

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	Equity Plan, Budgets, and NMDASH Supplemental Module
4:40 pm - 5:00 pm	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. Participants will receive an overview of the Equity Council Support Hub for the current school year.
2. Participants will learn about how education funding works in NM.
3. Participants will receive an overview of the Equity Plan, Budget, and NM DASH Supplemental Module.
4. 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

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SCHOOL YEAR 2021-2022: MARCH

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

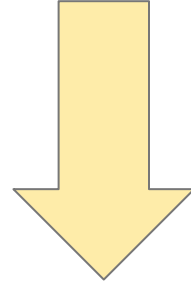


Essential Questions

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



WestEd

Strategic Use of Funds: Student-Centered Budgeting to Support Equitable Outcomes



“Budgeting is the manifestation of an organization’s strategy: ***whether they are the result of thoughtful planning;*** the inertia of long years of doing approximately the same thing; or competing political forces that result in organized borrowing with others.”

– Lee, Johnson, and Joyce, 2004

What is student-centered equitable budgeting?

*“Refers to processes and practices focused on the **equitable distribution of resources** through **alignment to identified student needs**. This process is part of a wider approach for increasing and sustaining student achievement and positive educational outcomes for all students.”*

Re-orienting the planning mindset



Basis versus Purpose

Basis of Funding

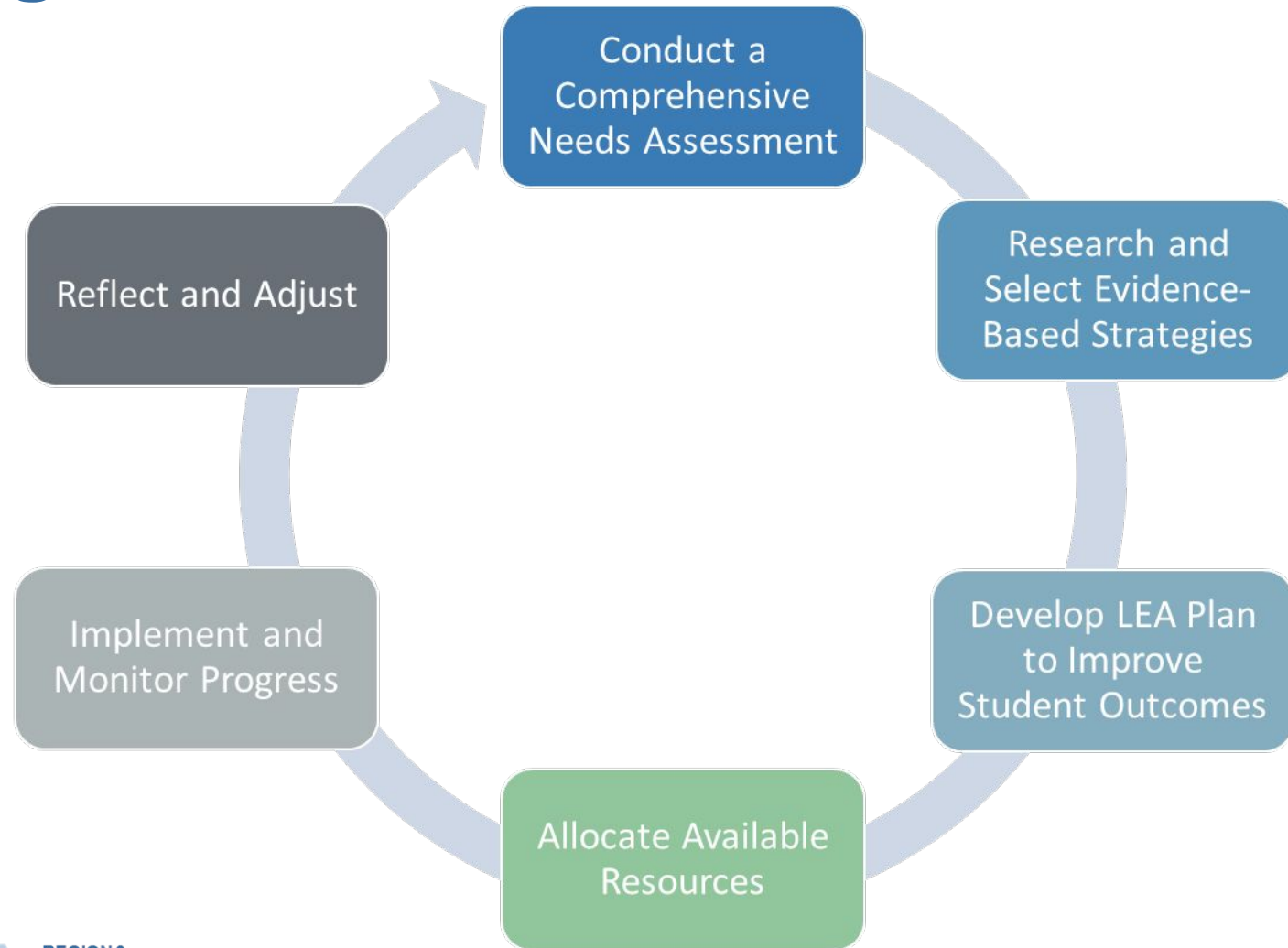
Refers to the methodology under which revenues and expenses are recognized in financial statements.

- “Per pupil amount”
- Dollars per student group

Purpose of Funding

Improve outcomes for all students that particularly increase and improve services for student groups in need of additional supports.

LEA Planning Process



Drivers of Student-Centered, Equitable Budgeting

Meaningful Consultation with Stakeholders

Each LEA that receives federal and state funds must engage in meaningful consultation with stakeholders and public opportunity to provide input in the development of its plan, including:

- Students and families;
- School and district administrators (including special education administrators);
- Teachers, principals, school leaders, other educators, school staff, and their unions.

Also, to the extent present in or served by the LEA:

- Tribes, English learners,
- Civil rights organizations (incl. disability rights organizations); stakeholders representing the interests of students with IEP,
- Children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.



