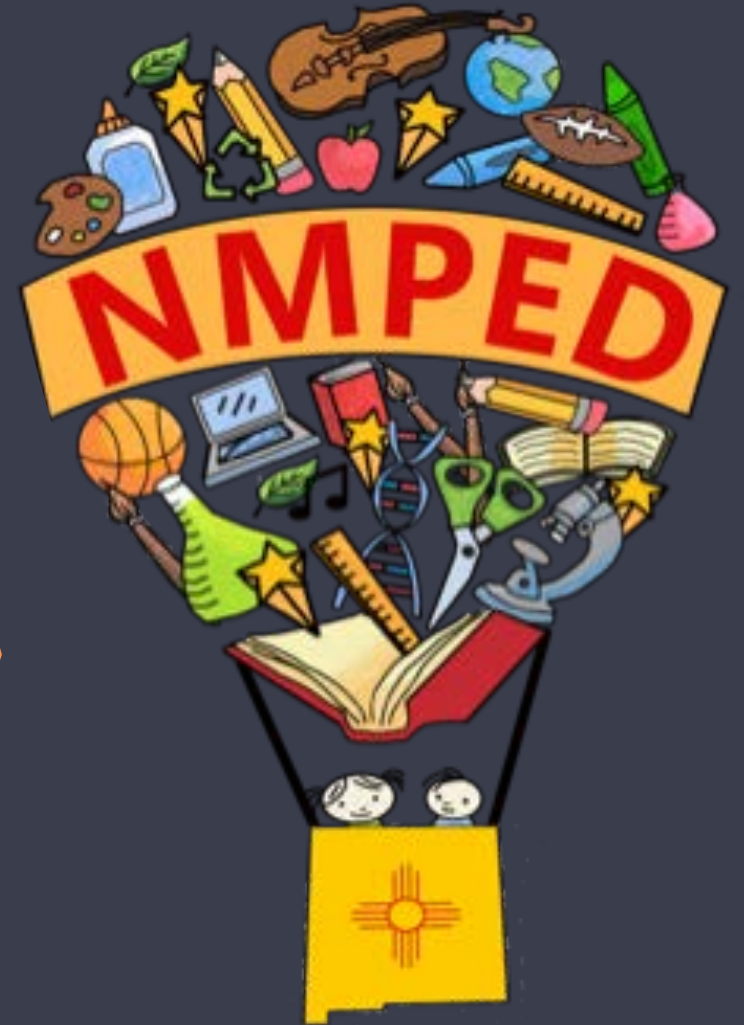


Equity Council Statewide Meeting

June 2020

Investing for tomorrow, delivering today.





Welcome!


IDENTITY
EQUITY
TRANSFORMATION

Equity In Action



Annual Action Opportunities for Equity Councils

- Advisement Package
- Readiness Assessment
- CLR Framework
- Informing Budgets and Accountability (School-level NMDASH, NM VISTAS, etc.)

MEET THE TEAM



Kara Bobroff
Navajo/Lakota
Deputy Secretary of Identity, Equity and Transformation
Acting Assistant Secretary of Indian Education
New Mexico Public Education Department



Landon Mascareñas, Ed.L.D.
Vice President, Community Partnership
Colorado Education Initiative



Sarah A. Silva, CPC
Project Consultant



Mayra A. Valtierrez
Director of Language and Culture / Hispanic Education Liaison
New Mexico Public Education Department



Everette W. Hill, MA
Principal & Managing Director
Social Innovation Strategies Group, LLC



