



CULTIVATING EDUCATORS OF NEW MEXICO: A GROW YOUR OWN (GYO) STRATEGY

Research clearly states that when children see adult faces that look like their own, they perform better in school (Cantor, 2021).

How do we accomplish that in New Mexico when we have 23 sovereign nations and close to 34.5% of our students speak languages other than English? The answer is quite simple: Grow our own teachers from the students in our classrooms, embrace their identities, and leverage bilingual education to meet the needs of aspiring educators from a wide array of racial, ethnic, and linguistic backgrounds.

This is the first in a series of papers describing how PDK International is working in conjunction with Educators Rising New Mexico to develop a statewide strategy to use culturally and linguistically sustaining practices to inspire and prepare the state's current students to enter the teacher pathway. The intended audience for these papers is all stakeholders who make educational decisions that impact bi-multilingual students. A diverse taskforce wrote the recommendations that follow, including teacher leaders; bilingual educators; community experts; and representatives from New Mexico's public education department, institutions of higher education, and Indigenous communities. This taskforce uses the term bi-multilingual throughout the papers to refer to students who use two or more languages at home and in school who may also be learning English for the purposes of school and community (Deroo, 2022).

By cultivating and celebrating Indigenous and Spanish-language bilingual educators, we will create a new generation of teachers who not only look like their communities, but sound like them too. In the process, our Grow Your Own (GYO) strategy will address staffing shortages that have long challenged the state's school system and help New Mexico meet its requirement of providing all students with high-quality, culturally, and linguistically sustaining instruction as is guaranteed under the education clause of the state constitution.



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Acknowledgements

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The [task force](#) committed to come together once a month via Zoom and meet face-to-face twice during the duration of the grant. More than half of the task force members played an active role writing four papers that outline their findings.

This first paper is designed to explain why this work is needed in New Mexico and offers recommendations for the creation of pathways for bi-multilingual and Indigenous students to become teachers in their own communities. The second paper highlights Indigenous voices and current work in the state. The third paper tells the stories of three bilingual educators working with Educators Rising and their impact on their respective communities. The fourth paper, written for the youth of New Mexico, plainly lays out in multiple languages the pathways to become a bilingual educator in New Mexico.

We urge stakeholders to consider the recommendations contained in this report as they plan and support the implementation of more bilingual Educators Rising chapters in our state and diverse pathways. This paper's purpose is to cultivate and sustain educators in bilingual multicultural education programs, encouraging them to continue teaching in [BMEPs \(Bilingual Multicultural Education Programs\)](#). A GYO strategy requires collaboration between school districts, institutions of higher education, the New Mexico Public Education Department, and the state's existing bilingual and Indigenous language communities.

New Mexico's Public Education Department has initiated some of this work through the establishment of the new Educators Pathways Bureau, which has provided full support for the work of this grant. We encourage the continued efforts and relationship-building facilitated by this office and our collective endeavor to cultivate our own Indigenous and Spanish-English bilingual teachers.

Much of our research is grounded in the [report](#) provided by the New Mexico Legislative Finance Committee, which highlighted at least 4,000 New Mexican bilingual teachers with licensure. However, only about 20 percent of them are currently working in BMEP programs. This presents a problem that we hope our recommendations can address, as there is still a need for more bilingual teachers in our BMEP programs across the state.

As task force members, we firmly believe bilingual education offers a viable strategy to address the shortage of educators in New Mexico, especially in Indigenous and bilingual spaces. We also believe true bilingual and multicultural education must promote authentic discussions among members of the specific cultures and languages within our state, instead of focusing on voices from the dominant culture outside our local communities and cultures.

For too long the discourse around Indigenous and bilingual education in New Mexico largely dismissed if not outright degraded non-English languages, relegating multilingual and multicultural pedagogy to the periphery. Many communities around the state continue to grapple with the effects of English-only policies and practices in education.

As a result, we believe we must collaborate with our Indigenous and Spanish-speaking communities, working together to create programs, practices, and policies that support all learners. Bilingual education should be developed by and for all communities.

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Educators Rising New Mexico: Positioned to Lead

Educators Rising New Mexico is a community-based movement. Formed nearly a decade ago to address the state's teacher shortage, the initiative is poised to expand its GYO strategy with support of its parent organization — PDK International — and through the cultivation of collaborative relationships with the New Mexico Public Education Department (NMPED), state higher education institutions, and local districts.

