



# El Noticiero

www.nmabe.net

Newsletter of the New Mexico Association for Bilingual Education

Vol. 28 No. 4

Summer, 2004

## LESC Hears Bilingual Education Audit Report

On May 14, 2004 the Legislative Education Study Committee (LESC) heard the report on the three-year audit of Bilingual Education programs in New Mexico. (See related story in Spring *Noticiero*: "New State Bill for Bilingual Education Law Passed," at www.nmabe.net). Findings in the audit have created an opportunity to strengthen accountability for the program, and to ensure school districts meet requirements of Civil Rights law and policy resulting from the *Lau v. Nichols* Supreme Court decision. (See related story in this issue). During the hearing, the LESOC was seeking evidence that the recommendations in the report are being addressed.

Representative Robert "Bobby" Gonzales,

a longtime Bilingual Education advocate and former Superintendent and Director of Bilingual Education in the Taos schools, stressed the point that people who do not believe in Bilingual Education locally may do the minimum instead of the maximum. "How can we work with this from the Department perspective to help those districts better implement the program? To get better training for licensure and other matters that help the LEA learn to do a better job?" Dr. Gladys Herrera Gurulé, State Director for Bilingual and Multicultural Education, informed Representative Gonzales that professional development is now mandatory for all district personnel so they can better understand the program. She added, "Bilingual Education needs to be a core area in the university preparation of teachers."

Senator Leonard Tsosie of Shiprock was present at the meeting, and stressed his concern that Bilingual Education is viewed as "an ancillary tool instead of integral tool for student

development." The Senator sponsored the new Bilingual Multicultural Education Act passed this past legislative session. Because the NCLB may be misinterpreted as not allowing Bilingual Education, Senator Tsosie put a legislative finding in the new law stating that: "This does not preclude teaching in other languages." He is very concerned that NCLB "could result in linguistic genocide. It could be used as an excuse not to teach in other languages." He also emphasized the critical need for accountability for student learning; for example, according to the audit, data on student achievement and native language proficiency was not readily available. He felt that, without the data, parents could not make an informed decision about the program. "Parents should decide if Bilingual Education is working. They have a stake in the continuance of their language and culture."

The hearing provided an excellent opportunity to discuss matters that are critical to success for students who participate in Bilingual Education programs.

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## NMABE Announces 33rd Annual Conference

The New Mexico Association for Bilingual Education will be holding its 33<sup>rd</sup> Annual State Conference for Bilingual Education, April 14-16, 2005 at the Albuquerque Convention Center. A host of workshops, papers and demonstrations on timely, research-based, classroom-oriented topics provide excellent professional development opportunities for teachers, administrators, and parents.

Each year, the annual conference of the New Mexico Association for Bilingual Education is enriched by cultural presentations and entertainment provided by student groups. Teachers also display student projects and accomplishments at the school exhibits. The State Spanish Spelling Bee and the Native American Literary

Festival are one-of-a-kind activities in the nation for students, with literacy in New Mexico's native languages a demonstrated academic outcome of the programs statewide. The New México Association for Bilingual Education annually recognizes individuals across the state for their substantive contribution to the field of bilingual education.

This issue of your *Noticiero* includes all conference materials you will need to register and also includes calls for presentations, school exhibits, student entertainment, awards nomination forms and the conference schedule. See pages 6-14 for more information.



# Here's News from the Bilingual Multicultural Education Bureau

## NCLB and Bilingual Education Law Studied for Conflicts

As requested at the May 2004 Legislative Education Study Committee (LESC) meeting, the Public Education Department (PED) staff conducted research about whether No Child Left Behind (NCLB) requirements supersede New Mexico state constitutional requirements regarding Bilingual Education. In a memo sent to LESC, the PED indicates that the federal statute expressly states that its requirements do not supersede state law. Nonetheless, federal funding requires compliance with NCLB provisions. In practice, schools must comply with federal law while respecting state autonomy and authority.

To arrive at this conclusion, the state PED reviewed the Federal and State laws and consulted with the Office of English Language Acquisition (OELA) in Washington, D.C. No conflict was found between the two laws: the New Mexico Bilingual Multicultural Education Act, NMSA 1978, Sec. 22-23-1 (2004) conforms with NCLB. The goals of the Bilingual Education programs are to assist students to: (1) become proficient in two languages (English and a second language which could be Spanish, a Native American language or another language), and (2) meet state academic content standards and benchmarks in all subject areas.

## Provisions that conform to NCLB

Under Title III of the NCLB-Title III English Language Acquisition Act, 20 U.S. Code Sec. 6811, any instructional method that utilizes the student's home language for achieving proficiency in English is allowed. This is also one of the goals of the Bilingual Multicultural Education Act.

### SEC. 3301 (8) (B). LANGUAGE INSTRUCTIONAL PROGRAM—The term

'language instruction educational program' means an instruction course—

“(B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English language-proficient children, if such course is designed to enable all participating children to become proficient in English and a second language.

