

51st ABE NM Annual Conference

¡BASTA YA! K'adí

Defending and Sustaining Linguistic and Cultural Equity in Oppressive Times



April 8 - 11, 2026 • Albuquerque, NM

Defending and Sustaining Linguistic and Cultural Equity in Oppressive Times

Annual Association of Bilingual Education New Mexico Conference



CONFERENCE OVERVIEW

WELCOME!

¡BIENVENIDOS!

YÁ'AT'ÉEH!

KESHHI!

DÁANZHÓ!

Wednesday, April 8, 2026

- 7:30 am - 3:30 pm Dynamic Bilingual Maleta
- 7:30 am - 3:30 pm Early Childhood Dual Language Bilingual Education
- 7:30 am - 3:30 pm Acequia and Land Grant Project
- 7:30 am - 3:30 pm Student Leadership Institute

Thursday, April 9, 2026

- 7:30 am - 5:00 pm Registration/Exhibits
- 7:45 am - 9:00 am Continental Breakfast
- 8:30 am - 10:15 am Opening Session/Welcome/Keynote Speakers
- 10:25 am - 11:50 am Concurrent Sessions I
- 11:55 am - 1:15 pm Lunch (lunch provided for conference participants)
- 1:20 pm - 2:35 pm Concurrent Sessions II
- 2:40 pm - 3:55 pm Concurrent Sessions III
- 4:00 pm - 4:30 pm ABE NM Board General Meeting (open for all members)

Friday, April 10, 2026

- 7:30 am - 5:00 pm Registration/Exhibits
- 7:45 am - 9:00 am Continental Breakfast
- 8:30 am - 10:15 am Opening Session/Welcome/Keynote Speakers
- 10:25 am - 11:50 am Concurrent Sessions IV
- 11:55 am - 1:15 pm Lunch (lunch provided for all conference participants)
- 1:20 pm - 2:35 pm Concurrent Sessions V
- 2:40 pm - 3:55 pm Concurrent Sessions VI
- 5:00 pm - 7:00 pm ABE NM Hall of Fame Awards Dinner (free for conference participants. RSVP required.)
- 7:00 pm - 10:00 pm President's Reception Dance (all conference participants are invited)

Saturday, April 11, 2026

- 7:45 am - 9:00 am Continental Breakfast
- 8:30 am - 8:55 am General Session/Keynote
- 9:00 am - 12:00 pm Languages and Cultures Showcase Festival

About ABE NM

MISSION



The Association of Bilingual Education – New Mexico (ABENM) is committed to empowering bilingual educators across the state by supporting their work and professional growth.

- We believe that bilingual education benefits all learners—those acquiring English as well as those learning other world languages.
- We value the vital role that educators of all kinds play in the lives of New Mexico's students, including parents, extended family members, teachers, administrators, paraprofessionals, and peers.
- ABENM celebrates New Mexico's rich cultural and linguistic diversity and advocates for its integration into every student's learning experience.
- Through advocacy, professional development, and research, we promote educational excellence and equity for all students in bilingual settings.

ABE NM 2026 POSTER ARTIST

The ABE NM Board of Directors presents this year's poster artist **Natalya Nez!**



Natalya Nez is a Navajo multidisciplinary artist from the Ramah-Navajo Indian Reservation. A Navajo woman and matriarch in her family, her artistic journey reflects an ongoing process of learning and reconnecting to the culture and language she was not raised with, despite her deep roots. Through her creative work, she explores the ideas, teachings, and identity she continues to uncover, sharing that learning with others through her art. Natalya's reflection on this year's conference theme speaks to the importance of preserving the language and cultural practices Native communities are at risk of losing. She sees these traditions as an anchor—guiding individuals and communities through an ever-changing and often overwhelming world.

About the Artwork: An elderly woman and a young girl stand in a cornfield, symbolizing how language and cultural knowledge are passed down through family and everyday life. The act of gathering corn suggests reflection, storytelling, and the importance of returning to cultural roots as a way to navigate the challenges of the present.



Association of Bilingual Education New Mexico

P. O. Box 6578
Albuquerque, NM 87197
www.nmabe.org

Welcome to the 51st Anniversary Conference of the Association for Bilingual Education of New Mexico!

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Elisabeth Valenzuela, Ph.D.

Dear Esteemed Colleagues, Advocates, and Friends,

It is with immense pride and heartfelt enthusiasm that I welcome you to the **51st Anniversary Conference of the Association of Bilingual Education of New Mexico (ABE NM)**. This milestone is not only a celebration of our organization's enduring legacy, but also a reflection of the continued strength, resilience, and purpose of our bilingual education community.

For over 20 years, I have had the honor of serving in education in many capacities—as a bilingual classroom teacher, an instructional leader, and an elementary administrator. These experiences have shaped my deep commitment to bilingual education and strengthened my advocacy for the students and families we serve. Over the past eight years with ABE NM, I have been privileged to contribute to initiatives such as the State and National Spanish Spelling Bee, and to work alongside a dedicated board focused on protecting and advancing the laws and policies that uphold bilingual education.

My advocacy is rooted in the belief that language is power. Bilingual education is not simply a program—it is a pathway to equity, identity, and opportunity. It affirms who our students are, honors where they come from, and equips them with the skills to succeed in a diverse and interconnected world.

As we celebrate 51 years of ABE NM, we also recognize that our work is far from over. We continue to stand firm in our commitment to **multilingual awareness**. We are dedicated to ensuring that the voices, languages, and cultures of our communities are not only preserved, but elevated. Our advocacy remains critical as we navigate evolving educational landscapes. We continue to fight for the rights of emergent bilingual students.

This conference is an opportunity to reflect, to learn, and to renew our shared mission. Together, we will engage in meaningful dialogue and share impactful practices. We will also strengthen our collective voice. Most importantly, we will continue to champion the transformative power of bilingual education for generations to come.

Thank you for your unwavering dedication, your advocacy, and your belief in the brilliance of our students.

With sincere appreciation,

Corina Alvarez

Corina Alvarez
President
Association of Bilingual Education of New Mexico

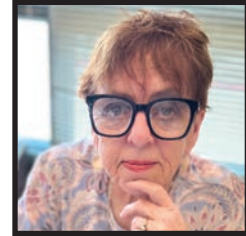
ABE NM BOARD OF DIRECTORS



Corina Alvarez
President
Las Cruces Public Schools



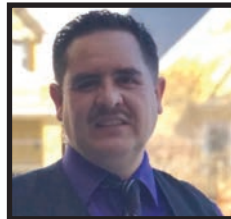
Dr. Susana Ibarra Johnson
Vice President
New Mexico State University



Judy Touloumis
President Elect
Albuquerque Public Schools



Cesar Rubio
Secretary
Albuquerque Public Schools

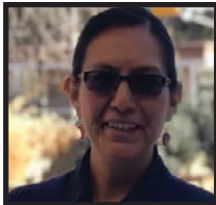


Jesús Moncada
Treasurer
Christine Duncan Charter School



Berlinda Begay
Past-President
Central Consolidated Schools

ABE NM REPRESENTATIVES



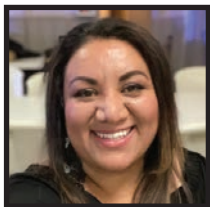
Ina Montoya
Apache Representative



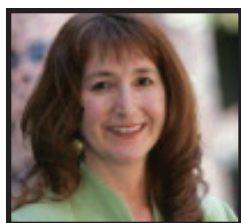
Mary Alice Martinez
Pueblo Representative



Carmelita Lee
Navajo Representative



Santi Gutierrez
Parent Representative
Clovis Municipal Schools



Suzanne Jacquez Gorman
Member-at-Large
Santa Fe Public Schools



José "Azul" Cortés
DLeNM Representative



Korina Cordova
Bilingual and Multicultural
Education Advisory Council

ABE NM STRATEGIC PLAN

- Bilingualism is an asset to be encouraged and promoted.
- Languages, cultures, and heritages should be preserved, maintained, and developed for all people in New Mexico.
- Respect for all languages and acceptance of diversity is essential for a healthy society.
- The teaching and learning of languages is vital for the education of all children.
- The most important tool for learning is the language(s) that the child brings to school.
- Focused professional development for stakeholders is vital for lifelong learning, understanding, and growth.



5TH ANNUAL ACEQUIA & LAND GRANT EDUCATION PROJECT PRE-CONFERENCE INSTITUTE

EMBASSY SUITES IN ABQ. (1000 WOODWARD PL. NE)

APRIL 8, 2026

The Center for the Education and Study of Diverse Populations invites you to share and learn community wisdom related to land and water curriculum:

- Help us welcome new community participants,
- Hear how communities and schools are incorporating acequia and land grant education in their everyday curriculum,
- Explore our latest learning activities, unit plans and projects, and
- Develop a plan to implement a land/water curriculum that will weave together student learning and community knowledge!
- **Lodging and conference registration provided!**



Acequia and Land Grant Pre-Conference Institute
April 8th
7:30 a.m. - 4:00 p.m.

