



Española Public Schools

STRIVING FOR EXCELLENCE



Bilingual Multicultural Education Program

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Department Purpose

The Espanola Public Schools (EPS) Bilingual Multicultural Educational Program (BMEP) Department supports the district's implementation of NMPED state supported BMEP Program.

EPS implements program per guidance under the state Bilingual Multicultural Education Act (Chapter 22, Article 23 NMSA 1978) and related New Mexico Administrative Code (6.32.2 NMAC) as well as the federal Title III, Language Instruction for English Learners and Immigrant Students, of the Every Student Succeeds Act (ESSA, 2015).

The purpose of state funded BMEPs is to ensure that participating students become bilingual and biliterate as well as meet all academic standards that all students must meet. To that aim, BMEPs must consider the needs of the students served and must make meaningful interim (annual) goals, informed by various sources of data, to ensure that the statutory and regulatory goals of BMEPs are met. The families of New Mexico deserve strong BMEPs that deliver on the promise of bilingualism/biliteracy and academic success for all students.

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Mission & Vision

The Bilingual Education Department strives to promote equity and develop English proficiency, intellectual growth, self-concept, and cultural competency in all students, including students who are learning English as their second language (EL).

The Bilingual Education Department strives to ensure Española Public Schools students have access to effective bilingual multicultural education programs providing culturally and linguistically responsive education, rigorous instructional programming that supports all students—including immigrant and/or English learners (ELs)—to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and experience school success, such that students are prepared beyond the classroom to lead productive, purposeful lives in service to the larger community.

BMEP Program Goals

The Bilingual Multicultural Education Act of 2004 provides funds for districts to implement BMEPs. BMEP refers to a program using two languages, including English and the home, heritage or target language, as a medium of instruction in the teaching and learning process. The administrative code (NMAC) that guides districts in their decision making regarding bilingual program goals is as follows:

- ★ All students, including English Language learners, will become bilingual and biliterate in English and a second language, including Spanish, a Native American language (with the appropriate approval from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children) or another language. For Native American languages that are oral only, the literacy component shall be measured only in the skill areas/domains of listening, speaking, and comprehension.
- ★ All students will meet the academic content standards and benchmarks in all subject areas.

Program Description and Models

EPS implements a Heritage Language Program. The heritage language model is designed to provide language instruction to students in the home or heritage language of their family or tribe. When students enter the program, they may be fluent in their home language, or they may have lost their language with generational changes. The goal is to halt home language loss and ultimately recover (or newly develop) native proficiency in the language (Wiley, 1996).

EPS also offers a Dual Language (DL) Pilot program at Eutimio Salazar Elementary. DL programs are designed to develop high academic achievement in two languages as well as cross cultural skills. In DL model, students receive 3 hours of academic instruction in each of the target languages.

Listening, speaking, reading, and writing (where applicable) skills must form a defined component of the program, and many aspects of the home culture of the heritage language students must also be included. An immersion method is a recommended approach for developing fluency. Instruction is most effective when it is community based, with a long term commitment starting in the home, reaching through childcare, preschool, elementary and secondary schools, and the university (Wang X. e., 1996).

When ELs are served through a heritage language BMEP, they must also be provided one hour of ELD/ESL instruction beyond English language arts instruction.

Prioritizing K-3 Students

Per NMAC 22-23-6. Bilingual multicultural education programs; eligibility for state financial support. (2004).

A. To be eligible for state financial support, each bilingual multicultural education program shall:

(1) provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate, in grades kindergarten through twelve, with priority to be given to programs in grades kindergarten through three, in a district;

(2) fund programs for culturally and linguistically different students in the state in grades kindergarten through three for which there is an identifiable need to improve the language capabilities of both English and the home language of these students before funding programs at higher grade levels.

Prioritizing English Learners Students

Per NMAC 22-23-6. Bilingual multicultural education programs; eligibility for state financial support. (2004).

A. To be eligible for state financial support, each bilingual multicultural education program shall, (2) fund programs for culturally and linguistically different students in the state in grades kindergarten through three for which there is an identifiable need to improve the language capabilities of both English and the home language of these students before funding programs at higher grade levels;

District Notes:

Bilingual Endorsed teachers should be assigned to teacher/partner at the K-3 elementary level, prior to teaching at the upper grades.

Scheduling priority for EL students with academic needs should take place to ensure ELs are scheduled with TESOL endorsed teacher and/or Bilingual endorsed teachers.

Elementary Course Description

1274 Language for Native Speakers, Recommended for Students Grades K - 6 This course code is specifically for use at the elementary level for pull-out or self-contained instruction. This course provides instruction and development for elementary students in the home/heritage language with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension, as appropriate). As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the home/heritage language (language other than English). This course/class WILL be considered as part of a funded bilingual program.

1275 Elementary Spanish Language Arts - Recommended for Students Grades K-6 This course code is specifically for use at the elementary level for pull-out or self-contained instruction. This course provides instruction and development for elementary students in Spanish language arts, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). This course must address the Common Core State Standards (Common Core en Espanol) for Spanish Language Arts. All levels place an emphasis on reading, writing, and interpretation of text. This course must be taught in Spanish. (i.e. home/heritage language). As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the home/heritage language at the regional, national and international levels must be included. This course/class WILL be considered as part of a funded bilingual program.

