

Welcome. We are so glad you are here.

Statewide Equity Council Leads 2022

*"Equity means that every child gets what he or she needs to succeed,
as opposed to everyone gets the same thing"*
–Alan Blankstein

TIME	ITEM
3:30 pm - 3:40 pm	Welcome & Vision
3:40 pm - 4:40 pm	Culturally and Linguistically Responsive Inventory & Framework
4:40 pm - 5:00 pm	Announcements, Reminders & Next Steps



**Some
things to
note about
Zoom
Webinar:**

1. Hosts and panelists can share their screens, video, and audio in the webinar.
2. Attendees can use the chat options to interact with the host and panelists and *do not have microphone or camera controls*.
3. The chat should be used exclusively during whole group sharing; please submit questions about SharePoint access to YazzieM.Inquiry@state.nm.us and content questions to your Equity Facilitator.



REMINDER: Your Equity Facilitator will contact you from a @hprec.com email address. Not SPAM.



Centering



Meeting Objectives

1. Attendees will receive an overview of the Equity Council Support Hub for the current school year, including information on Service Providers.
2. Attendees will receive an overview of the Culturally and Linguistically Responsive Inventory and Framework and hear from a panel of their peers.
3. Equity Council Leads will brainstorm a list of things they will do next with their Equity Councils.



Norms

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure
- Isolate race, intersect -isms
- Proposed Norms

Adapted from Glen Singleton's Courageous Conversations about Race in Education



THE EC SUPPORT HUB

The Equity Council Support Hub

Equity Council Support Team

Coordinates tasks, scheduling, meeting logistics, content development, statewide communications, gather and monitor progress, challenges and innovations.



Service Providers

- Provide thought partnership and content expertise for building and learning across the state.
- Work with districts and charter schools--including Equity Council Leads, Equity Council members, and staff--to provide support.



Equity Facilitator

- Provides thought partnership and content expertise for building and learning across the state in the monthly statewide meetings,
- Meets monthly with an assigned group of districts and charter school Equity Council Leads to provide support.
- Provides the Equity Council Support Team feedback about progress, challenges and innovations that can be shared statewide.



Equity Council Leads

Participates in statewide meetings, takes learning and information back to district/charter school leadership and local equity council, as well as lead the work of centering equity and the Equity In Action items.



Equity Council Lead:

Equity Council Leads

Participates in statewide meetings, takes learning and information back to district/charter school leadership and local equity council, as well as lead the work of centering equity and the Equity In Action items.



The Equity Facilitators

- ABENA MCNEELY
- ALAN BRAUER
- FRANK MCCULLOCH
- HANNAH PERIA
- IAN ESQUIBEL
- KRISTEN LAVOLPA
- NICHELLE GILBERT
- OMKULTHOOM QASSEM
- PILI BURKETT
- SASHA PELLERIN
- SEN BURKETT
- TRACEY CORDERO

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The Equity Council Service Providers

- Black Education Act Partnership
- Our Turn
- Region 9 EC Consortium
- Sin Fronteras Education Partnership

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SCHOOL YEAR 2021-2022:
APRIL

Our Goals for 2022

1. Establishing Relationships
2. Differentiated support for Equity Council Leads through the Equity Council Support Hub
3. Centering equity in systems (e.g. policies, processes and programming)
4. Leveraging the equity in action items
5. Focus on Interdependency

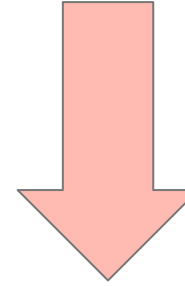


Essential Questions

1. *How is my district/charter prioritizing the students and families furthest from opportunity in the establishment of equity councils?*
2. *How do we establish an equity council that is set up to succeed in advising the district or charter school on budget, services, and programs?*
3. *How do we establish an equity council that moves the district or charter school beyond compliance to commitment?*
4. *How do I support the establishment of structures and systems to ensure effective relationship and partnership between all stakeholders on the equity council?*



