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El Noticiero

Newsletter of the New Mexico Association for Bilingual Education

September, 2008

Greetings from NMABE President Rodolfo Chávez

As our summer ends and we begin to look forward to next school year, I send my most sincere and warm greetings. I am grateful and appreciative for the tireless work you perform in our classrooms, schools and countless New Mexico communities on behalf of English Language Learners. As the newly-elected president of the New Mexico Association for Bilingual Education, I would like to say I am excited and humbled by the trust and faith that has been placed in me. As President of NMABE, I will endeavor to uphold the mission and values that this organization has established and was founded to serve.

As the 2008-2009 school year begins, all educators continue to focus on student achievement and learning, as you prepare students to confront the many challenges they will face in the future. To that end, I join you in this endeavor. Here are six areas that I will focus on this year:

- First, I want to make sure every one of our members are properly informed on a host of issues, concerns and resources to help them better engage and teach students and the families that our organization was founded to serve.

- Second, as NMABE board leader, I will spend time with other leaders in New Mexico in an effort to collectively collabo-

rate on those methods, strategies and approaches that will enable all bilingual educators to experience more success in their noble career as teachers, educators and community leaders. I want to talk about how your respective jobs specifically link us with and can contribute to academic success.

- Third, I will to keep the NMABE mission on the forefront of all board meetings, by discussing it at board gatherings and also at professional development training sessions. It needs to be included on all

NMABE Mission Statement

The mission of NMABE, a diverse, dedicated community of education stakeholders, is to foster, encourage, and promote bilingualism for all children in an environment that nurtures the rich cultural and linguistic diversity of the state through advocacy, professional development, networking and current research application and dissemination.

emails and other correspondence and accomplished through all other NMABE activities. This way we ensure it continues to



be the central focal point of our collective work and advocacy for bilingual students.

- Fourth, I want to continue collaborating with numerous organizations statewide to promote and ensure that the new Public School Funding Formula continues to include sufficient funds, that funding is directed towards bilingual education programs in local districts and that legislation with such provisions moves forward with our support and advocacy.

- Fifth, I want to support any national initiatives that continue to invest in our future and the future of bilingual education in our state and nationwide.

- Finally, I want to be sure you are all aware of our invitation to not only attend but also present at the annual NMABE conference next year, to be held at the Embassy Suites in Albuquerque. This year our theme is "Bilingual Multicultural Education: Pathway to Success". I encourage all members to take an active role and participate in our organization, consider

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NMABE 2009 Conference Dates Will Change

Secretary of Education Veronica García recently announced a change in the testing window for the administration of New Mexico's tests. The NMELPA will be carried out in March and the Standards Based Assessments testing window will end the last part of April. Because this place the State Bilingual Conference right in the middle of the testing window, the NMABE board was forced to seek an alternate date. The state conference will now be held on **Sept 24-26, 2009**.

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running for our board and help us continue to have an active voice in the education of New Mexico's linguistically and culturally diverse student population.

My primary goal as president of NMABE is to better serve the K-12 students in our state. It's always about bilingual populations for me; it has been for the last 30 years. You can count on my energy, vision, confidence and compassion. The most rewarding part about

being president is to have the honor to serve those who serve our students and families. Striving to secure an education that is focused on quality bilingual programs. To that end, I pledge to energize and continue to build the association by promoting the interest of the children and families that NMABE was founded to serve. You know where I stand — I stand with you, your students, families, schools, districts and our diverse communities.

National Clearinghouse for English Language Acquisition Begins New Contract

OELA Special Bulletin - August 15, 2008

The George Washington University, edCount, LLC, and Barrera Associates, Inc., are pleased to announce that their team has been awarded the contract to operate the National Clearinghouse for English Language Acquisition (NCELA) on behalf of the Office of English Language Acquisition at the U.S. Department of Education effective June 23, 2008. Dr. Jack Levy of GWU will continue to serve as the Director of NCELA and will be joined in leading this work by Co-Principal Investigators Dr. Joel Gómez of GWU and Dr. Ellen Forte of edCount, LLC.