Additionally, there are two provisions that recognize the legal authority of State law and State autonomy to select any instructional method to assist students to become proficient in English:

### SEC. 3126. LEGAL AUTHORITY UNDER STATE LAW

“Nothing in this part shall be construed to negate or supersede State law, or the legal authority under State law of any State agency, State entity, or State public official, over

*Continued on page 3*

## 2004-2005 NMABE Board

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## 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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## ADVERTISING RATES

Full Page \$150

1/2 Page \$100

1/4 Page \$75

Business Card \$35

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## PUBLICATIONSCHEDULE

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)

# NATIVE AMERICAN NEWS



## Diné Language Association

Purposes:

1. To promote and revitalize the learning, speaking, reading and writing as well as the appreciation of the Diné language.
2. To provide for a forum for discussions and learning of the Diné language
3. To approve plans, resolutions, and proposals that promote and revitalize the Diné language; and support/assist in the carrying out of the Diné language program and curriculum.

Congratulations to Benjamin Barney for the revitalization of the DLA.

For more information, see <http://www.wnmu.org/dla/>

## The Gallup Multicultural Festival

This year-long effort will create activities and legacy information that teachers can use to teach about the contributions to the region of people of all heritages. You are all invited to use the website, and to come to the events each month. A major festival in downtown Gallup will be held Saturday, October 2, 2004.

For more information, see <http://www.wnmu.org/mcf/>

## Institute for American Indian Education

### A Major Step Forward For American Indian Education

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 COE faculty unanimously approved the creation of the Institute for American Indian Education (IAIE). Congratulations to Dr. Joseph Suina and all the IAIE leadership team!

#### Goals

- Improve American Indian student retention and achievement in schools.
- Increase the number of American Indian teachers.
- Help revitalize Native American languages.
- Better train teachers who work with American Indian students and communities.

For more information, see <http://www.nmabe.net/file/iaie.html>

## The Regional Indigenous Bilingual Education Conference (RIBEC)

This conference will be held jointly with The New Mexico International Reading As-

sociation Conference, January 13-15, 2005, in Gallup, New Mexico.

RIBEC sessions will focus on bilingual education issues for all the New Mexico indigenous languages.

For more information, see <http://www.wnmu.org/ribec/conference.html>

## Linguistic Institute for Native Americans

The Linguistic Institute for Native Americans (LINA) is a New Mexico based organization that is committed to providing quality training services to Native American tribes and language communities on issues of language planning, language teaching, and issues of language maintenance and revitalization. Congratulations to Dr. Christine Sims and all the LINA leadership team!

For more information, see <http://www.nmabe.net/file/lina.html>

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programs that are under the jurisdiction of the State agency, entity, or official.”

### SEC. 3129. PROHIBITION

“In carrying out this part, the Secretary shall neither mandate nor preclude the use of a particular curricular or pedagogical approach to educating limited English proficient children.

The Bilingual Multicultural Education Bureau is very pleased that there is no restriction for New Mexico to continue with its legacy and commitment in providing support for Bilingual Education programs. This legacy is supported by educational research, which recognizes the benefits of teaching students to become proficient in English and in the second language. According to national research, high-quality Bilingual Education is one of the most effective instructional models for students to acquire proficiency in English and to achieve academically.

For more information or questions, contact Dr. Gladys Herrera-Gurulé at the New Mexico Bilingual Multicultural Education Bureau at (505) 827-6666.

## State Monitors/Audits Bilingual Education Programs

The PED has instituted a joint effort between the Internal Audit (IA) and Bilingual Multicultural Education (BME) Bureaus to respond to the 2004 legislative mandates found in House Bill 2, House Memorial 3 and Senate Bill 471. These mandates call for an assessment of State Bilingual Education Programs. This work, for the most part, will focus on student membership and program effectiveness. It will also address certain recommendations made in a recent Legislative Finance Committee (LFC) Audit Report on the State Bilingual Education Program. (See related story, *El Noticiero* spring edition, 2004, <http://www.nmabe.net>.)

# Feature Story: 30 years after *Lau v. Nichols*

## Where we **were** and where we **are going**

### Remembering *Brown v. Board of Education*, *Lau v. Nichols*, and *Castañeda v. Pickard*

By Roger Rice, META, INC.

Reprinted from NABE News, Vol. 27, Issue No. 3, January/February, 2004

The year 2004 marks the anniversaries of three civil rights landmarks. It has been 50 years since the United States Supreme Court decided *Brown v. Board of Education*, 40 years since Congress passed the 1964 Civil Rights Act and 30 years since the court's *Lau v. Nichols* decision. Each built on and led to the next.

*Brown*, of course, was the great case that announced the end of the doctrine of 'separate but equal' in the United States. The product of a half century of incremental legal work, *Brown* found that intentional de jure racial segregation leads to inherently unequal schools and thereby violated the Equal Protection Clause of the United States Constitution. In the wake of *Brown*, the 1950's and 1960's saw a mass movement for civil rights, sometimes violently resisted, that produced legislation and litigation to expand the civil rights of racial/ethnic minorities in schools, public facilities, voting, housing, employment and all spheres of public life.

The legislative peak, passage of the 1964 Civil Rights Act after a year of debate and filibuster, followed more than a year of national turmoil including the arrest and jailing of Martin Luther King in Birmingham, the murder of Medgar Evers, the March on Washington, the bombing of the Sixteenth Street Baptist church in Birmingham, the assassination of President Kennedy and the disappearance of the three civil rights workers in Mississippi. Section 601 of Title VI of the Act prevented discrimination based 'on the ground of race, color or national origin,' in any program or activity receiving federal financial assistance. Section 602 authorized federal departments to issue regulations to effectuate the Act's purposes.