Data to Show Disproportionality in Student Groups

What does data help us as practitioners do? How students are doing, generally, that leads to an assignment of strategies to address them.

Shifts

- Label versus need problem
- From ‘what’s **all the data**’ to ‘what’s the **right data**’

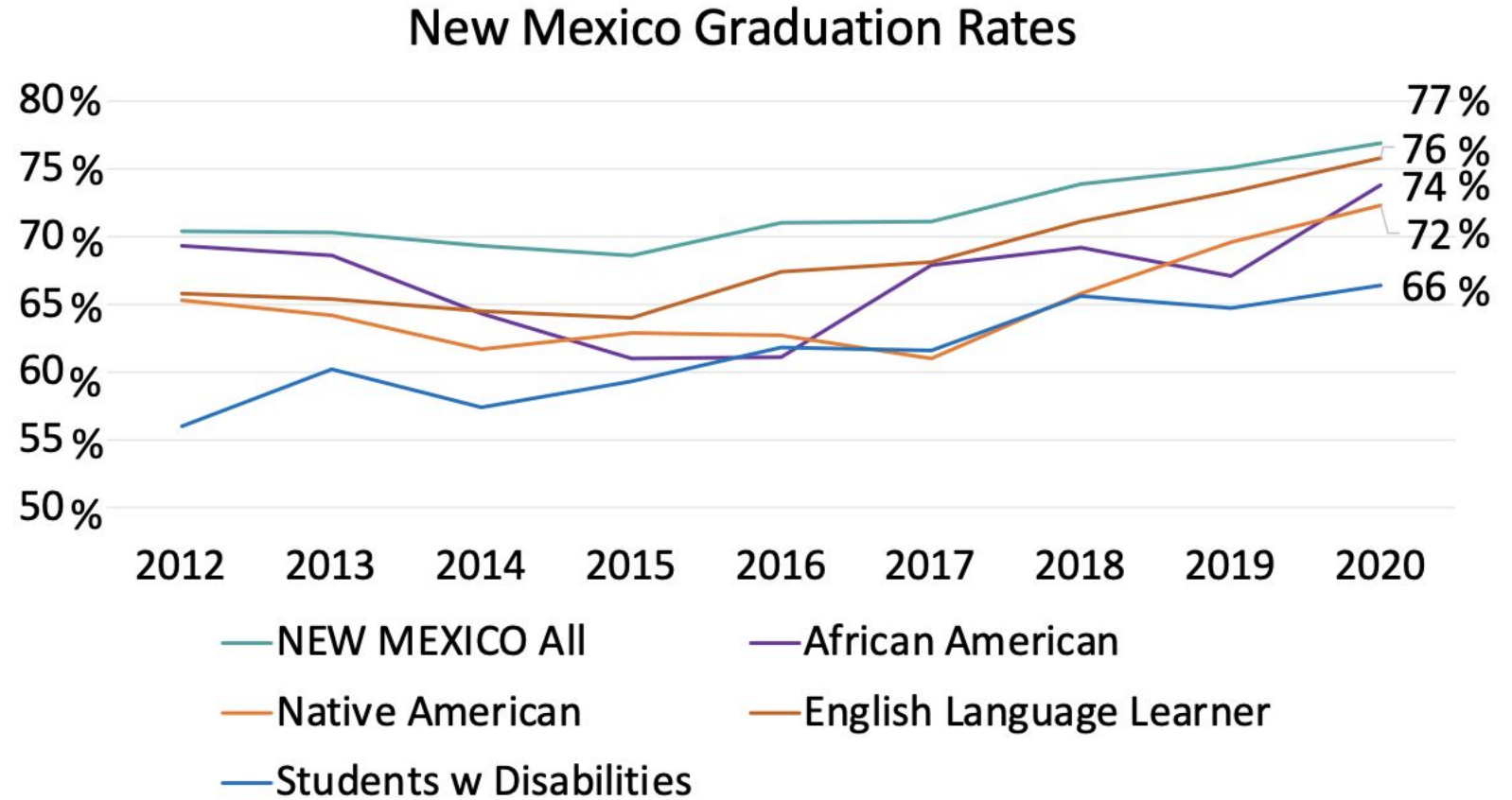
Additional resources

- DASH 90-day plans and/or EdPlan
- Supplemental modules Student Groups and Strategic Resource Allocation

Moving the Needle: Attainment

While English Learners and African American students have made great gains in graduation rates, they still fall below the NM state average.

Native American students are graduating at a lower rate than other peers.