Julia Rosa Emslie
Project Consultant

Our Agenda

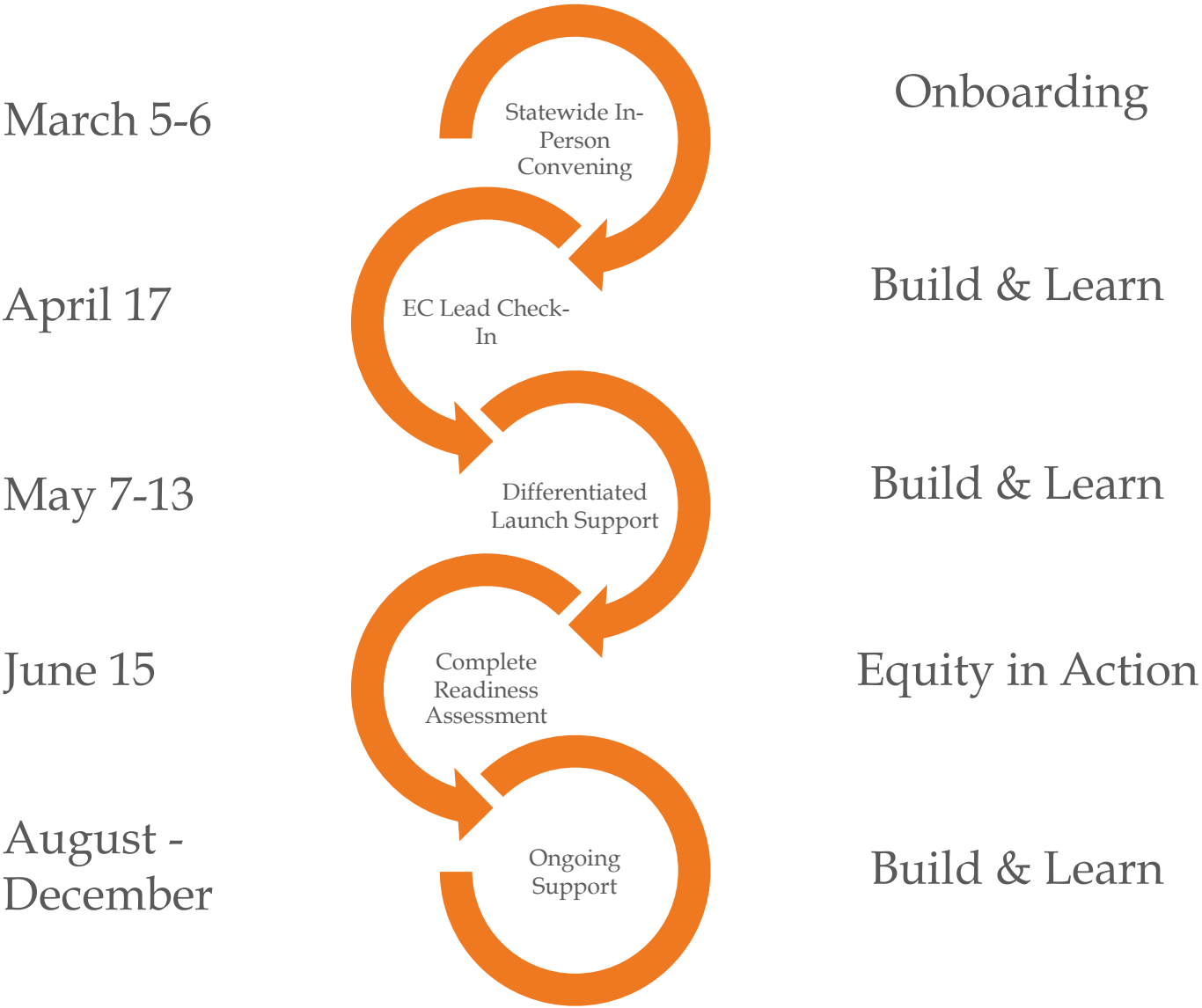
Time	Session	Speaker
5 min	Welcome and Set-Up	Deputy Secretary Bobbroff
5 min	Equity in Action	
5 min	Re-Grounding: Our Essential Questions	Landon
20 min	Equity Skills Building: Re-Entry Planning	You!
20 min	Supporting Each Other Protocol	Landon
5 min	Closing	Landon

Proposed Norms

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

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

Equity Council Launch Arc 2020



Our Essential Questions: Establish Phase

Question 1: How is my district/charter prioritizing the students and families furthest from opportunity in the establishment of equity councils?