The Department of Health, Education and Welfare responded by issuing regulations preventing the use of criteria or methods of administration by states and school districts, which resulted in discrimination even though no purposeful discriminatory design was present. Under the "effects" test students, including national origin students, could not be denied or restricted in the enjoyment or benefits of educational programs. In 1970, HEW issued clarifying guidelines that stated: "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by the school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Chinese speaking students in the San Francisco School District brought suit under Equal Protection Clause and Title VI. Their claim was that they did not speak or understand English and that the school district was not taking steps to enable them to understand classroom instruction. The case, *Lau v. Nichols*, lost in both the United States District Court and Court of Appeals. In the eyes of the Appeals Court the school district, by offering

the same instruction to Chinese speaking and English speaking students, was not guilty of discrimination. The court reasoned: "Every student brings to the starting line of his education a career different advantages and disadvantages caused in part by social, economic and cultural background, created and continued completely apart from any contribution by the school system. That some of these may be impediments which can be overcome does not amount to a "denial" by the Board of educational opportunities within the meaning of the Fourteenth Amendment should the Board fail to give them special attention, this even though they are characteristic of a particular ethnic group." The United States Supreme Court unanimously reversed. The Court stated that:

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not

understand English are effectively foreclosed from any meaningful education. . . Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

The *Lau* decision was at the same time sweeping and limited. On the levels of undeniable common sense and pedagogy the Court's ruling was both influential and unassailable. Who could deny that all students are entitled to education that is meaningful and understandable? But the Court stopped short in several important regards. First, the *Lau*

**“teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others.” In sum, the Court found grounds in the Civil Rights Act and regulations to outlaw sink-or-swim submersion programs. Both of these limitations would come to shape the impact of the *Lau* decision.**

holding is not a constitutional command under the Equal Protection Clause. Rather the Court decided to "rely solely on s. 601 of the Civil Rights Act of 1964". The Court also cited regulations issued by HEW and the 1970 interpretive memorandum. Second, the Court did not specify that the only programmatic remedy as bilingual education: "teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others." In sum, the Court found grounds in the Civil Rights Act and regulations to outlaw sink-or-swim submersion programs. Both of these limitations would come to shape the impact of the *Lau* decision.

However in the immediate aftermath of *Lau*, the legal future of bilingual education seemed bright indeed. In response to the decision, the Office for Civil Rights (OCR) convened an expert task force on language issues. The findings of the task force, generally referred to as the "*Lau Remedies*" were announced (although not formally published as regulations) in 1975 and were used by OCR to further detail for school districts how they should comply with the *Lau* ruling. Bilingual education became the preferred method of

*Continued on page 5*

compliance; ESL as a stand-alone program could be used only when school districts could demonstrate that they have such programs and were as effective as bilingual programs. In the years that followed, hundreds of school districts throughout the country adopted *Lau* compliance plans describing how they would identify students, train teachers and provide bilingual education curricula. At same time, legal advocacy groups representing mainly Latino organizations and parents brought litigation to enforce the *Lau* decision in New York, Texas, Colorado and elsewhere. Not infrequently the courts looked to the “*Lau Remedies*” in weighing the adequacy of a school district’s plan for limited or non-English proficient students. The available for federal Title VII funds for bilingual programs and increased state level funding also contributed to a sense that bilingual education was now irrevocably established as a matter of settled law and policy.

Unfortunately the legal limitations of the *Lau Remedies* and the *Lau* decision itself soon became apparent. In 1976, two years after the *Lau* decision, the Supreme Court decided that the Equal Protection clause prevented only instances of intentional or purposeful discrimination. The clause was said not to bar governmental action that had discriminatory effect or impact. By 1978 a majority of the Supreme Court ruled in the *Bakke* case that section 601 of the Title VI, the legal basis for the *Lau* decision, applied only to intentionally discriminatory government actions that violate the Equal Protection clause. While not explicitly overruling *Lau*, a number of the justices questioned its continued legal vitality. The following year, in response to a legal challenge brought against the *Lau Remedies*, OCR acknowledged the need to publish the Remedies as formal administrative regulations to that they would have the force of law. However, with the advent of the Reagan administration, the proposed new regulations were withdrawn. Instead OCR told school districts that they were free to re-negotiate their *Lau* plans.

The shift in OCR policy in 1980 highlighted the inherent limitations in the *Lau* decision. Without affirm constitutional basis, or a clear ‘right’ to bilingual education per se, advocates for bilingual programs were largely dependent on OCR’s willingness to monitor and enforce its own regulations in the face of ever shifting political winds. At least as a federal matter, and apart from financial support thorough Title VII, there remained two primary legal strands supporting, if not requiring, bilingual programs: The OCR regulations and policies under Section 602, and a largely unnoticed law, section 1703 (f) of the 1974 Equal Educational Opportunity Act (EEOA).

Passed soon after the *Lau* decision in early 1974, the EEOA provides that: “No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by . . . (f) the failure by an educational agency to take **appropriate** action to overcome language barriers that impede equal participation by its students in its instructional programs.” (Emphasis added). A companion section, provided that parties such as parents and children have a private right of action to enforce the provision in the federal courts.