Network and spread the excitement to your local community and educators!

New Mexico- based culture and language sessions available all day **April 9-11!**

Ask about the Student Leadership Institute on April 9th!





SLI 2026

STANDING UP FOR LINGUISTIC AND CULTURAL EQUITY!

Ratio of 1:8 adult mentors to youth leaders!

Focus on solutions confronting youth and families in their own communities!



The Association for Bilingual Education (ABE NM) Student Leadership Institute will take place on April 8th from 7:30 a.m. to 4:00 p.m. at the Embassy Suites (1000 Woodward Pl NE) in Albuquerque. Breakfast and lunch will be provided.



Center for the
Education and
Study of
Diverse
Populations



ABE NM

presents the

2026 New Mexico Spanish Spelling Bee



May 2, 2026

The 2026 NM Spanish Spelling Bee competition will take place **Saturday, May 2, 2026**, at the **National Hispanic Cultural Center** in Albuquerque, NM.



Albuquerque, unique as its name.



Between sessions, explore vibrant culture, iconic sunsets, and unforgettable New Mexican cuisine, from Old Town to the Sandia Mountains.

The Albuquerque Hispano Chamber of Commerce's Convention and Tourism Department is proud to support meetings and conventions for Hispanic and Native American organizations—providing complimentary assistance in planning, promotion, and local expertise to help create meaningful, well-supported events rooted in community and culture.

ALBUQUERQUE
HISPANO
CHAMBER OF COMMERCE
CONVENTION & TOURISM

WWW.AHCNM.ORG/CT | 505-842-9003



Scan to uncover other local favorites and unique experiences.



PRESIDENTS RECEPTION & DANCE • FRIDAY, APRIL 10 • 7:30 pm - 10:00 pm



Second 2 Last is a dynamic band known for high-energy performances, crowd connection, and a versatile sound that keeps audiences engaged from start to finish. With powerful vocals, strong musical chemistry, and a seamless blend of pop, rock, classic hits, and folk-inspired flair, they create an atmosphere that is both lively and memorable. More than just a performance, Second 2 Last delivers a celebration of music, joy, and community that gets everyone on their feet.

OPENING SESSION — THURSDAY, APRIL 9, 2026

Greetings and Welcome

Mary Alice Martinez
Pueblo Representative

Presentation of the Colors

Women Warriors

Introduction of Keynotes

Dr. Suzanne Jacquez Gorman

Member-at-Large
Santa Fe Public Schools

Keynotes

Corina Alvarez, Dr. Susana Ibarra Johnson, and Dr. Berlinda Begay



Corina Alvarez is an educator and leader with over nineteen years of experience in public education. She served as a bilingual classroom teacher for eleven years and spent eight years in educational administration. She currently serves as President of ABE NM, an organization she has supported for the past nine years in roles including Member-at-Large, Secretary, Vice President, and President.

Dr. Susana Ibarra Johnson, ABE NM Vice President, is committed to improving the education of bilingual students through her work as a professional development specialist, researcher, district and program leader, and bilingual educator. Her research focuses on translanguaging and its role in strengthening biliteracy and supporting emergent bilingual students.



Dr. Berlinda Begay, ABE NM Past President, is a citizen of the Navajo Nation and a first-language Navajo speaker with over 27 years in Indian Education. Her work centers on Indigenous language revitalization and culturally responsive teaching, grounded in her commitment to sustaining language and culture for future generations.

Introduction of Keynote

Dr. Susana Ibarra Johnson
Vice President

New Mexico State University

Keynote
Dr. Natalie Martinez



Dr. Natalie Martinez (K'awaika-meh, Laguna Pueblo) is an educator and Assistant Professor of Curriculum & Instruction at New Mexico State University. She collaborates on Indigenous-centered curriculum initiatives including Indigenous Wisdom, Indigenous New Mexico, Indigenous Science Initiative, and IndigNM, and has developed curriculum guides supporting numerous books and educational projects. A former principal and teacher at her Pueblo Nation, Dr. Martinez has also taught at the University of New Mexico and Central New Mexico Community College and continues to support Native educator development through teacher preparation and mentoring.

CONCURRENT SESSIONS — THURSDAY, APRIL 9, 2026

Room	Session I • 10:25 am– 11:50 am
Ocotillo I	Dr. Susana Ibarra Johnson • The Dynamic Biliteracy Maleta: How Translanguaging Transforms Biliteracy Practice
Ocotillo II	Natalie Martinez, Ph.D. • Engaging Indigenous Critical Literacies
Sandia I	Dr. Elia Maria Romero • Using Crypto Tiles to Link Numeracy and Literacy Skills in a First Grade Classroom
Sandia II	Jessica George • I Am My Child’s First Teacher; Our Home, My Child’s First School
Sandia III	Mary Alice Martinez • Taos Pueblo Tiwa Language Program: “Teaching Tiwa Language”
Sierra I	Anesha Yazzie • Saad K’idilyé - Planting the Language Seed
Sierra II	Julie Weeks • Special Education 101 (FAPE)
Sierra III	Miguel Santistevan • ¡Vuelta! ¡Saca la tarea! Obstacles and Opportunities for Cultural Education

Room	Session II • 1:20 pm – 2:35 pm
Ocotillio I	Mayra Moncada • Cuando los libros conectan culturas: experiencias de la Feria Internacional del Libro de Guadalajara para fomentar la lectura y el bilingüismo
Ocotillio II	Loretta Trujillo • When a Plan Isn’t Enough: Where Yazzie/Martinez Stands Now
Sandia I	Michele Trujillo • Writing As Self-Care For Teachers
Sandia III	Lisa Meyer • Maximizing Math Gains in Bilingual and Dual Language Programs
Sierra I	Armando Garza Ayala, Ph.D. • Showcasing our Students’ Bilingualism and Biliteracy: Translanguaging for Linguistic and Academic Justice
Sierra II	Minea Armijo Romero Ph.D. • ABE NM Graduate Student Research Showcase: Elevating Emerging Voices in Bilingual Education
Sierra III	Dr. Soledad García • El hilito que nos une: An Acequia Game: Learning Cultural Citizenship and Community Water Governance Through Role Play

Room	Session III • 2:35 pm – 3:55 pm
Ocotillio I	Berlinda Begay • Sustaining Indigenous Language Programs Within New Mexico’s Bilingual Multicultural Education Framework
Ocotillio II	Rita Arely Holguin • Bilingual Multicultural Education Advisory Council
Sandia I	Valentina Londoño Taborda • Voces en Formación: El Programa Resident Teacher y la Preparación de Maestros Bilingües en Nuevo México
Sandia II	Jair Muñoz PhD • What it means to Exist “En la Frontera”: Belonging and Equity in HSI Student Experiences and Symbolically Sociopolitical Paradigms
Sandia III	Clara Ivonne Sainvilmar • La escritura entre dos idiomas a través de la literatura autentica.
Sierra I	Azul Cortés • Affirming the Identity of Each Student
Sierra II	Paola Castillo • Unlocking Success Together: A Celebration of Family Engagement at CDHA
Sierra III	Herbert García • Drawing From the Well: A Local Curriculum in Action

The Dynamic Biliteracy Maleta: How Translanguaging Transforms Biliteracy Practice

Ocotillo I

Susana Ibarra Johnson | Assistant Professor, New Mexico State University

Minea Armijo Romero, Assistant Professor, and Mary Fahrenbruck, Professor,, New Mexico State University

This session explores how translanguaging reshapes traditional views of biliteracy through the Dynamic Biliteracy Maleta, a professional learning model for bilingual educators. Through reflective and art-based activities, participants examine strategies that leverage students' linguistic repertoires, integrate foundational literacy, and reframe biliteracy as dynamic, culturally sustaining, and community-grounded.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: 1st-5th grades
Presentation

Engaging Indigenous Critical Literacies

Ocotillo II

Natalie Martinez, Ph.D. | Assistant Professor, New Mexico State University

This session will provide an overview of education theories and pedagogical practices that inform the field of Indigenous Critical Literacies. Any place where learning occurs is a site of literacy engagement – for Indigenous peoples, it is a practice embedded in lifeways and in processes of survival as thoughtful ways to communicate with and make sense of the world around us. Engaging Indigenous Critical Literacies involves the melding of Indigenous ways of knowing with contemporary western Critical Theory and Critical Pedagogy. Indigenous authors and teachers have long used Indigenous Critical Pedagogies in their writing and teaching to situate Indigenous identities and knowledge where it has been omitted, to interrogate the systems that appropriate or misarticulate Indigenous knowledge, to actively question spaces where the value and power of Indigenous knowledge is completely disregarded, and to reclaim / create spaces that amplify Indigenous voices and ways of knowing for readers and learners as true acts of education sovereignty. The presenter will share background information and practical applications of Indigenous Critical Literacies in the classroom.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Presentation