[Spanish Language Arts Standards](#)

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Secondary Course Descriptions

- 1271 **Language for Native Speakers I - Recommended for Students Grades 6 - 12 -** Course supports, reinforces, and expands students' knowledge of home language. Because students have already been exposed to their home/heritage language, they understand at least the rudiments and structure of the language, and have a working vocabulary (to a greater or lesser degree). Courses in Language for Native Speakers often move faster than do Foreign Language courses, and may be structured similar to an English Language Arts course (Reading, Writing, Listening and Speaking, with the study of literature and composition). As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target language (i.e. Spanish or a Native American language). This course/class WILL be considered as part of a funded bilingual program.
- 1272 **Language for Native Speakers II - Recommended for Students Grades 6 - 12 -** Course further reinforces and expands students' knowledge of their home/heritage language. This course emphasizes deeper development of skills (Reading, Writing, Listening and Speaking) with a study of short stories, novels, plays, poetry and other media. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study, analysis, and appreciation of the culture, history, and traditions of the community, region, and nation, related to the target language. This course must be taught in the target language (i.e. Spanish or a Native American language). This course/class WILL be considered as part of a funded bilingual program
- 1273 **Advanced Language for Native Speakers III - Recommended for Students Grades 6 - 12 -** This course develops advanced home/heritage language skills (Reading, Writing, Listening and Speaking) with a study of literature, composition, public speaking, performance, and presentation. As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the target language at the regional, national and international levels must be included. This course must be taught in the target language (i.e. Spanish or a Native American language). This course/class WILL be considered as part of a funded bilingual program.

**This course may be offered in Spanish or Tewa)per approved BEP plan.*

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1277 Spanish Language Arts I: Grades 9 This course provides instruction in Spanish Language Arts (SLA) with an emphasis on communication and literacy skills (speaking, reading, writing, listening and comprehension). This course must address the Common Core State Standards (Common Core en Español) for SLA. This course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections. This course must be taught in Spanish (home/heritage language). Per the Bilingual Multicultural Education Act, extensive study of the cultures and traditions related to the home/heritage language at the regional, national, and international levels must be included.

1278 Spanish Language Arts II: Grades 10 This course provides instruction in Spanish Language Arts (SLA), with an emphasis on communication and literacy skills (speaking, reading, writing, listening and comprehension). This course must address the Common Core State Standards (Common Core en Español) for SLA. The course offers a balanced focus on composition and literature. Students learn about alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi paragraph thematic essays and compositions. Students study various genres and improve their reading rate and comprehension, and develop skills to determine author's intent and theme. This course must be taught in Spanish (home/heritage language). Per the Bilingual Multicultural Education Act, extensive study of cultures and traditions related to the home/heritage language at the regional, national, and international levels must be included.

1279 Spanish Language Arts III: Grades 11 This course provides instruction in Spanish Language Arts (SLA) with an emphasis on communication and literacy skills (speaking, reading, writing, listening and comprehension). This course must address the Common Core State Standards (Common Core en Español) for SLA. It continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn techniques for writing research papers. Students continue to read works of literature, which form the backbone of writing assignments. Literary conventions and stylistic devices receive more emphasis than in previous courses. This course must be taught in Spanish (home/heritage language). Per the Bilingual Multicultural Education Act, extensive study of cultures and traditions related to the home/heritage language at the regional, national, and international levels must be included.

1280 Spanish Language Arts IV: Grades 12 This course provides instruction and development for students in Spanish language arts, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). This course must address the Common Core State Standards (Common Core en Español) for Spanish Language Arts. The course blends composition and literature into a cohesive whole, as students write critical and comparative analyses of selected literature. Typically, multi paragraph essays predominate as the form of student composition, but one or more major research papers may also be written. This course must be taught in Spanish. (i.e. home/heritage language). As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the home/heritage language at the regional, national and international levels must be included.

English Language Development (ELD) Course Description

1062: English Language Development (ELD) - Grades K-12

This course satisfies obligations under Title VI of the Civil Rights Act of 1964 for English learners (EL) students to attain English Language Proficiency. This course code may be used for pull-out ELD instruction, or at the elementary level, for a dedicated ELD block of a minimum of 45 minutes during self-contained instruction. The purpose of this course is for students to attain English language proficiency, as measured by the department-approved annual English language proficiency assessment. This ELD course must provide specific instruction on the English language. Therefore, ELD instruction must be provided in English and focus on reading, writing, speaking, and listening skills. This ELD course must consider the English language proficiency level of ELs and must include instruction in the basic structures of the English language, social and instructional conversational English, and academic uses of the English language. An orientation to the customs and culture of people in the United States may be included in the ELD course. This course must follow the current state-adopted [English Language Development \(ELD\) Standards Framework](#). This course code may be repealed. If this course code is used for ELD instruction that is part of a state-funded bilingual program at the elementary level, the teacher must have a Bilingual or TESOL endorsement. At the secondary level, the teacher must have a TESOL endorsement (cannot be substituted with a Bilingual endorsement).

English Language Arts ELD Middle & High School

1063: English Language Arts ELD - Grades 6-12

This course aligns with grade-level [New Mexico Common Core State Standards for English Language Arts](#) and the current state-adopted [NM English Language Development \(ELD\) Standards](#). This course is intended for English Learners (ELs) whose English language proficiency level is nearing proficiency, as measured by the department-approved annual English language proficiency assessment. This course integrates grade-level ELA content with ELD using appropriate language supports based on the English language proficiency level of ELs. Teachers are required to have secondary licensure and be endorsed in ELA. In addition, teachers must have received specialized training in serving the needs of ELs (as required of districts in order to meet their obligations under civil rights law and other federal requirements). Course 1063 may be substituted for 1001, 1002, 1003, or 1004 to receive high school graduation credit, where applicable, if 1063 also meets all course requirements for 1001, 1002, 1003, or 1004. Course 1063 may also be substituted for 1000 if it also satisfies all course requirements for 1000. This course may be repeated for credit. This course may also be used for ELs participating in a state-funded bilingual program. When 1063 is part of a state-funded bilingual program, the teacher must have a TESOL endorsement in addition to the ELA endorsement.

