

Advancing equity and English learner student policy in New Mexico

October 19, 2022



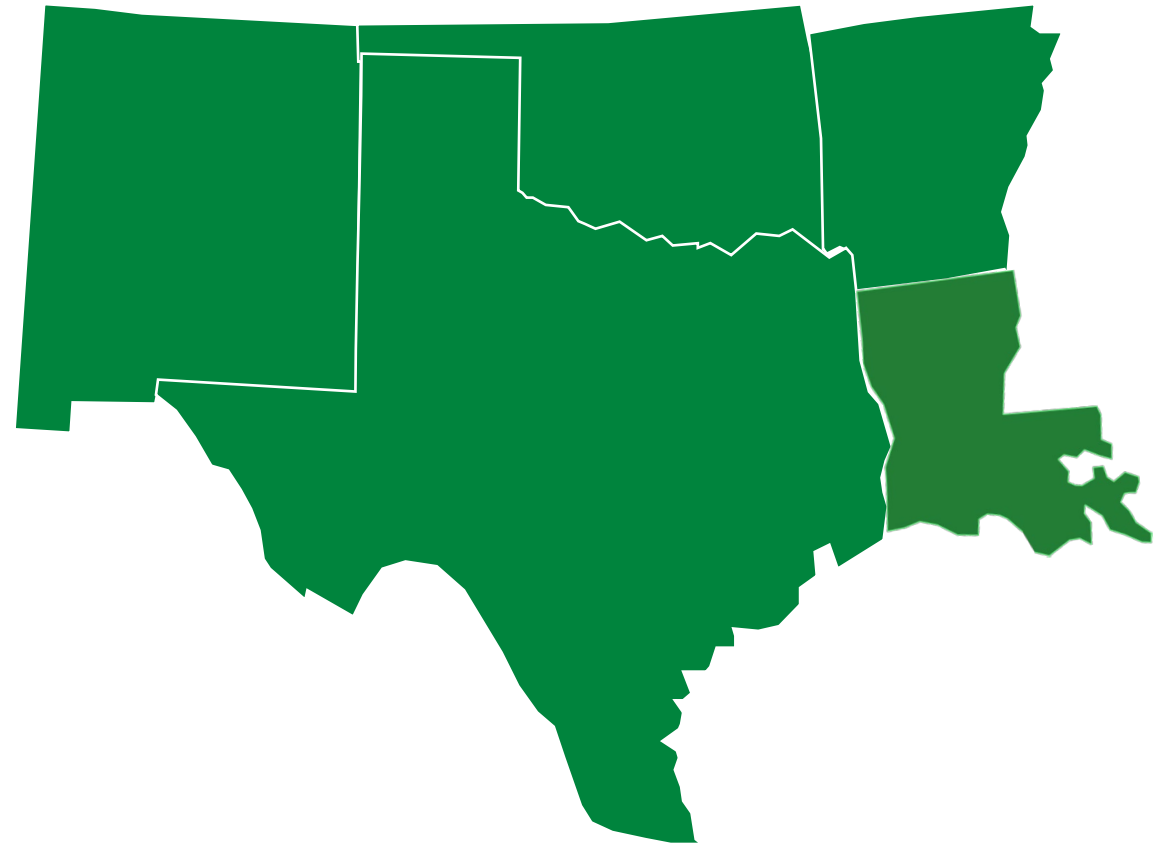
Welcome, event orientation, and speaker introductions

Dr. Michael Vaden-Kiernan, Director, REL Southwest

How does REL Southwest do this work?

REL Southwest works with state education agencies, districts, and other stakeholders to develop and apply research evidence to **meaningfully improve student outcomes**.

REL Southwest supports **six** collaborative research partnerships to address the regional needs, priorities, and interests of five states: **Arkansas, Louisiana, New Mexico, Oklahoma, and Texas**.



