



# 2<sup>nd</sup> Unidos Legislative Education Summit

## **FINAL REPORT**

- September 29, 2014
- Albuquerque, NM

### **ORGANIZERS**

Unidos Project

### **PLENARY SESSION FACILITATOR**

New Mexico First



**NEW MEXICO FIRST**  
*People. Ideas. Progress.*

**New Mexico First**  
P. O. Box 56549  
Albuquerque, New Mexico 87187  
Phone: 505-225-2140  
Website: [www.nmfirst.org](http://www.nmfirst.org)

Permission is typically granted to reproduce all or part of this document for educational or public policy purposes, subject to approval by **New Mexico First**. Contact us for reproduction authorization.

# CONTENTS

<b>INTRODUCTION.....</b>	<b>4</b>
Summit Participation.....	4
Summit Process.....	4
About the Organizer.....	4
About the Facilitator.....	5
Recommendation Summary.....	5
Student Success.....	5
Family Engagement.....	5
Collaboration.....	5
<b>RECOMMENDATIONS.....</b>	<b>6</b>
Student Success.....	6
Family Engagement.....	7
Collaboration.....	8

# INTRODUCTION

After reviewing the importance of public policy in creating education reform and advocating for evidence-based practice to demonstrate successful outcomes, participants at the 2<sup>nd</sup> *Unidos Project Legislative Education Summit* prioritized a number of key recommendations to improve the success of Hispanic students. The event was held September 29, 2014 in Albuquerque.

The purpose of the summit was to identify policies that will drive an agenda for Hispanic education excellence in early childhood development programs, K-12 schools, and higher education institutions. The summit produced a platform of nine recommendations focused on student success, family engagement, and collaboration. This policy platform will guide the organizer's advocacy with legislative and institutional policymakers over the next few years.

Summit participants requested more culturally and linguistically relevant professional development. They also called for equitable and authentic family engagement practices. Involving business partners and using research-based approaches were also seen as important. These recommendations and more are outlined in the complete report that follows.

## Summit Participation

With approximately 65 attendees, the event included people from many areas of the state. Participants came from both urban and rural communities – and they included educators, business people, nonprofit professionals, advocates, as well as public and government officials. Most were Hispanic.

## Summit Process

The event opened with guest speakers including Dr. Jozi De Leon, Vice President, UNM Division for Equity and Inclusion and David Rogers, Executive Director, NM Dual Language Education in NM who outlined the Hispanic Education Act and work of the Hispanic Education Act Council. In addition, NM Representative Rick Miera and Jerry Ortiz y Pino presented information regarding how legislative policy can lead to reform. Dr. Meriah Heredia-Griego, Research Assistant Professor, UNM Center for Education Policy Research, Robert Wood Johnson Center, and the Division of Equity and Inclusion, described the importance of recommending evidence-based policies. Dr. Jennifer Gomez-Chavez, Project Director, Unidos Project, closed the event outlining next steps.

Participants then worked in small groups, during which they reviewed recommendations from previous summits and identified policies that would have the most significant impact on student success, family engagement, and collaboration. Finally, all summit participants reviewed and prioritized the work of the small groups.

## About the Organizer

The **Unidos Project** enables students to move freely through the educational system with appropriate support and direction to remain on course. Representatives from K-12 education, higher education, community-based organizations, employers, and policy leadership collaborate to achieve this goal. Project partners include: Albuquerque Public Schools, University of New Mexico, Central New Mexico Community College, Center for Education Policy Research, El Centro de la Raza, College Board, Youth Development, Inc., Albuquerque Hispano Chamber of Commerce,

ENLACE, Innovate+Educate, Albuquerque-Bernalillo County Community Schools Partnership, Hispanic and community-based organizations, business/workforce organizations, and State Representative/House Education Committee Chair Rick Miera.

## About the Facilitator

**New Mexico First** engages people in important issues facing their state or community. Established in 1986, the public policy organization offers unique town halls and forums that bring together people from all walks of life to develop their best ideas for policymakers and the public. New Mexico First also produces nonpartisan public policy reports on critical issues facing the state. These reports – on topics like water, education, healthcare, the economy, and energy – are available at [nmfirst.org](http://nmfirst.org). Our state’s two U.S. Senators – Tom Udall and Martin Heinrich – serve as New Mexico First’s honorary co-chairs. The organization was co-founded in 1986 by Senators Jeff Bingaman and Pete Domenici (retired).

## Recommendation Summary

The list below offers a high-level summary. Additional details on each recommendation are provided in the complete report that follows.