Source: PED

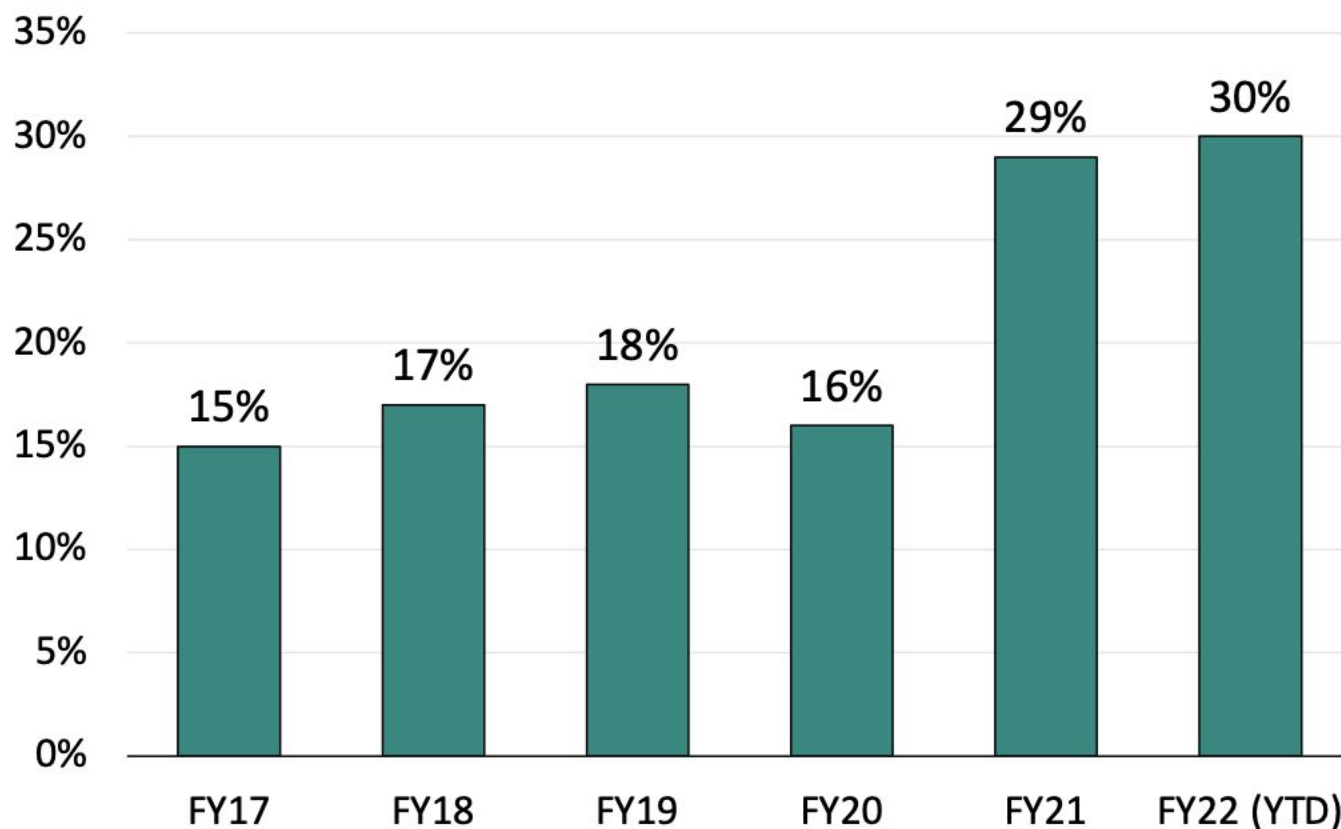
Attendance Challenges

The chronic absenteeism rate nearly doubled during COVID-19.

In 2019, absenteeism exceeded the state average for Native American Students (26%) and Economically Disadvantaged Students (20%).

Note: Chronically absent means missing 10% or more of the school year for any reason, including both excused and un-excused absences

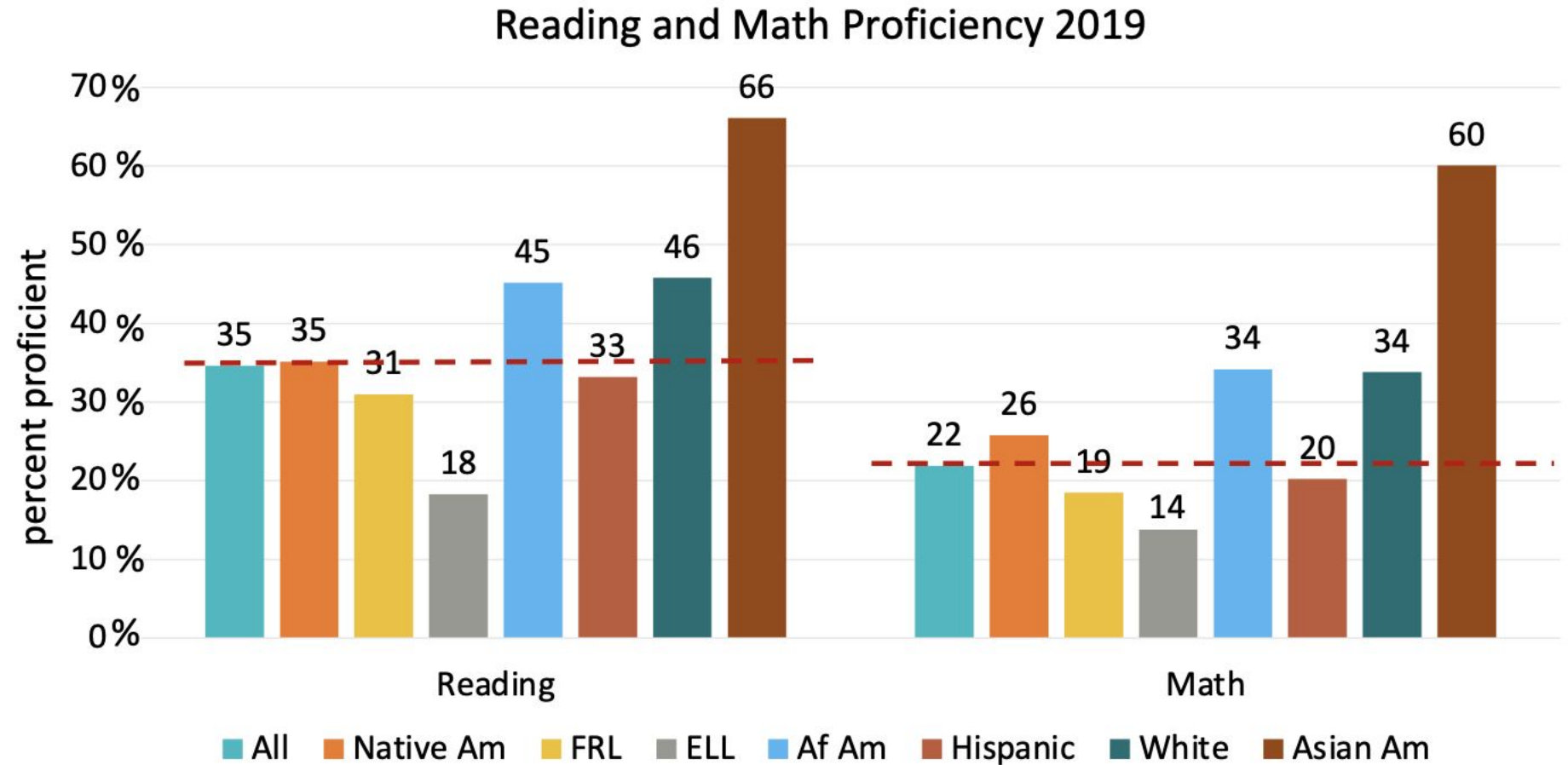
Percent of Students “Chronically Absent”