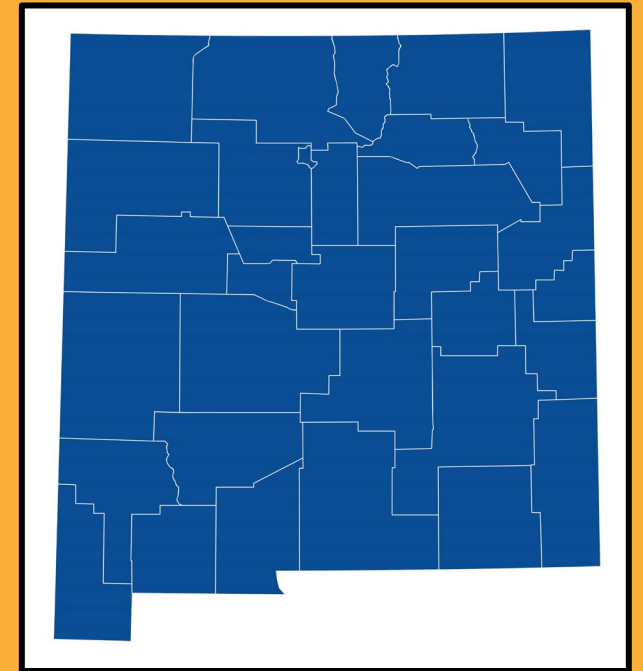
Event outcomes

- Learn about the research and resources developed by the Southwest English Learners (SWEL) research partnership.
- Hear about the support provided to school districts by the Equity Council Hubs.
- Discuss and consider how SWEL resources, Equity Council Hubs, and initiatives from the Yazzie/Martinez decision can support school districts.

Highlights of the Southwest English Learners (SWEL) research partnership

Mayra Valtierrez, Director, Language and Culture Division, New Mexico Public Education Department (NMPED)

Brenda Arellano, SWEL Partnership Facilitator, REL Southwest



Meet the SWEL Team at REL Southwest



Melissa Arellanes



Brenda Arellano



Rebecca Bergey



Amy Feygin



Rachel Garrett



Angelica Herrera



Lisa Hsin



Elizabeth Jameyson



Marianne Justus



Traci Karageorge



Eric Larsen



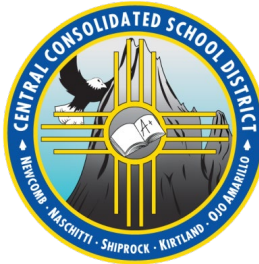
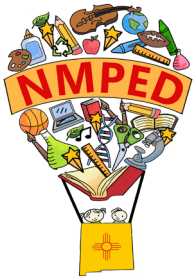
Kata Mihaly



Jill Walston

Introduction: Partnership members, goals, and history

Statewide partners



Partnership
launch (2018)

Partner input on
projects (2019)

Ongoing partner
feedback (2020)

Ongoing project
work (2021)

Final contract
year (2022)

Two primary partnership goals

- To improve education outcomes for all English learner students
- To focus on improving educational outcomes for American Indian English learner students

Partnership goals and activities

- Goal 1: Improve education outcomes for all English learner students by working with NMPED and local education agencies to use evidence to **improve practice** and **inform policy**.
 - 10 technical support and applied research projects
- Goal 1A: Improve educational outcomes for American Indian English learner students by working with NMPED and local education agencies to **improve practice** and **build knowledge** to meet their specific learning needs.
 - 3 technical support and applied research projects

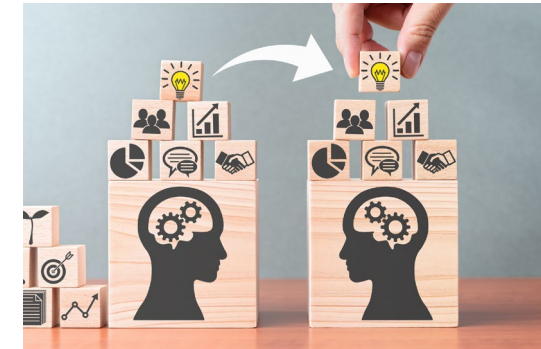
Improve practice



Inform policy



Build knowledge



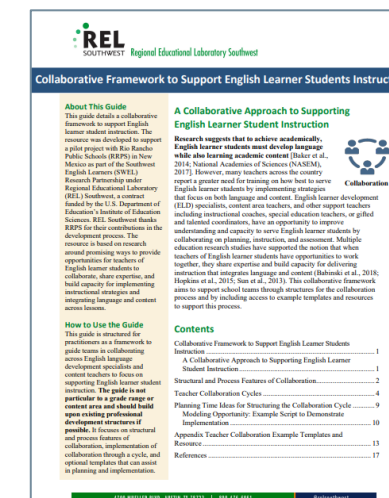
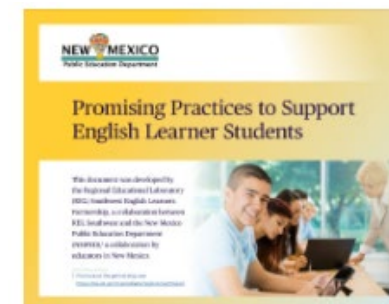
SWEL partnership outcomes and accomplishments



SWEL outcomes and accomplishments, 2017–2022

Goal: Improve education outcomes for all English learner students by **improving practice**.

