



El Noticiero

www.nmabe.net

Newsletter of the New Mexico Association for Bilingual Education

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Spring, 2004

New State Bilingual Education Bill Passed

New legislation for bilingual education, introduced by Senator Leonard Tsosie, passed this Legislative Session and was signed into law by Governor Bill Richardson. Apart from modifications made to the original bilingual education law to expand it to twelfth grade, the law had not seen any changes since 1973 when it was first passed. What started as potential battle to retain bilingual education funding at the beginning of the session turned into a new law through the leadership of Senator Leonard Tsosie and the help and advocacy of committed bilingual education professionals.

On January 19, 2004, the Senate Finance Committee heard a report on the three-year audit of bilingual education programs. The objectives of the audit were to determine re-

quirements for program funding, distribution of program funds, use of funding, compliance with state and federal regulation and measurable program outcomes. Findings pointed out areas of concern that the field has been aware of for some time, and these rang the sound of alarm to legislators present at the hearing. Remedies voiced by senators ranged from amending the current law to suspending all funding to eliminating bilingual education programs.

Senator Leonard Tsosie of Shiprock invited

bilingual education advocates to assist him in crafting new legislation with substantive changes to bring about greater accountability in student achievement and tracking of the funds at the local level. Members of NMABE, the state bilingual advisory committee and bilingual education advocates from school districts worked together with Senator Tsosie to develop new legislation to meet the challenges of the audit. Thank you, Senator Tsosie, for caring about our bilingual children to make this change in what was a very short legislative session. (See related story, page 2) <http://www.legis.state.nm.us/newsite/BillFinder.asp>



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Read El Noticiero on the Web

This issue of *El Noticiero* and all those that follow will be made available at the NMABE website, <http://www.nmabe.net>. Everyone who wants to read our newsletter will have access to it. In fact, this issue will be the last newsletter NMABE sends out via "snail mail." Of course, NMABE will send hard copies of the newsletter for those members who request them in writing.

NMABE has also created a list serve, offering an efficient, quick, and useful method to inform its members of critical statewide and regional issues that arise throughout the year. Via the list serve, subscribers can post messages for multiple purposes--to advocate on statewide regional and local issues, provide professional development, inform colleagues of workshops, mini-conferences, institutes, meetings, etc. The newsletter will also be sent to all mem-

bers of the list serve with the next issue in June.

Join the list serve today! It's easy!! Here's what you need to do. (All these instructions are also instantly available at <http://www.nmabe.net>.)

To.....
Post a message, go to.....
nmabe@yahoogroups.com

Subscribe, go to.....
nmabe-subscribe@yahoogroups.com

Unsubscribe, go to

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NEWS from the State Bilingual Multicultural Education Unit

The New Mexico Public Education Department (NMPED) personnel were very busy this year during the 2004 30-day Legislative Session. Of a total of 419 bills analyzed, 11 addressed or were related to Bilingual Education programs in New Mexico Public Schools. The New Mexico Association of Bilingual Education, the State Bilingual Advisory Committee and other individuals from districts were very active and supportive during the session. The following four bills are the ones that will have a direct impact on the services provided to students in the Bilingual Education programs. You can locate all bills listed here at <http://www.legis.state.nm.us/newsite/BillFinder.asp>

GENERAL APPROPRIATION ACT OF 2004: Section 4. K of the Act will require the Public Education Department (PED) to evaluate the program effectiveness and use of Bilingual Multicultural Education program funds to ensure that program needs are met. The PED shall compile and report the progress made towards achieving the program goals to the Legislative Education Study Committee (LESC) and the Legislative Finance Committee (LFC), including a status report, by July 2004 and a final report by December 1, 2004.

SENATE BILL 471 A- BILINGUAL EDUCATION PROGRAM ACCOUNTABILITY- Leonard Tsosie (SGND March 1st, 2004): Amends the Bilingual Multicultural Education Act of 1973. Its provisions require PED to issue rules for the development and implementation of Bilingual Multicultural Education programs, including:

- Assisting school boards in evaluating the program
- Requiring districts to maintain and update academic achievement and language proficiency data on an annual basis
- Requiring each school district to provide

professional development for all school personnel in best practices of Bilingual Education, second language acquisition and assessment

- Requiring districts to deliver Bilingual Education programs as part of the regular academic program without segregating students in any way
- Including Heritage language as part of Bilingual Education programs.
- Recognizing the role of the tribe, school board and/or other personnel involved in the program.
- Ensuring the priority for the program is to serve the students most in need.