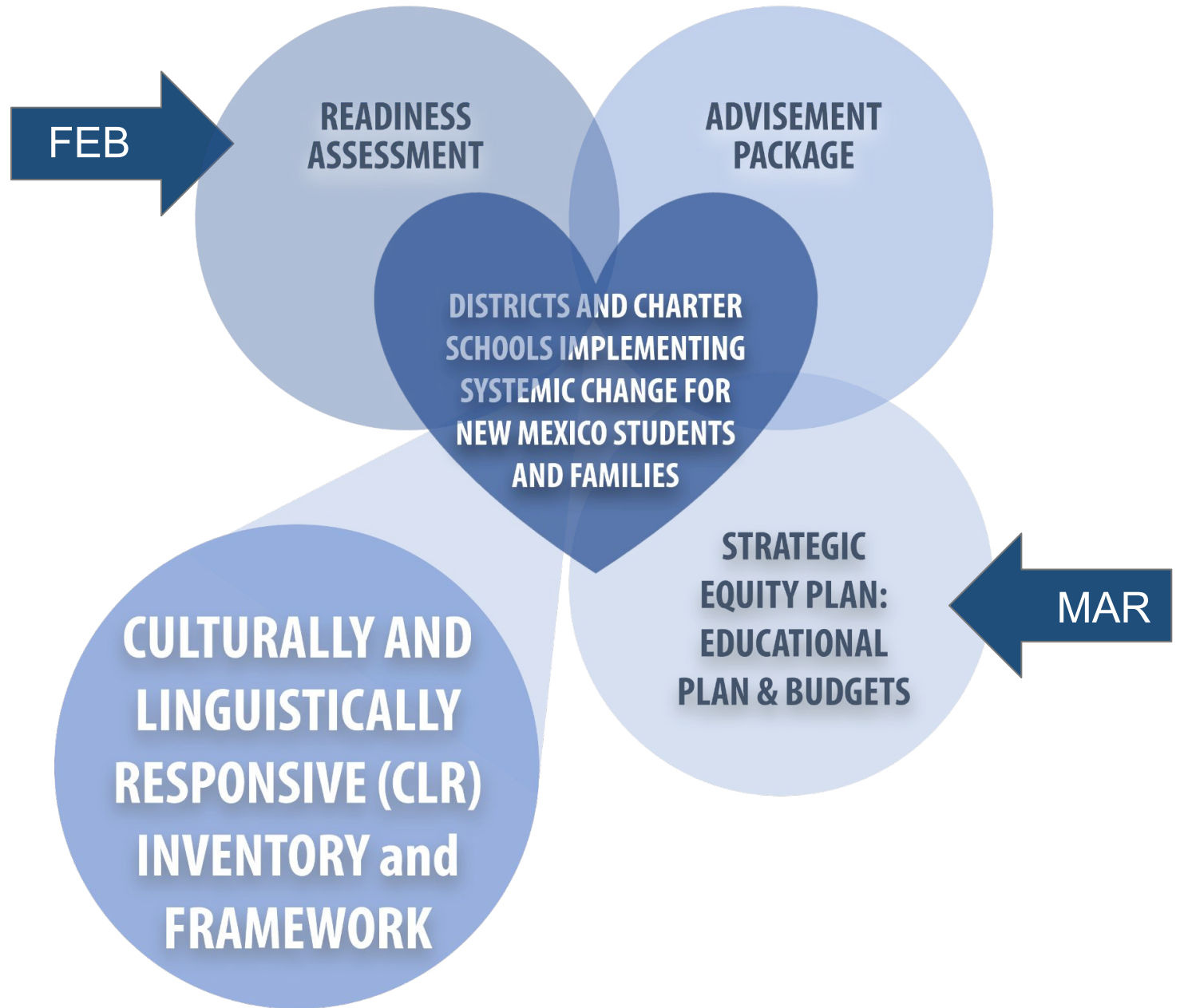
Statewide Meeting Topics 2022



JAN	FEB	MAR	APR	MAY	JUN
State of M/Y Consolidated Lawsuit and Equity Councils	Readiness Assessment and NM DASH Supplemental Module	Strategic Equity Plan, Budgets, and NM DASH Supplemental Module	Culturally and Linguistically Responsive Inventory and Framework	Advisement Package	Closing/ Celebration Year 3