NCELA's mission is to capture, coordinate, and disseminate a broad range of resources in support of an inclusive approach to high quality education for ELLs. This mission translates into an operational framework encompassing five substantive service areas:

1. English language proficiency standards and assessments: *Resources and services related to the systems of standards that guide instruction for and assessment of English language development.*

2. Inclusion in academic assessment systems: *Resources and services related to alternate assessments and accommodation options for ELLs taking academic content assessments.*

4. Professional Development and Support for Curriculum and Instruction: *Resources and services related to*

best practices for instruction of ELLs and the provision of professional development and technical assistance for state and local educators.

5. Administration of Title III programs: *Resources and services related to the interpretation and implementation of Title III program requirements.*

Under the new contract, NCELA will be offering a range of new opportunities for educators to engage with research and new developments in the field.

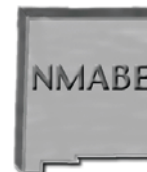
Conferences

NCELA will be beginning a series of monthly interactive Web conferences hosted by experts in the field of English language learning. The first Web conference, Defining Academic English Language, was hosted by Dr. Robin Scarcella on August 21, 2008.

Beginning in October, NCELA will be offering a series of smaller conferences throughout the year. The first meeting is the 2008 LEP Partnership Meeting [pdf], to be held October 15-16, 2008, in Washington, DC. Additional conference opportunities will be announced throughout the year.

As always, NCELA will continue to make available information about outside conferences and educational opportunities in the field of English language learning on NCELA's conference calendar. The most

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El Noticiero

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PUBLICATION SCHEDULE

No. 33:1 Fall, 2008: October
(Pre-Conference issue)

No. 33:2 Winter, 2009: January
(Board News, Bilingual Education Day,
Call to Action)

No. 33:3 Spring, 2009: April
(Conference Edition)

No. 33:4 Summer, 2009: July
(Summer Activities, Institutes)

Also, Monthly Inserts/Wraps in Language Magazine

NMABE Joins Other States to Support the National Coalition for a Multilingual America

The New Mexico Association for Bilingual Education will join other state bilingual education organizations across the country in forming the National Coalition for a Multilingual America.

The objectives of the Coalition are two-fold: 1) to improve the education provided to English language learners so that they experience the same level of academic success as native English speaking students, and 2) that, within a practical period of time, all parents should be able to choose a dual language program for their children, enabling them to master English and a second language using challenging academic content, with an additional option of a third language.

The coalition will develop amendments to the 2001 No Child Left Behind (NCLB) Act which is scheduled to be reauthorized next year. Substantial changes in the Act are expected, regardless of the outcome of the Presidential election; the Act is not terribly popular and has promoted questionable paradigms, practices and programs in student assessment, reading and accountability. While other interest groups have developed legislation and strategies on many matters of importance, apparently no one group has yet attempted to develop comprehensive legislation addressing the full range of issues affecting language-minority students.

The Coalition Will Focus on the First Three Titles of the No Child Left Behind Act

Title I, "Improving the Academic Achievement of the Disadvantaged," contains a number of highly dubious paradigms and provisions regarding stu-

dent academic assessment, reading instruction and to school accountability. The coalition plans to dissect the impact of these provisions on ELL students and develop alternatives.

Title II concerns "Preparing, Training, and Recruiting High Quality Teachers and Principals." Title II's impact on ELL students is largely unknown. There are indications that the application or misapplication of the law has reduced the number of minority students in teacher preparation programs.

Title III, "Language Instruction for Limited English Proficient and Immigrant Students," will be the subject of the most effort. Title III, a state formula grant program, replaced the competitive program grants previously authorized under the Bilingual Education Act, ESEA Title VII. Title III's actual impact on the provision of services to ELL students needs to be reviewed. Is the money reaching ELL students? What services are being provided, and are they effective?