HOUSE JOINT MEMORIAL 3, Ray Begaye-Audit Bilingual Education Programs: Requests that PED conduct audits of all public schools with Bilingual Education Programs.

HOUSE JOINT MEMORIAL 18, Zanetti-Study Testing Students in their Home Language: This memorial requests that PED study the feasibility of testing students in their home language and of requiring each school district to determine the appropriate assessment and test accommodations for testing English Language Learners.

To fulfill these requirements, the Bilingual Multicultural Education Unit will have a State District Bilingual Education Directors meeting on April 26, 2004 9:00 a.m.- 2:00 p.m. in BF Young Building in Santa Fe. A state-wide task force will convene to design the process and a data collection system that respond to the districts' needs. It is important that the Bilingual Education community recognize that the work of this task force will have an impact on next year's Legislative Session and the future of Bilingual Education in the state.



El Noticiero

El Noticiero is published quarterly by the New Mexico Association for Bilingual Education to provide information on current affairs concerning the education of language minority persons in New Mexico and the United States

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PUBLICATION SCHEDULE

No. 28:1, Fall, 2003: Oct..
(Pre-conference issue)

No. 28:2, Winter, 2004: January
(Board News, Bilingual Education Day,
Call to Action)

28:3 Spring, 2004: April
(Post Conference Report)

No. 28:4 Summer, 2004: August
(Summer Activities, Institutes)

2003-2004 NMABE Board

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Gabriel Baca, *President Elect*

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Dr. Carlos Abeyta, *No. Consortium*

Rep. Cecilia Silentman Carr, *Native American Rep.*

Dr. Gladys Herrera Gurulé, *NMPED in Ad Hoc capacity*

STAFF: David Briseño, *Executive Director* Mary Jean Habermann López, *Assoc. Dir.*

NATIVE AMERICAN NEWS



A Major Step Forward For American Indian Education

By Dr. Christine Sims

One of the most important steps to improve the education of American Indian children in New Mexico and the Southwest occurred on December 2, 2003, when the College of Education (COE) faculty of the University of New Mexico unanimously approved the creation of the Institute for American Indian Education (IAIE).

On the surface, forming an institute might not seem like an act that merits headlines. Yet, so many acts of real significance do not begin with a bang, but methodical steps by capable educators.

Under the leadership of Dr. Joseph Suina, IAIE will draw upon the extensive experience and knowledge of COE's eight Native American faculty members. This is the

largest number of American Indian faculty of any college of education in the Southwest and possibly the nation.

The participating faculty include:

- Joseph Suina (Cochiti), Associate Professor & Director of IAIE
- Mary Jirón Belgarde (Isleta/San Juan), Associate Professor
- Greg Cajete (Santa Clara), Associate Professor and Director of UNM's Native American Studies program
- Anne Calhoon (Cherokee), Assistant Professor
- Joy Griffin (First Nations Blackfoot), Associate Professor.
- Glenabah Martínez (Taos/Diné), Assistant Professor



- Anita Bradley Pfeiffer (Diné), Associate Professor
 - Christine Sims (Acoma), Lecturer
- "Having a critical mass of tenured and tenure track faculty is crucial to any effort to improve Native American education," says Dean Vi Florez
- "A number of universities have started programs with one or two faculty members or even with lecturers, only to have it fall apart when people move on."
- NMABE congratulates UNM's leadership on behalf of American Indian children.

NMABE Hosts 3rd Annual Native American Literacy Festival

NMABE hosted the 3rd Annual Native American Literary Festival on Saturday morning during the NABE convention. The purpose of the competition, open to all tribes in New Mexico, is to showcase students' native language skills in culturally appropriate ways. NMABE Board member Cecilia Silentman-Carr organized the event. Navajo and Tewa speaking students from New Mexico school districts competed in the events listed below. Many thanks to the sponsors, teachers, judges and parents who supported the students in this important activity.