Question 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?

Question 3: How do we establish an equity council that moves the district or charter school beyond compliance to commitment?

Question 4: How do I support the establishment of structures and systems to ensure effective relationship and partnership between all stakeholders on the equity council?

Reflect: Essential Questions

Where are you doing well with your EC?

Which do you need the most support in?

Question 1: How is my district/charter prioritizing the students and families furthest from opportunity in the establishment of equity councils?

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Question 4: How do I support the establishment of structures and systems to ensure effective relationship and partnership between all stakeholders on the equity council?

Equity Council Process

- Equity Lead Identified
- Equity Lead Onboarding – Webinars & Convening
- Equity Lead Guides Equity Council – Building Relationships and Defining Equity
- Equity Lead guides Equity Council through Readiness Assessment and Advisement/Recommendation Package
- Equity Lead support with School-level Culturally and Linguistically Responsive Frameworks



[illegible]

Use this to-do list to anchor your learning from this onboarding so that you may

- share with your equity council,
- ensure that relationships are built,
- reach a common definition of equity,
- prepare to engage in the Readiness Assessment process, and
- make informed advisements / recommendations to the superintendent, charter school executive director, school board, and governing board.

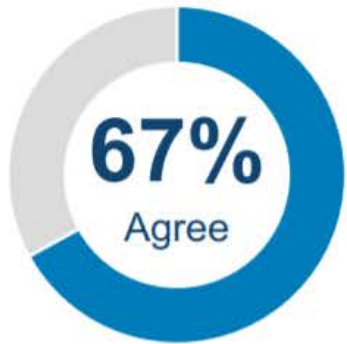
Equity Council Process

How are you building *real capacity* on your equity council to support your community?



Opportunity for Understanding

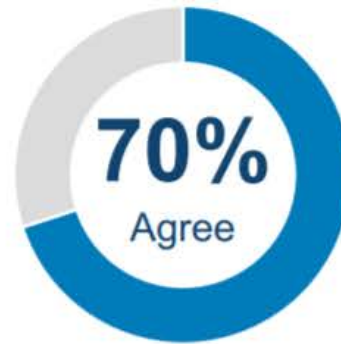
I am more connected with my child's day-to-day education now than ever before.



African Americans: 65%
Hispanics: 72%
Whites: 66%



I want to know what material my child is missing at the end of this year and how their school plans to make up that material.



African Americans: 75%
Hispanics: 75%
Whites: 68%

Source: Learning Heroes

Equity Council Onboarding/Re-Entry

- How are you thinking about launching your council?
- How are you thinking about onboarding new members?
- How will you create spaces to process what is happening in the world?
- How will they weigh in on “re-entry”?

GUIDANCE ON CULTURALLY RESPONSIVE-SUSTAINING
SCHOOL REOPENINGS

Centering Equity to Humanize the Process of Coming Back Together

METROPOLITAN CENTER FOR RESEARCH ON EQUITY
AND THE TRANSFORMATION OF SCHOOLS

Dr. David E. Kirkland
Executive Director

Re-Entry Design for Equity

The country is on the brink of beginning again. And as we restart our national engines, let's do so with a steady and caution hand, not taking for granted the sobering lessons that COVID-19 is teaching us: that in a nation as fundamentally carved out of its differences as ours, equity matters. Thus, it would be a mistake to imagine the school reopening process absent an acknowledgement that something fundamentally has taken place in our world, that the thing that interrupted life for millions of Americans afflicted vulnerable populations in ways disproportionate to more privileged populations. In acknowledging this, we provide this document—a set of suggestions and topics to think about—for humanizing the school reopening process. In this document, we explore questions as to how we might engage in culturally responsive-sustaining school reopenings, leveraging elegant ideas that borne from the educational equity community. In doing so, we point to the broader social and emotional aspects of reopening—the ways that schools have been traumatizing spaces for vulnerable students: Reopening them may add to some students' anxieties, stress, depression, etc. Thus, we pose essential questions, such as: How might we conscript in our thinking around school reopening ideas that express not only an awareness of equity issues but also a caring response and deliberate commitment to reshaping schools that deserve our students? That is, how might a care-centered, joy-based, trauma-informed approach to school reopenings look?