An 18-month planning grant from the W.K. Kellogg Foundation put that important work into motion, and brought together the varied stakeholders needed to create comprehensive and bilingual statewide pathways to the teaching profession in multiple languages.

The following pages explain the context of our work in New Mexico, define the characteristics that make the state uniquely positioned to build a successful bilingual GYO strategy, and, lastly, provide recommendations.

Our Work: Localized Programming with a National Network

Educators Rising New Mexico began in 2015 under the direction of the late Dr. Karen Trujillo. Trujillo — who had served as secretary of education for the state of New Mexico, as well as a superintendent, principal, classroom teacher, and university administrator — believed the state's staffing challenges could be addressed through a GYO initiative.

New Mexico has long struggled with teacher shortages. In 2021, the state's schools had 1,048 teaching vacancies, up sharply from 571 in 2020. In addition, enrollment in New Mexico's traditional teacher prep programs declined by 54% between 2010 and 2018.

By establishing Educators Rising New Mexico, Trujillo laid the groundwork for a grassroots movement to inspire and prepare middle and high school students for a future career in the classroom. The Educators Rising model, currently with a presence in all 50 states and D.C. and recognized by 37 state departments of education, incorporates localized knowledge and connections to establish a pathway between public schools and teacher prep programs at institutions of higher education.

The program is facilitated by PDK International. Established in 1906, PDK supports teachers and school leaders by strengthening their interest in the profession throughout the arc of their career. Educators Rising, which operates in secondary schools as a career and technical student organization (CTSO), serves as one of the association's signature programs.

Although states and individual chapters of Educators Rising ultimately determine their recruitment strategies and goals, PDK offers critically important resources and support. Students involved in the program tap into a national network of like-minded peers and have the chance to sharpen their skills through national conferences, competitions, micro-credentials, and leadership training. An Educators Rising curriculum that schools can choose to implement includes hands-on clinical experiences for students and professional development for teacher leaders. Clubs for collegiate students help keep future educators engaged with the program as they work toward their degree. All programming is guided by the [Educators Rising Standards](#).

In New Mexico, more than 1,000 students have already participated in the program. Broadening Educators Rising New Mexico to better accommodate bilingual learners will build on that success while honoring the goals of its founder, Dr. Trujillo, who considered the people and diverse cultures of New Mexico to be its greatest asset.

New Mexico: Fertile Ground for a Bilingual GYO Pathway

In 1848, Mexico ceded a third of its land, including New Mexico, to the United States through the Treaty of Guadalupe Hidalgo. At this time, Nuevomexicano people of all backgrounds experienced land and natural resource loss, language and culture shifts, racism, denigration of their identities, and other experiences as a result of the Anglo-American invasion of the area (Moreno, 2022).

Since then, Indigenous peoples and New Mexicans have struggled to defend their languages (Blum Martínez & Habermann López, 2020; Sanz-Sánchez, 2014). Yet the presence of languages other than English has also been a source of pride for

centuries. Even so, multilingual and multicultural pedagogy have often been relegated to the periphery within our schools. Many communities continue to grapple with the effects of English-only policies and practices in education. Even today educational policy and decision making prioritize English-only practices over bilingual and multicultural ones.

Despite these challenges, New Mexico has been a model of bilingual education for the entire nation (Baker & Wright, 2017). And in confronting the educational struggles of its students, state leaders have identified culturally and linguistically sustaining practices as an important part of the solution.

On July 20, 2018, a New Mexico state court ruled that students “have a right to be college and career ready and that the state is failing to meet this obligation” (New Mexico Center of Law and Poverty, 2018, p. 1). The court determined the state of New Mexico violated the education clause of its constitution, resulting in an inadequate education system for students who are economically disadvantaged, students with disabilities, students who have been identified as English learners, and Indigenous students (Rodríguez, 2019; Sanchez & Martinez, 2018).

The New Mexico state government was subsequently ordered to offer social services and sufficient funding for teacher recruitment, retention, and training in culturally and linguistically relevant education (New Mexico Center of Law and Poverty, 2018; Oakes et al., 2020).