Speaking Category

Newcomb High School

- 1st Place – Dominikk Tsosie
- 2nd Place – Jonathan Wilson
- 3rd Place – Tee Duncan

James H. Rodríguez Elementary

- 1st Place – Isaiah Gutierrez
- 2nd Place – Leslie Gutierrez
- 3rd Place – Eric Glock

Singing, Group: (HS)

- 1st - *Newcomb High School*
Dominikk Tsosie, Tavish Brown, Savannah Brown, Miranda Mutte, Michelle Tomlinson, Tyrell Jim
- 2nd - *Navajo Preparatory High School*
"Twilight Teachings"

Singing, Group: (ES)

- 1st - *Naschitti Elementary*
Ursela Begay, Kalani Thomas, Kenny Roberts

2nd - *Naschitti Elementary*

Toddidean Roberts, Christopher Cohoe, Jenna Henry, Brittany Mike

3rd - *Naschitti Elementary*

Reanna Begay, Kenny Roberts, Todd Begay, Diondra Yazzie, Deliliah Taylor

Singing, Duet: (HS)

1st - *Newcomb High School*
Michelle Tomlinson & Savannah Smiley

2nd - *Newcomb High School*
Miranda Yazzie & Cassandra Jim

3rd - *Newcomb High School*
Tavish Brown & Savannah Brown

Singing, Duet: (ES)

1st - *Naschitti Elementary*
Amanda Henry & Kalani Thomas

2nd - *Naschitti Elementary*
Shania Begay & Reanna Begay

3rd - *Naschitti Elementary*

Andreanna Benally & Tiffany James

Singing, Solo: (HS)

1st - *Newcomb High School*
Miranda Yazzie

2nd - *Navajo Preparatory High School*
Michelle Descheeni

3rd - *Navajo Preparatory High School*
Celena McCray

Singing, Solo: (ES)

1st - *Naschitti Elementary*
Shania Begay

2nd - *Naschitti Elementary*
Tiffany James

3rd - *Newcomb Middle School*
Brittney Jackson

Reading, Advanced: (HS)

1st - *Newcomb High School*
Dominikk Tsosie

2nd - *Newcomb High School*

Michelle Tomlinson
3rd - *Newcomb Middle School*
Mcheala Johnhat

Reading, Intermediate: (HS)

1st - *Newcomb High School*
Tyrell Jim

2nd - *Newcomb High School*
Leander Randolph

3rd - *Newcomb High School*
Ramondo Benally

Reading, Novice: (HS)

1st - *Newcomb High School*
Rachel Huff

2nd - *Newcomb High School*
Darren Wilson

3rd - *Newcomb High School*
Leighanne Herrera

Reading, Novice: (MS)

1st - *Newcomb Middle School*
Deanna Yazzie

2nd - *Newcomb Middle School*
Shinae Hoskie

In Memoriam: Emmalou Rodríguez

New Mexico lost another great supporter of Bilingual Education. Emmalou Rodríguez, former member of the NM State Board of Education passed away on Feb. 1, 2004, with her family at her bedside. She started becoming ill in November and got progressively worse as time went on. She had a very rare disease.

For those of you who knew her, you remember a gentle and caring woman who selflessly dedicated her life's work to issues that impacted young Hispanic students and adults in New Mexico. She served as a member of the State Board of Education for 14 years.

Emmalou advocated for bilingual education every chance she had, but not just that, she advocated for worthy causes that affected so many members of the community. She was involved in vocational rehabilitation, was vice-chair for the State Council on Vocational Education, and advocated for programs that helped HIV victims. Many do not know that she was one of the original people who started the move for a Hispanic Cultural Center in New Mexico, a place to showcase New Mexico's art, traditions, culture. Now, that concept has become the National

Hispanic Cultural Center. She was recognized by MANA, a NM Hispanic Women's Organization as one of their Outstanding Hispanic Woman recipients. .

She stood up for bilingual education in a way that few do. She contacted legislators on issues that needed attention and made her concerns known to the State Superintendent of the State Department of Education when changes needed to be made. She supported the development of the memoranda of understandings with Spain, and then, along with Virginia Trujillo, former President of the State Board of Education, was instrumental in developing teacher exchange possibilities with the Secretariats of Education in *Nuevo León* and *Guanajuato*. She was a loyal advocate for quality in the education of Hispanics in New Mexico and in retaining and developing students' heritage language.

"She was fiercely loyal to her New Mexican heritage and language, but this did not mean she did not look out for all the children of New Mexico." said Dr. Rebecca Blum Martínez of Emmalou. "She 'began' her career as the wife of an important early bilingual education advocate



and director of one of the early multicultural education centers, Ray Rodríguez, but in the last twenty years, she truly came into her own and was committed to the rights of language minority children. When I began my career, she was beginning hers, and I was always hopeful we could go through all of this together."