Re-Entry Design for Equity

How should different stakeholders use the summer to prepare for fall reopenings?

Healing Practices

- Create a continuous space early on for collective community grieving, acknowledging (as opposed to ignoring) that something happened, allowing for students and staff to experience the feelings of loss and interruption together through the guidance of a community positioned to sustain its members.
- Set the expectation that all schools reopen with one or more healing methodologies and practices in place. This can be different for each school—restorative circles, mindfulness, peer support groups, advisories, etc.—but every school should be expected to create one.
- Structure a support system such that every single adult in the building has a group of students of whom they are responsible for keeping track, talking 1-1 regularly, building

Re-Entry Design for Equity

School Climate and Discipline

- Shift discipline to a model aimed at reconnecting students to learning when they have become disconnected for whatever reason.
- Review school discipline policies to provide space for students to adjust. Exclusionary practices should be replaced by more inclusionary practices.
- Any disciplinary referral and referral for special education services should be scrutinized with heightened attention as this time of crisis also creates an open door for the influence of biases in judging student behavior, communication style, presentation of emotion, etc. Additionally, there may be conflation of students' needs in terms of academics given the disruptions to instruction during technology-enhanced learning with the need for special education services. These biases and a lack of cultural understanding led us previously to the disproportionate exclusion of Black and Brown children from instruction and from community. Given all of the added stress and emotion during this crisis, heightened attention is warranted.
- Commit to editing climate surveys to include additional sections on impacts of COVID-19 and the strength of the district's efforts at supporting children, staff, and families.



Re-Entry Design for Equity

Family Engagement

- Enlist the input and wisdom of families and community partners in all discussions and decisions about reopening—*before* decisions are made—to learn from their expertise and perspective, and build the collaboration that will allow this next phase of schooling to succeed.
- Invite families from the beginning of the year as partners in their children's learning with opportunities that might have traditionally been called conferences or back to school nights to transform into listening spaces where teachers and staff listen and learn about the family and how they can best serve the child.
- Conduct targeted efforts to continuously assess family needs. Pay attention to your most vulnerable families (i.e. undocumented immigrants) who may be afraid to report sickness or ask for help in terms of food insecurity or access to health care.
- Form parent support groups specific to COVID-19 impacts. Host these in the community with plans for social distancing. Plan for the virtual continuity of these groups, should another shutdown be required.



Equity Systems Building

This is the work of transformation.

***And it is meant to be
deeply personal,
local, communal,
institutional, systemic
and intergenerational.***



Proposed Norms

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Supporting Each Other Protocol

1. Intention Statement by case giver (4-5 mins) (minutes 0-5)

- Situation/Problem/Opportunity/Project: What do you want to address?
- Your intention: What do you want for this session/from this group?
- Your edge: What do you need to let go of and learn?
- Help: Where do you need input and help?

2. Questions for better understanding (5 mins) (minutes 5-10)

- This may include to clarify the question and to make sure that the group really understands what the case giver needs.

3. Stillness. Then mirroring by peer group (4-5 mins) (minutes 11-15)

- Take a minute of quiet to allow images/feelings to emerge or become clear. What images and feelings come up for me now? 3 words only. The purpose of this is to bring empathy to the case giver. Also to access right-brain intelligence and intuition.