The decision also highlighted how New Mexico has failed to implement three state laws: the [Bilingual Multicultural Education \(BME\) Act](#), the [Indian Education Act](#), and the [Hispanic Education Act](#). Brief descriptions of the three statutes and potential areas of implementation that align with Educators Rising can be found in Appendix A. While all three pieces of legislation provide a powerful impetus for the expansion of bilingual Educators Rising chapters in New Mexico, the BME Act is of particular interest because of its direct role in funding bilingual education. (View [funding requirements](#).)

The array of statutes and funding sources supporting this work in New Mexico offers fertile ground to grow our own Indigenous and bilingual teachers from high school to university. About 54% of school districts and 26% of state charter schools in New Mexico implemented bilingual multicultural education programs using

state Bilingual Multilingual Education (BME) funds during the 2021-22 school year, according to the New Mexico Public Education Department. The languages in which these programs were implemented include American Sign Language, Diné, Jicarilla, Keres, Spanish, Tewa, Tiwa, and Zuni.

Other potential funding sources include the federal [Perkins](#) grant, which can be used to support the creation of teacher prep programs at the secondary level. New Mexico’s [NEXT GEN](#) initiative, which funds high-quality career and technical education (CTE) youth programs, could also be used to finance local Educators Rising chapters and soon-to-be chapters.

In addition, funding also exists for programs that enhance and support the unique linguistic and cultural identities of Indigenous students. One such grant program is the [Title VI Indian Education Formula Grant](#). Another possibility is the [Johnson-O’Malley program](#). Authorized by the [Johnson-O’Malley Act of 1934](#), it offers Indigenous students programs that center their culture and language into an academic setting to support retention in public schools. The state of New Mexico also offers [Indian Education grants](#).

Next Steps: Recommendations for a Statewide GYO Strategy

Educators who work in the communities where they grew up feel a special connection to and investment in the success of their students. By implementing inclusive policies and fostering an environment that values cultural and linguistic diversity, we can nurture a generation of bilingual teachers who will make a profound impact on the educational landscape and, most importantly, on the lives of our students and communities.

New Mexico has demonstrated that it recognizes this need. One example is the establishment in 2003 of the New Mexico 520 Alternative Certificate for Native American Language and Culture, which provides Indigenous language speakers a pathway to teach in New Mexico public schools. Tribes that wish to have their language taught in these settings enter into agreements with the New Mexico Public Education Department certifying the language proficiency of tribal members who apply for this certificate. This was a significant step in establishing tribal ownership of the language certification process, as well as the department’s recognition that creating an alternative pathway for Indigenous language speakers to teach in New

Mexico public schools was an immediate and critical need for Indigenous students. Our recommendations seek to inspire bilingual high school students to serve their communities as future educators and build on the important work already underway. They fall into five distinct domains, with work needed in each to increase the number of Educators Rising bilingual chapters in our state and to support diverse GYO pathways into the teaching profession.

Recommendation 1: Affirm the value of bilingual education and bilingual teachers in New Mexico.

In the culturally diverse state of New Mexico, where speakers of Spanish and Indigenous languages live alongside English-speakers, we must prioritize the education of our Indigenous and Spanish-English bilingual students. This requires clarifying how bilingual education should be implemented in our schools, what high school students should learn about bilingual education, and how to connect to universities in a way that eliminates barriers and provides support for bilingual learners.

Louie F. Rodriguez (2023), a professor and Bank of America Endowed Chair in Education Leadership, Policy, and Practice in the School of Education at the University of California, Riverside, discusses all the assets that bilingual students bring with them into the classroom, including “their history, family, community, culture, and language.” By embracing these assets, students’ educational opportunities increase. Moreover, by approaching bilingual/multilingual skills from an asset lens, we’re better positioned to engage students in the deep learning necessary to fully explore careers in education. And while there has been an increase in the number of students classified as English Language Learners (ELL’s) there has been a decrease in students participating in BMEP programs across the state. By prioritizing BMEP programs for students, especially bi-multilingual students, the state can move forward in addressing the educational needs of our students. Increased Bilingual Educator Rising chapters can be a viable solution to educating more New Mexicans about bilingual education.

Instruction and activities in Educators Rising chapters can be accomplished in languages other than English, opening doors to the students who have been most marginalized in our state. The intentional creation of such programming will provide opportunities for bilingual learners to assume leadership positions, positively impacting

the way students view their schools, their communities, and even themselves.