Curriculum



Photo by [UX Indonesia](#) on [Unsplash](#)

Guidance Overview

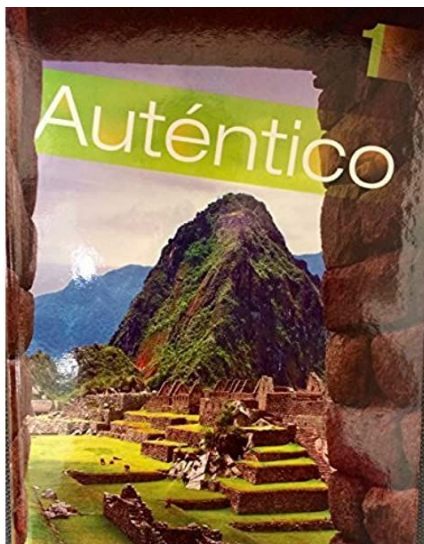
Elementary Program K-6

MiVisión Lectura is a comprehensive, interactive literacy program that provide a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic reading texts and collaborative writing workshops. Connected Reading and Writing Workshops focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career.



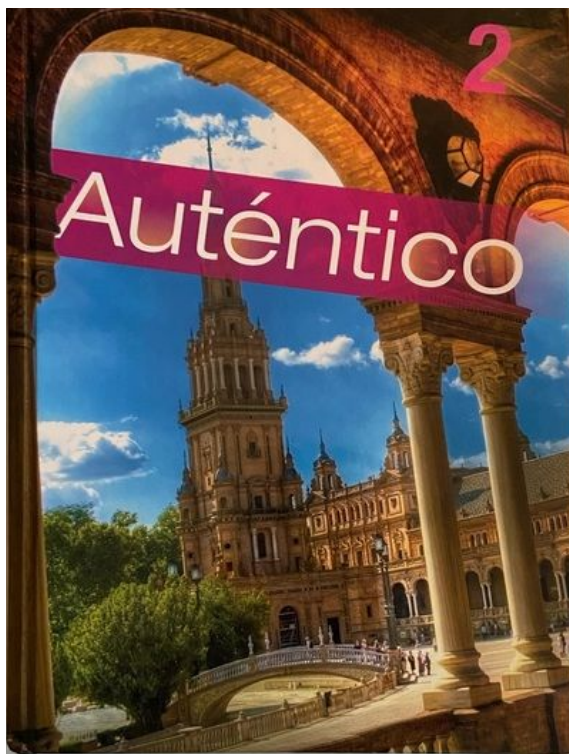
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Middle School & High School Program



Auténtico

Auténtico integrates instructional guidance, support, and resources to meet the needs of heritage speakers. Heritage speaker support is provided with authentic resources to engage students and develop communication skills in Spanish.



Auténtico aligns to the **ACTFL World Readiness Standards.**

Spanish reading, writing, speaking, listening, vocabulary, and grammar apply students' skills and understanding in authentic contexts. Integrated Performance Assessments and Project-based learning experiences.

TEWA Program



Espanola Public School supports a Tewa Language Program for Native Speakers. Program is currently offered at San Juan Elementary School, Carlos F. Vigil Middle School and Espanola Valley High School.

Tewa (also known as Tano) is one of three [Kiowa-Tanoan](#) languages spoken by the [Pueblo](#) people of New Mexico. Though these three languages are closely related, speakers of one cannot fully understand speakers of another (similar to German and English speakers). The six Tewa-speaking pueblos are Nambe, Pojoaque, San Ildefonso, San Juan, Santa Clara, and Tesuque.



As with Tiwa, Towa and Keres, there is some disagreement among the Tewa people as to whether Tewa should be a written language or not. Some Pueblo elders feel that their languages should be preserved by oral traditions alone. However, many Tewa speakers have decided that Tewa literacy is important for passing the language on to the children. The Tewa pueblos developed their own orthography (spelling system) for their language, San Juan Pueblo has published a dictionary of Tewa, and today there are Tewa language programs teaching children to read and write in most of the Tewa-speaking pueblos.

Espanola Public Schools works closely with the two Tewa Pueblos served within the district via the Indian Education Policies and Procedures for program and curricular guidance.

Resources:

http://www.santafedia.org/wiki/index.php?title=Tewa_Language#History

- [Indigenous Language Institute Official Website](#)
- [TewaTalk Application Download](#)
- [WPI Language Preservation Team - Final Report and Findings](#)
- <http://www.native-languages.org/>

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ELD Programs

The Raz-Plus ELL Edition combines all the resources of Raz-Plus, as well as a collection of WIDA, TESOL, and CCSS-aligned resources designed specifically for ELLs. With this online solution, you have access to hundreds of time-saving ELL-specific resources with integrated grammar and vocabulary support.

Supports English language learners with tools, resources, and research-based strategies to achieve success with social and academic English.

Learning A-Z's Raz-Plus ELL Edition provides reading, listening, speaking, and writing resources organized in content area topics at varying grade ranges.

[Visit this page to explore the program components](#)