Source: PED

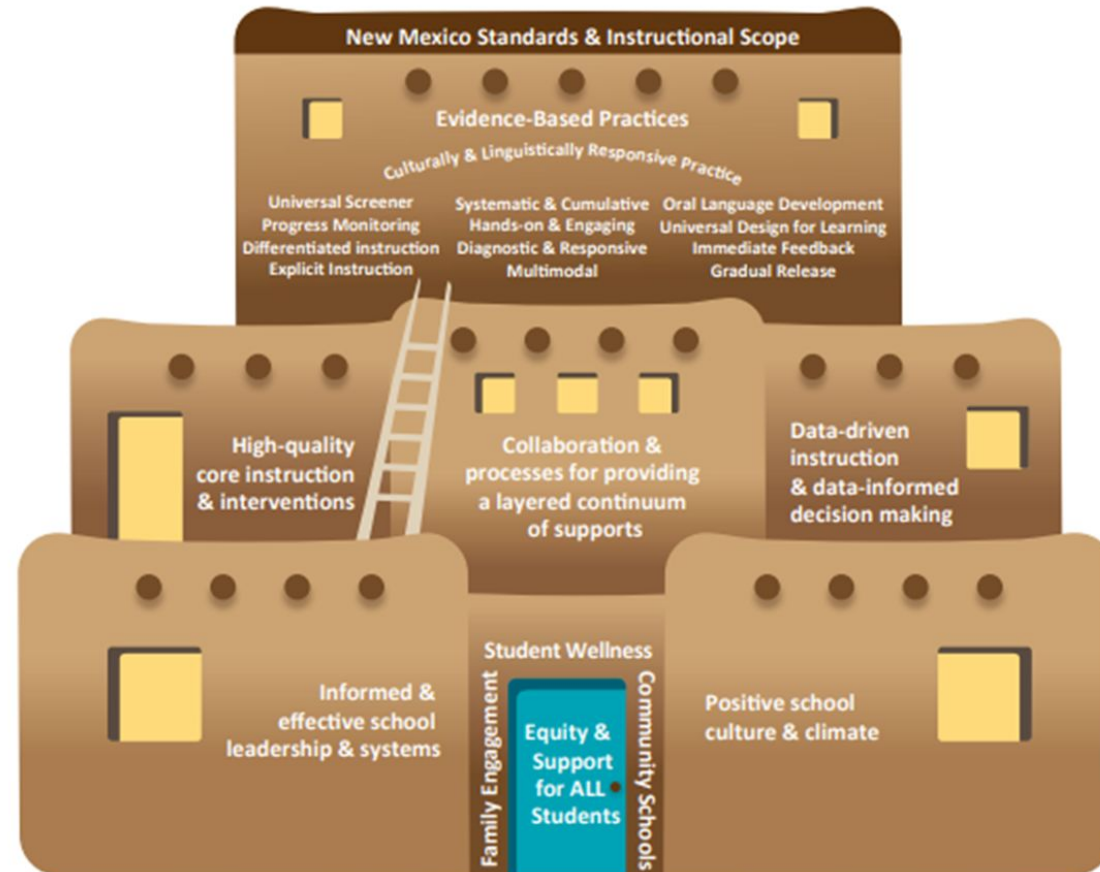
Achievement: Proficiency by Demographics

Reading and Math proficiency is lowest among Native American, economically disadvantaged, and English Learner students in contrast to other peers.



Design Programs Based on Student Needs

Supporting Evidence-Based Practices
with the Seven Core Components of MLSS
New Mexico Multi-Layered System of Supports and Evidence-Based Practices



All Students Ready for Success
College, Career, Life, Secure in their Identity and Healthy

Allocate Resources to those Programs Based on Student Needs

Universal Funds

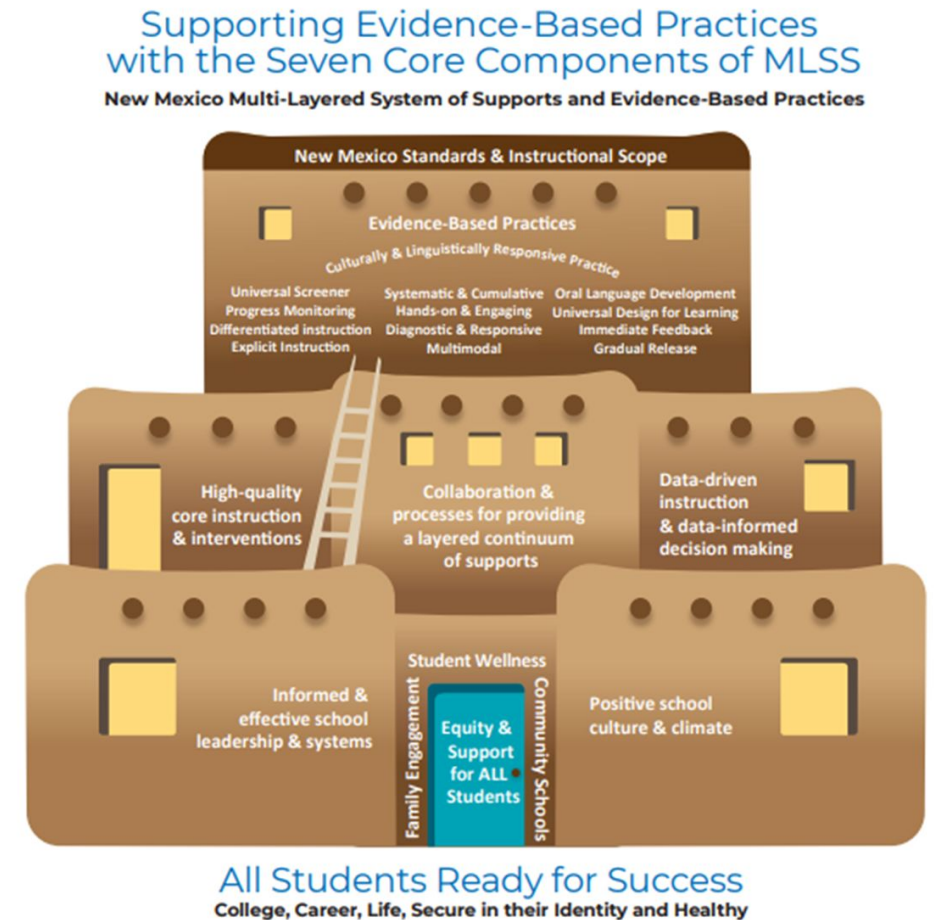
Funds that pay for the **basic services** a program is already receiving to operate.