Further, we believe that the addition of bilingual Educators Rising chapters in New Mexico’s middle and high schools could serve as spaces of professional learning for teachers of bi-multilingual students who are in bilingual programs and non-bilingual programs. This professional development, in turn, will create greater opportunities for all students and teachers, including those outside the Educators Rising classroom, to learn and discuss bilingual education in New Mexico. The book *On the Shoulders We Stand*, which documents the history of bilingual education in the state, could be especially helpful in this area.

Recommendation 2: Restructure the Educators Rising model to better support bi-multilingual and Indigenous learners.

The [current requirements](#) for a bilingual chapter are a good start, but much work remains. Refining the program for bi-multilingual learners will require adopting new expectations regarding program delivery. We recommend the target language of instruction for bilingual chapters be the partner language, with the intent to create spaces for translanguaging and biliteracy. It is important to note how language allocation plans at the elementary and secondary levels are distinct. It will be important to provide professional learning opportunities for bilingual chapter leaders to understand program requirements and the best pedagogies to use in the bilingual program.

The structure of the program should be clearly defined to align with [bilingual education requirements in New Mexico](#). Additionally, all Educators Rising materials and related coursework should explicitly reflect the language and culture of the target student population. To achieve this, we recommend collaboration between local and national Educators Rising stakeholders and the Department of BMEP in New Mexico. This collaboration should focus on understanding the nature of bilingual programs used in distinct geographical areas within the state. By doing so, local Bilingual Educator Rising chapters can better support the programs adopted by the districts.

To address this work with Spanish-English speaking communities in New Mexico, another W.K. Kellogg Foundation grant was awarded to allow for the transformation of the [Educators Rising Teaching Fundamentals](#) into a Spanish bilingual program for

bilingual teachers to use in six-to-10 communities in spring 2024. This project involved a working group with one New Mexico assistant professor in bilingual education, two Educators Rising chapter teachers, and one local bilingual education expert. Following use of the updated materials, we will collect input from the pilot communities. In addition, with the help of a PDK International bilingual program manager, a variety of Educators Rising [national competitions](#) will be translated into Spanish to allow students across the U.S. to compete in their home or second language. Those categories include: Lesson Planning (in all areas), Educators Rising Moment, Inside Our Schools, Children's Literature PreK, and Children's Literature K-3.

These shifts for Educators Rising will bring more linguistically and culturally diverse students to the field of education and allow their language and culture to be showcased as they work toward becoming bilingual educators.

Recommendation 3: Engage all stakeholders and communities to understand how to allocate funding prioritizing bilingual education.

All stakeholders must be informed of the funding pathways available to create more equitable and representative Educators Rising chapters. In New Mexico, the Educators Rising state office as well as the [office](#) of CTSO at the NMPED assist educators as they advocate for funding and apply for available resources at the state and national level. Guidelines vary from region to region, so it's essential that all individuals involved, including teacher leaders, understand how to find funding.

State statutes, including the Bilingual Multicultural Education (BME) Act discussed earlier, offer potential funding avenues. Federal grants can also be used. The NMPED provides monthly workshops on how federal Perkins funding works for school districts. The [U.S. Department of Education Perkins Collaborative Resource Network](#) also offers guidance and support regarding funding sources dedicated to building high-quality, comprehensive pathways into the teaching profession. These include the Teacher Quality Partnership Program, Augustus F. Hawkins Centers of Excellence Grants, and Individuals with Disabilities Education Act State Personnel Development Grants.

Advocacy for programs and knowing how to understand the funding formulas will be important

for Bilingual Educators Rising chapters and the state and national office of Educators Rising to know when promoting the building of more Bilingual Educators Rising chapters.

An exemplar of this is happening in Hatch Valley Public Schools in New Mexico. They have already integrated its Bilingual Educators Rising chapter into its state-funded bilingual multicultural education program, demonstrating that it is possible to create a three-hour dual language program with Educators Rising courses. Most schools in the state use bilingual funding to pay for a full-time equivalent teacher. Funds could also support the bilingual Educators Rising teacher leader through a stipend or an added percentage to the teacher salary.

Recommendation 4: Align state and regional policies and priorities to better support bilingual GYO pathways.

Changes at the state and regional levels would help make the Educators Rising program even more attractive — and accessible — to bi-multilingual students by creating clear connections between CTSO programs and Bilingual Programs in students' community language practices.