Above all, it was Emmalou's sincerity that left the greatest impression on those who knew her. We will miss her.

Rosalinda Altamirano Runs for NABE Board

NABE members in New Mexico have the opportunity to elect Rosalinda Carreón

Altamirano, current NMABE President, for the Board of the National Association for Bilingual Education. As she finishes her term as President for NMABE, Rosalinda will bring her experience, expertise and a New Mexico perspective to the national board.

Rosalinda has been involved in bilingual education her entire professional career. She worked as a bilingual education Kindergarten teacher in the Cobre and



Gadsden School districts from 1976-1992. She began working with the Las Cruces Public schools in 1992 at Picacho Middle School at the ESL/ELD and Spanish Literacy teacher, remaining in that position for 7 years. In April 1999 she became Bilingual Education Specialist with the program.

Look for the ballot from NABE in the coming summer months and vote for Rosalinda to give New Mexico a voice in national decisions made by our premier national organization for bilingual education.

NABE Surpasses Expected Conference Participants

Albuquerque, NM saw approximately 4200 bilingual education professionals descend upon the city to update their knowledge of research and practice in educating linguistically and culturally different students in the schools of the nation. Expecting 3200 participants for the annual conference, NABE and NMABE were happy to welcome an additional 1,000 on-site registrants.

The conference offered something for everyone – researchers, university professors, teachers, administrators, preservice teachers and yes, even students in the programs. Two pre-convention institutes focusing on Native American and Dual Language Immersion programs were very well attended. Participants heard from leading

experts in the field—from keynotes to intensive workshops to panel discussions to school and classroom visits—who shared effective strategies to meet the needs of America's English language learners.

Opening Ceremony Recognition

At the opening ceremonies, NMABE Associate Director Mary Jean Habermann López received recognition from the Ministry of Education, Culture and Sports of Spain. Dr. Miguel Martínez, Education Counselor from the Embassy of Spain in Washington DC presented the award to Ms. Habermann López in recognition of her work

in support of bilingual education and the teaching of Spanish in the US. She was instrumental in initiating current educational programs New Mexico enjoys with the government of Spain such as the establishment of the Spanish Resource Center, summer institutes in Spain and the Visiting Teacher Program.

Spanish Spelling Bee

On Saturday during the NABE convention, NMABE spelling bee



Continued on page 5

RESEARCH CORNER

The Case for Academic English for English Learners

By Christy Reveles, Ed. D

As the nation becomes increasingly diverse, so do our public schools. It is estimated that by 2010, the population of students of color in the United States will grow to 40% or more (Digest of Educational Statistics, 1996). In fact, several states, such as New Mexico, California and Florida are now termed “majority-minority” due to the fact that over half of their population is non-Anglo. A major challenge for many school systems across the country is how to effectively educate this culturally and linguistically diverse generation, and generations to come who will form the workforce of tomorrow.

In the last several years, much research attention has been given to the academic “slump” that occurs as culturally and linguistically diverse students (as well as students living in poverty – low SES) move from lower elementary grade levels to upper elementary and on to middle and high school. Research suggests that this can be attributed largely to the fact that in the primary grades, teaching and learning are focused on learning to read – phonemic awareness, decoding, word study, and comprehension (Scarcella, 2003). As English learner students gain competence in basic English inter-communication skills, keeping academic par with English-speaking peers at these early primary levels is a challenge for most English learners. However, this challenge increases significantly as students progress through the grades and learning activities rely on more cognitively demanding language and vocabulary, particularly in content areas with specialized vocabulary, such as science, mathematics (word problems), and social studies. This shift in instructional focus from “learning to read” to “reading to learn” requires knowledge of academic language. A key factor in preventing the

academic slump for English learners and low SES students is the targeted teaching and learning of academic language (McEwan, 2002).

While this switch from “learning to read” to “reading to learn” is challenging for most learners, for many students this is extremely difficult, leading to an ever-widening achievement gap between culturally and linguistically diverse students of poor backgrounds, and their English-speaking peers of middle to high income backgrounds. By the end of high school, a large number of Latino students have skills in reading that are the same as those of Anglo students in eighth grade (Haycock, 1998). Further, by the end of high school only one in fifty Latinos can read and gain information from specialized text, such as the science section in the newspaper, compared to about one in twelve Anglo students (Haycock, 1998). In addition, about 20% of English learners aged 16 to 24 years are not enrolled in school, nor do they have a high school diploma, compared to 10% of their English-speaking peers (Ruiz de Velasco and Fix, 2000).