Supplemental Funds

Funds that pay for the **comprehensive services** necessary to strengthen the program and can benefit ALL children, regardless of eligibility.

Specialized Funds

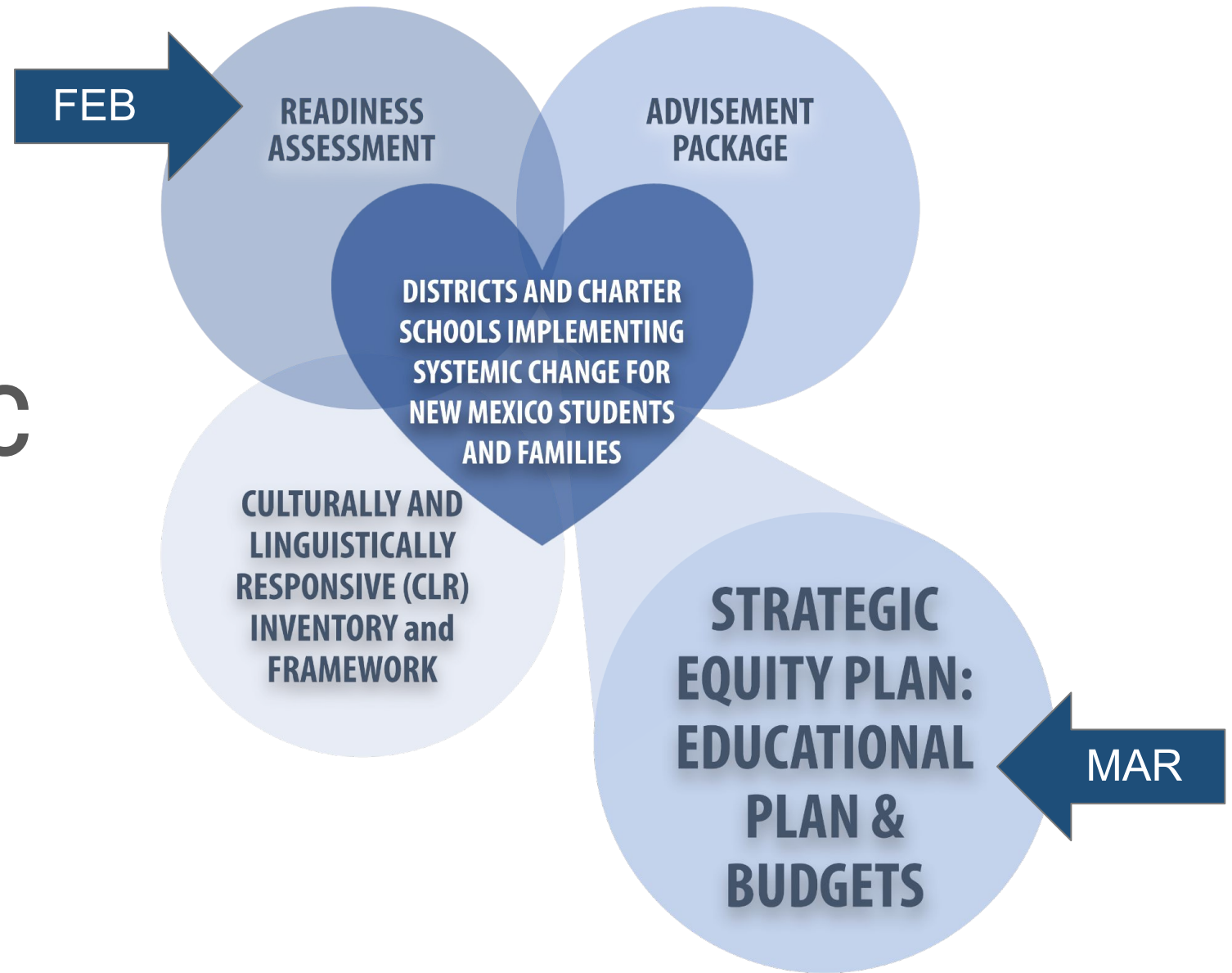
Funds that pay for **eligible services** that increase or expand access to programs and services.



What's Going On In Your Local Context?

Specific to your educational plan and budget design. Enter your response in the chat.