Using Crypto Tiles to Link Numeracy and Literacy Skills in a First Grade Classroom

Sandia I

Dr. Elia Maria Romero | Bilingual Specialist/ Mentor, Christine Duncan Heritage Academy

Mrs. Flor Jarvis | Bilingual 1st Grade Teacher, Christine Duncan Heritage Academy

Crypto Tiles es una estrategia efectiva con un toque matemático, donde los estudiantes bilingües tienen la oportunidad de desarrollar la pedagogía de la pregunta. Con esta estrategia, al mismo tiempo, desarrollan biliteracidad al acertar las palabras o frases escondidas, ya sea en inglés o español. Sus preguntas deben ser perspicaces y con una sólida base matemática. A través del proceso, los estudiantes, de una forma amena, practican vocabulario académico y razonamiento matemático, manteniéndolos completamente involucrados como grupo.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Early Childhood: Preschool-1st grade
Workshop (hands-on)

I Am My Child's First Teacher; Our Home, My Child's First School

Sandia II

Jessica George | Program Coordinator and Trainee, Partnership for Community Action

Marissa Muñoz | Community Facilitator, PCA

In this session on family engagement, we will discuss the critical role families play as their child's first teacher—and how their child's path toward college and lifelong success begins at birth. Participants will engage in dialogue around the ways in which parents' and families' existing childrearing practices can be leveraged to support their child's schooling experiences. Together, we will identify practical strategies to honor, affirm, and build upon the foundational knowledge families already bring to their children's education.

Water - Planning for sustainability through program design and implementation | Early Childhood: Preschool-1st grade
Presentation

Taos Pueblo Tiwa Language Program: “Teaching Tiwa Language”

Sandia III

Mary Alice Martinez | Tiwa Language Coordinator, Taos Pueblo

The Taos Pueblo Tiwa Language Program Coordinator and Tiwa language teachers will present a basic overview of the curriculum that is used to teach the heritage language in the Taos Public Schools at the elementary, middle, and high school levels. The presentation will include pedagogy for teaching lessons with wordless books, illustrations, and props. The presentation will include innovative methods for teaching a language that is not written and is taught through oral language. It is a testament to the resilience of indigenous languages to maintain strong, stable language programs that will protect language and culture in an ever-changing modern world.

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels
Presentation

Saad K'idilyé - Planting the Language Seed

Sierra I

Anesha Yazzie | Caretaker Supervisor, Saad K'idilye
Cheryl Yazzie | Caretaker Supervisor, Saad K'idilye

We will share the history of SK, program implementation and development. Reflecting and planning program assessment and curriculum development. Our mission is to grow 1st language learners and proficient 2nd language learners. We will provide an overview of Saad K'idilyé programs in an urban setting where culture and language is not easily accessible.

Fire-igniting efforts of advocacy - across our communities. | Early Childhood: Preschool-1st grade
Presentation

Special Education 101 (FAPE)

Sierra II

Julie Weeks | Special Education Director, Christine Duncan Heritage Academy
Are-Pee Castalone, Maridel Lazo, Carla Olivas, Yenifeer Lopez Amy Melia, | Caseload Manager, Christine Duncan Heritage Academy

In this session, special education specialists will support participants' understanding of students with special needs within a dual language setting. The session will address key legal requirements and compliance issues, framed specifically around how educators can effectively inform and support parents, families, and fellow educators who may not have a background in special education. Participants will leave with practical strategies for fostering inclusive, legally sound, and culturally responsive practices in dual language classrooms.

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels
Presentation with hands-on activity

¡Vuelta! ¡Saca la tarea! Obstacles and Opportunities for Cultural Education in the 21st Century – Acequias, Land Grants, Agriculture, and Sustainability

Sierra III

Miguel Santistevan | Consultant, Escuela Sol Feliz

As society progresses further into technology and industrialism, land-based cultures struggle to survive under the influence of modernization, convenience, and trauma. Efforts to teach cultural knowledge have been developed to address the loss of cultural practice and understanding among youth and are also relevant to address the Yazzie Martinez lawsuit. Learning about local culture creates relevance for many land-based students and gives other students a concept and context of regional cultural diversity. This workshop will showcase the latest efforts by the Acequia and Land Grant Education (ALGE) Project to create and provide culturally relevant and comprehensive education materials. Necessarily bilingual in its presentation of cultural knowledge systems, the curriculum being developed will focus on the history and ecology of acequias and land grants and their relationship to Indo-Hispano and Native culture in New Mexico. Miguel Santistevan will share this work in curriculum development and offer insight from his 30 years of experience with acequias as a scholar, practitioner (parciantes and commissioner), and radio-producer, as well as his experience as a Level II 7-12 Math and Science teacher.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Presentation

Cuando los libros conectan culturas: experiencias de la Feria Internacional del Libro de Guadalajara para fomentar la lectura y el bilingüismo

Ocotillo I

Mayra Moncada | INSTRUCTIONAL COACH - PreK teacher, Christine Duncan Heritage Academy
 Alicia Garcia | Grade 1 Dual Language Teacher, Turnaround Coach, CDHA CEO, Christine Duncan Heritage Academy
 Dr. Hilda Rivera | Turnaround Coach, Christine Duncan Heritage Academy
 Dr. Jesus Moncada | CDHA CEO, Christine Duncan Heritage Academy

Esta presentación comparte experiencias vividas en la Feria Internacional del Libro de Guadalajara, destacando encuentros con autores e ilustradores y su impacto en la alfabetización, la educación bilingüe y la conexión cultural. A través de estas vivencias, se ofrecen ideas prácticas para fomentar la lectura y fortalecer el bilingüismo en contextos educativos y comunitarios, alineadas con la misión de Books del Sur de promover la literatura en español y culturalmente relevante.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels
 Presentation

When a Plan Isn't Enough: Where Yazzie/Martinez Stands Now

Ocotillo II

Loretta Trujillo | Executive Director, Transform Education New Mexico
 Alisa Diehl and Melissa Candelaria | New Mexico Center on Law and Poverty

New Mexico has released a statewide education plan outlining major investments intended to support students across the state. On the surface, it includes expanded learning opportunities, student supports, and system wide improvements, but key details are still missing. Without clear cost estimates, measurable benchmarks, and defined accountability, it is difficult to understand what implementation will actually look like in practice or how progress will be evaluated over time.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels
 Presentation

Writing As Self-Care For Teachers

Sandia I

Michele Trujillo | DL Kindergarten Teacher, Zia Elementary/ Maestr@s Bilingües NM / mi chela acuarela
 Maria Elena Orozco | 9-12 ELD Spanish Teacher, Valley High School, APS

We all know the power of writing and how the writing process helps students think through their experiences. We teach that writing gives voice to those who may not be heard and how it enables thoughts and ideas to be shared across time and distance. Writing can do all these things and can lead to a deeper level of understanding and even healing-- that's why we teach writing to our young students. But what about when TEACHERS need to voice their thoughts and heal from traumas big and small? In this session, participants will hear from a group of teachers who created an anthology of writing and art and how it provided a space of healing. Participants will hear samples from the Maestr@s Bilingües NM Facebook Group's, "Ni de aquí, ni de allá: A Borderlands Anthology" read by some of the contributors themselves and have an opportunity to write through anything they might be struggling with or what they've achieved. Sharing will be optional, but your teacher's soul will thank you for giving it voice on paper.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels
 Workshop (hands-on)

Maximizing Math Gains in Bilingual and Dual Language Programs

Sandia III

Lisa Meyer | Director of Instruction, Dual Language Education of New Mexico

Are you looking for specific actions you can take to support your dual language and bilingual teachers in providing high-quality math instruction and maximizing students' language development? This session targets administrators and teachers who recognize bilingualism as an asset and want to ensure their students develop the language skills to communicate their mathematical thinking bilingually. Strengthen your dual language or bilingual program by 1) building school systems to support math instruction, 2) cultivating buy-in and accountability, and 3) advocating for your program at the district level. This presentation is based on a chapter from the award-winning book *Integrando STEAM in Elementary Bilingual and Dual Language Programs*.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Presentation

Showcasing our Students' Bilingualism and Biliteracy: Translanguaging for Linguistic and Academic Justice

Sierra I

Armando Garza Ayala, Ph.D. | Professor, University of New Mexico

Multilingualism and multiculturalism in New Mexico are seen as normal traits of many schools across levels. Although using a multilingual pedagogical approach for teaching in bi/multilingual settings is an effective way to reach bilingual and emergent bilingual students in both English-as-medium of instruction (EMI) and Dual Language Bilingual Education (DLBE) classrooms, such approaches might be placed under a monolingual shadow. A translanguaging pedagogical approach, in both types of classrooms, counteracts such deficit perspective and brings linguistic and academic justice to marginalized bilingual and emergent bilingual students. In this interactive conversation, first, we will explore the importance of teaching for social justice to benefit our bilingual students. Secondly, we will explore the role of translanguaging in our lesson plans as social justice teachers. And finally, we will discuss how translanguaging can be embedded in our lessons' objectives having in mind the bilingualism and biliteracy skills of our students, so we purposefully create biliteracy objectives.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Workshop (hands-on)