The seminal post-*Lau* case is the United States Court of Appeals 1981 decision in *Castañeda v. Picard*. The *Castañeda* plaintiffs argued that the Raymondville, Texas, school districts were failing to afford sufficient bilingual education programs under *Lau* and the *Lau* Guidelines and that those bilingual programs that did exist were lacking in qualified staffing. The Court wrote that: “although serious doubts exist about continuing vitality of *Lau v. Nichols* as a judicial interpretation of the requirements of Title VI or the fourteenth amendment, the essential holding of *Lau*, i.e. that schools are not free to ignore the needs of limited English speaking children for language assistance to enable them to participate in the instructional program of the district has now been legislated by Congress, acting pursuant to its power to

enforce the fourteenth amendment, in section 1703 (f).”

Finding that there was virtually no legislative history to guide the courts as to what Congress meant by an “appropriate” language program, the court went on to supply its own analysis, and analysis meant to give meaning to the legislative requirement without “unduly” substituting the court’s educational values and theories for that of state or local educators. The court reasoned that the first inquiry was whether a district’s program was informed by a theory recognized a sound by at least some experts in the field. As in *Lau* itself, the *Castañeda* court’s interpretation of section 1703 (f) did not find bilingual education to be the only permissible method of instruction for ELL children. The court was explicit in finding that a school district could design a curriculum for ELL students “during the early part of their school career” with as “primary objective” of the development of English literacy even if such a program meant “interim sacrifice of learning in other areas during this period.”

The second inquiry world is whether the programs and practices actually used by a school system were reasonably calculated to implement the district’s chosen educational theory, in other words whether sufficient resources, personnel and practices were in place. Finally, even if a district adopted a sound program and committed adequate resources to its imple-

mentation, it would not be in compliance with section 1703 (f) if the program did not work. The measure of whether the program was working was whether those students who entered school as limited in their English proficiency were able “to attain parity of participation in the standard instructional program within a reasonable length of time after they enter the school system.” Left open, and of particular importance in the current era of high stakes testing and accountability, are the questions of what is meant by a “reasonable length of time” and what steps schools that defer content instruction while teaching English must take to enable ELL students to catch up

**Thirty years after *Lau v Nichols*, the essence of the case, that children who come to school not knowing English cannot be left to sink-or-swim, remains the federal legal bottom line through EEOA.**

and reach “parity”.

Following *Castañeda*, other courts have applied section 1703 (f) and analyzed the sufficiency of both bilingual and non-bilingual programs. Programs labeled as “bilingual” have been found unlawful when the teachers in bilingual classrooms could not speak or understand the purported language of instruction, where large numbers of students did not receive sufficient ESL classes, or where the curriculum for ELL students was clearly of lesser scope and quality than the mainstream classroom curriculum. So too, the courts have looked at the ways students have been identified for services and the adequacy of the assessments used to measure student progress. The courts have also made it clear that the statutory term “educational agency” applies equally at the state and local levels. Hence state departments and boards of education have legal responsibility to promulgate standards for ELL programs, monitor local programs and ensure that the standards are being met. Moreover, OCR has adopted the judicially developed section 1703 (f) for use in interpreting its own Title VI regulations and policies.

Thirty years after *Lau v Nichols*, the essence of the case, that children who come to school not knowing English cannot be left to sink-or-swim, remains the federal legal bottom line through EEOA. Indeed, in the light of a recent Supreme Court case holding that private parties may not bring actions to enforce regulations a policies promulgated under Title VI, and with OCR in a state somewhere between extreme reluctance and moribund in the are of protecting the rights of language minority children, the EEOA analysis remains the most viable vehicle for advocates seeking meaningful educational programs for ELL children.

# Conference Schedule

## 2005 NMABE 2005

### THURSDAY, APRIL 14, 2005

- 3:00 pm – 5:00 pm            **Registration**
- 2:30 pm to 6:00 pm        **Exhibit Hall Set Up**
- 7:00 pm                      **First General Session  
and Keynote Presentation**
  - Student Entertainment
  - Welcome
  - Keynote Speaker
- 8:30 pm to 10 pm            **President's Reception**
  - Student Entertainment
  - Visit with old/new friends



### SATURDAY, APRIL 16, 2005

- 7:30 am – 9:00 am            **Complimentary  
Continental Breakfast  
Exhibit Hall**
- 9:00 am – 11:00 am        **Concurrent Sessions**
- 11:00 am – 1:00 pm        **Exhibit Hall Open**
- Lunch will be available for purchase in the exhibit hall  
during this time.**
  - Lunch on your own
  - Student Entertainment
  - Visit Exhibits
- 1:00 pm – 2:30 pm            **Concurrent Sessions**
- 2:30 pm – 3:45 pm            **Final General Session**
  - Elections
  - Keynote Speaker
- 6:00 pm – 12:00 midnight **Awards Banquet and Dance**