The Culturally and Linguistically Responsive Inventory and Framework



CULTURALLY AND LINGUISTICALLY RESPONSIVE INVENTORY AND FRAMEWORK

NMPED VISION ROOTED IN OUR STRENGTHS

Students in New Mexico are engaged in a culturally and linguistically responsive education system that meets the social, emotional, and academic needs of ALL students.



THE NM LEGISLATURE FOUND THAT THE KEY TO SUCCESS IS A MULTICULTURAL EDUCATION SYSTEM THAT:

attracts and retains quality
and diverse teachers to teach
NM's multicultural student
population

holds teachers, students,
schools, districts, and the
state accountable

integrates the cultural
strengths of its diverse
student population into the
curriculum with high
expectations for all students

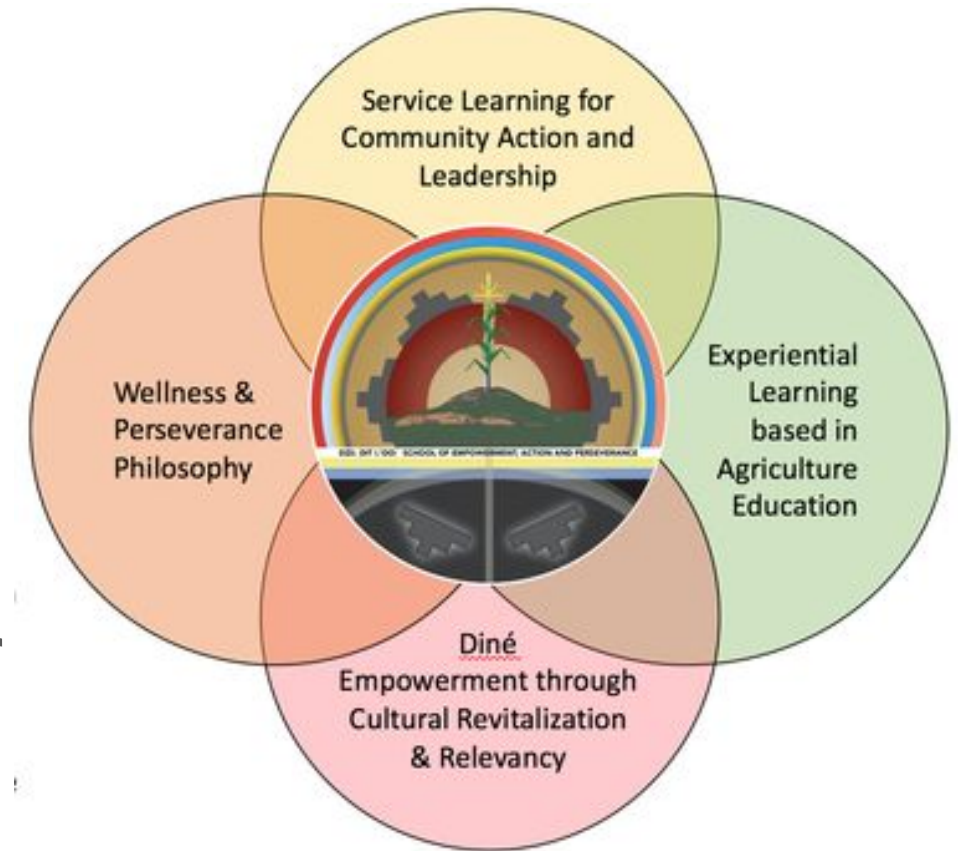
recognizes that cultural
diversity in the state presents
special challenges for
policymakers, administrators,
teachers, and students

provides students with a
rigorous and relevant high
school curriculum that
prepares them to succeed in
college and the workplace

elevates the importance of
public education in the state
by clarifying the governance
structure at different levels

WHAT IS A CLR FRAMEWORK?