While bilingual education programs have traditionally included English instruction as part of the program, many teachers are not aware of the importance of teaching academic English in a structured way to English learners. It is critically important that educators have a clear understanding of what academic English is, as well as effective strategies for teaching it to their students (Wong Fillmore and Snow, 2000). The need for knowledge and expertise in teaching academic English presents huge challenges for English learner students as evidenced by the documented achievement gap between English learners and their English-speaking peers. In a comprehensive review of the literature about academic English instruction, Scarcella (2003)

concludes:

Although in recent years teachers have been trained to teach phonics [to English learners], many academic English problems revolve more around the students’ deficiencies in academic English than around their ability to decode single words. The emphasis in English language arts on phonics in the early grades will need to be matched with an emphasis on the instruction of academic English in the upper grades if students... are to acquire a sophisticated use of English (pp. 3-4).

Hence, it is critically important that teachers of culturally and linguistically diverse students know how to provide targeted instruction that helps students develop academic English language skills that will help them be successful in and out of school. Moreover, student learning is supported further when instruction for at least part of the day is provided in students’ primary language. By focusing on the dual development of language and literacy for culturally and linguistically diverse students, educators can help to reduce the achievement gap that currently exists. Ultimately, this will help to raise the standards of achievement for *all students* to new heights.

Next topic: Strategies to teach and promote academic English in the classroom.

Christy Reveles, Ed. D. is an independent consultant, specializing in English learner and bilingual issues, as well as instructional coaching and leadership. She is also a Professional Development Specialist with CREDE (Center for Research on Education, Diversity and Excellence). You may contact her at 505-473-0288, or email



Continued from page 4

district finalists from across the state gathered for this statewide competition, the only one of its kind in the United States. This event, along with the Native American Literacy Festival, emphasize the value in maintaining and developing literacy skills in the heritage languages of New Mexico. (For related story on Native American Literacy Festival, see page 3.)

The students that compete come from a variety of bilingual education programs across the state—transitional, maintenance, enrichment and dual language immersion programs. This event marks the culmination of study and attention to literacy and spelling rules in the Spanish language. The most competent spellers from each district come to Albuquerque in hopes of taking home not just a beautiful trophy that recognizes their competence, but also pride in knowing they repre-

sent the best in the state.

Felicia Alexander, 14, defeated the 36 district spelling bee champions from elementary and middle schools across the state for the third year in a row.

Winners

1st Place	Felicia Alexander	Mora	Mora Middle
2nd Place	Ariadne Montiel	Rio Rancho	Lincoln Middle
3rd Place	Irving Hernández	Gadsden	Gadsden Middle
4th Place	Olivia Gardea	Deming	Columbus Elem
5th Place	César Soria	Grants-Cibola	St. Theresa Parochial

Continued on page 6

NMABE Hall of Fame Awards

On Friday evening, NMABE held its annual Hall of Fame Awards Ceremony at a reception sponsored by both New Mexico and Texas Associations for Bilingual Education. This ceremony is so important in New Mexico—it is the only one of its kind that recognizes those whose work has impact on students, schools, teachers, parents, and programs. The award recipients are leaders in and of themselves, and their work sets the standard for those who follow. They are role models for everyone who works to optimize students' opportunities for success in learning, in language development and in teaching culture in the curriculum.

Mary Palomo, Lovington Public Schools



Gabriel Baca, Mary Palomo, Joe Palomo

The Henry W. Pascual Teaching Excellence Award was created upon the retirement of Henry Pascual, former director of bilingual education at the New Mexico State Department of Education, whose work and commitment to quality in classroom instruction in two languages inspired many. This award recognizes teachers whose dedication and practice resembles the spirit that Henry impressed upon many professionals in the state.

Donna Boyton, Acoma-Keres language instructor, Grants Cibola County Schools.



Donna Boyton, Tina Deschenie

The Native American Award was created to honor a member of the Indian community who has made a difference in bilingual education programs for Native American children in the schools, including BIA and boarding schools. This award recognizes those whose efforts stand out in improving educational opportunities for Native Americans.

Dr. Abe Armendáriz, New Mexico State University.