### FRIDAY, APRIL 15, 2005

- 7:00 am — 5:00 pm            **Registration**
- 7:30 am – 9:00 am            **Complimentary Continental  
Breakfast  
Exhibit Hall**
- 11:00 am – 6:00 pm            **NW Exhibit Hall Open**
- 8:30 am – 10:00 am            **Concurrent Sessions**
- 10:00 am – 11:00 am        **General Session  
Keynote Speaker**
- 11:00 am – 1:00 pm        **Exhibit Hall Grand Opening**
- Lunch will be available for purchase in the exhibit hall during  
this time.**
  - Lunch on your own
  - Student Entertainment
  - Visit Exhibits
- 1:00 pm – 5:00 pm            **Concurrent Sessions**
- 4:30 pm – 6:00 pm            **Reception in the Exhibit Hall**
- 8:00 pm – 12:00 midnight    **Pow-Wow**

#### SPECIAL EVENTS SCHEDULE

- 10:00 am – 12:00 noon        **State Spanish Spelling Bee**
- 10:00 am – 12:00 noon        **Native American Literary Festival**
- 12:00 noon -- 1:15 pm        **Special Events Luncheon (This event  
is for the student participants and  
their parents!)**
- 1:30 pm – ???                 **Special Events**  
The special events will continue until  
completed.

# REGISTRATION FORM

## THE NEW MEXICO ASSOCIATION FOR BILINGUAL EDUCATION 33<sup>rd</sup> ANNUAL CONFERENCE

April 14-16, 2005

Albuquerque Convention Center, 401 Second Street NW, Albuquerque, NM 87103

Name: \_\_\_\_\_ Home Telephone: (\_\_\_\_) \_\_\_\_\_

Home Address: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

School / District Name: \_\_\_\_\_ Position /Grade: \_\_\_\_\_

**REGISTRATION PROCEDURES:** Registration form must accompany your check, money order or purchase order. Purchase order must specify names of individuals to be registered and type of registration. Refunds will not be made after March 18, 2005 (applies to purchase orders as well as advance payments). **PRE-REGISTRATION MUST BE POSTMARKED NO LATER THAN March 4, 2005.**

*Your conference payment will include NMABE membership and a subscription to Language Magazine.*

**PAID WITH:**

\_\_\_ Personal Check      \_\_\_ Purchase Order # \_\_\_\_\_      \_\_\_ District Check # \_\_\_\_\_

**PRE-REGISTRATION FEE:**

<i>Before March 4, 2005</i>	Full	\$225	*Student Full	\$ 80
	One Day	\$150	*Student 1 Day	\$ 50

**\*Please include verification of full time student status**

**ON SITE REGISTRATION FEE:**

<i>After March 4, 2005</i>	Full	\$250	One Day	\$175
	Student Full	\$ 100	Student 1 Day	\$ 75

**MAKE CHECKS PAYABLE TO:  
NMABE 2005 CONFERENCE**

**SEND PAYMENT AND REGISTRATION FORMS TO:**

NMABE State Conference, 2005  
P.O. Box 5190  
Clovis, NM 88102-5190  
Or e-mail to nmabe@plateautel.net

Visit the NMABE Website at: [www.nmabe.net](http://www.nmabe.net)

# CALL FOR CULTURAL ENTERTAINMENT PRESENTATIONS

## THE NEW MEXICO ASSOCIATION FOR BILINGUAL EDUCATION 33<sup>st</sup> ANNUAL CONFERENCE

April 14-16, 2005  
Albuquerque Convention Center, 401 Second Street NW  
Albuquerque, NM 87103



Each year the annual conference of the New Mexico Association for Bilingual Education is enriched by cultural presentations and entertainment provided by student groups. If your school or district wishes to participate in the program of student entertainment for the conference, please complete this form and return by December 17, 2004 to:

Entertainment Committee, NMABE  
P.O. Box 5190  
Clovis, NM 88102-5190  
Or e-mail to [nmabe@plateautel.net](mailto:nmabe@plateautel.net)

Student entertainment is scheduled from 10:30 am to 2:00 pm and 4:30 pm to 6:00 pm on Friday, April 15 and 10:30 am to 2:00 pm on Saturday, April 16. You will be contacted by January 21, 2005 regarding the date and time of your presentation. In addition, Student Entertainment will open each general session. Please submit this form even if you have previously contacted a member of the entertainment committee. **Submission of this form does not guarantee a performance opportunity at the conference.**

1 **NAME OF GROUP** (as you wish it to appear on entertainment program):

**CONTACT PERSON:**

**MAILING ADDRESS:**

**WORKPHONE:**

**HOME PHONE:**

**E-MAIL ADDRESS:**

2. **PLEASE DESCRIBE YOUR PRESENTATION(S).**

Give names of dances/songs, if applicable, and list any special needs (space, staging, electrical requirements, etc. Please be aware that space is limited. Your group will be required to perform on the

\_\_\_\_\_ :

3. **PLEASE LIST NAMES OF ALL SPONSORS AND ALL STUDENTS WHO WILL BE PERFORMING.**  
(If more space is required, attach additional lists to this form.):

4. **PLEASE INDICATE DATES AND GENERAL TIMES WHEN YOUR GROUP CAN PERFORM AND THE LENGTH OF TIME FOR YOUR PERFORMANCE.**  
(Performances will be limited to 45 minutes)



Students performing at NABE conference  
SPRING, 2004

# CALL FOR SCHOOL EXHIBITS

## THE NEW MEXICO ASSOCIATION FOR BILINGUAL EDUCATION 33<sup>rd</sup> ANNUAL CONFERENCE

April 14-16, 2005

Albuquerque Convention Center, 401 Second Street NW, Albuquerque, NM 87103

NMABE is proud to once again offer schools the opportunity to participate in school exhibits. Schools will be assigned only one six foot table which includes two chairs. Schools may bring their own additional tables. Maximum number of schools exhibiting will be limited to 20.