- **Increased NMPED and district capacity to use continuous improvement techniques to test and implement instructional practices needed to support English learner students.** Three pilot districts conducted an improvement project with a plan-do-study-act (PDSA) cycle to test a practice in the *Promising Practices to Support English Learner Students* resource.
- **Disseminated statewide research-based practices.** The [user guide](#) and *Promising Practices to Support English Learner Students* resource are accessible on the NMPED Language and Culture Bureau's English learner student webpage. REL Southwest trained bilingual education and multicultural education directors, teachers, school leaders, and coaches and specialists across the state on implementation of the resources.
- **Increased teacher collaboration to support English learners.** One district piloted a collaborative framework with its elementary English language development coordinators, classroom teachers and other support staff to engage in collaborative conversations around evidence-based instructional practices for academic vocabulary development.



Partnership outcomes and accomplishments (continued)



Goal: Improve education outcomes for all English learner students by **informing policy**.

- **Inform ACCESS recommendations.** NMPED has indicated they will use the findings from the *Effects of Reclassifying English Learner Students on Student Achievement in New Mexico* study to inform any recommendations to the ACCESS standard setting or ESSA updates.
- **Increase biliteracy seal tracking.** Based on the soon-to-be-released [report](#), district staff are implementing changes for tracking seals to make the process more systematic, so all students have equitable access to earning a state biliteracy seal.

Partnership outcomes and accomplishments (continued)

Goal: Improve educational outcomes for American Indian English learner students by **improving practice.**

- Provided educators with [resources](#) and training to implement culturally responsive instructional practices.
- Developed resources for NMPED staff to support educators to implement culturally responsive instructional practices.

Culturally Responsive Practices to Support American Indian English Learner's Success

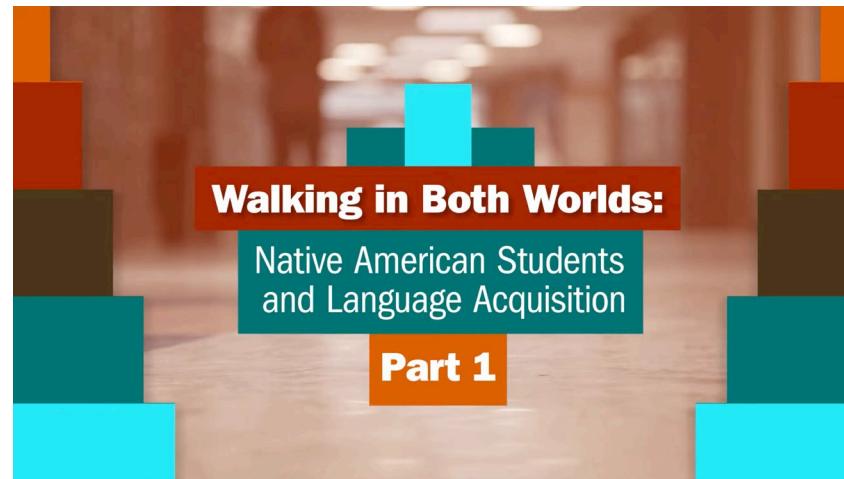


REL Southwest resources on English learner students and American Indian topics

REL Southwest minidocumentary:
Walking in Both Worlds: Native American Students and Language Acquisition.

Part II of this series will be released soon.

English Language Development Among American Indian English Learner Students in New Mexico




REL Southwest resources on biliteracy seals

[Recognizing Bilingual Knowledge through Biliteracy Seals](#)




Learning more than one language may sound difficult, but enrolling your child in bilingual education has many potential benefits. Bilingual education can help your child succeed in several ways while maintaining your child's primary language.¹ Students who participate in bilingual education programs perform just as well, or sometimes even better, on reading, writing, and math tests than students in English-only programs.^{2,3} Two studies show that bilingual education also can help students become more fluent in their home languages.^{4,5} Studies show that bilingual programs that include students' native languages and cultures are associated with stronger self-esteem, motivation, social skills, and cultural pride.^{2,6,7}