One area of that can shift involves the [New Mexico State Seal of Bilingualism-Biliteracy](#), which certifies a recipient is proficient in a language other than English for meaningful use in college, career, or to meet a local community language need. The seal has been awarded for more than 24 languages, including Diné, Keres, Spanish, Tewa, Tiwa, and Zuni since its adoption in 2015. Currently, New Mexico students may receive the seal by meeting state graduation requirements and fulfilling language proficiency requirements defined in the New Mexico Administrative Code.

Conferring college credit to students who participate in Educators Rising and receive the State Seal of Bilingualism-Biliteracy would make the seal more meaningful to students and prepare them to enter postsecondary teacher education programs. In turn, local decision districts and charter schools might be more inclined to start Educators Rising chapters with Spanish and Indigenous language pathways, which could furnish more for-credit courses in languages other than English.

Regional policy changes are also needed. In New Mexico, career and technical education funding

priorities for youth are determined by regional commerce needs, yet only four of the [10 regions](#) in New Mexico have identified education as a priority for their area's Career and Technical Student Organizations (CTSOs), let alone the need for bi-multilingual education. Many of the regions that lack an education focus for their CTSO programs have higher levels of bilingual and Native youth. For example, Region A in the Four Corners area of the state has the highest concentrations of Indigenous students in New Mexico — the Diné people — yet education is not listed as a CTSO priority for this region.

All stakeholders and associations within a region help determine the regional focus. How does education fit into conversations about career-readiness programs in areas that have not yet made it a priority? How many bilingual and Native youth live in those areas? Lastly, what steps should local leaders take to create a space for Educators Rising to take root? These questions merit further discussion.

Recommendation 5: Create dual-credit courses that align to Bilingual Educators Rising programming.

As more of our students join bilingual Educators Rising chapters, we must ensure the learning they gain at the high school level follows them into college. Access to dual credit courses connected to a student's cultural and linguistic identity promotes critical thinking skills around their own positions as proficient bilingual/multicultural New Mexican citizens.

Specifically, we recommend that institutions of higher education: 1) center bilingual education and TESOL courses into standard teacher preparation curriculum, and 2) create a clear and intentional pathway from high school to university with dual-credit courses related to bilingual education. Educators and university faculty will need to initiate this work and may be able to seek grant funding as they develop curriculum and work to reduce potential barriers. Some of these barriers include limited transportation to school sites for clinical experiences, little opportunity to visit campuses, inadequate internet access, and lack of accessible culturally and linguistically sustaining coursework. As such, it is beneficial to provide courses taught by university professors at the local high schools and/or co-teaching models with high school Bilingual Educator Rising leaders, considering that it is a different approach when teaching high schoolers

to become teachers than it is to teach a core content curriculum at the college level.

As we create these opportunities for our students, we must collaborate on what it would look like in New Mexico for Indigenous and bi-multilingual youth to participate in a program that centers their linguistic and cultural identities. There are many efforts in the US moving to provide these types of opportunities for students like such states as [Alaska](#) and [Kentucky](#); however, New Mexico is unique, and we need to center that uniqueness for what it is, a rich linguistic and cultural patrimony. The state offers a starting point to evaluate how to create a pathway from high school to college in GYO programs, but we are still doing this work from an English only lens. To create true change for our Indigenous and bi-multilingual students, we must center their cultural and linguistic talents in the pathways that are created.

Some of this important work is already underway in our state. Western New Mexico University and some New Mexican schools plan to develop a Navajo dual-enrollment Educators Rising pathway based on such concepts as language, healing, parenting, the arts, justice, and traditional stories. The curriculum will enable students to understand the context of Indigenous education as well as Indigenous ways of knowing and the historical events involving the Navajo people. This lays the foundation for students in the Navajo Educators Rising program to engage with language, culture, and traditional learning practices.

Realizing the Vision

The GYO approach has an opportunity to truly change systems in New Mexico. The [Century Foundation](#) in a recent K-12 report substantiates the need for GYO in bilingual education. The [Civil Rights Project](#) provides a very important report that states that bilingual programs are the best route for our Indigenous and bi-multilingual students however, there are not enough trained teachers. We encourage all stakeholders to consider these reports for technical support as GYO bilingual programs are developed in our state.