ABE NM Graduate Student Research Showcase: Elevating Emerging Voices in Bilingual Education

Sierra II

Minea Armijo Romero Ph.D. | Assistant Professor Bilingual Education & TESOL, New Mexico State University

Graduate Students: Mika C. Leck, Ph.D., Ida Roybal, Angelica Casillas-Wortham, Terri Lee Stockberger, Ph.D., Patricia Streppel Hartemink, Tetsu Aboshi, Joaquín de Jesús, and Silvia Zacarias

This session creates a dedicated space for doctoral graduate students to share and refine their bilingual education research alongside faculty mentors, experienced researchers, and community educators from across New Mexico. Participants will explore key themes including translanguaging pedagogy, biliteracy development, language policy, teacher education, and community engagement. Through structured dialogue and targeted feedback on research design, data interpretation, and practical implications, emerging scholars will gain valuable insights to strengthen their work. Attendees are invited to contribute to a collaborative community committed to advancing bilingual education research that reflects and serves New Mexico's diverse linguistic landscape.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-16-applicable across grade levels
Presentation/Dialogue

El hilito que nos une: An Acequia Game: Learning Cultural Citizenship and Community Water Governance Through Role Play

Sierra III

Dr. Soledad García | Promotora Cultural, NM Acequia Association

Alex Griffiths | Youth Coordinator, NM Acequia Association

This interactive workshop introduces participants to *El hilito que nos une: An Acequia Game*, a role-playing game that models real-world acequia governance, social and cultural dynamics, and the environmental and societal pressures facing acequia communities in the Southwest. Acequias are traditional, community-managed irrigation systems central to agricultural livelihoods, cultural identity, and local water governance. This game fosters a ludic learning experience for young adults to learn about acequia culture, language and community values.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels
Workshop (hands-on)

Sustaining Indigenous Language Programs Within New Mexico's Bilingual Multicultural Education Framework

Ocotillo I

Berlinda Begay | Bilingual Multicultural Education Coordinator, Central Consolidated Schools

New Mexico's Bilingual Multicultural Education Program (BMEP) provides a powerful foundation for schools and tribal communities seeking to preserve, revitalize, and strengthen Indigenous languages. Yet sustaining these programs requires more than compliance with state requirements—it demands long-term vision, community partnership, culturally grounded pedagogy, and strategic navigation of funding structures.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Presentation

Bilingual Multicultural Education Advisory Council

Ocotillo II

Rita Arely Holguin | Bilingual Elementary Teacher, Hatch Valley Public School

Korina Cordova, Erika Martinez Paredes, Armando Garza Ayala | BEMAC Members

Bilingual Multicultural Education Advisory Council (BMEAC) advises the secretary and department staff on effective implementations of the Bilingual Multicultural Education Act. The advisements are focused on New Mexico stakeholders' access to quality bilingual multicultural education. This panel will share the current advisements being explored by the council. We will ask participants to provide input for the current and future PED advisements.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels
Presentation

Voces en Formación: El Programa Resident Teacher y la Preparación de Maestros Bilingües en Nuevo México

Sandia I

Valentina Londoño Taborda | Teacher Residency, Christine Duncan Heritage Academy

Sandra Sanchez | Teacher Residency, Christine Duncan Heritage Academy

Esta sesión comparte la experiencia de Resident Teachers en un modelo de formación docente basado en la práctica, desarrollado en colaboración entre Christine Duncan Heritage Academy, Northern New Mexico College y New Mexico Highlands University. Desde un entorno Pre-K–8, con programa dual 90/10 se destaca cómo la integración entre formación académica, práctica en el aula, mentoría y apoyo institucional fortalece la identidad docente y la preparación de maestros bilingües comprometidos con sus comunidades, aportando al diálogo estatal sobre modelos sostenibles y replicables de formación docente.

Wind- Spreading seeds of hope through communication and partnerships | Pre-k-8
Presentation

What it Means to Exist "En la Frontera": Belonging and Equity in HSI Student Experiences and Symbolically Sociopolitical Paradigms

Sandia II

Jair Muñoz PhD | Lecturer III, University of New Mexico

Laura Mendoza PhD | Assistant Professor of Instruction, University of Texas at El Paso

This session examines how transfronterix students (De la Piedra & Araujo, 2012) navigate a Hispanic-Serving Institution (HSI) in the U.S.-Mexico borderlands, shaped by militarized paradigms, crimmigration, and political uncertainty (Shapiro et al., 1988). Through testimonios, policy analysis, and historical research (Delgado Bernal et al., 2012), we explore how their lived experiences reveal possibilities for culturally sustaining, place-based educational practices. Preliminary findings highlight frameworks for inclusive servingness rooted in advocacy, and community sustainability (Hinojosa, 2022; Kraidy, 2002). The transfronterix experience, is one of culturally hybrid functions that contest economically, environmentally, and placed-based negotiations that are tied to resisting symbolic, structural, and often physical violence (Bourdieu, 1999). Similarly, this speaks to how their culturally hybrid experience navigates through discursive practices (Levitt and Jaworsky, 2007). We offer actionable strategies for institutions navigating contested spaces while resisting symbolic violence (Bourdieu, 1999). This session contributes to understanding how HSIs can build futures grounded in equity, belonging, and the complex geographies their students call home.

Fire-Igniting efforts of advocacy - across our communities. | Higher education and Community
Presentation

La escritura entre dos idiomas a través de la literatura autentica

Sandia III

Clara Ivonne Sainvilmar | Third Grade Bilingual Teacher, Christine Duncan Heritage Academy
Dr. Elia Maria Romero | Bilingual Consultant, Christine Duncan Heritage Academy

Esta sesión se enfocará en el proceso de la lectoescritura de los estudiantes emergentes bilingües para hacer la transición de los dos idiomas con el fin de adquirir fluidez, precisión, automaticidad, oralidad y comprensión lectora. Se escogera un clasico de la literatura universal como es “La Cenicienta” version de diferentes culturas y de esta forma demostrar como los estudiantes realizan la conexion meta-linguistica, meta-cultural y meta-cognitiva.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: 1st-5th grades
Workshop (hands-on)

Affirming the Identity of Each Student

Sierra I

Azul Cortés | Director of Heritage Languages, Dual Language Education of New Mexico

The CLAVES® framework supports educators to implement differentiated, inclusive, and validating instruction. We will explore the principles of Access, Validation, and Equity and how to affirm students’ diverse identities. We will also examine how implicit bias adversely impacts the building of positive student relationships in the classroom.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades
Presentation

Unlocking Success Together: A Celebration of Family Engagement at CDHA

Sierra II

Paola Castillo | Community Outreach/Marketing, Christine Duncan Heritage Academy
Abigail Quezada | Title I Parent Liaison, Christine Duncan Heritage Academy

Join us at Christine Duncan Heritage Academy for an inspiring event focused on the power of family involvement! Discover the strategies and activities we use to build a strong school community. You’ll hear directly from a special panel of CDHA parents who will share their personal experiences with our Title I program, the Newcomers Center, Abriendo Puertas, and Relaciones Saludables. Come be inspired, connect with other families, and leave with new ideas to help our students thrive!

Fire-Igniting efforts of advocacy - across our communities. | Elementary & Secondary
Presentation

Drawing From the Well: A Local Curriculum in Action

Sierra III

Herbert García | Bilingual Secondary Teacher, Española Public Schools
Yina Martínez | Bilingual Teacher, Española Public Schools

Are your students disconnected from the curriculum, minimally engaged, and losing their identity as members of a bilingual community? Is community participation limited to formal events? Find out how Española Public Schools is using the Drawing from the Well curriculum (made in New Mexico) as a unique way to support place-based learning, elevate the community as a source of knowledge, create culturally sustaining practices, invite and honor student voice, and nurture the overall well-being of our students. Participants will leave with a general understanding of the curriculum, where to access it, and how to make it fit the unique needs of their communities.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Presentation

New Mexico Tribal Language Consortium Forum



at

Association of Bilingual Education New Mexico Conference
“Defending and Sustaining Linguistic and Cultural Equity in Oppressive Times”

Friday, April 10, 2026

10:00 a.m. to 4:00 p.m.