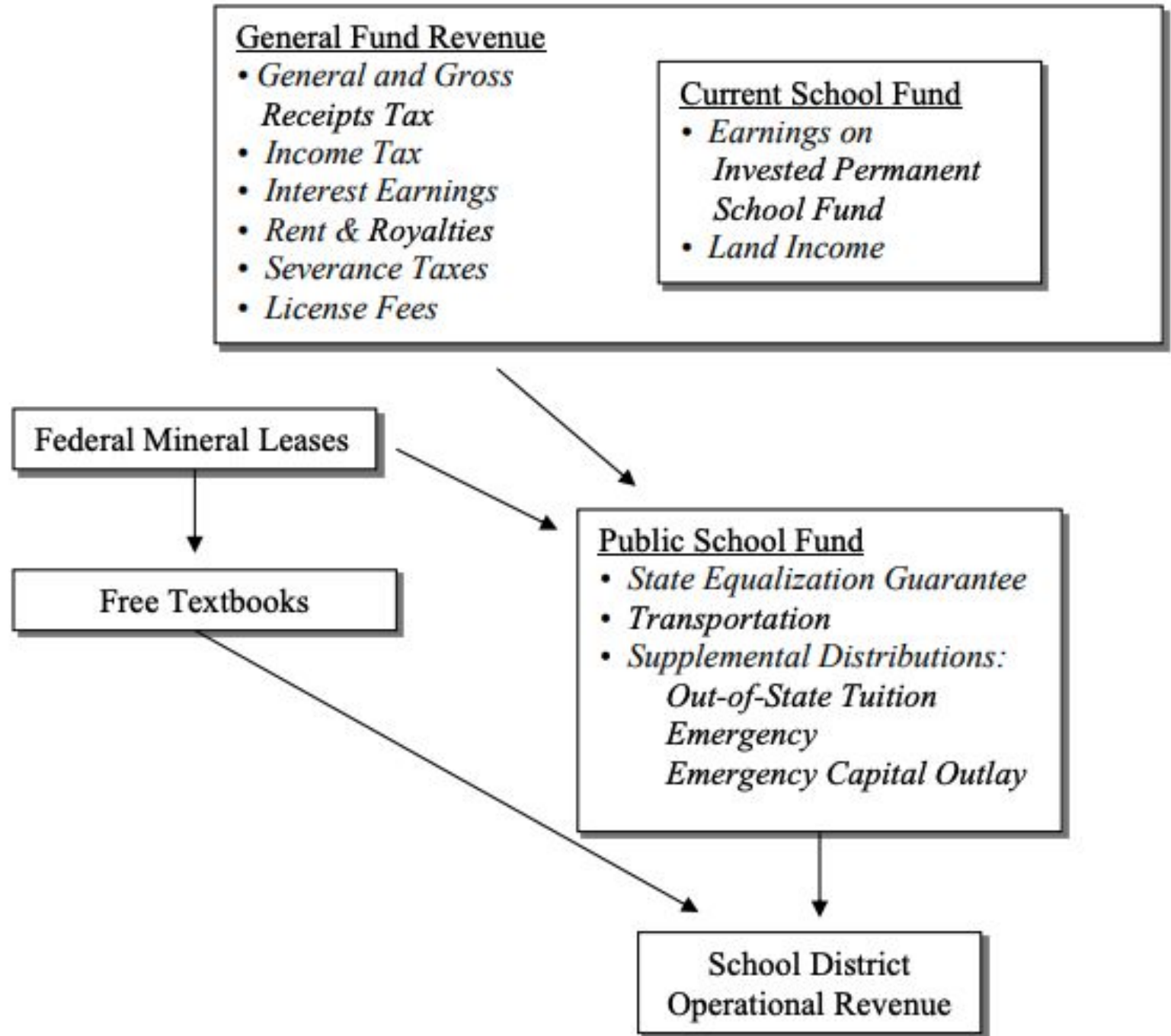
The Strategic Equity Plan



HOW ARE NM SCHOOLS
FUNDED?

OPERATIONAL FUNDING:

Where does the money come from?



How NM Funding is Distributed

STATE	DISTRICT	CHARTER SCHOOLS	SCHOOL
NM equalization guarantee to each school district – ensures equalization of State funding to all schools regardless of location	Distribution based on a funding formula	State equalization guarantee = charter schools' program costs and 2% withheld by PED or other District for administration	Distribution varies and depends on school administrators and local school boards or governing councils

Timeline

BEGINNING APRIL 15 OF EACH YEAR:	School boards, charter schools begin to submit operating budget for next year
BY JUNE 20 OF EACH YEAR:	<ul style="list-style-type: none">• All school boards or charter school governance boards conduct a public hearing to fix the operating budget for the next year• Prior to the public hearing, notice must be given to parents that explains the budget process and invites their involvement and comments
BY JULY 1ST OF EACH YEAR THE NMPED:	<ul style="list-style-type: none">• Works with districts and charter schools to make corrections, revisions, and/or amendments as needed to meet laws• Reviews the Education Plan/At Risk Narratives in the NM DASH• Ensures compliance with required public hearing with parents• Approves and certifies operating budgets for each district or charter school
QUARTERLY:	<ul style="list-style-type: none">• Each superintendent or director provides quarterly financial reports to local board or governing body.• School districts and charter schools post the reports on the district's or charter schools' web site

Revenue & Expenditures

REVENUE

State Funds

- State Equalization Guarantee (SEG)
- Transportation
- Below-the-line Targeted Programs
- Capital Funds
- HB2