Biliteracy seal: A strategy for recognizing fluency in multiple languages

- ▶ A biliteracy seal is an award in recognition of students who have studied and demonstrated fluency in listening, speaking, reading, and writing another language in addition to English.⁸ Forty-three states and the District of Columbia currently award biliteracy seals, and all of the remaining states plan to award seals in the future.⁹
- ▶ High school students can earn a biliteracy seal on their diploma when they graduate, and some districts also offer seals in elementary and middle school. Receiving a formal seal can motivate students to develop fluency in another language.¹⁰
- ▶ Biliteracy seals can reinforce the value of a student's first language and culture and recognize your child's fluency in their native language if you primarily speak a language other than English at home.⁷
- ▶ Biliteracy seals may help employers and colleges and universities identify bilingual students and recognize their language skills.¹¹
- ▶ One preliminary study finds that English learners in schools with biliteracy seal programs are more likely to become proficient in English, especially among Spanish and Mandarin speakers, than English learners in schools without biliteracy programs.¹²

Demonstrating biliteracy can help students find jobs after graduation, particularly as the demand for bilingual employees rapidly increases. One report found that the number of job postings nationwide intended for bilingual applicants rose from 240,000 in 2010 to 630,000 in 2015.¹³ A survey in California found that some employers are more likely to hire bilingual applicants over similarly qualified applicants who are not bilingual.¹⁴



Year	Number of job postings
2010	240,000
2015	630,000

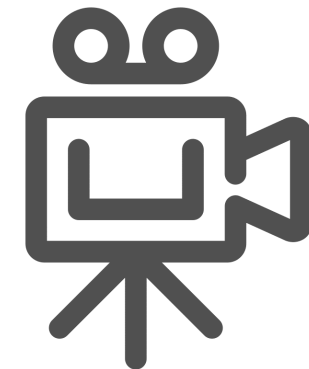
[Webinar: Implementing Biliteracy Seals to Strengthen Bilingual Education and Support Cultural Awareness](#)

Webinar recordings

Introduction and Overview



Coming soon:
Video on biliteracy seal process focusing on tribal certification in New Mexico



Questions



New Mexico Equity Council Hub Discussion

Break



Discussion tables



Discussion summaries

Tell us what you thought!

Please complete the feedback survey



Thank you and conclusion

REL website

Please visit REL Southwest at <https://ies.ed.gov/ncee/rel/region/southwest> and the REL program at <https://ies.ed.gov/ncee/rel/> for more information.

- Current and archived events, research, and training resources
- Infographics and videos
- Blog

The screenshot shows the REL Southwest website. At the top, there's a navigation bar with 'IES REL' and 'Regional Educational Laboratory Program' on the left, a 'MENU' button in the center, and a search bar with a 'Go' button on the right. Below the navigation bar is a large map of the United States with the Southwest region (New Mexico, Texas, Oklahoma, Arkansas, Louisiana, and Mississippi) highlighted in orange. To the right of the map is a text box titled 'REL Southwest: Putting Research into Action' which states: 'The Regional Educational Laboratory Southwest translates research to practice in partnership with policymakers and practitioners in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.' Below the map and text box is a dark grey banner with the text: 'The 10 Regional Educational Laboratories (RELs) work in partnership to conduct applied research and training with a mission of supporting a more evidence-based education system. [Learn more about REL Southwest.](#)' To the right of this banner are links for 'Our Work', 'Partnerships', 'Publications', and 'Events', along with a 'Stay Up-to-Date:' section featuring icons for RSS, Twitter, YouTube, Facebook, and Email. Below the banner is a section titled 'WHAT'S NEW AT REL SOUTHWEST' with three entries: 1. 'AUG 8 Effects of a District-Managed Restart Strategy for Low-Performing Schools in Texas' with a summary of findings. 2. 'AUG 8 Lessons Learned From a Statewide District-Managed Restart Strategy for Low-Performing Schools in Texas' with a summary of an infographic. 3. 'JUL 27 American Indian English Learner Students and English Language Development' with a summary of an infographic. To the right of the 'WHAT'S NEW' section is a 'FEATURED INFOGRAPHIC' titled 'American Indian English Learner Students and English Language Development' and a 'FEATURED VIDEO' titled 'Partners in Continuous...' with a YouTube player showing a woman speaking.

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<https://ies.ed.gov/ncee/rel/region/southwest>

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