The career trajectory of Ruby, a first-generation Mexican American and daughter of a Mexican immigrant, offers a blueprint of what for more students can achieve, on a broader scale, with Educators Rising programming that centers bilingual education. A former Educators Rising New Mexico student, Ruby has finished her student

teaching and become certified as a high school Spanish language arts teacher. She is now looking for a position in the school district where she was once a student.

“I was a senior when Ed Rising was first introduced,” recalled Ruby. “Ed Rising gave me real classroom experience, and it’s amazing that we were able to be part of a classroom at such a young age.”

Although she had wanted to become a teacher since middle school, she didn’t necessarily know how to work toward a career in education, let alone bilingual education. “[W]hen my 11th-grade English teacher found that out, she, with so much joy, informed me that we were going to have an Educators Rising class available the next school year. I enjoyed every second I was there and even now, five years later, I still have the binder I made,

and I still look back at the work I did then to help me now. But something that I wish I would’ve been able to experience more of during my time in that class would have been going deeper into bilingual education.”

Students like Ruby are the reason for this work and this grant. The recommendations above will help provide bilingual learners the opportunity to experience Educators Rising in their own language and gain a deeper perspective on bilingual education. Together, we can meet New Mexico’s pressing need for bilingual teachers who can effectively communicate and connect with students and their families on multiple linguistic and cultural levels to reform the academic, cultural, linguistic, and socio-emotional outcomes for our students.



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Appendix A: Educators Rising New Mexico — Alignment to Statute

Bilingual Multicultural Education Act of 1973

Goals of Legislation: The goals of the state’s bilingual multicultural education program are for all students, including English learners, to: become bilingual and biliterate in English and a second language, such as Spanish; an Indigenous language, where a written form exists and there is tribal approval; or another language, and to meet state academic content standards and benchmarks in all subject areas.

Implementation Areas Aligned with Educators Rising:

- Expand middle and high school career technical options to include bilingual education (LFC, 2022, p. 2), including by supporting teacher candidates in high school through programs like Educators Rising.
- Recruit New Mexico students who are awarded the State Seal of Bilingualism-Biliteracy to become teachers.
- Partner with higher education institutions to prioritize hiring faculty in schools/colleges of education to teach courses in Spanish/Indigenous language(s) for bilingual endorsement (LFC, 2022, p. 2).
- Develop a list of training and professional development activities that meet statutory requirements (LFC, 2022, p. 2) and ensure new teachers receive adequate mentorship early in their career.

Indian Education Act of 2003

Goals of Legislation: The Indian Education Act aims to meet students’ needs in numerous ways. These include developing and implementing positive educational systems for Indigenous students; creating and enhancing culturally relevant educational opportunities and materials for use in New Mexico schools; developing strategies for maintaining Native languages; increasing tribal involvement and control; creating formal government-to-government relationships between the tribes and the state; and increasing parental involvement in schools. The act also created an advisory council to oversee implementation of the Indian Education Act and ensure it includes Indigenous knowledge, culturally responsive curriculum, and pedagogy. (New Mexico Public Education Department, 2010).

Implementation Areas Aligned with Educators Rising:

- Funding initiatives for reclaiming language and culture.
- Increasing initiatives for recruitment and long-term teacher retention.

Hispanic Education Act of 2010

The goals of the legislation are to:

- Provide for the study, development, and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates.
- Encourage and foster parental involvement in the education of Hispanic children.
- Provide mechanisms for parents, community and business organizations, public schools, school districts, charter schools, public postsecondary educational institutions, the state education department, and state and local policymakers to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap; increasing graduation rates; and increasing postsecondary enrollment, retention, and completion.

Implementation Areas Aligned with Educators Rising:

- Increase access to dual-language programs and experienced bilingual teachers from within the communities served (Dual Language Education of New Mexico, 2022, p. 29, Hispanic Listening Tour).
- Expand opportunities for students to earn the State Seal of Bilingualism-Biliteracy and support greater access to culturally relevant curricula (Dual Language Education of New Mexico, 2022, p. 28-30).

Note: Several areas of implementation listed come from recent government-issued reports, including the New Mexico Legislative Finance Committee’s (LFC, 2022) [Program Evaluation: Bilingual and Multicultural Education Programs](#) and Dual Language Education of New Mexico’s (LFC, 2022) [New Mexico Hispanic Education Act Listening Tour report](#).

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