New Mexico Highlands University should call together community organizers and experts in the field to work together to plan and implement a culturally and linguistically sensitive training for policymakers and culturally and linguistically sensitive school curricula and assessments starting with pilot programs.</p>
	<p>Success should be measured by implementation of programs, spread to other school districts, support of legislation, mechanism allowing districts to opt in with professional and financial resources, and changes in students' educational progress.</p>
<p><b>Community Ownership and Action</b></p>	
<p>16) Redesign school administration model</p>	<p>So that unilateral decision-making can be transformed into broad-based decision-making by engaging the community, school leadership implementation teams comprised of representatives from instruction, management, and the community should redesign the school administration model to encompass a team approach to leadership focusing on the areas of instruction, management and community coordination.</p>
	<p>Success should be measured by increased volunteer and parent engagement, number of schools using this model, improved test scores, and higher graduation rates.</p>
<p>17) Provide mentoring programs.</p>	<p>So that students, including undocumented students, have more positive role models that show it is possible to succeed, the NM government, schools, and communities should provide mentoring programs that build a stronger community and a family of peers.</p>
	<p>Success should be measured by the number of students who graduate as a result of the</p>

	mentoring programs.
18) Make schools a community resource.	<p>So that parents, guardians, and extended family members serve advocates for students, community-based groups acting as liaisons for parents, businesses, civic groups, domestic violence groups, and youth development organizations with the schools should work to:</p> <ol style="list-style-type: none"> <li>1) Open up schools to the community year round</li> <li>2) Create a more welcoming attitude by schools to engage communities</li> <li>3) Provide Spanish-speaking interpreters for parents who cannot speak English</li> <li>4) Designate a space within schools for community groups</li> </ol> <p>Success should be measured by the number of hours schools are open, number of new programs developed with community groups, number of people involved in the programs, number of parent outreach events during the summer, increased attendance and graduation rates, increased communication between schools and parents, and decreased delinquency and suspension rates.</p>



# ENDNOTES

<sup>1</sup> Strategic partners include parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers.

<sup>2</sup> Hispanic Education Report for the School Year 2012–2013. NM Public Education Department. November 15, 2013.

<http://ped.state.nm.us/BilingualMulticultural/Hispanic%20Education%20Report%20SY%2012%2013%20FINAL.pdf>.

<sup>3</sup> Anna Brown and Mark Hugo Lopez. Mapping the Latino Population, By State, County and City. Pew Research Center. August 29, 2013.

<http://www.pewhispanic.org/2013/08/29/mapping-the-latino-population-by-state-county-and-city/>.

<sup>4</sup> Mark Hugo Lopez. In 2014, Latinos will Surpass Whites as Largest Racial/Ethnic Group. Pew Research Center. January 24, 2014.

<http://www.pewresearch.org/fact-tank/2014/01/24/in-2014-latinos-will-surpass-whites-as-largest-raciaethnic-group-in-california>.

<sup>5</sup> Demographic Profile of Hispanics in New Mexico. Pew Research Center. 2011. <http://www.pewhispanic.org/states/state/nm/>.

<sup>6</sup> Hispanic Education Report for the School Year 2012–2013. NM Public Education Department. November 15, 2013.

<http://ped.state.nm.us/BilingualMulticultural/Hispanic%20Education%20Report%20SY%2012%2013%20FINAL.pdf>.

<sup>7</sup> Demographic Profile of Hispanics in New Mexico. Pew Research Center. 2011. <http://www.pewhispanic.org/states/state/nm/>.

<sup>8</sup> Ibid.

<sup>9</sup> Jens Manuel Krogstad. Top Issue for Hispanics? Hint: It's not immigration. Pew Research Center. June 2, 2014. <http://www.pewresearch.org/fact-tank/2014/06/02/top-issue-for-hispanics-hint-its-not-immigration/>.

<sup>10</sup> Demographic Profile of Hispanics in New Mexico. Pew Research Center. 2011. <http://www.pewhispanic.org/states/state/nm/>.

<sup>11</sup> The National Assessment of Educational Progress. 2011.

[www.nationsreportcard.gov](http://www.nationsreportcard.gov).

<sup>13</sup> David Rogers, Alex Romero, and HEAC members. The Need to Lead. August 2013.

<sup>14</sup> Hispanic Education Report for the School Year 2012–2013. NM Public Education Department. November 15, 2013.

<http://ped.state.nm.us/BilingualMulticultural/Hispanic%20Education%20Report%20SY%2012%2013%20FINAL.pdf>.

<sup>15</sup> Collier, V. & Thomas W. Educating English Learners for a Transformed World. Albuquerque, NM: Fuente Press. 2009.

<sup>16</sup> Mark Hugo Lopez and Richard Fry. Among Recent High School Grads, Hispanic College Enrollment Rate Surpasses that of Whites. September 4, 2013.

<http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/>.

<sup>17</sup> NM Public Education website.

<sup>18</sup> Mark Hugo Lopez and Richard Fry. Among Recent High School Grads, Hispanic College Enrollment Rate Surpasses that of Whites. September 4, 2013.

<http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/>.

<sup>19</sup> Marie Stetser and Robert Stillwell. National Center for Education Statistics-Common Core, State Dropout, and Graduation Rate Data. Page 9. U.S. Department of Education. 2012. <http://nces.ed.gov/pubs2014/2014391.pdf>.

<sup>20</sup> Ibid.

<sup>21</sup> Mark Hugo Lopez and Richard Fry. Among Recent High School Grads, Hispanic College Enrollment Rate Surpasses that of Whites. September 4, 2013.

<http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/>.

<sup>22</sup> Anne Brown and Eileen Patten. Statistical Portrait of Hispanics in the United States 2012. April 29, 2014.

<http://www.pewhispanic.org/2014/04/29/statistical-portrait-of-hispanics-in-the-united-states-2012/>.

<sup>23</sup> Mark Hugo Lopez and Richard Fry, Among recent high school grads, Hispanic college enrollment rate surpasses that of whites, September 4, 2013,

<http://www.pewresearch.org/fact-tank/2013/09/04/hispanic-college-enrollment-rate-surpasses-whites-for-the-first-time/>

<sup>24</sup> Ibid.

<sup>25</sup> 49<sup>th</sup> State of New Mexico Legislative Session. House Bill 150 introduced by Rick Miera. 2010.

<sup>26</sup> Strategic partners include parents, community and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the department and state and local policymakers.

<sup>27</sup> Hispanic Education Act: Moving forward with a 5-Year Plan Presentation. New Mexico Coalition of Educational Leadership Meeting. July 24, 2014.

<sup>28</sup> Ibid

<sup>29</sup> David Rogers, Alex Romero, and HEAC members. The Need to Lead. August 2013.

<sup>30</sup> Ibid.