Welcome to our ESL lesson plan library. **Select, Launch and Teach!**

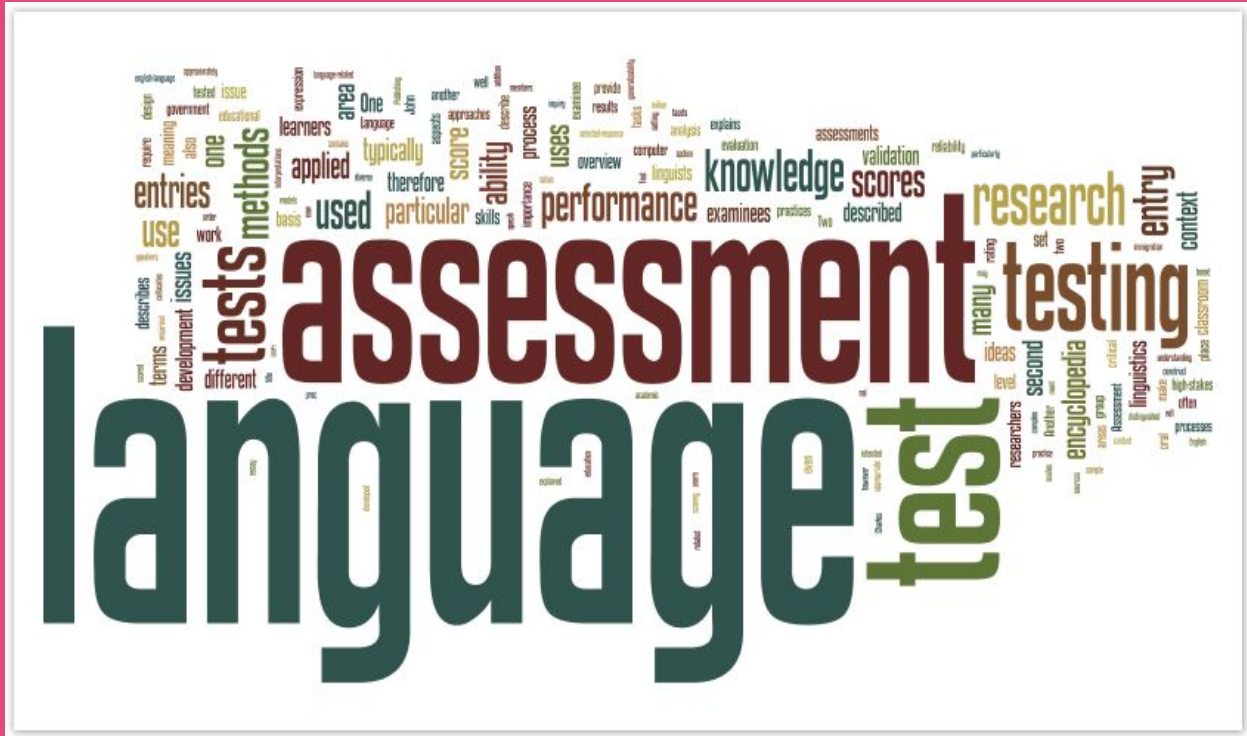
I'm looking for:

All Levels Beginner Elementary Pre Intermediate Intermediate Upper Intermediate Advanced

Level	Module Description	Lesson Example
STEP-BY-STEP CURRICULUM BEGINNER	Our complete module of 36 A1 lessons containing speaking, reading, listening, and writing tasks.	A1 Unit 1 Lesson 1 - Let's start
STEP-BY-STEP CURRICULUM ELEMENTARY	Our complete module of 48 A2 lessons containing speaking, reading, listening, and writing tasks.	A2 Unit 13 Lesson 1 - All about people
STEP-BY-STEP CURRICULUM PRE-INTERMEDIATE	Our complete module of 48 B1 lessons containing speaking, reading, listening, and writing tasks.	B1 Unit 25 Lesson 1 - Socializing
STEP-BY-STEP CURRICULUM INTERMEDIATE	Our complete module of 40 B1+ lessons containing speaking, reading, listening, and writing tasks.	B1 Unit 37 Lesson 1 - How do you communicate and learn?
STEP-BY-STEP CURRICULUM UPPER INTERMEDIATE	Our complete module of 40 B2 lessons containing speaking, reading, listening, and writing tasks.	B2 Unit 47 Lesson 1 - Understood
STEP-BY-STEP CURRICULUM ADVANCED	Our complete module of 40 C1 lessons containing speaking, reading, listening, and writing tasks.	C1 Unit 57 Lesson 1 - Onward and upward

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ASSESSMENT



English Learner Identification and Monitoring Process

EPS utilizes the EL Road Map

New Mexico English Language Learner Identification and Placement Guidance Document 2021-22

State-specific Guidance	
Process Overview	<p>The department-approved New Mexico Language Usage Survey (LUS) must be completed for all new students initially enrolling in a public school. If any of the answers to questions 1-6 on the LUS are “yes” or if a language other than English is indicated on question 7, the English language proficiency screener will be administered to the student.</p> <p>The department-approved English language proficiency screener is the WIDA Screener for Kindergarten and the WIDA Screener Online for grades 1-12.</p> <p>Results of the English language proficiency screening assessment will indicate whether the student is identified as initially fluent English proficiency (IFEP) or as an English learner (EL).</p>
Timelines	Initial identification of a student as an EL and parent notification must occur not later than 30 days after the beginning of the school year, or within two weeks of initial enrollment if not enrolled at the beginning of the school year.
Language Usage Survey (LUS)	<p>Parents must complete the department-approved New Mexico Language Usage Survey (LUS) upon initial enrollment in public school. The LUS is completed one time and must be kept in the student’s cumulative file, to be transferred as part of the student’s records to another district, if necessary.</p> <p>If any of the answers to questions 1-6 on the LUS are “yes” or if a language other than English is indicated on question 7, the English language proficiency screener will be administered to the student.</p>
State Approved Assessments	<p>Kindergarten:WIDA Screener for Kindergarten Grades 1-12: WIDA Screener Online</p> <p>*WIDA Screener Paper is administered to students whose IEP or 504 Plan requires it.</p>
Identification/Placement Criteria	<p>Identification Criteria: WIDA Screener for Kindergarten scores 1 st Semester: Students are identified as EL with a score of 4.5 or lower in the Oral Language Composite score, which includes Listening & Speaking 2 nd Semester: Students are identified as EL with a score of 4.5 or lower in the Overall Composite score, which includes Listening, Speaking, Reading and Writing. Grades 1-12 WIDA Screener scores Students are identified as EL with an Overall Composite score of 4.5 or lower.</p>

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Assessment

The logo for Avant Assessment features a stylized blue arc with an orange triangle pointing upwards from its center.