La Ventana Room @ Embassy Suites by Hilton

Agenda:

- 10:00 a.m. Opening – Tribal Leader
- 10:05 a.m. Welcome and Introduction – NMTLC officers
- 10:15 a.m. NMTLC business
- 10:30 a.m. NM Legislative Actions, 2026 Legislative Overview - Regis Pecos
- 11:15 a.m. Yazzie/Martinez Updates - Melissa Candelaria
- 11:45 a.m. Q&A, and comments
- 12:00 p.m. Lunch
- 1:15 p.m. Bilingual Teacher Regulation Revisions: Issues for Native Language Teachers (6.64.10 NMAC)
Panel Discussion - Dr. Christine Sims, Dr. Penny Bird and Shannon Johnson M.A., Ed.S.
- 2:00 p.m. Q&A, and comments
- 2:30 p.m. Table Discussion & Share Out
- 3:00 p.m. NMPED Role and Responsibilities for Legislative Action- Katie Ann Juanico,
Assistant Secretary for Indian Education, NMPED
- 3:30 p.m. Q&A, and comments
- 3:45 p.m. Wrap-up and closing

Info for SB 216

SB 216 CERTIFICATE FOR
NATIVE AMERICAN
LANGUAGES

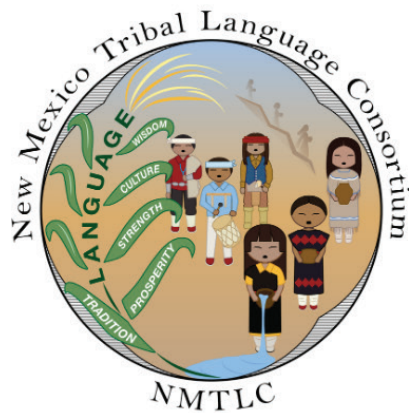
[Shannon D.
Pinto](#)

Senate Finance
Committee

2026
Regular

<https://www.nmlegis.gov/Sessions/26%20Regular/bills/senate/SB0216.pdf>

La Ventana
Room



Q&A

Join Us

NMTLC FORUM @ ABENM

DATE & TIME April 10, 2026, 10 AM-4 PM

TOPICS

- Overview of Legislative Session 2026
- Yazzie/Martinez Updates
- Issues for Native Language Teachers (6.64.10 NMAC)
- NMPED Role and Responsibilities for Legislative Action

Greetings and Welcome

Carmelita Lee

ABE NM Navajo Representative

Introduction of Keynote

José “Azul” Cortés

DLeNM Representative

Keynote **Michael Garcia**



Michael “Yaschay” Garcia (Pueblo of Tamaya / Santa Ana Pueblo) is a Keres language teacher, storyteller, and cultural keeper who brings language to life through song and story. His teaching center’s identity, spirituality, and the deep connections between his people, land, language, and tradition. Michael is the creator and host of the podcast *Life of a Dog on the Rez*, where he shares funny, cringe-worthy, and inspirational stories from his beloved Pueblo homelands and Turtle Island, stories that, uplift the soul, give us hope, and heal our spirits. A traditional song composer, moccasin maker, experiential learning educator, indigenous games presenter, and cultural facilitator, he blends artistry and practice to strengthen cultural continuity and inspire learners of all ages.

Introduction of Keynotes

Dr. Alexandra Neves

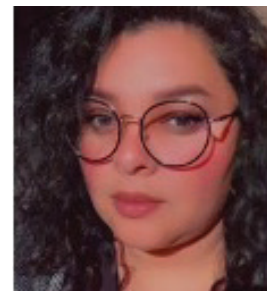
Western New Mexico University

Keynotes

Guadalupe Estrada and Blanca Melero



From Border Crossing to Academic Rising/Cruzando Fronteras y Forjando Futuros bilingual education remains essential for every student enrolled in our classes. We view students as individuals who seek to learn and expand their knowledge. Our AP and Dual Credit classes are structured with rigorous expectations, enabling students to achieve success both inside and beyond the classroom. The ability of our students to apply classroom learning at advanced levels demonstrates their capacity for academic excellence and meaningful engagement with the broader world. Our curriculum encompasses topics such as the history of Spain, the indigenous peoples of Latin America,



Introduction of Keynote

Jesús Moncada

ABE NM Treasurer

Christine Duncan Charter School

Keynote **Timothy Green IV**



Timothy Green IV is an educator, scholar, organizer, and community advocate whose work is rooted in a deep and enduring love for education as a vehicle for justice, liberation, and collective transformation. Guided by his commitment to family and community, Timothy approaches his work with a belief that education must not only inform, but also affirm, heal, and empower. Having personally survived the school-to-prison pipeline, he brings a deeply grounded and critical perspective to the field of education—one shaped not only by scholarship, but by lived experience navigating and resisting systems of inequity. This perspective fuels his commitment to creating educational spaces where all people—especially Black, Indigenous, and historically marginalized communities—can thrive and imagine new possibilities for themselves and future generations.

CONCURRENT SESSIONS — FRIDAY, APRIL 10, 2026

Room	Session IV • 10:15 am– 11:50 am
Ocotillo I	Michael Garcia • "Storytelling: Passing on Indigenous Knowledge Through the Framework of Storytelling"
Ocotillo II	Guadalupe L. Estrada • Voices, Culture, and Creativity in the Bilingual Classroom
Sandia I	Lisa Faith • You'd Make a Great Teacher! Teacher Recruitment Support for all NM PreK-12 Schools
Sandia II	Edgar Orejel • Teaching from the Land: Developing Acequia and Land-Centered Curriculum for New Mexico Schools
Sandia III	Paola Brewer • La Intersección: A framework for Dual Language and Special Education
Sierra I	Ron Yoder • Conexiones Sorpresa, Antiguas y Nuevas • Surprising Connections, Old and New
Sierra II	Norma Quiñonez • La importancia de utilizar literatura auténtica (El Principito) para desarrollar la comprensión lectora y la fluidez
Sierra III	Timothy Green • Black Anarchism, Maroon Borderlands Pedagogy, and the Refusal of Schooling as Usual

Room	Session V • 1:20 pm – 2:35 pm
Ocotillio I	Herbert Adolfo Soriano • Voces que brillan en Español
Ocotillio II	Virginia K. Beyale • Designing for Equity and Excellence: Empowering Student Agency and Self-Efficacy Through Curriculum for Diné and Students of Color
Sandia I	José 'Azul' Cortés • Bilingual Multicultural Educator Preparation with the EMMA Standards
Sandia II	Dr. Suzanne Jacquez-Gorman • How does the National Board for Professional Teaching Standards, NBPTS Certification Process, Promotes Teaching Students about their Languages and Cultures?
Sandia III	Randy Orona • Breaking Barriers: The Essential Role of Male Teachers in Early Childhood Education"
Sierra I	Armando Garza Ayala, Ph.D. • Using ELA-Standards in bi/multilingual classes: Translanguaging across content areas for biliteracy development
Sierra II	Dr. Elia Maria Romero and Dr. Louis Romero • Using Daily Digit to Improve Number Sense in a Bilingual Kindergarten Classrooms
Sierra III	Elena Valdez • Latino Literature in K-12 Classrooms

Room	Session VI • 2:40 pm – 3:55 pm
Ocotillio I	Daisy Barnard • Serving New Mexico's Multilingual Learners with Bilingual Multicultural Education Programs and the State Seal of Bilingualism-Biliteracy
Ocotillio II	Karla Campos • AIM4S ^{3M} in action
Sandia I	Elisabeth Valenzuela • First-Year Reflections from Project SEMBRAR Mentor Leaders: Heritage Curriculum, Advocacy, and Communities of Practice
Sierra I	Joaquín T. Argüello de Jesús, LISW/LCSW • ¿Un Formulario Intra-relacionado de la Sanación Educativa? An Intra-relationality Formula of Education Healing?
Sierra II	Heriberto Garcia • Community-Engaged Professionals as Navigational Guides: Supporting Students Through High-Impact Practices at HSIs
Sierra III	Terri Stockberger • Number Talks and Mathematical Discourse in the Dual Language Classroom

“Storytelling: Passing on Indigenous Knowledge Through the Framework of Storytelling”

Ocotillo I

Michael Garcia | Keres language teacher, storyteller, and cultural keeper, Pueblo of Tamaya / Santa Ana Pueblo

“Step into a reflective pause with Michael as he shares the living tradition of Pueblo storytelling, where stories are more than narratives—they are vessels of ancestral knowledge, identity, and responsibility. Through the timeless presence of tricksters, participants explore how humor, mischief, and consequence become powerful teaching tools rooted in place, community, and emergence. This session invites participants to reconnect with storytelling as an Indigenous framework for preserving language, ceremony, culture, and lived experience—honoring the wisdom of the past while carrying it forward with intention and heart.”