The structure districts, schools, and charter schools use to ensure their students have access to programs and services that are culturally and linguistically responsive and meet their social, emotional, and academic needs.



HOW DO DISTRICTS, SCHOOLS, AND CHARTER SCHOOLS DESIGN A CLR FRAMEWORK?

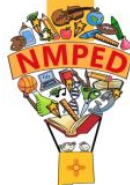
Schools and charter schools will build (or modify) a CLR framework using these tools:

These tools are focused on the practical application and how-to operationalize a CLR framework.

CULTURALLY AND LINGUISTICALLY RESPONSIVE FRAMEWORK

SCHOOLING BY DESIGN TOOL

New Mexico Public Education Department
Language and Culture Division



Culturally and Linguistically Responsive Framework Inventory

Instructions: District, school, and charter school CLR Team members should complete this inventory individually and/or collectively in order to determine which CLR framework components may need more focus and/or intentionality.

The Culturally and Linguistically Responsive Framework Inventory will be submitted in SharePoint along with the Visual Representation and Description of the CLR Framework.

The NMPEP Vision: Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

The NMPEP defines CLR as validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.

The Culturally and Linguistically Responsive Framework Inventory

	We have a well informed answer to this question for use to enhance or build upon our current CLR Framework.	We have begun to research, answer this question.	We are in the beginning stages of exploring this question.
STAGE 0: Who are our underserved student populations and their families and communities? What desired outcomes do these families and communities have for their child's education?			
Task 0A: Personal Perspective/Bias Analysis – Are we (individually and collectively) are approaching the work of CLR with a commitment to truth, racial healing, and transformation (TRHT)?			
Task 0B: Do we know who our underserved student populations and their families and communities are?			
Task 0C: What does a day/week/month/year in the life of our underserved student populations look like?			
Task 0D: Centering CLR – What does it look like to center CLR in our district, school or charter school within the historical and current state of institutional power?			
Task 0E: Student/Family/Community Landscape Analysis – What do our underserved student populations and their families desire in terms of outcomes for students?			
Task 0F: Data – What does our data say about the holistic health, identity development, college and career readiness of our underserved student populations compared to what these students and their families hope for their educational			

The CLR Inventory

* "I feel we need to research and explore the design tool, and other resources, before creating by action – the main one being the belief of a "Hierarchy of human values" from the Belting Foundation's "Real Our Communities" project. (https://beltingfoundation.org/)

New Mexico Public Education Department, Identity, Equity, and Transformation Division – June 2020

This handbook is focused on theoretical frameworks and research.