School Exhibit, NMABE - 2004

Prizes are: 1<sup>st</sup> place \$300; 2<sup>nd</sup> place \$200; 3<sup>rd</sup> place \$100.

Please submit this form **POSTMARKED BY JANUARY 21, 2005** to:

School Exhibit Committee  
New Mexico Association for Bilingual Education  
P.O. Box 5190  
Clovis, NM 88102-5190  
Or e-mail to [nmabe@plateautel.net](mailto:nmabe@plateautel.net)

1. NAME OF SCHOOL:

2. CONTACT PERSON:

3. MAILING ADDRESS:

4. WORK PHONE:

5. HOME PHONE:

6. E-MAIL ADDRESS:



School Exhibit, NMABE - 2004

7. PLEASE LIST NAMES OF ALL SPONSORS AND ALL STUDENTS WHOSE WORK IS INCLUDED IN THE EXHIBIT.

# CALL FOR PRESENTATION PROPOSAL FORM

Please type or print carefully.

Deadline for submission: Friday, December 17, 2004



Dr. Virginia Collier speaks at NMABE Directors' Institute

- A. Title:
- B. Name(s) and affiliations of presenter(s): (List contact person first.)
  - 1.
  - 2.
  - 3.
  - 4.
- C. Address of Contact Person:
- D. Telephone Number of Contact Person: ( )
- E. Contact Person's E-mail Address:
- F. Description: (50 word description for program. Descriptions exceeding 50 words will be edited.)
- G. Place an "X" before the type of presentation:
  - ( ) Demonstration (1 hour)
  - ( ) Paper (1 hour)
  - ( ) Poster Session (2 hours)
  - ( ) Symposium (2 hours)
  - ( ) Workshop (2 hours)
- H. Language of presentation: \_\_\_\_\_

**AV Equipment needs:** All rooms will be equipped with an overhead projector and screen and one corded microphone at no cost. NMABE is no longer offering rental computer systems for use in presentations. If you need to use a computer and/or other AV equipment for your presentation, you must bring one or personally make arrangements to rent one. Presenters will be responsible for the costs and arrangements for any other equipment needed for their session(s). NMABE will not be handling any audio-visual equipment orders. A conference vendor for such equipment will be enlisted but has not been selected. We will provide contact information for this vendor in notification letters for accepted proposals.

**Return completed form to:** NMABE State Conference, 2005, The New Mexico Association for Bilingual Education, P.O. Box 5190, Clovis, NM 88102-5190 or e-mail to: nmabe@plateautel.net

### Conference Strands

**Administering Bilingual Education Programs**

Program Planning, Implementation and Evaluation  
 Data Driven Decision Making  
 Staff Development  
 Legal Issues

**American Indian Education Programs**

Current Teaching Methods and Strategies  
 Title IX and JOM Program Guidelines  
 Research  
 Evaluation

**Assessment and Evaluation**

Current assessment and evaluation tools  
 Research

**Content Area Instruction and Materials**

Instructional Methods and Strategies for Academic Areas  
 Classroom Materials  
 Research

**Instructional Methodologies and Materials**

Instructional Methods and Strategies for Native Language Instruction  
 Classroom Materials  
 Research

**Second Language Acquisition**

Instructional Methods and Strategies  
 Classroom Materials  
 Research

**Technology in Bilingual Education**

Software for Bilingual Classrooms  
 Integrating Technology in Bilingual Curriculum

**Two way /Dual Language Programs**

Program Planning  
 Strategies and Implementation  
 Research

# STUDENT ACTIVITIES

## Native American Literary Festival of New Mexico

Saturday April 16; 2005

Albuquerque Convention Center 10:00 am

Special Event Luncheon for parents, sponsors and participants at 12:30

This is the third year NMABE sponsors this festival. Rules and categories will be posted at [www.nmabe.net](http://www.nmabe.net)

Submit District winner and alternates by Deadline **January 15, 2005** to:

NMABE State Conference, 2003

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

Ore-mail to [dbrisen@clovis-schools.org](mailto:dbrisen@clovis-schools.org)

## New Mexico State Spanish Spelling Bee

## Concurso de Deletreo de Nuevo México

Saturday, April 16, 2005

Albuquerque Convention Center 10:00am

Special Event Luncheon for parents and participants at 12:30

Submit District winner and alternates by Deadline **January 15, 2005** to NMABE State Conference, 2003  
P.O. Box 5190, Clovis, NM 88102-5190  
Ore-mail to [dbrisen@clovis-schools.org](mailto:dbrisen@clovis-schools.org)

There will be only one contest (No Divisions) and only grades 4 through 8 will compete. Only the district champion will compete. The alternate will compete only if the district champion cannot. Sequence of word list will be random. Rules appear in the manual and follow the English rules, with the exception of accents which can be added after the word or during the spelling of the word. For details see [www.nmabe.net](http://www.nmabe.net)