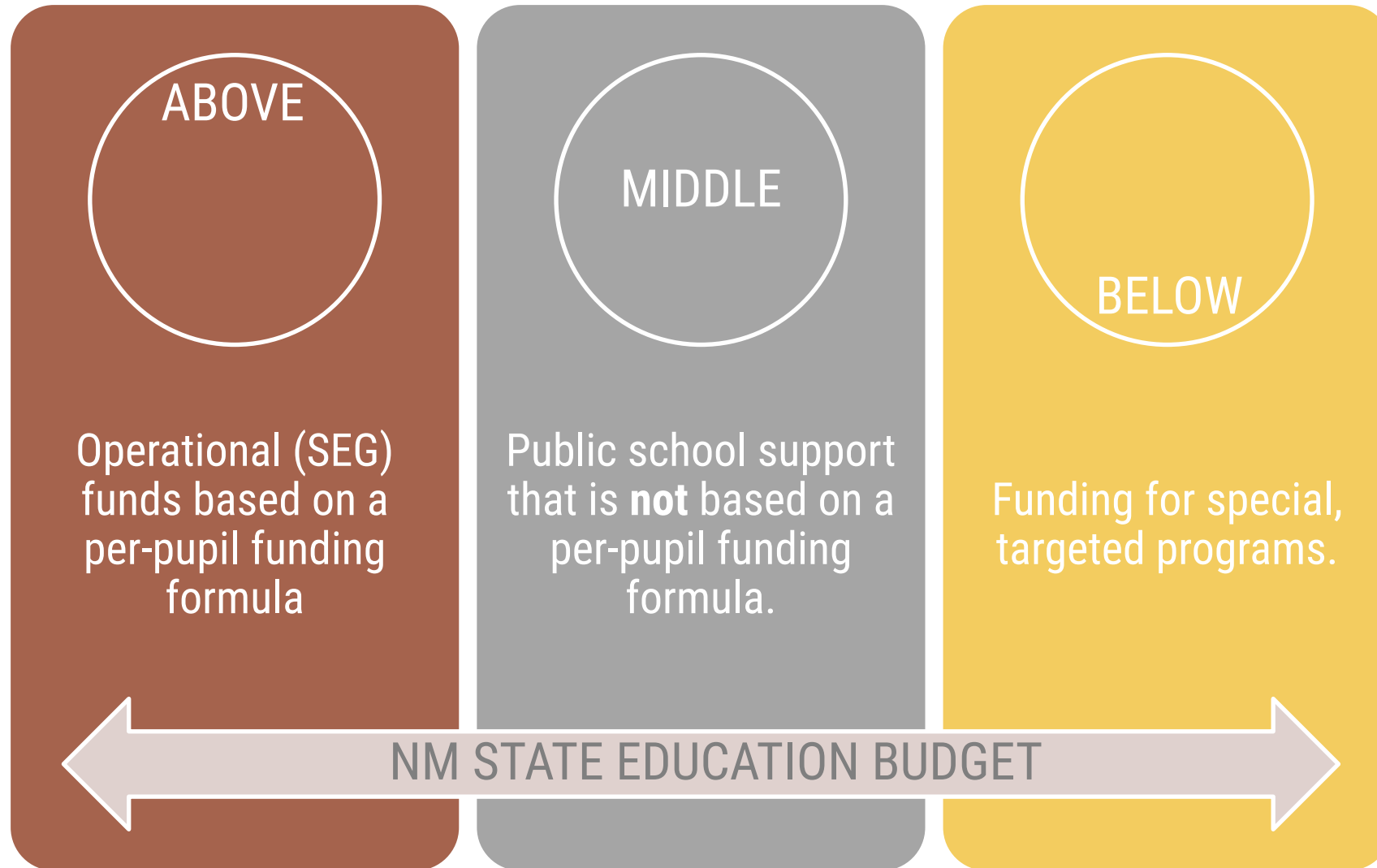
Local Funds: General Obligation
bonds, Local Mill Levy

EXPENDITURES

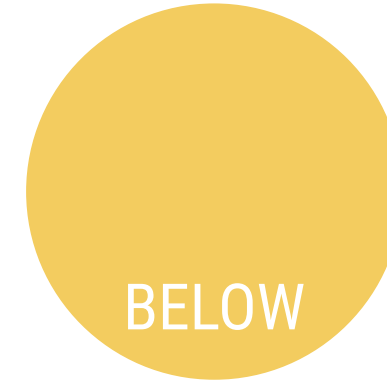
- How the revenue will be spent
- Total expenditures should equal revenues from all sources
- All “Operational” dollars are subject to SEG



Above, Middle, Below the Line



Below the Line Funding



- Early literacy and reading
- Indigenous, multilingual, multicultural and special education
- Principals professional development
- Teachers professional development
- Graduation, reality and dual-role skills
- National board certification assistance
- Advanced placement test assistance
- Student nutrition and wellness
- Science, technology, engineering, arts and math initiative
- At-risk interventions
- Outdoor classroom initiatives



In Addition to State Funding: Federal Funding

- **Title I** - funds for districts and charter schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- **Title II** - provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders
- **Title III** - ensures that English learners attain English language proficiency and meet state academic standards.
- **Title IV** - increases capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.



In Addition to State Funding: Federal Funding

- **Individuals with Disabilities Education Act** - makes available a free appropriate public education and related services to eligible children with disabilities.
- **Nutrition** – provides a critical nutrition and hunger safety net for children
- **Impact Aid** – reimburses school districts for the loss of local tax revenue due to the presence of the Federal Government.
- **Forest Reserve** - used for the benefit of the public schools and public roads of the counties containing the forest reserves.
- Economic Security (**CARES**) Act for the Elementary and Secondary School Emergency Relief Fund (**ESSER** Fund)



Current Educational Plan Monitoring Process

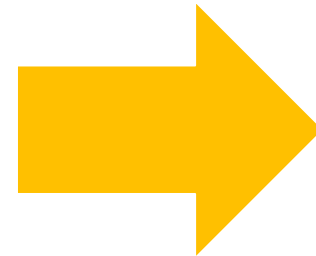


- Each LEA is required to submit an Ed Plan annually.
- The Ed Plan requirement is fulfilled through a single submission with multiple components collected by the NMPED.
- The NMPED designed the New Mexico District DASH (NM DASH) to facilitate and organize the educational planning and submission process.