CULTURALLY and LINGUISTICALLY RESPONSIVE

GUIDANCE HANDBOOK

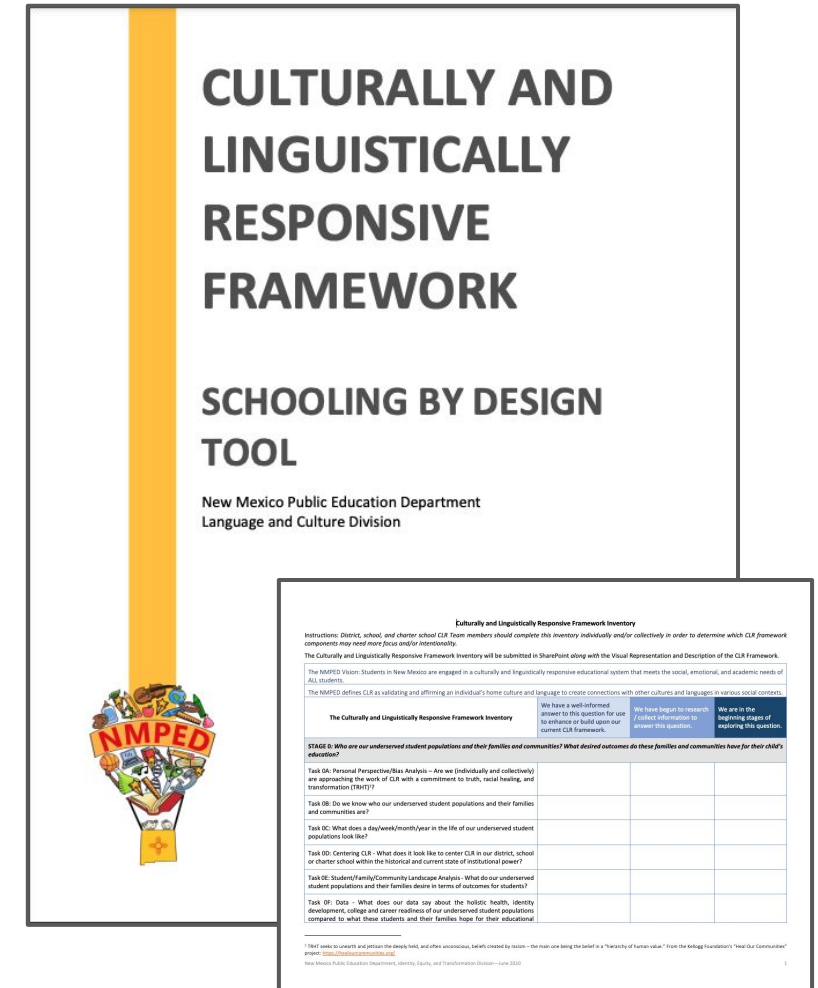
New Mexico Public Education Department
Language and Culture Division

CLR Guidance Handbook - 2020



Highlights from the CLR Schooling By Design Tool:

- Practical tools that support building a framework that is sustainable and student-and-family centered
- Allows users to implement at their own pace and their own timeline
- Is purposefully aligned with the CLR handbook



Located on the Martinez & Yazzie website, CLR subpage:
<https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/culturally-and-linguistically-responsive-framework/>

CLR FRAMEWORK TOOL: 5 STAGES OF BUILDING A CLR FRAMEWORK

0

- WHO ARE OUR UNDERSERVED STUDENTS AND FAMILIES?

1

- WHAT DESIRED OUTCOMES DO FAMILIES HAVE FOR THEIR CHILDREN?

2

- WHAT ONGOING EVIDENCE WILL WE COLLECT?
- HOW WILL WE KNOW WE ARE MEETING THE OUTCOMES FOR OUR UNDERSERVED?

3

- WHAT PLAN WILL RESULT IN INCREMENTAL PROGRESS TOWARD OUR OUTCOMES?

4

- HOW WILL WE ENSURE CONSISTENT ATTENTION TO THE NEEDS OF OUR UNDERSERVED?