The Coalition's ultimate goal, however, is nothing less than to transform national elementary and secondary education policy and programs with respect to language, literacy and culture. Bilingualism for individuals and multilingualism for society is imperative if the United States is going to sustain an acceptable level of economic growth, national security, international acceptance and cooperation, and domestic cohesion. Multilingualism, not monolingualism, together with biliteracy and intercultural understanding, must become the standard of success for America's public schools.

NCLB needs to elevate language education in general. The emphasis placed on math and science education over the past decades has resulted in a relative de-emphasis on language education. Schools need to embrace, develop and build upon the language skills that all children bring to school. All languages are important: English, indigenous, and foreign. Each language holds the code for representing culture and transmitting knowledge.

The new elementary and secondary education law needs to prioritize, prepare for and financially support dual language education programs, which produce world-ready high school graduates, who are fully proficient in English and a second language. To the greatest extent possible, these dual language education programs should be two-way, with a balance of students whose first language is English and students whose native language is the second language of instruction. Enrollment in these programs should be based on parent choice, and parents should be informed of the benefits and challenges of dual language education.

In order to bring about an effective national system of dual language education, the Coalition believes teacher training, staff development (including career ladder programs, program administration, technical assistance), research and evaluation and information dissemination capabilities need to be augmented and realigned in the new law.

The Coalition will hire a representative who will be located in Washington, DC, to accomplish these goals.

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recent additions can be viewed on its [home page](#); the full list of conferences can be seen on the searchable [calendar page](#).

News from NCELA: The NCELA-list

This week is the final installment of Newline. Beginning next week, Newline will be migrating to **an email-only format**. NCELA will still be delivering all of its high-quality content, but in ways de-

signed to make accessing the content easier for our readers. The *NCELA-list* will be dedicated to announcements of interest to subscribers from NCELA

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and OELA. Federal grants and regulations, NCELA conferences and meetings, and other time-sensitive announcements from OELA and NCELA will be delivered through the NCELA-list.

Newsline subscribers will be automatically transferred to the NCELA-list. Announcements on managing your subscription will appear shortly.

NCELA's Quarterly Newsletter

Beginning in the fall, NCELA will be debuting its new quarterly newsletter. The newsletter will offer articles by leading experts on instructional strategies for ELLs, and will showcase best practices from schools and districts around the nation. The newsletter will also announce new resources and research in the field of ELL education.

As always, you can contact NCELA via askncela@gwu.edu.

Kids In Need Teacher Grants

The School, Home, and Office Products Association Kids In Need Foundation offers Kids In Need Teacher Grants to provide K-12 educators with funding to provide innovative learning opportunities for their students. The Kids In Need Teacher Grants are funded by retail and education credit union sponsors. Teacher Grant awards range from \$100 to \$500 each, and are used to finance creative classroom projects. Typically, 200 to 300 grants are awarded each year. In 2006, 270 grants totaling together more than \$110,000 were awarded. Applications are judged on the basis of innovation and merit, clarity of objectives, replication feasibility, suitability of evaluation methods and cost effectiveness. All certified K-12 teachers in the U.S. are eligible.

Retail sponsors and designated education credit unions make the grant applications available at their outlets during the back-to-school season.

Applications from the sponsors are also available on the Kids In Need Foundation Web site. See <http://www.kidsinneed.net/grants/index.php> for complete program information and project ideas.

Scholarships for Minority Students Going Unclaimed

A large amount of scholarship money that has been set aside by companies for deserving minority students is either collecting dust or being returned to businesses because of a lack of interest. For more information, please go to: http://www.tapartnership.org/cc/docs/minority_scholarships.pdf or http://www.tapartnership.org/cc/career_funding.asp. The deadline is Sept. 30. *Do not let this money go to waste!*

**Family, Community, and School Partnerships
The Key to Student Success**

**17th Annual
Back to School Family Institute
&
10th Annual ENLACE-GEAR UP
Youth Leadership Institute**

**November 13-14, 2008
Embassy Suites Albuquerque**

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