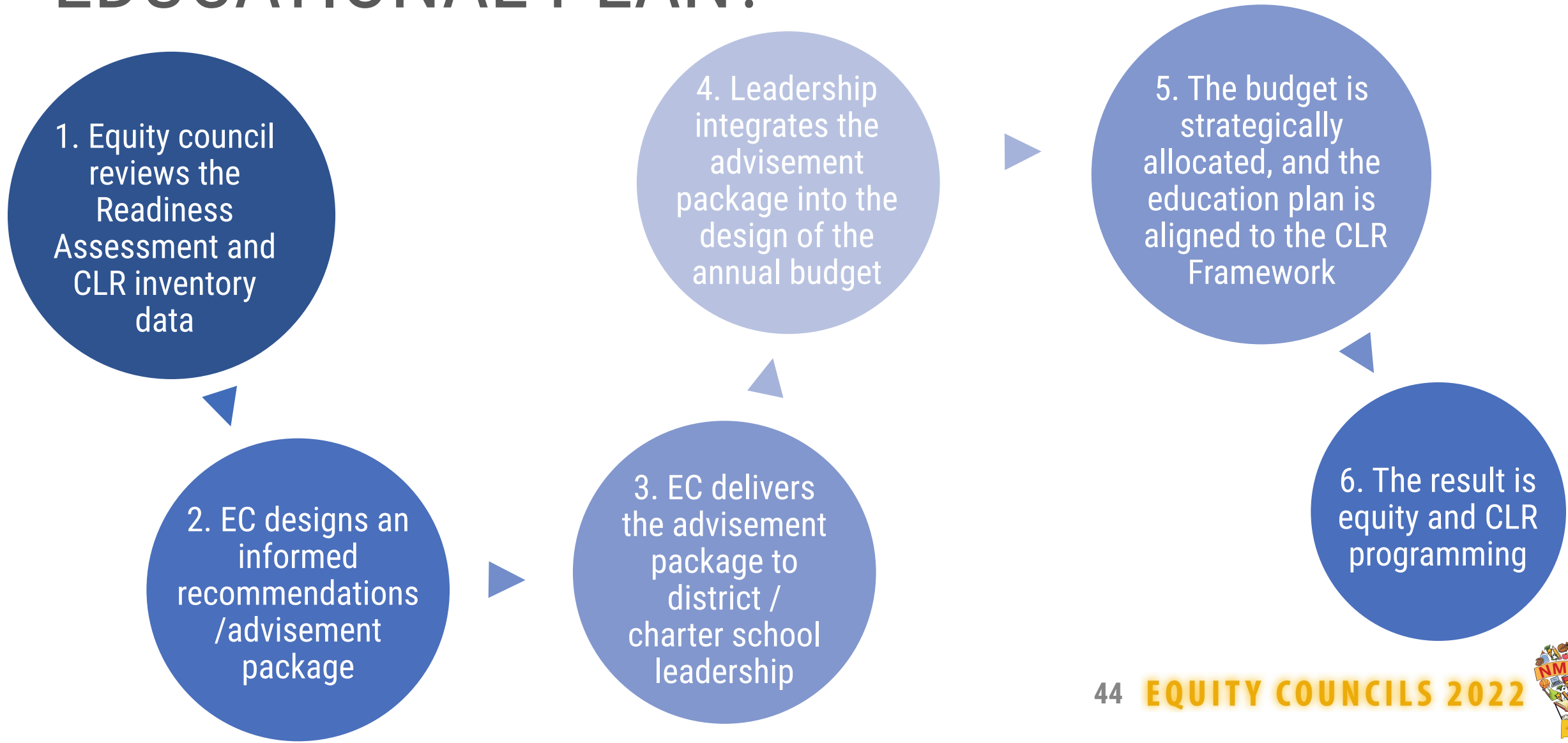


Per §22-8-6.E., the **educational plan** shall include information and narratives on the use funding distributed for:

- at-risk program units,
- bilingual and multicultural education program units,
- extended learning time program units,
- K-5 plus program units,
- special education program units,
- instructional materials,
- new teacher mentorship, and
- classroom instruction



HOW DO EQUITY COUNCILS IMPACT THE EDUCATIONAL PLAN?



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.



NM DASH MODULE-STRATEGIC RESOURCE ALLOCATION

S2.1 – Module Overview: Strategic Resource Allocation

Module Description:

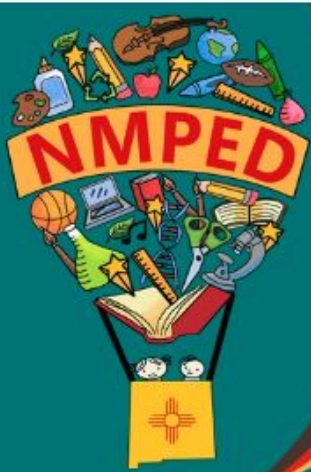
This learning module is designed to guide school leaders through the basics of New Mexico funding and strategic resource allocation.

Module Objective:

By the end of this module, you will understand the primary funding streams within New Mexico, build a basic understanding of strategic resource allocation, and connect strategic resource allocation practices with the NM DASH Planning Process.

Success Criteria:

- Show understanding of key terms: strategic resource allocation, blending/braiding, student groups, alignment, flexibility, SEG, funding source, equity.
- Demonstrate the use of local data to identify student needs and align funding to those needs.



Canvas Catalog



NM DASH Learning Modules 2021

Self-paced

You are enrolled.

Dashboard

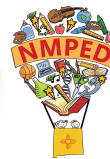


NM DASH Learning...

NM-DASH-21

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

QUITY COUNCILS 2022



NM DASH LEARNING MODULES:

FOCUS ON STRATEGIC RESOURCE ALLOCATION



- Home
- Modules
- Help
- Acknowledgements

S2.1 – Module Overview: Strategic Resource

Welcome to Module S2! Watch this short video to get started.



[View video transcript](#)

Module Description:

This learning module is designed to guide school leaders through the basics of New Mexico funding and str

Module Objective:

By the end of this module, you will understand the primary funding streams within New Mexico, build a bas resource allocation practices with the NM DASH Planning Process.

REMINDERS AND NEXT STEPS

Next Steps

Spring Budget Workshop is next week from April 6-8

Website Resources for Equity Council Leads:

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

Questions or Comments?

[YazzieM.Inquiry@state.nm.us.](mailto: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