The CLR Framework Inventory

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Task 0A: Personal Perspective/Bias Analysis – Are we (individually and collectively) approaching the work of CLR with a commitment to truth, racial healing, and transformation (TRHT) ¹ ?			
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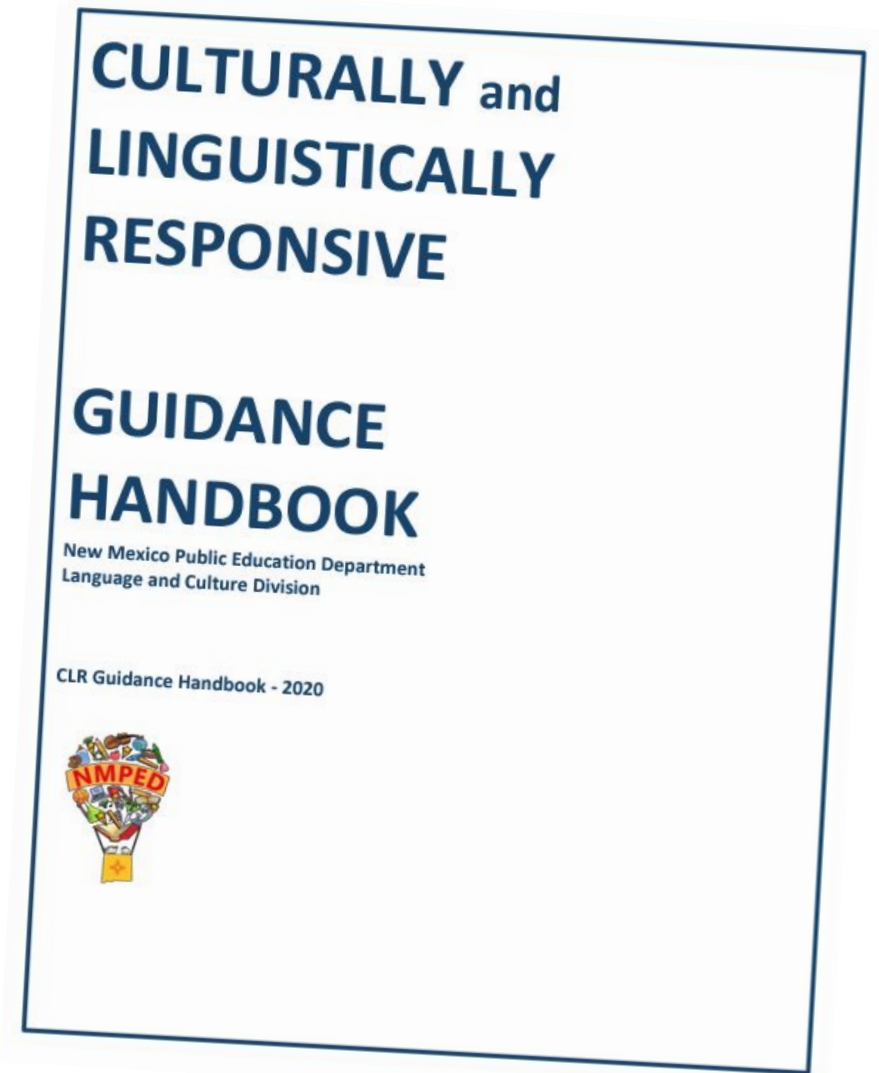
¹ TRHT seeks to unearth and jettison the deeply held, and often unconscious, beliefs created by racism – the main one being the belief in a "hierarchy of human value." From the Kellogg Foundation's "Heal Our Communities" project: <https://healourcommunities.org/>

New Mexico Public Education Department, Identity, Equity, and Transformation Division—June 2020



HIGHLIGHTS FROM THE CLR HANDBOOK:

- Visual representations of CLR frameworks
- How to change, transform, and become a CLR change agent
- Multicultural education, critical pedagogy, and action research
- Culturally responsive school leadership
- Implementation of best practices



Located on the Language and Culture Division's webpage:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/culturally-and-linguistically-responsive-instruction/>

SUBMITTING THE CLR FRAMEWORK:

- A template is provided for schools to submit in the NMPED SharePoint
- The template is designed based on the CLR Inventory
- Districts and charter schools that have a current framework in place will have options to submit their framework as aligned with the 5 stages of the CLR Inventory



Resources located on the Martinez and Yazzie Consolidated Lawsuit Webpage:



NMPED CLR Framework Roadmap Revised (PDF)



NMCEL: Developing a Culturally and Linguistically Responsive Educational System (PDF)



June 2020 CLR Framework Webinar (PDF)



CLR Framework Inventory (DOCX)



CLR/Schooling by Design Tool (PDF)

Language and Culture Division's CLR resources.

The CLR Guidance Handbook is available on the PED Language and Culture Division's webpage.