Avant Assessment

Your Trusted Language Assessment Partner

All students (not just ELs) participating in the bilingual multicultural education program, regardless of model, must be assessed annually for their proficiency in the home/heritage language of the program (i.e., the language other than English) with a state-approved assessment.



All ELs must be assessed annually for English Language Proficiency (WIDA ACCESS for ELLs 2.0), including ELs participating in BMEPs. Public schools providing a Native American language program must work with nations, tribes, or pueblos to develop and administer a locally designed assessment.

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Documenting Program Participation Guidance

ACCOUNTABILITY

Program effectiveness. According to regulation, program renewal for BMEPs is based on program effectiveness, as determined by program evaluation requirements. Thus, the information provided on the *District BMEP Annual Progress Report*, submitted to the BMEB, serve as the primary indicator for making decisions affecting BMEPs.

Currently, 6.32.2.16 NMAC, as cited above, states the requirements for program renewal are directly tied to accountability requirements for language instruction education programs (LIEPs) supported with federal supplemental Title III subgrants to districts. As a result, program renewal is largely geared toward English language acquisition and proficiency to meet federal Title III requirements for ELs. Program renewal requirements do not explicitly name the effectiveness of home/heritage (target) language instruction, though data analysis and reporting of assessment results is required and addressed in the program evaluation section of regulation. Given the passage of the ESSA in December 2015, changes to BME regulation are necessary in order to ensure that regulatory program renewal requirements are aligned to the state's established statutory findings ([22W23.1.1 NMSA](#)) and regulatory goals for BMEPs ([6.32.2.9 NMAC](#)). For the integrity of our state's BMEPs, it is essential that regulations, policies, and practices ensure that students and families receive high quality programs and effective instruction through all program options, including BMEPs.

Per statutory and regulatory program goals, districts must ensure that students participating in its BMEPs

- become bilingual/biliterate in English and a second language;
- meet state academic content standards and benchmarks in all subject areas.

ACCOUNTABILITY

Per regulation regarding program renewal (6.32.2.16D NMAC), the PED has the authority to require that schools modify curriculum, program, and methods of instruction when state funded BMEPs do not meet statutory and regulatory goals and/or specifically do not meet or make adequate progress (meet proficiency and/or growth targets) towards language and academic proficiency. Further, in the event that actions taken do not significantly improve the program so that it can meet statutory and regulatory goals, the PED also has the authority to redesign, modify, and/or discontinue the state funded BMEPs. This includes disapproval of BMEP applications that do not meet the program eligibility requirements and/or do not prioritize student participation according to regulation.

Thus, districts/schools receiving state funding for its BMEPs must comply with all statutory and regulatory requirements and must be prepared to present documentation and relevant evidentiary support, as demonstrated through verifiable data, substantiating program effectiveness to ensure that program renewal is warranted. The lack of evidence demonstrating program effectiveness and/or compliance with all applicable requirements may be considered.

BMEP teachers are required to maintain appropriate documentation of program implementation as follows:

1. **Professional Development** - Participation in professional development related to program goals and implementation.
2. **Lesson Planning and Curriculum Implementation** - Documentation of aligned lesson plans which follow approved curriculum and standards.
3. **Gradebook** - Documentation of student progress towards achieving program goals as aligned to approved curriculum and standards.
4. **Inventory** – proper maintenance of school curriculum and resources.
5. **Program Compliance** – will adhere to meeting all compliance requirements to include scheduling, lesson delivery, and assessment of progress.

BILINGUAL SEAL

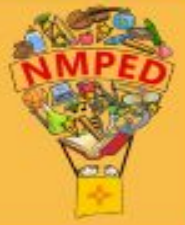


The Seal of Bilingualism & Biliteracy on a New Mexico Diploma of Excellence certifies that the recipient is proficient for meaningful use in college, a career or to meet a local community language need in a world language other than English.

There are 4 Options or Paths Approved by the State of New Mexico to Obtain the Bilingual Seal

- Option 1 – Certification by an individual tribe:** a tribe may certify that a student is proficient in the tribal language. Tribes will develop the methods and processes for determining proficiency in their respective tribal languages.
- Option 2 – Units of credit and Assessment:** a student may demonstrate proficiency by meeting both the units of credit and assessment requirements.
- Option 3 – Units of Credit and alternative process portfolio:** a student may demonstrate proficiency by meeting both the units of credit and alternative process portfolio option requirements.
- Option 4 – Assessment and alternative Process Portfolio:** A student may demonstrate proficiency by meeting both the assessment and alternative process portfolio option requirements.

State Seal of Bilingualism-Biliteracy



WHAT IS THE STATE SEAL OF BILINGUALISM-BILITERACY (SSBB)?

The State Seal of Bilingualism-Biliteracy (SSBB) is an award given by a school district or charter school in recognition of students who, by high school graduation, demonstrate proficiency in a language other than English. The SSBB emblem is placed on the graduating senior's diploma of excellence (including a notation on the transcript). It also encourages the pursuing of bilingualism-biliteracy, honoring of skills attained from school, family or community, and can be evidence of skills that are attractive to future employers and college admissions offices.

HOW DO I QUALIFY?

You can earn the SSBB on your diploma of excellence by demonstrating proficiency in a language other than English, through one of the following options:

- (1) certification by an individual Tribe
- (2) units of credit and an assessment
- (3) units of credit and an alternative process portfolio
- (4) an assessment and an alternative process portfolio

WHAT ARE THE BENEFITS?