Gabriel Baca, Dr. Abe Armendáriz

The Matías I. Chacón Award was named after the late state Senator. His bilingual education law provided program funding for all students; not just those with limited ability in English. This statute nurtured the idea that it was sound to use the home language as a medium of instruction and include the cultures in the curriculum. His actions have brought about a resurgence of pride in New Mexico by fostering preservation and development of its heritage languages, and thereby, its cultures. This award recognizes significant contributions to bilingual education at the state level.

Dr. Andrés Rodríguez, Western New Mexico University



Gabriel Baca, Dr. Andrés Rodríguez

University Professor of the Year award. Quality programs of bilingual education rest upon the quality of the preparation each teacher receives. Well prepared teachers can provide the needed instructional leadership for ELL's at the school, district and state levels. This award was created to recognize the university professor who not only does this preparation well at the preservice and inservice level, but who also helps policymakers understand, improve, and make priorities for such programs at the university level.

MARK YOUR CALENDARS.....

**Student Entertainment
Materials Fair
Collegial Gatherings**

MAKE PLANS TO ATTEND.....

**Student Artwork Awards
Professional Development
Keynote**

NMABE '05

NEW MEXICO'S PREMIER CONFERENCE FOR BILINGUAL EDUCATION

APRIL 13-16, 2005

ALBUQUERQUE CONVENTION CENTER

ANNOUNCEMENTS

Instituto Cervantes

The *Instituto Cervantes* is offering a new class called Spanish as a Heritage Language, June 22 - Aug. 26, 2004. . It will be taught by Damián Vergara Wilson on Tuesdays & Thursdays: 6-7pm (Beginning) and 7-8pm (Intermediate)

While the goals of Spanish as a Heritage Language are to teach speaking, listening, reading, and writing skills, the methodology is aimed toward learners who have been reared in an environment where family and/or community members spoke Spanish. This program aims to build on the skills the students possess in order to develop Spanish competence.

Please call 724-4777 to register. Discounts available to seniors and students.

Spanish Immersion Institutes

NMHU August 1-8, 2004

The Immersion Institute takes place on the main campus of New Mexico Highlands University in Las Vegas. This institute offers full immersion in the Spanish language with a mandatory dorm stay. The Spanish language is maintained throughout the entire program, including mealtimes when special guest presentations take place totally in Spanish. For more information contact: (505) 454-3396 or email mccaragon@hotmail.com no later than June 15, 2004.

UNM June 7-June 24, 2004

The University of New Mexico's College of Education, in partnership with the *Instituto Cervantes* will again offer a three-week Spanish Immersion Institute for Bilingual Teachers June 7-June 24, 2004. The Institute will be held at the National Hispanic Cultural Center where students can take advantage of the cultural and artistic activities offered there. Based on student evaluations and suggestions four courses are now offered that help teachers improve their academic Spanish and their knowledge about Hispanic culture and history, and to pass *Prueba*.

The four courses offerings of the Institute are:

Level I: Spanish for the Bilingual Classroom
Mexican History and Culture for Social Studies Curriculum

Level II: *La Enseñanza de la Lectura,*
Literatura Infantil

Students are urged to take two courses each summer and begin with Level I courses, especially if they require more help in Spanish. However, given students' time constraints, some take only a single course per summer.

In addition to the classes, the Institute has sponsored special cultural and educational events which are incorporated into the scheduled classes. These are designed to deepen the participants' knowledge and appreciation for Hispanic cultures.

These events have included performances by a professional Flamenco dance troupe, *El Mariachi Juvenil de East San José*, visits to the art exhibits at the HCC, and lectures by specialists on linguistic and historical issues—all conducted in Spanish.

Prueba de Español

The test will be offered on the following dates at the following locations:

New Mexico State University	June 19	Register by May 21
Eastern NM University	July 12	Register by June 5
Santa Fe Community College	July 17	Register by June 5
Santa Fe Community College	Oct. 9	Register by Sept. 3
Eastern NM University	Nov. 13	Register by Oct. 8

For information or a registration packet, contact:

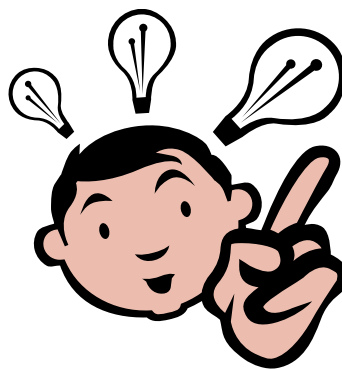
Eastern New Mexico University Testing Center, Station 34, Portales, NM 88130
(505) 562-2280 www.enmu.edu/testing

NMABE Leadership Institute

June 25-26, 2004

Winrock Inn, Albuquerque

THIS EVENT WILL BRING TOGETHER BILINGUAL EDUCATION LEADERS FROM THROUGHOUT THE STATE OF NEW MEXICO TO ASSIST THE NMABE EXECUTIVE BOARD IN FORMULATING A STRATEGIC PLAN AND ACTION PLANS FOR THE 2004-2005 SCHOOL YEAR.