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels
Presentation

Voices, Culture, and Creativity in the Bilingual Classroom

Ocotillo II

Guadalupe L. Estrada | Bilingual Educator, Deming Public Schools

Blanca Melero | Bilingual Educator, Deming Public Schools

Come experience the creativity of Deming High School students! In this session, Dual Credit students and their teacher will walk you through the exciting process of creating a puppet show in the Bilingual Teacher Academy. You'll enjoy a live student performance and hear firsthand reflections about bringing stories to life—from writing scripts to designing puppets and presenting at an elementary school. You'll also have the chance to interact with student-created projects from Dual Enrollment Spanish Language Arts classes. These projects highlight how creativity helps students explore their culture, express their identities, and take pride in who they are and where they come from.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades
Presentation

You'd Make a Great Teacher! Teacher Recruitment Support for all NM PreK-12 Schools

Sandia I

Lisa Faith | Senior Partnership Manager, TEACH New Mexico/ NMPED

This session highlights how New Mexico is strengthening bilingual teacher pipelines through focused recruitment and targeted supports. Participants will learn about TEACH New Mexico, the New Mexico Public Education Department's teacher recruitment initiative, and the free tools and resources available to support all future NM teachers and district hiring teams. LEA leaders will leave with an expanded understanding of how TEACH New Mexico can amplify local recruitment efforts for bilingual teachers and other high-priority areas, and a free TEACH New Mexico teacher recruitment toolkit.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels
Presentation

Teaching from the Land: Developing Acequia and Land-Centered Curriculum for New Mexico Schools

Sandia III

Edgar Orejel | Consultant, Echeri Program Innovations

Throughout New Mexico, educators, families, and community members are seeking meaningful ways to connect students to land, water, and local knowledge systems. This session explores the curriculum development process behind the Acequia & Land Grant Education (ALGE) Project's land-based curriculum, which integrates acequia traditions, land-based ways of thinking and being, local ecological knowledge, and culturally sustaining teaching practices into everyday classroom learning.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Presentation

La Intersección: A framework for Dual Language and Special Education

Sandia III

Paola Brewer | K-5 Bilingual Cross-Cat Special Education Teacher, Wherry Elementary School APS

Ariel De La Rosa | Bilingual Special Education Math Teacher, Hayes Middle School APS

In this session, participants will learn how to design and implement an inclusive model where Dual Language and Special Education intersect. This features a classroom where both: bilingual pedagogy and IEP goals are in compliance. In addition, IEP goals exemplars will include items that relate to dual language principles authentic to bilingual pedagogy. Logistics regarding: scheduling, curriculum integration, bridging strategies, and progress monitoring systems that are all aligned to DLE principles will be shared within this model. Attendees will analyze a replicable model, engage in collaborative discussions using GLAD strategies, and leave with actionable tools for advocacy and implementation.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels

It is both a presentation and a workshop.

Conexiones Sorpresa, Antiguas y Nuevas • Surprising Connections, Old and New

Sierra I

Ron Yoder | Bilingual Math and Computer Science Teacher, West Mesa High School

Teaching and learning via multiple cultural traditions is a wonderful way to discover new connections and foster a growth mindset in a linguistically diverse math classroom. Participants will get hands-on play with a recently discovered non-repeating plane-filling “ein stein = one-stone” shape and a surprising connection between Fibonacci numbers and right triangles. Takeaways from this middle school through high school classroom activities workshop include English and Spanish worksheets, tile samples, lesson slides, and Desmos file. Everything combines to deliver a maximum dose of laughter, group work, and focused concentration.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades

Workshop (hands-on)

La importancia de utilizar literatura auténtica (El Principito) para desarrollar la comprensión lectora y la fluidez

Sierra II

Norma Quiñonez | Bilingual 5th grade teacher, Christine Duncan Heritage Academy

Jenifer Lopez/ Dr. Elia Maria Romero | Student Teacher / Mentor, Christine Duncan Heritage Academy

Esta sesión tiene como objetivo presentar estrategias de lectoescritura con estudiantes de 5to grado, que demuestran cómo adquieren la lectoescritura en su 1er y 2do lenguaje. Se utilizará un clásico de la literatura como es El Principito; los estudiantes en esta presentación serán los protagonistas de su propio aprendizaje.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: 1st-5th grades

Workshop (hands-on)

Black Anarchism, Maroon Borderlands Pedagogy, and the Refusal of Schooling as Usual

Sierra III

Timothy Green | Educator, Scholar, Organizer, and Community Advocate,

What does it mean to teach at the edge of empire, policy, and possibility? Drawing on Black anarchist thought, abolitionist practices of resistance, and ethnic studies traditions, this keynote invites educators to reimagine their, not as implementers of policy and enactors of reform, but as co-conspirators in dismantling oppressive schooling and building liberatory alternatives, no matter the consequences.

Fire-Igniting efforts of advocacy - across our communities. |

Presentation

Voces que brillan en Español

Ocotillo I

Herbert Adolfo Soriano | Spanish Teacher, Espanola Valley High School
Yina Maria Martinez | Profesora de Español, Española Valley High School

Voces que brillan en español es un proyecto cultural y pedagógico que busca revalorizar el idioma como una lengua viva de identidad y comunidad. A través de la creación de una videoteca comunitaria de lecturas en voz alta, este proyecto invita a estudiantes, familias, maestros y líderes locales a convertirse en narradores de cuentos breves. Cada video se convierte en un recurso didáctico y afectivo que fomenta la lectura por placer, la conexión intergeneracional y el orgullo lingüístico.

Wind- Spreading seeds of hope through communication and partnerships | K-12: applicable across grade levels
Presentation

Designing for Equity and Excellence: Empowering Student Agency and Self-Efficacy Through Curriculum for Diné and Students of Color

Ocotillo II

Virginia K. Beyale | Teacher, Nizhoni (Central Consolidated School District)
3-4 elementary students | 6th grade students, Nizhoni Elementary

This session will explore strategies for empowering students through the pedagogy of Laying a Path for Monster Slayers: Fostering Self-efficacy among Diné Students. Participants will examine ways to meaningfully integrate community, culture, and the rich background knowledge students bring into the learning environment. The session will also feature a small panel of 6th grade students sharing what supports their learning, sparks their curiosity, and nurtures their love of learning. In addition, participants will reflect on how intentional use of formative and summative assessments, along with student and teacher reflection, can strengthen student autonomy and self-efficacy.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Secondary: 6th-12th grades

Bilingual Multicultural Educator Preparation with the EMMA Standards

Sandia I

José 'Azul' Cortés | Director of Heritage Languages, Dual Language Education New Mexico
David Rogers | Language Educator and Advocate

Inspired by the work of Educator Preparation Program Leaders in New Mexico, as well as partnerships with Northern New Mexico school districts, come see how the first national set of teacher preparation standards are being used to strengthen BME Programs. Available to anyone at www.EMMAstandards.org, the six standards identify the competencies required to be an effective teacher in the classroom.

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels/Higher Education, but can be applied in multiple settings
Presentation

How does the National Board for Professional Teaching Standards, NBPTS Certification Process, Promotes Teaching Students about their Languages and Cultures?

Sandia II

Dr. Suzanne Jacquez-Gorman | Bilingual Educator, Santa Fe Public Schools
Raquel Plaza | Santa Fe Public Schools

This session will provide a brief overview of the requirements to become a national board-certified teacher. Address the NBCT certificates that promote teaching students to learn in more than one language. The five core propositions and architecture of accomplished teaching will be highlighted to showcase the value of getting to know students' home origins/roots, where they come from (land), languages (first and second), and cultures. The NBPTS equity standards will highlight valuable resources to inform educators about affirming and validating students' languages, cultures, and origins. Time will be allotted for goal setting and networking.

Fire-Igniting efforts of advocacy - across our communities. | Higher Education, but can be applied in multiple settings
Presentation with hands-on activity

Breaking Barriers: The Essential Role of Male Teachers in Early Childhood Education

Sandia III

Randy Orona | Lead Teacher III, Kids Campus at Santa Fe Community College

Eugenio Nava | Lead Teacher IV, Kids Campus at Santa Fe Community College

Male Teachers are significantly underrepresented in early childhood education, yet their presence brings powerful benefits for children, families, and program culture. The session will explore the critical role male educators play in promoting healthy, social-emotional development, expanding children view of gender roles, and strengthening classroom relationships. Participants will examine the barriers that discourage men from entering and staying in the field and discuss why addressing these challenges is a workforce and equity priority. The session will provide practical strategies for directors and leaders to intentionally recruit, retain, and support male educators.