What's Going On In Your Local Context?

Specific to your CLR Inventory and Framework. Enter your response in the chat.

PANEL: EQUITY COUNCIL IMPLEMENTATION OF THE CLR INVENTORY AND FRAMEWORK

CLR Inventory & Framework Discussion Panel

MODERATOR:

Kara Bobroff

(Diné/Lakota)

Executive Director and Founder

One Gen Fund

EQUITY COUNCIL LEAD PANELISTS:

Karen Garcia-Brown

Director of Multicultural Services

Farmington Municipal Schools

Tanya Baker

Curriculum & Instruction Coordinator

Rio Rancho Public Schools

Robin Brown

ELA/ELD Teacher and ELL coordinator

Cesar Chavez Community School



Culturally and Linguistically
Responsive

Growth Mindset

Mindfulness

Social Emotional Learning

Collective Teacher Efficacy

EACH AND EVERY

rebound • reimagine • renew



Reaching equity in the classroom, help students achieve their goals through equipping them with skills and knowledge to prepare them to reach their goals after high school. We are committed to every student having access to grade-appropriate assignments, strong instruction, deep engagement and a sense of belonging, and teachers with high expectations for their success, every day, in every class.

A **multi-layered system of supports (MLSS)** is a comprehensive framework for effective teaching and learning. Every student has access to grade-level content, strong instruction and high-quality instructional materials. MLSS supports academic growth, behavior, social and emotional needs.



Positive Behavioral Intervention Supports (PBIS) provides a district wide framework in Rio Rancho Public Schools.



A wide range of services in a variety of settings are provided for our students with disabilities. Students' learning styles are integrated, and addressed from a multi-modality approach.

Ensure **each and every** student has access to a guaranteed, rigorous, and engaging curriculum, allowing them to demonstrate 21st Century Learning Skills, College & Career Readiness and Technology skills.

EQUITY COU

At the heart of innovation are people, not stuff. If we always keep that truth at the forefront of our work, we are more likely to create an innovative culture

-George Couros

Equity is an intentional process of acknowledging and removing obstacles and barriers. Through equity, environments and opportunities are fostered to support individual and group needs, with access to resources, so that all may reach their potential.

-- RRPS Equity Council



Farmington Municipal Schools



01

Our Journey

Highlights

02

Equity

Our definitions

03

Roles

Coordinator & Coaches

04

CLR

Teaching & Learning



Cesar Chavez Community School Charter School in Albuquerque, NM

Our Mission: CCCS offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.



Cesar Chavez Community School values the ability to provide:

- A pupil to teacher ratio of 17 to one.
- Mentoring for all students.
- A safe and consistent place to learn.
- Collaboration with our community and community agencies.
- An innovative non-traditional curriculum, schedule, and teaching strategy responsive to real student needs.
- Reinforcement of each student's self-worth, through participatory "ownership" in CCCS curriculum and experience.



Some points that came up in our equity council meeting this week/strengths of our school

- Uniqueness approach/individualized look at everything
- empowering students to look at the positive, reassurance, and empowerment
- non-authoritarian model



SERVICE PROVIDERS: REGIONAL EDUCATION COOPERATIVE IX

REC 9 Consortium Equity Council



Supports the enhancement of the work that began during the COVID pandemic and futhers engagement of parents and families at the local level by:

- enhancing parent and family education and build school culture
- providing equity and anti-racism professional development
- celebrating the work of the consortium and providing an opportunity for the LEA to share/show progress with their equity council.



SERVICE PROVIDERS: OUR TURN

OUR TURN



Training youth to maximize their efficacy as change agents and position them in leadership positions through:

- Enhancing youth leadership skills through attending a variety of organizing skill-building trainings
- Engaging in targeted coaching sessions
- Providing on-demand skill-building content.

Partnership development is a core characteristic of the work, which validates the role of youth at decision making tables and cultivates a fertile landscape for youth-centered advocacy.