The SSBB can help you:

- Represent your identity, language, and heritage: "I feel like the SSBB empowers you and reminds you where you came from." -New Mexico high school student
- Increase your chances of getting hired for a job as bilingualism is the top advantage for job seekers (CNN Money)
- Earn between 5-20% more money per hour than those who speak only one language (Schwartz Insurance Group)
- Prepare for 21st century's labor market and global society
- Strengthen your future: "Learning/becoming proficient in more than one language can deeply enrich one's education, career experiences, and opportunities." -Thomasinia Ortiz-Gallegos, Ed.D., Santa Fe Community College

WHO SHOULD I CONTACT?

Contact: Mrs. Osiris Rios-Becerra
Osiris.rios-becerra@k12espanola.org
Fanny Castillo:
fanny.castillo@k12espanola.org



Appendices



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BMEP Models and Instructional Time

Bilingual Multicultural Education Program Models and Instructional Time

Model	DUAL LANGUAGE IMMERSION	MAINTENANCE	ENRICHMENT*	HERITAGE	TRANSITIONAL
Purpose	To develop high academic achievement in two languages; its focus is additive bilingual and biliterate proficiency and cross-cultural skills, NMAC 6.32.2.12 (D)(1)	To develop and maintain proficiency and literacy in the primary or home language while developing a student's literacy and oral skills in English, NMAC 6.32.2.12 (D)(4)	To further develop the home language of fully English proficient students and to teach the cultures of the state, NMAC 6.32.2.12 (D)(2)	To support and revitalize a student's native language and culture through oral and/or written language instruction, NMAC 6.32.2.12 (D)(3)	To gradually transition students from home language instruction to an all-English curriculum, NMAC 6.32.2.12 (D)(5)
Student Membership	EL students RFEP IFEP	EL students only	RFEP IFEP	EL students RFEP IFEP	EL students only
Instructional Time	3 hours per day for each language, including all subject areas	2 to 3 hours per day	1 to 2 hours per day	1 to 3 hours per day	2 to 3 hours per day
Required Courses	Minimum of 3 hours in the target language (LA and content area) and 3 hours in English, including ELD/ESL for ELs	1 hour of target home or heritage language and 1 hour of ELD/ESL	1 hour of target home or heritage language	1 hour of target home or heritage language and 1 hour of ELD/ESL for ELs	1 hour of target home or heritage language and 1 hour of ELD/ESL.
Optional / Additional	N/A	May have 1 additional hour of target, home, or heritage language in content area (math, social studies, science, or fine arts). 100 percent of the content must be taught in the home or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science, or fine arts). 100 percent of this content must be taught in target, home, or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science, or fine arts), 100 percent of whose content must be taught in the target, home, or heritage language of student's chosen program.	May have 1 additional hour of home or heritage language in content area (math, social studies, science or fine arts). 100 percent of this content must be taught in the target, home, or heritage language of student's chosen program.

***Note:** All English learners (ELs) participating in bilingual multicultural education programs must receive one hour of ELD/ESL instruction in addition to home or heritage language instruction. Thus, the enrichment program is not open to ELs.

BMEP Endorsement Requirements: Elementary School Grades K-5¹

BMEP Endorsement Requirements: Elementary School Grades K-5¹

TEACHING LICENSE REQUIREMENTS

AS REQUIRED BY THE PROFESSIONAL LICENSURE BUREAU FOR SPECIFIC GRADE LEVELS TAUGHT
PLEASE VISIT THE PROFESSIONAL LICENSURE BUREAU'S WEBSITE THAT MAY BE ACCESSED AT:
[HTTPS://WEBNEW.PED.STATE.NM.US/BUREAUS/LICENSURE/](https://webnew.ped.state.nm.us/bureaus/licensure/)

PROGRAM HOURS*	LANGUAGE ARTS IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
1 st Hour	Jicarilla language arts Keres language arts Navajo language arts Tiwa language arts Tewa language arts Towa language arts Zuni language arts	-Native American language and culture certificate (NALC) • Teaching license not required for Native American languages only	One hour (60 minutes) of home/heritage (target) language arts instruction	<ul style="list-style-type: none"> English Learners (ELs) Reclassified fluent English proficient (RFEP) students Initial Fluent English Proficient (IFEP) students
	Course Code 1274			
	Spanish language arts	-Bilingual endorsement		
Course Code 1275				
PROGRAM HOURS*	ENGLISH LANGUAGE DEVELOPMENT/ ENGLISH AS A SECOND LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
2 nd Hour	ELD/ESL Course code 1062 <i>Bilingual endorsement may be used in place of a TESOL endorsement at the elementary level only</i>	-TESOL OR -Bilingual endorsement	One hour (60 minutes) or equivalent of English language instruction	<ul style="list-style-type: none"> ELs only
PROGRAM HOURS*	CONTENT AREA IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
3 rd Hour	Science Math Social studies Fine arts <i>Fine arts content area endorsement is required**</i>	-NALC certificate • Teaching license is required for content areas taught in Native American languages OR -Bilingual endorsement	One hour (60 minutes) or equivalent of content area instruction in the home/heritage (target) language	<ul style="list-style-type: none"> ELs RFEPs IFEPs

***Programming Hours:**

1st hour. Mandated for all students (EL/RFEP/IFEP) participating in a state-funded bilingual multicultural education program (BMEP).

2nd hour. Mandated for all EL students only.

3rd hour. Required for all students (EL/RFEP/IFEP) in a dual language BMEP model, but optional for all students (EL/RFEP/IFEP) in maintenance, heritage, and transitional BMEP models.

Refer to BMEP models and the instructional time chart that follows in a section below of the technical assistance manual for additional information on requirements for the 3rd hour of instruction specific to each BMEP model.

**Content area endorsements as required by the professional licensure bureau for specific content areas taught. Endorsement waivers are issued by the professional licensure bureau. For more information please visit the professional licensure bureau's website.