District-Champion \_\_\_\_\_  
 Age \_\_\_\_\_ Grade \_\_\_\_\_  
 Alternate \_\_\_\_\_  
 Age \_\_\_\_\_ Grade \_\_\_\_\_  
 Sponsor \_\_\_\_\_  
 Phone \_\_\_\_\_

Submit District winner and alternates by deadline: **January 15, 2005** to NMABE State Conference, 2003  
P.O. Box 5190; Clovis, NM 88102-5190  
Ore-mail to [dbrisen@clovis-schools.org](mailto:dbrisen@clovis-schools.org)



NMABE Spanish Spelling Bee Contest Winners, 2003

# NMABE AWARDS

The New Mexico Association for Bilingual Education annually recognizes individuals across the state for their substantive contribution to the field of bilingual education. Please take a moment to read through the award descriptions on these two pages. You, as a NMABE member at the local level, know those in our profession who merit the recognition, appreciation and respect for the excellent work they do. Please submit a nomination for a deserving colleague. All awards will be presented at the Awards Banquet on Saturday, April 16, 2005.

**NOTE: Application Deadline for all awards is January 9, 2005.** Nomination materials received after this date will not be considered. Nomination information and forms are also available on the website: <http://www.nmabe.net>. Submit materials to the New México Association for Bilingual Education, P. O. Box 5190, Clovis, NM 88102-5190, 505-769-0742 (phone and fax), [nmabe@plateautel.net](mailto:nmabe@plateautel.net).

## The Henry W. Pascual Teacher Excellence in Bilingual Education Award

This award recognizes teachers whose dedication and practice resembles the spirit and vision for quality teaching that the late Henry W. Pascual, the first Director of Bilingual Education at the SDE, impressed upon many professionals in the state.



### Requirements for the Award

1. Colleagues of the candidate may make the nomination with a minimum of two letters of support.
  2. No resource teacher/master teacher will be considered - teacher must have their own class.
  3. Nominee must prepare a written statement addressing the following question: What do you believe is your greatest responsibility as a bilingual teacher?
  4. Evidence of the work of the teacher:
    - A 25% time commitment to instruction in the native language on a daily basis. Submit a daily schedule and two lesson plans in the native language, one with a language arts/literacy focus and one in a content area taught through the native language.
    - Note: for Native American languages, an English equivalent of the lesson plan will be submitted. For English language instruction, submit two lesson plans, one with a language arts/literacy focus, one in a content area taught through the English language.
- The committee will carefully consider the integration of culture into content as taught in lessons. To be considered, the nominee must be a member of NMABE

## University Bilingual Education Professor of the Year Award

This award recognizes an outstanding bilingual education professor who teaches at a university that offers a complete bilingual education teacher preparation program.

The professor must be employed full-time at this university with a significant part of her/his teaching duties dedicated to the bilingual education teacher-training program. The professor must be nominated through a letter on her/his behalf by a student in this professor's classes or a colleague. The following are items to be addressed in the nomination letter: dedication, advocacy, knowledge of subject area, longevity, and any writings dedicated to bilingual education.

## Educational Assistant of the Year Award

This award recognizes a community member who is dedicated to helping students in the classroom, facilitating the critical language and cultural link to learning and identity, and optimizes a more individualized, focused approach in the classroom.

### Requirements for the Award

1. Only NMABE members in good standing may make the nomination.
  2. Instructional assistants who work full time qualify for the award.
- Candidates must be exceptionally skilled and dedicated and working a bilingual education program, Pre-K -12th grade and be fluently bilingual. Nominees should also be participating in, or planning to participate in a professional development program, including one leading to certification as a bilingual teacher. The most important qualification, however, is the candidate's proven ability to inspire bilin-

gual children to learn.

3. Each candidate must submit the following portfolio of materials to be used by the selection committee in its deliberations:
  - **Background Information:** Use the data sheet on the [www.nmabe.net](http://www.nmabe.net) site to provide basic information about the candidate.
  - **Biographical Sketch:** A narrative prepared by the candidate describing his/her formative environment and specific events or experiences leading to his/her involvement in education, particularly in bilingual education. This narrative must be typed, double spaced, no more than four pages.
  - **Philosophy of Education:** A statement by the candidate reflecting his/her commitment to the profession, including a description of the candidate's educational values and belief in the effectiveness of bilingual education. This may be written in the home language.

- **Professional Development:** A statement of the candidate's plans to advance his/her educational goals, including information about the professional development program he/she is presently enrolled in or would enroll in if chosen as the recipient of NMABE Instructional Assistant of the Year Award. There should also be a description of the candidate's participation in professional organizations, service committees, commissions, task forces, workshops and conferences. Recommendations or statement from organizations will be accepted.
- **Community Service:** A description of the candidate's participation in civic organization as well as personal efforts to improve

# NMABE Hall of Fame Awards

The Bilingual Education Hall of Fame was established in 1977 in order to recognize individuals who have made significant contributions to the bilingual education community of New Mexico. Four awards have been designated:

## The Joseph M. Montoya Award

This award is named in honor of the late Senator Joseph M. Montoya, and is awarded to recognize a New Mexican who has made a significant contribution at the national level to bilingual education.

## The Matías L. Chacón Award

This award is named in honor of the late Matías L. Chacón, and is awarded to recognize a New Mexican who has made a significant contribution at the state level to bilingual education.