Fire-igniting efforts of advocacy - across our communities. | Early Childhood: Preschool-1st grade
Presentation

Using ELA-Standards in Bi/multilingual Classes: Translanguaging Across Content Areas for Biliteracy Development

Sierra I

Armando Garza Ayala, Ph.D. | Professor, University of New Mexico

New Mexico (NM) has been a role model in the field of bilingual education for more than three decades. However, current educational trends such as the Science of Reading have obscured effective teaching practices for bilingual and emergent bilingual students, especially in English-as-medium of Instruction (EMI) classrooms—practices that, little by little, are being infiltrating in formal Dual Language Education (DLE) classrooms, across the state and nation. Nevertheless, efforts to effectively reach bilingual and emergent bilingual students are prevalent. Thus, this workshop utilizes the practices I have observed when working with K-12 bilingual and TESOL educators from different content-areas with a diverse student population, in both EMI and DLE classrooms. First, we will explore translanguaging as a social justice pedagogical approach for NM-classrooms. Then, we will discuss the crucial role of language (and ELA-Standards) across content-areas. And finally, we will create what I call Skeleton-Lesson-Plans and utilize translanguaging, across such plans, to promote biliteracy skills in both EMI and DLE classrooms.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Workshop (hands-on)

Using Daily Digit to Improve Number Sense in a Bilingual Kindergarten Classrooms

Sierra II

Dr. Elia Maria Romero and Dr. Louis Romero | Bilingual Specialist/Mentor, Christine Duncan Heritage Academy

Josefina Baidon | Bilingual Kindergarten teacher, Christine Duncan Heritage Academy

Daily Digits is the core daily routine at the heart of Tile Farm Academy. In just 5–10 minutes, students build fluency, strengthen number sense, and develop problem-solving skills through adaptive games and puzzles. Every bilingual activity balances repetition with deep understanding, using visual models and cognitive science principles to help learning stick. Daily Digits keeps math at the center—engaging students while building confidence, resilience, and genuine enjoyment.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Early Childhood: Preschool-1st grade
Workshop (hands-on)

Latino Literature in K-12 Classrooms

Sierra III

Elena Valdez | Assistant Director, Center for the Education and Study of Diverse Populations

Adrian Sandoval | Director, Center for the Education and Study of Diverse Populations

The stakes of ensuring our students have access to diverse perspectives are especially high these days, given efforts being made to censure the critical study of American history and culture in K-12 classrooms. To counter these efforts, this session will offer teachers resources and student-centered approaches for incorporating Latino literature into their teaching and learning spaces. Teachers will leave with annotated bibliographies, sample lesson plans, and a greater awareness of the many voices that shed light on the struggles, joys and hopes woven into our experience. This session will be conducted in English and Spanish.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | K-12: applicable across grade levels
Participant-centered workshop

Serving New Mexico's Multilingual Learners with Bilingual Multicultural Education Programs and the State Seal of Bilingualism-Biliteracy

Ocotillo I

Daisy Barnard | Bilingual Multicultural Education Program Specialist, NMPED Language and Culture Division
Carlos Avila | Bilingual Multicultural Education Program Specialist, NMPED Language and Culture Division

This fun, interactive presentation will give participants deeper knowledge of BMEPs, the SSBB, and how both can be utilized to enhance culturally and linguistically responsive education.

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels
Presentation

AIM4S³™ in Action

Ocotillo II

Karla Campos | Teachers, Christine Duncan Heritage Academy
Ana Cotrina | Teacher, Christine Duncan Heritage Academy

In this session, teachers will see what the AIM4S³™ Framework looks like in action. We will share how we intentionally incorporate AIM4S³™ strategies, compendiums, and aligned resources into daily math instruction to build conceptual understanding, strengthen academic language, and increase student engagement.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: 1st-5th grades
Presentation

First-Year Reflections from Project SEMBRAR Mentor Leaders: Heritage Curriculum, Advocacy, and Communities of Practice

Sandia I

Elisabeth Valenzuela | Associate Professor, New Mexico Highlands University
David Rogers, Elizabeth Probst, Jose Cervantes, Suzanne Jacquez Gorman, Guadalupe Estrada Bojorquez, Lucia Martinez Cuatzo | Project SEMBRAR Mentor Leaders

This panel presents first-year reflections from Project SEMBRAR Mentor Leaders on their experiences supporting the next generation of bilingual educators. Panelists will address four key areas: (1) the implementation of a home-grown, heritage-based curriculum; (2) the role of bilingual teachers in advocacy and “righting a wrong” by representing underrepresented students; (3) the process of working within Communities of Practice to cultivate emerging bilingual teachers; and (4) overall reflections on Project SEMBRAR’s impact. Through this dialogue, Mentor Leaders will share insights on the successes, challenges, and transformative potential of community-centered approaches to bilingual education.

Water - Planning for sustainability through program design and implementation | K-12: applicable across grade levels/Higher Education, but can be applied in multiple settings
Presentation

¿Un Formulario Intra-relacionado de la Sanación Educacional? An Intra-relationality Formula of Education Healing

Sierra I

Joaquín T. Argüello de Jesús, LISW/LCSW | Doctoral Candidate, Graduate Research Student Assistant, UNM
Dr. Jaqi Cornejo-Baldwin, LCSW, MBA | Educational Leadership Consultant, Chingonapreneur Consulting, LLC

Venimos a platicar. We come to talk — really talk — together. This session is an invitation to gather around what we already know, what we've always known, and what schools have spent generations telling us doesn't count. We bring together bilingual community School Social Work experiences of Pre-K to 12th grade, university-based research with first-grade students and lived years inside schools that were built for and with communities that traditional education left behind. But we don't come as experts standing above — we come as people who have been shaped by the same questions this room carries. We start from something we believe in our bones: México es indígena... Nuevo México es indígena! The knowledge that children bring through the door — carried in their bodies, their languages, their family stories, their ways of moving through the world — is ancient and whole. Our Spanish language that we love while knowing it arrived through generational Imperial and institutional colonization. Our regional Indigenous languages can comprise much of what we believe are Spanish vocabulary for lived cultural realities as they thrive beyond colonial structures. How they live through many of us, even unconsciously, are from our shared Indigenous ways knowing, they are living.

Fire-Igniting efforts of advocacy - across our communities | K-12: applicable across grade levels
Oral, Participatory Language: English, Spanish, Spanglish, Span-Cholo

Community-Engaged Professionals as Navigational Guides: Supporting Students Through High-Impact Practices at HSIs

Sierra II

Heriberto Garcia | Program Manager, The University of Texas at El Paso

Laura Menoza | Asst Professor of Instruction, The University of Texas at El Paso

Community-engaged courses and high-impact practices (HIPs)—such as service-learning, community-based internships, and engaged research—offer powerful opportunities for student learning, belonging, and civic development. Yet for many students at Hispanic-Serving Institutions (HSIs), particularly those who are first-generation, bilingual, or from border and minoritized communities, participation in these experiences also requires navigating complex cultural, linguistic, familial, and institutional contexts. This workshop introduces the concept of Community-Engaged Professionals (CEPs) as critical navigational guides who support students across these terrains.

Wind- Spreading seeds of hope through communication and partnerships | Higher Education, but can be applied in multiple settings
Workshop (hands-on)

Number Talks and Mathematical Discourse in the Dual Language Classroom

Sierra III

Terri Stockberger | Adjunct Professor, New Mexico State University

This interactive workshop explores how mathematical discourse in dual language classrooms can be strengthened by positioning students’ full linguistic repertoires as assets for learning. Grounded in recent qualitative research with bilingual elementary teachers, the session introduces the concept of linguistic agency—the ability of both students and teachers to make intentional, flexible language choices that support mathematical sensemaking.

Earth-Grounded in instructional practices through curriculum, instruction, and assessment | Elementary: 1st-5th grades
Workshop (hands-on)

The 2026 Translanguaging Classroom Institute
June 11-12, 2026
Albuquerque, New Mexico



www.dlenmsummerinstitute.org/translanguaging

Master of Ceremonies

Corina Alvarez
ABE NM President
ABE NM Board Members

Welcome

ABE NM Board of Directors

Awards Ceremony



The ABE NM Executive Board is proud to honor the following individuals for their outstanding service in Bilingual Education programs throughout the Land of Enchantment. This is our opportunity to recognize and celebrate the contributions of these deserving individuals.

BILINGUAL EDUCATION ADMINISTRATOR OF THE YEAR AWARD

This award recognizes an administrator who helps to ensure that Bilingual Education programs can operate effectively in a given school/district setting. It is inclusive of all, from school-level principals to district-level administrators. Any teacher, group of teachers, school administrators, school board members or parents of students may nominate a candidate.

Dr. Jesús Moncada
Christine Duncan
Heritage Academy

THE HENRY W. PASCUAL TEACHER EXCELLENCE IN BILINGUAL EDUCATION AWARD

Veronica Ramirez
Carlsbad Municipal Schools

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

THE TEÓFILA TRUJILLO AWARD

This award was created in the early years of Bilingual Education in New Mexico, in memory of an outstanding parent liaison in the Taos Schools' Title VII Bilingual Education Program. Teófila did much to inform, involve and deepen parents' understanding of the importance of language, history, and culture in the curriculum. As a result of her work, many parents became involved by providing needed resources in the classrooms, helping to develop the curriculum and encouraging their children to do well in school. Teófila touched the hearts, minds and souls of many.

Chelsea Lopez
Diné Immersion School

INDIGENOUS EDUCATOR/ADVOCATE AWARD

Darrin A. Rock
Kha'p'o Community School

The Indigenous Educator/Advocate Award - This award is designated to honor a member of a Native American tribal community who has made a significant contribution to Indigenous education including the preservation and revitalization of Indigenous culture and language.