Please note: Specialty Area K-12 500 licensed teachers, in an elementary setting, can only teach the content areas for which they hold endorsements.

¹ Includes 6th grade when taught in an elementary classroom setting

BMEP Endorsement Requirements: Middle School 6-8

BMEP Endorsement Requirements: Middle School Grades 6–8

TEACHING LICENSE REQUIREMENTS

AS REQUIRED BY THE PROFESSIONAL LICENSURE BUREAU FOR SPECIFIC GRADE LEVELS TAUGHT
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[HTTPS://WEBNEW.PED.STATE.NM.US/BUREAUS/LICENSURE/](https://webnew.ped.state.nm.us/bureaus/licensure/)

PROGRAM HOURS*	LANGUAGE ARTS IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
1 st Hour	Jicarilla language arts Keres language arts Navajo language arts Tiwa language arts Tewa language arts Towa language arts Zuni language arts Course code 1260	-Native American language and culture certificate (NALC) • <i>Teaching license not required for Native American languages only</i>	One hour (60 minutes) of home/heritage (target) language arts instruction	<ul style="list-style-type: none"> English Learners (ELs) Reclassified fluent English proficient (RFEP) students Initial Fluent English Proficient (IFEP) students
	Spanish language arts Course code 1276	-Bilingual endorsement AND -Modern, classical, and native languages (MCNL) endorsement		
PROGRAM HOURS*	ENGLISH LANGUAGE DEVELOPMENT/ ENGLISH AS A SECOND LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
2 nd Hour	ELD/ESL Course code 1062	-TESOL endorsement	One hour (60 minutes) or equivalent of English language instruction	<ul style="list-style-type: none"> ELs only
	ELA-ELD Course code 1063 <i>Language arts endorsement required for course 1063 only</i>	-TESOL endorsement AND -Language arts endorsement		
PROGRAM HOURS*	CONTENT AREA IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
3 rd Hour	Science Math Social studies Fine arts Various course codes may be allowable, but must be designated in STARS as BEP.	-NALC certificate • <i>Teaching license is required for content areas taught in Native American languages</i> AND -Content area endorsement **	One hour (60 minutes) or equivalent of content area instruction in home/heritage (target) language	<ul style="list-style-type: none"> ELs RFEPs IFEPs
		-Bilingual endorsement AND -Content area endorsement**		

***Programming Hours:**

1st hour. Mandated for all students (ELs/RFEP/IFEP) participating in a state-funded bilingual multicultural education program (BMEP).

2nd hour. Mandated for all EL students only

3rd hour. Required for all students (EL/RFEP/IFEP) in a dual language BMEP model, but optional for all students (EL/RFEP/IFEP) in maintenance, heritage, and transitional BMEP models.

Refer to BMEP models and instructional time chart that follows in a section below of the technical assistance manual for additional information on the requirements for the 3rd hour of instruction specific to each BMEP model.

**Content area endorsements as required by the professional licensure bureau for specific content areas taught. Endorsement waivers are issued by the professional licensure bureau. For more information please visit the professional licensure bureau's website.

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BMEP Endorsement Requirements: High School Grades 9-12

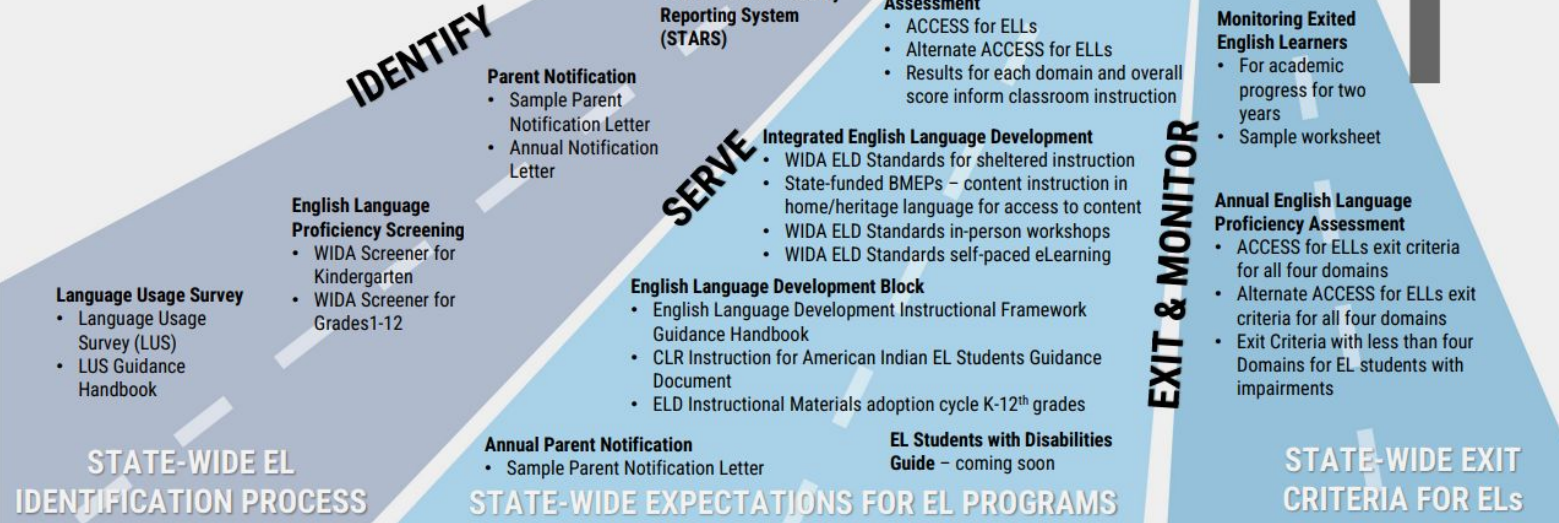
BMEP Endorsement Requirements: High School Grades 9–12				
TEACHING LICENSE REQUIREMENTS				
AS REQUIRED BY THE PROFESSIONAL LICENSURE BUREAU FOR SPECIFIC GRADE LEVELS TAUGHT PLEASE VISIT THE PROFESSIONAL LICENSURE BUREAU'S WEBSITE THAT MAY BE ACCESSED AT: HTTP://PED.STATE.NM.US/LICENSURE/INDEX.HTML				
PROGRAM HOURS*	LANGUAGE ARTS IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
	Jicarilla language arts Keres language arts Navajo language arts Tiwa language arts Tewa language arts Towa language arts Zuni language arts Course codes 1271, 1272, 1273 and 1268	-Native American language and culture (NALC) certificate <ul style="list-style-type: none"> Teaching license not required for Native American languages only 	One hour (60 minutes) of home/heritage (target) language arts instruction	<ul style="list-style-type: none"> English Learners (ELs) Reclassified fluent English proficient (RFEP) students Initial Fluent English Proficient (IFEP) students
	Spanish language arts Course codes 1277, 1278, 1279, 1280, 1202 and 1203	-Bilingual endorsement AND -Modern, classical, and native languages (MCNL) endorsement		
PROGRAM HOURS*	ENGLISH LANGUAGE DEVELOPMENT/ ENGLISH AS A SECOND LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
2 nd Hour	ELD/ESL Course code 1062 ELA-ELD Course code 1064, 1065, 1066, and 1067 <i>Language arts endorsement required for courses 1064-1067 only</i>	-TESOL endorsement -TESOL endorsement AND -Language arts endorsement	One hour (60 minutes) or equivalent of English language instruction	<ul style="list-style-type: none"> ELs only
PROGRAM HOURS*	CONTENT AREA IN THE HOME/HERITAGE (TARGET) LANGUAGE	ENDORSEMENT REQUIREMENTS	INSTRUCTIONAL TIME	STUDENT LANGUAGE CLASSIFICATION
3 rd Hour	Science Math Social studies Fine arts	-NALC certificate <ul style="list-style-type: none"> Teaching license is required for content areas taught in Native American languages AND - Content area endorsement**	One hour (60 minutes) or equivalent of content area	<ul style="list-style-type: none"> ELs RFEPs IFEPs