### STUDENT SUCCESS

- Early Childhood: Dual language, culturally relevant professional development
- K-12: Culturally and linguistically responsive professional development
- Higher Education: Culturally competent programs and practices

### FAMILY ENGAGEMENT

- Early Childhood: Support for non-traditional families
- K-12: Community engagement coordinators
- Higher Education: Equitable, authentic family engagement

### COLLABORATION

- Early Childhood: Support collective impact
- K-12: Incentivize business involvement
- Higher Education: Incentivize local and Hispanic-focused research

# RECOMMENDATIONS

There have been several events that preceded this summit and addressed similar issues. The intent of this event was to create very clear policy priorities that advocates and legislators can use to foster education reform that specifically addresses the unique needs of Hispanic students and their families. Legislators have often expressed their need to learn about the top priorities of their constituents. There was a very conscious choice to ask participants to review the proposed recommendations and to establish priorities as opposed to weighing in on overall level of support. Therefore, the results of this summit should not be compared to other events where establishing level of support was the purpose.

The following policy recommendations were developed by participants in small groups at the summit. The entire summit group considered all the recommendations and used electronic polling devices to establish their top priorities.

## Student Success

Education Level	Recommendation	Priority Level HP= High Priority MP=Mid Priority LP=Low Priority
Early Childhood	<b>1. Dual language, culturally relevant professional development:</b> Implement fully funded, high quality early childhood education programs that focus on the holistic support and development of the child (linguistically, culturally, and academically), via the provision of ongoing professional development focused on and grounded in dual-language, culturally relevant, critically conscious pedagogy that is community-specific, evidence-based, and ensures transitional support.	HP=35% MP=35% LP=30%
K-12	<b>2. Culturally and linguistically responsive professional development:</b> Implement place-based, sustained, culturally, and linguistically responsive professional development for all pre-service and in-service school administrators, teachers, and staff (PreK-20) that support evidence-based and/or “promising practice” curricula to achieve Hispanic student success.	HP=35% MP=38% LP=27%
Higher Education	<b>3. Culturally competent programs and practices:</b> Fund and institutionalize evidence-based, culturally competent programs and practices that have demonstrated holistic student success (i.e., Unidos, ENLACE). Programs should be offered in- and out-of-the-classroom and cover “cradle to lifelong career” adjustments and transitions.	HP=48% MP=25% LP=27%

## Family Engagement

Education Level	Recommendation	Priority Level <small>HP= High Priority MP=Mid Priority LP=Low Priority</small>
<b>Early Childhood</b>	<p><b>4. Support for non-traditional families:</b> Use the community schools model to support authentic partnerships with Hispano-Latino non-traditional families, prioritizing the needs of inter-generational relatives and guardians who are raising children. This activity will ensure the understanding of educational testing, interpretation of test results, graduation requirements, use of technology, and other educational issues. Expand existing frameworks and/or develop new ones that are statewide.</p>	<p>HP=40% MP=32% LP=28%</p>
<b>K-12</b>	<p><b>5. Community engagement coordinators:</b> Create on-site community engagement coordinators who work with school administration and school stakeholders to address out-of-school time barriers to learning. Hire them to work with clusters of schools in communities, and/or prioritize Title I schools.</p>	<p>HP=40% MP=32% LP=28%</p>
<b>Higher Education</b>	<p><b>6. Equitable, authentic family engagement:</b> Create equitable and authentic family engagement through statewide PreK-20 place-based, sustained practices/programs (e.g., community schools, ENLACE, and other family engagement programs) by providing:</p> <ul style="list-style-type: none"> <li><b>a.</b> Family leadership training</li> <li><b>b.</b> Family training centers</li> <li><b>c.</b> Food, clothing, medical service, dental, behavioral health, legal advice/representation, and other services</li> </ul> <p>This can be accomplished by incorporating the National Standards for Families and School Partnerships.</p>	<p>HP=44% MP=29% LP=27%</p>

## Collaboration

Education Level	Recommendation	Priority Level <small>HP= High Priority MP=Mid Priority LP=Low Priority</small>
<b>Early Childhood</b>	<b>7. Support collective impact:</b> Provide incentives for businesses, community-based organizations, and other institutions to support sustainable collective impact Hispano-Latino student and family success.	HP=15% MP=27% LP=58%
<b>K-12</b>	<b>8. Incentivize business involvement:</b> Provide tax or other incentives for businesses, governmental institutions, and community-based organizations to provide supports to students, families, and community partnerships. Supports can include tutoring, job mentoring, service-learning, paid internships, paid apprenticeships, and paid time-off for employees to engage in their students' education. Partners can also advise on curriculum development for career paths, financial literacy, work skills, etc. Achieve business involvement through community partnerships that include relevant organizations and groups.	HP=56% MP=33% LP=10%
<b>Higher Education</b>	<b>9. Incentivize local and Hispanic-focused research:</b> Incentivize sustainable research that is local and Hispanic-focused to create evidence-based practices that promote community partnerships, including business, service organizations, educational institutions, and families. Identify best practices that support mutually beneficial success.	HP=48% MP=31% LP=21%