PARTICIPATION IN THE ACTIVITY IS LIMITED AND INVITATIONS HAVE BEEN SENT. IF YOU ARE INTERESTED IN PARTICIPATING AND HAVE NOT YET RECEIVED AN INVITATION, PLEASE CONTACT DAVID BRISEÑO, NMABE EXECUTIVE DIRECTOR AT 505-769-0742 OR VIA EMAIL AT NMABE@PLATEAUTEL.NET.

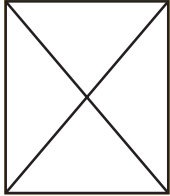
THERE WILL BE A \$65 REGISTRATION FEE TO ASSIST WITH THE EXPENSE OF PROVIDING MEALS AND REFRESHMENTS AND SNACKS FOR THE BREAKS. DINNER ON JUNE 25 AND LUNCH ON JUNE 26 WILL BE PROVIDED. A FULL BREAKFAST IS PROVIDED AS PART OF THE HOTEL REGISTRATION. ROOMS ARE AVAILABLE AT THE WINROCK AT A VERY REASONABLE RATE.

Assistance and Professional Development from the Embassy of Spain

- The *Consejería de Educación* of the Embassy of Spain has published a new edition of the magazine *Materiales*, available at: <http://www.sgci.mec.es/usa/materiales/>
- Summer courses in Spain for teachers of Spanish at all levels and also for administrators. Information and application page are at: <http://www.sgci.mec.es/usa/becas/>. The Spanish Resource Center offers 15 scholarships complementary to those offered by the Embassy, \$750 each. Candidates need to request the assistance in writing, sending a copy of their application and a letter explaining the reasons why they request the assistance to:

Spanish Resource Center, National Hispanic Cultural Center
1701 4th St. SW, Albuquerque, NM 87102
Tel.: 505-246-2261, Fax 505- 243-1961

- Summer courses in Spain for AP students: <http://www.sgci.mec.es/usa/ap-spanish/index.shtml>
- Ruta Quetzal Program: This program offers a unique opportunity for students of Spanish to make an interesting cultural trip through Spain and a few Latin American countries. For more information: <http://www.sgci.mec.es/usa/ap-spanish/index.shtml>
- Conversation Aide: Schools interested in applying for this for 2004-2005 should review information about it at: <http://www.sgci.mec.es/usa/auxiliares/index.shtml>



El Noticiero

Newsletter of the New Mexico Association for Bilingual Education

NMABE MEMBERSHIP APPLICATION

Registration for the conference, NMABE 2003, included NMABE membership for one year (from NMABE state conference date to next state conference date). If you did not attend the conference then you must complete and submit this application form to remain on the NMABE mailing list. Regardless of when submitted, NMABE membership terminates with the subsequent NMABE Conference. See Bylaws for details: <http://www.nmabe.net>

Application for: New Membership Renewal Membership
Membership valid for one year from receipt of application

Please check type of membership: Active \$10.00 Associate \$5.00 Institutional \$100.00

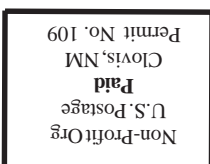
Please check category of membership: Teacher College Instructor Administrator
 Consultant College Student Community Person
 Paraprofessional Other: _____
 Retired Full Time

Name: _____ Address: _____
City: _____ State: _____ Zip: _____
Work Phone: _____ Home Phone: _____
e-mail: _____

PAID WITH: Personal check # _____ Purchase Order # _____ District Check # _____

Make check payable to NMABE. Prepayment required.
The New Mexico Association for Bilingual Education, P.O. Box 5190 Clovis, NM 88102-5190

<http://www.nmabe.net/>



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P.O. Box 5190
Clovis, NM 88102-5190