English Learner Road Map



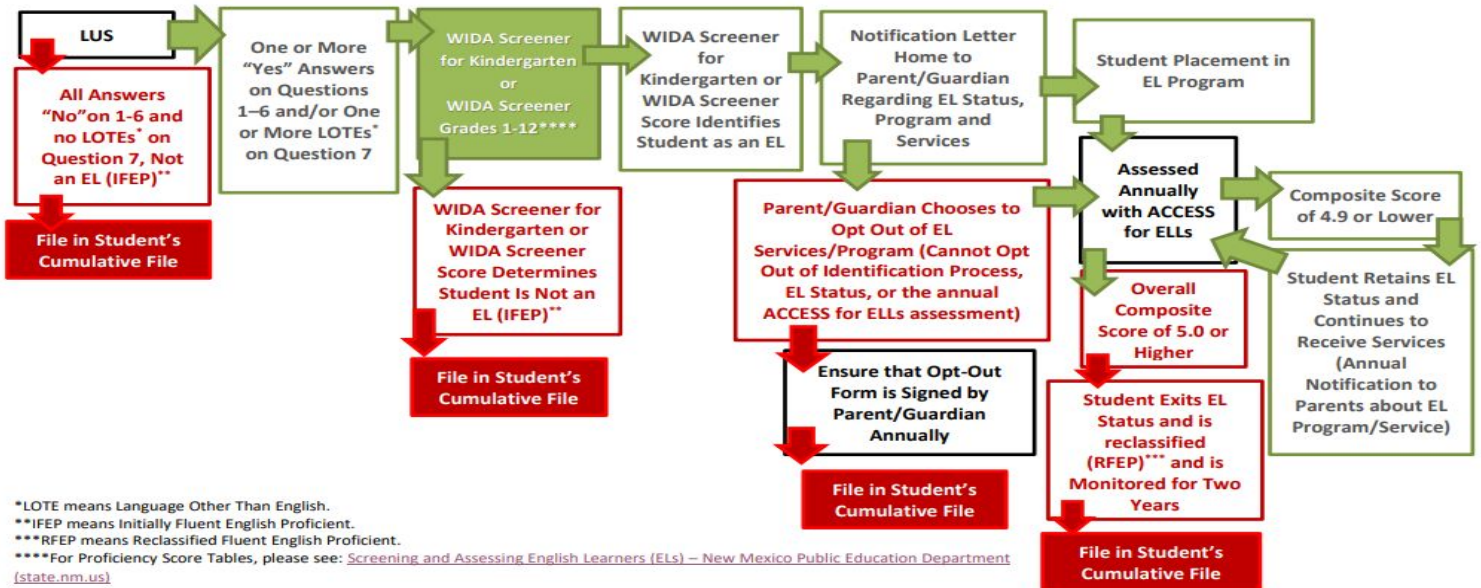
NEW MEXICO'S ROAD MAP FOR ENGLISH LEARNERS

PROFICIENT IN ENGLISH, MULTILINGUAL – STATE SEAL OF BILINGUALISM-BILITERACY, SECURE IN THEIR IDENTITY, AND COLLEGE AND CAREER READY STUDENTS



Language Usage Survey Process Map

New Student to Public Education



*LOTE means Language Other Than English.

**IFEP means Initially Fluent English Proficient.

***RFEP means Reclassified Fluent English Proficient.

****For Proficiency Score Tables, please see: [Screening and Assessing English Learners \(ELs\) – New Mexico Public Education Department \(state.nm.us\)](#)