4. Presenter reflects on the groups reactions (2 mins) (minutes 16-17)

5. Exploratory questions, generative dialogue and solution brainstorming by all (10 mins) (minutes 18-27)

Supporting Each Other Protocol

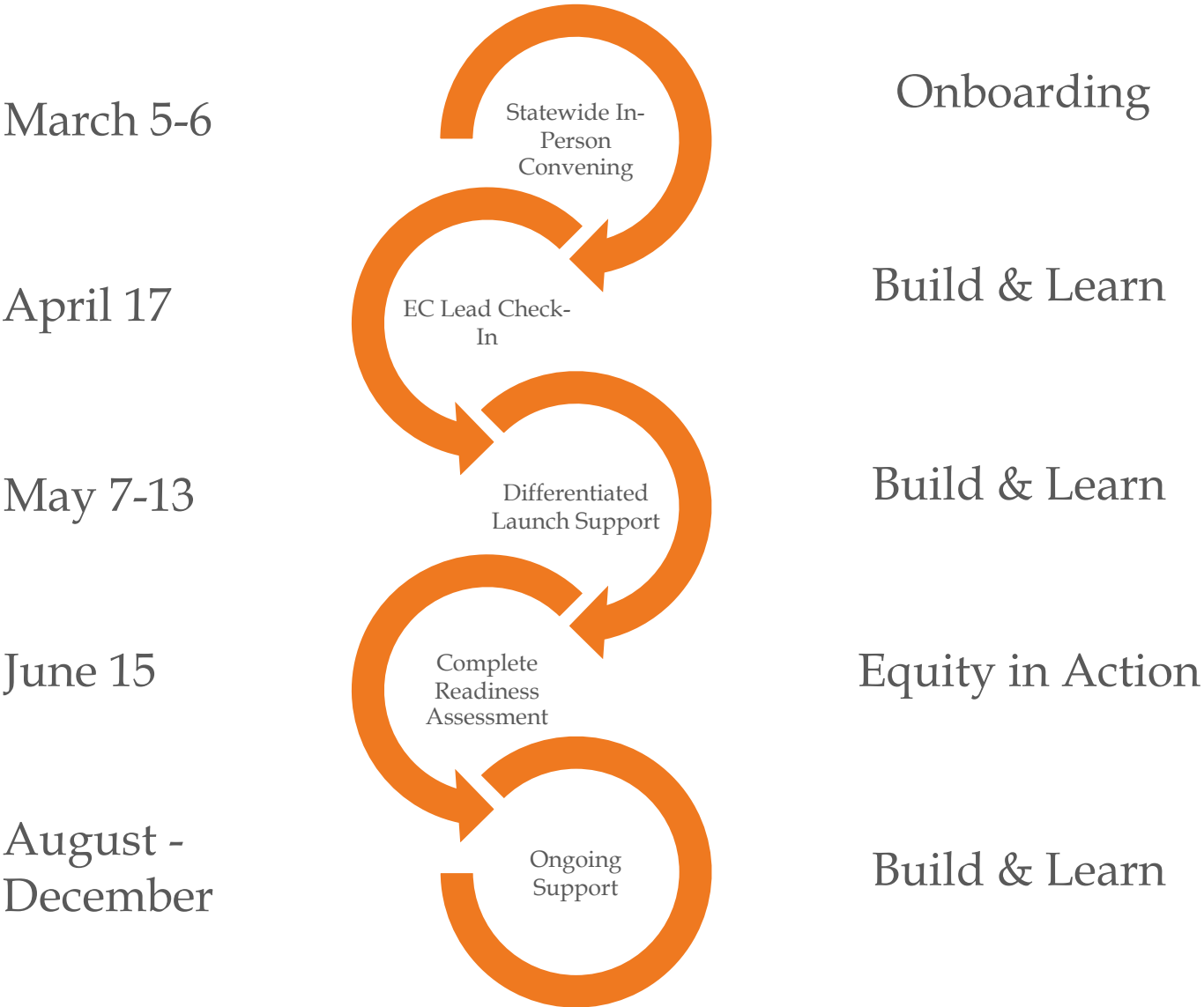
What did you learn about the challenges you are facing?

How did it feel to have a support group?

What does this mean for you moving forward?



Equity Council Launch Arc 2020





Thank you for everything you do.