## The Teófila Trujillo Award

This award is named in honor of the late Teófila Trujillo who made a significant contribution to parental involvement in bilingual education programs.

## The Native American Award

This award is designated to honor a member of the Indian community who has made a significant contribution to bilingual education.



**2004 Matias L. Chacón Awardee  
Dr. Abe Armendáriz**

## Bilingual Education Administrator of the Year Award

This award recognizes an administrator who helps ensure bilingual education programs can operate effectively in a given school/school district setting. It is inclusive of all administrators from school level principals to district level administrators. Nominations are being accepted for this award. Deadline: All Nominations must be received by **January 9, 2005**

### Who may nominate?

Any teacher, group of teachers, school administrators, school board members, or parents of students.

### Requirements for the Award:

- 1 In narrative form outline the accomplishments of the person being nominated. The nominee must have demonstrated outstanding leadership and administrative skills in enhancing and implementing bilingual programs over a 10-year period.
- 2 Three letters of support from teachers, school administrators or parents.
- 3 Please complete this process and send all documentation by **January 9, 2005** to:

Executive Director  
The New Mexico Association for Bilingual Education  
P.O. Box 5190  
Clovis, NM 88102-5190  
e-mail - [dbrisenoclovis-schools.org](mailto:dbrisenoclovis-schools.org)

Dual Language Ed. of New Mexico, in collaboration with NMABE, presents

# La Cosecha 2004

Ninth Annual Dual Language Conference

November 17 – 20, 2004

Hyatt Regency Tamaya Resort & Spa

Santa Ana Pueblo, New Mexico

## Conference Purpose

- To provide current theory, practice and discussion in order to enhance and expand the knowledge base and experience of educators developing and implementing dual language programs, including two-way immersion, developmental bilingual, and heritage language immersion models.
- To educate a supportive community which advocates for effective educational programming.

## Tools for Cultivating the Dual Language Classroom

*La Cosecha 2004* will focus on best practices and teaching methods for dual language classrooms.

## Conference Overview

### Wednesday, November 17

School Visits	8:00am – 3:00pm
Early Check-In	2:00 – 6:30pm
Opening Session	6:30 – 7:15pm
Publisher Receptions	7:15 – 8:30pm

### Thursday, November 18

Check-In/Breakfast	7:30 – 8:30am
Exhibits	7:30am – 5:00pm
Opening Session	8:30 – 9:45am
Concurrent Sessions	10:00am – 4:30pm
Lunch	12:00 – 1:30pm
Student Performances	4:15 – 5:30pm

### Friday, November 19

Check-In/Breakfast	7:30 – 8:30am
Exhibits	7:30am – 5:00pm
Opening Session	8:30 – 9:30am
Concurrent Sessions	9:45am – 4:30pm

(For additional information including registration forms, please visit [www.cosecha2004.org](http://www.cosecha2004.org))

## Invited Speakers

Rebecca Blum Martínez	University of New Mexico
Rudy Chávez, Paul Martínez	CESDP, New Mexico
Kathy Escamilla	University of Colorado, Boulder
Michael Guerrero	University of Texas, Pan American
Elena Izquierdo	University of Texas, El Paso
Enid Lee	Enid Lee Associates, California
Sheila Shannon	University of Colorado, Denver
Christine Sims	LINA/University of New Mexico
Sonia Soltero	DePaul University
Angela Valenzuela	University of Texas, Austin
Marcia Vargas	2-Way CABE
	Pueblo Language Revitalization Instructors
	Regional Dual Language Teachers
	<i>La Universidad Pedagógica Nacional</i> Ensenada, México

# Announcements

## Build Spanish Skills at the *Instituto Cervantes*

Intensive Courses, Sept. 7 - 30

Beginning/Intermediate and Special Conversation courses.

10-Week Courses, October 4 - Dec. 17

Intermediate/Advanced/Superior, Special Conversation Courses and Mexican Culture and Civilization.

Please call 724-4777 for information

*Instituto Cervantes*

National Hispanic Cultural Center  
1701 4th St. SW (4th & Bridge)  
Albuquerque, NM 87102  
Fax (505) 246-2613  
<http://albuquerque.cervantes.es>  
<http://www.cervantes.es/>

## NMABE Scholarships Awarded

This year, NMABE is pleased to announce the two winners of its scholarship. They are:

Maria Luiza López, ENMU

Jaime Gonzales, Anthony

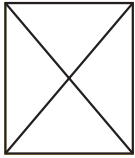
For more information about this award and how to apply, please visit [www.nmabe.net](http://www.nmabe.net)

## Pathways to Bilingualism: Evolving Perspectives on Immersion Education.

This conference will take place at the University of Minnesota-Twin Cities Campus, October 21-23, 2004 in Minneapolis, Minnesota, USA. The registration cost is \$150.

The cost of the full conference includes the Thursday evening plenary and reception, lunch on Friday and Saturday, and all conference materials.

Ten exciting pre-conference workshops will also be offered for an additional cost of \$75 each. Enrollment is limited, so early registration is encouraged. (No discounts apply to the pre-conference workshops.) For the full line-up see: <http://www.carla.umn.edu/conferences/immersion/workshops.html>



# 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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