SERVICE PROVIDERS: SIN FRONTERAS

Sin Fronteras Education Partnership

- Equips educators, educational leaders, community partners, and school staff with the mindsets, skills, and strategies necessary to practice equitable and effective family partnership in their school communities.
- Seeks to build strategies anchored in the unique cultural, linguistic, and community wisdom in the state of New Mexico.
- Committed to supporting NMPED's values of equity, excellence, and relevance with an intentional focus on the agency's explicit outcomes to
 - Foster Relationships;
 - Cultivate Opportunities; and
 - Provide Resources.



SO, WHAT NOW?

Think about your goals: *what does your EC have/need in terms of readiness and resources to move it forward?*

READINESS	RESOURCES
<input type="checkbox"/> awareness	<input type="checkbox"/> skills
<input type="checkbox"/> motivation	<input type="checkbox"/> knowledge
<input type="checkbox"/> intention	<input type="checkbox"/> human capacity



- List one item from your to-do list in the chat.
- Attendees: Check the chat for ideas and possible partnerships.



MEETING THE MOMENT: ADDRESSING RACISM THROUGH RECOGNITION AND RESPONSE

The Black Education Act, signed into New Mexico statute on April 5, 2021.

- *Identify best practices for strengthening educational outcomes for Black students.*
- *Address the Black student achievement gap in a holistic and systemic manner that improves graduation rates, college or career readiness, and higher education completion rates at the undergraduate and graduate levels.*
- *Combat discrimination and racism in the public school system, including creating and sustaining equitable and culturally responsive learning environments.*
- *Recommend curricula and instructional materials that include the history and culture of Black people in New Mexico, America, and the world.*
- *Provide mechanisms for parents, community and business organizations, public schools, public postsecondary educational institutions, and state and local policymakers to work together to improve educational opportunities for Black students.*



This course serves to build a community of learners committed to antiracism; helping school personnel recognize and respond to acts of racism across the human ecosystem; and interrupt and diminish pervasive cycles of racism over time.

FREE

Self-Paced Training





Meeting the Moment: Addressing Racism Through Recognition & Response



<https://nmped.catalog.instructure.com/>



Categories 


Refine 

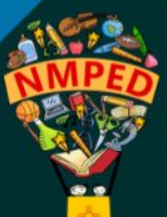
FREE Conference Archive 


Spring 2022
Curriculum & Instruction
Directors Convening



Conference Archive -
Curriculum & Instruction
Directors Convening

FREE Self-Paced Training 

 Meeting the Moment:
Addressing Racism Through
Recognition & Response



Meeting the Moment:
Addressing Racism
Through Recognition &


FREE Self-Paced Training 

 New Mexico
Governor's STEM Challenge



2021 Professional Learning
Course for Sponsor Teachers




2021 NM Governor's STEM
Challenge Sponsor Teacher
Course

FREE Self-Paced Training 

504 Training ~ 2022

 WALSH GALLEGOS
TESSIEO EYLE & ROBINSON P.C.  NEW MEXICO
Public Education Department



504 Training ~ 2022

OPPORTUNITY TO LEARN SURVEY

Opportunity to Learn Survey



<https://webnew.ped.state.nm.us/bureaus/teacher-family-out-reach/youth-forward-survey/>



REMINDERS AND NEXT STEPS

Next Steps

Website Resources for Equity Council Leads:

<https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/>

Questions or Comments?

YazzieM.Inquiry@state.nm.us



Martinez and Yazzie Consolidated Lawsuit Website Re-Org

- Pages for each Equity in Action item
- Webinars and trainings page
- Advisement Process page
- Support and Accountability page



Martinez and Yazzie Consolidated Lawsuit

Equity Councils

Trainings and Webinars

Equity Council Resources

Readiness Assessment

Culturally and Linguistically
Responsive Framework

Advisement Process

Support and Accountability

Frequently Asked Questions





Closing

EQUITY COUNCILS 2022