THE MATÍAS L. CHACÓN AWARD

Rosemary Carrasco
Carlsbad Municipal
Schools

This award is named in honor of the late State Senator Matías L. Chacón. It is awarded to recognize a New Mexican who has made a significant contribution to Bilingual Education at the state level. Senator Matías Chacón (from the Española area) introduced the Bilingual Multicultural Education Act of 1973.

Senator Chacón was interested in quality in the public schools, and was most concerned about the Spanish-speaking population, not only in the north, but also in the entire state. Senator Chacón sought a broader application of the state's prior Bilingual Education legislation, which had been designed only for non-English speakers. Without funding, it would be difficult to realize the aspirations of the people for bilingualism and cultural preservation.

Senator Chacón introduced legislation for Bilingual Education to receive sufficient funding to implement quality Bilingual Education programs for all students in Grades K-6, not just those with limited ability in English. His actions instituted the idea of Bilingual Multicultural Education in all corners of the state. The Act nurtured the concept that it was sound to use the home language as a medium of instruction and to include the state's cultures in the curriculum. This brought about a resurgence of pride in the languages of the state, and a means by which the state's institutions - its schools - could preserve and develop its heritage languages while also developing English language proficiency for all.

EDUCATIONAL ASSISTANT OF THE YEAR

This award recognizes an outstanding educational assistant from New Mexico.

Elba Gold
Las Vegas City Schools

UNIVERSITY BILINGUAL EDUCATION PROFESSOR OF THE YEAR

Dr. Alexandra Neves
Western New Mexico
University

The award recognizes an outstanding university bilingual education professor. The university where this professor works is a teacher-training institution with a complete bilingual 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.

BEN LUJÁN LIFETIME ACHIEVEMENT AWARD

This award is named in honor of the late Speaker of the House, Representative Ben Luján, one of New Mexico's longest-serving and most influential legislators. Known as "the champion of the people," Speaker Luján was admired for his humility, passion, and unwavering commitment to serving all New Mexicans. His accessibility and openness, particularly to educators, fostered a deep partnership that left a lasting impact on education in the state.

Dr. Christine Sims
University of New Mexico

Kevin Shendo
Jemez Pueblo

A staunch advocate for education, Speaker Luján led efforts to sustain funding for schools and was instrumental in the passage of the Bilingual Multicultural Education Act of 1973. He also championed legislation that created after-school K-8 programs, providing enrichment and academic support for students, especially those most at risk. His legacy continues to inspire advocacy, equity, and educational excellence in New Mexico.

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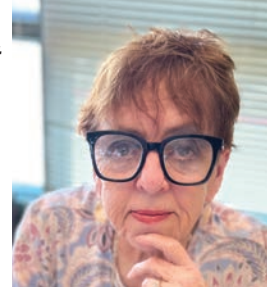
Greetings and Welcome

Korina Cordova
BMEAC Representative

Languages and Cultures Festival Showcase



Dr. Berlinda Begay
ABE NM Past President



Judy Touloumis
ABE NM President Elect

Dr. Begay and Judy Touloumis will share their insights on the Languages and Cultures Festival Showcase. Music, art, dance, singing, and storytelling are crucial components of bilingual and multicultural education. These elements are essential for supporting and strengthening students' bilingual and multilingual identities, as well as connecting them to the cultural knowledge and traditions of their ancestors.

9:00 am - 12:30 pm

Join the ABE NM Board of Directors for our Languages and Cultures Showcase Festival. We will conclude the conference with student and teacher performances that honor and celebrate New Mexico's rich cultural and linguistic heritage. Join us to enjoy performances where students and teachers from across New Mexico showcase their talents in music, dance, poetry, singing, art, and storytelling.

Districts/ Schools Performance

- Deming Public Schools
- Hatch Valley Middle School-Enlace Hatch Valley
- Hatch Valley High School Poetry
- Hatch Valley Middle School-Enlace
- Club De Baile de Carlos Rey
- Haaku Community Academy The Next Generation Dancers
- Española Public Schools
- Christine Duncan Ballet Folklorico Los Zorros

THANKS GRACIAS AHÉHEE' TÁÁ ÍYIYÍÍ AHÉHEE'

ELAHKWA ASHAGOTEH



We'll see you in 2027 for the Association of Bilingual Education Annual Conference!

Stay tuned for more details coming soon!





Roberto Mondragón • 1940-2026

Roberto “Bobby” Mondragón was born in Anton Chico, New Mexico, his humble beginnings shaped the values he carried throughout his life—hard work, humility, faith in people, and an unshakable belief that leadership should serve everyday families. Roberto served two terms as Lieutenant Governor of New Mexico and became one of the most prominent Hispanic elected officials in the region. Across decades of public service, he championed workers and working families, rural communities, youth opportunity, and dignity for elders. He was deeply committed to land-grant justice in New Mexico, supporting land-grant heirs and community land grants in protecting communal lands and rights promised under the Treaty of Guadalupe Hidalgo. Beyond politics, Roberto was a storyteller, musician, and cultural ambassador. Through recordings, community performances, and bilingual

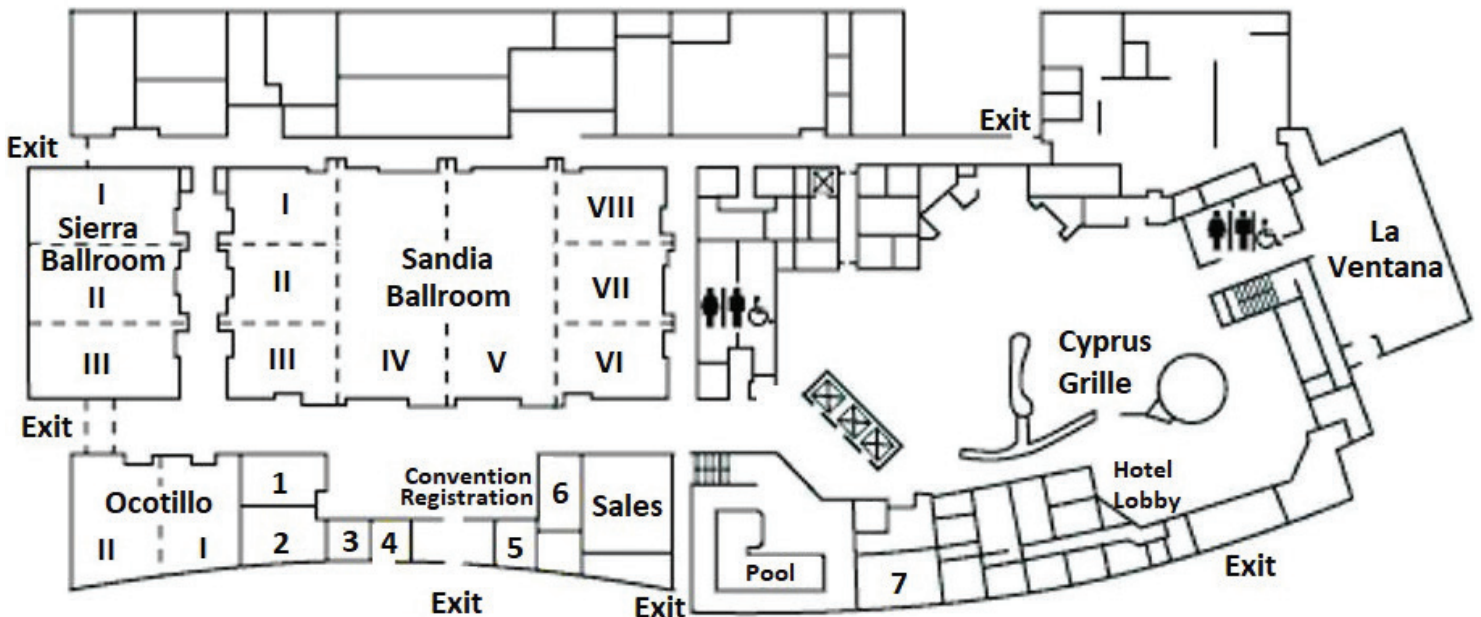
broadcasting, he celebrated the language, humor, and heritage of New Mexico. Roberto also co-owned and operated the non-profit Aspectos Culturales with his business partner, Georgia Roybal, creating culturally based bilingual learning materials for students across New Mexico.



Jesse Winter • 1978-2025

For more than fifteen years, Jesse dedicated himself to the students of Truman Middle School, uplifting others through his brilliance, humor, and deep commitment to justice. From the classroom to the community, he had a gift for bringing people together—whether collaborating on curriculum or gathered around a grill. He will be remembered for his warm smile, his love of scarves, music, and literature, and above all, for his unwavering belief in people and the transformative power of education. Jesse was a cherished member of DLeNM’s Board of Directors since 2010, he was an extraordinary educator whose passion for bilingual education and boundless kindness left an indelible mark on all who knew him.

ABE NM 2026 PRESENTATION SITE MAP



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