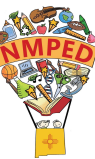


Welcome- We are grateful you are here!

Statewide Equity Council Leads 2022 -2023

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

TIME	ITEM
3:30 pm - 4:10 pm	Welcome & Overview
4:10 pm - 4:50 pm	Culturally and Linguistically Responsive Framework
4:50 pm - 5:00 pm	Preview, Appreciations & Close

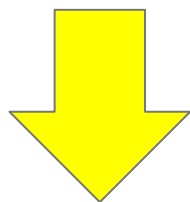


**Some
things to
note
about
our
Zoom
meeting:**

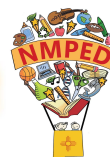
1. Participants can update their names, please add your district, charter school, or Equity Council Support Hub role after your name to support with introductions.
2. Participants can share their screens, video, and audio in the Zoom meeting.
3. The chat may not be monitored by presenters during whole group settings, please keep this in mind as the meeting progresses.
4. Slides are available on the website under: [Trainings and Webinars](#)



Statewide Meeting Topics 2022-2023

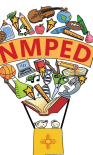


SEP	OCT/NOV	DEC/JAN	FEB/MAR	APR	MAY
Regional Sessions in Person	Culturally and Linguistically Responsive Inventory and Framework	Strategic Equity Plan, Budgets, and NM DASH Supplemental Modules	Advisement Package	Planning for Summer and Fall	Closing/ Celebration Year 4



Meeting Objectives

1. Build relationships;
2. Highlight Culturally and Linguistically Responsive (CLR) Framework tools; and
3. Learn with and from peers.



Centering



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?*



Our Goals for 2022-2023

1. Establishing relationships (offer a full-year of support)
2. Differentiating 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 (complete at least two items)
5. Focusing on interdependency
6. Aligning with existing laws, policies, and guidance (e.g. Black, Hispanic, Indian Education Acts.)



Expectations for 2022-2023

- Complete at least two Equity in Action Items
- More time to build relationships
- No new content, only depth
- Differentiation
- Accountability with support



Norms

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

Adapted from Glenn E. Singleton's Courageous Conversations about Race



THE EQUITY COUNCIL 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.



The Equity Facilitators

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

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

The List of Equity
Facilitator's District and
Charter School
Assignments is
available in the Google
Drive under: [07. Equity
Council Support Hub](#)



OCTOBER REVIEW

Items Discussed

1. Introductions to Equity Support Hub members
2. Overview of Equity Councils from 2019 to present
3. Summary of September regional launches
4. 2022-2023 Goals and expectations
5. Culturally and Linguistically Responsive (CLR) Inventory review
6. Breakout sessions



Welcome-
We are
grateful you
are here!

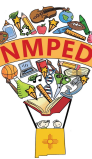
Statewide Equity Council Leads 2022

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EQUITY COUNCILS 2022

Visit the website under:
[Trainings and Webinars](#) to
download the slides



CLR Inventory and CLR Schooling By Design Tool

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 <i>along with</i> the Visual Representation and Description of the CLR Framework.			
The NMPED 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 NMPED 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 / collect information to 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)? ¹			
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			

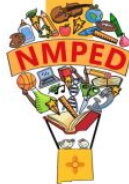
¹ TRHT seeks to unearth and jettison the deeply held, and often unconscious, beliefs created by racism – the main one being the belief in a "hierarchy of human value." From the Kellogg Foundation's "Heal Our Communities" project: <https://healourcommunities.org/>

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

CULTURALLY AND LINGUISTICALLY RESPONSIVE FRAMEWORK

SCHOOLING BY DESIGN TOOL

New Mexico Public Education Department
Language and Culture



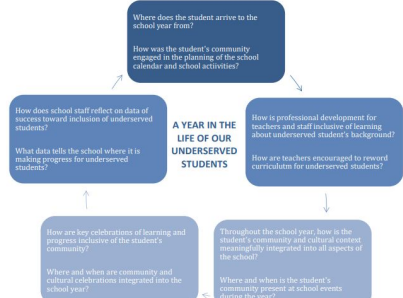
Task 0C Tool – A Year in the Life of Our Underserved Students

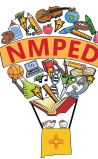
X	Prep Activity: requires a space for team members to collaborate.	Planning: requires facilitation by a member with some knowledge of strategic planning.	
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Use the information and data collected in Task 0B—Our Underserved Students and Task 0C—A Day in the Life of Our Underserved Students to guide this conversation.

This exercise is best done in partnership with school-and-district level groups focused on students, family, and community (i.e., FTA, Equity Council, etc.). The group leader/table leader/facilitator can use the visual representation below to guide a conversation about what a year in the life of underserved students looks like. Use the questions in each stage of the cycle to guide the conversation.

Given the underserved student populations you've identified, consider a single student's navigation of learning expectations, resources, and systems to promote identity and holistic health in the following form:





CULTURALLY AND LINGUISTICALLY RESPONSIVE FRAMEWORK

What is it and where can I find it?



- Prior CLR Framework meeting recordings are available on the website under: [Trainings and Webinars](#)
- Examples of completed CLR Frameworks are available in the Google Drive under: [04. Culturally and Linguistically Responsive Framework](#)
- Submit the CLR Framework: [Martinez Yazzie Equity SharePoint Page](#)





STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

RYAN STEWART, Ed.L.D.
SECRETARY-DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

October 22, 2019

Via Email and First-Class Mail

Re: *Martinez and Yazzie* Consolidated Lawsuit

Dear Colleagues:

We are excited to connect with you at this time regarding our collective work to address the needs of New Mexico's students, families and communities. We recognize that there is a lot of energy and commitment to the transformation of our education system which begins with shared leadership and focus.

The purpose of this letter is to provide information about select changes that will be required as a result of the recent school funding lawsuits, *Martinez v. State of New Mexico* and *Yazzie v. State of New Mexico*¹. The New Mexico Constitution instructs the State to develop a uniform system of public schools sufficient for the education of New Mexico students. The Court's decision and order in the *Martinez* and *Yazzie* consolidated lawsuit held that New Mexico has not met its duty to provide an education to the state's "at-risk" students, including those who are economically disadvantaged, Native American, English learners, or students with disabilities. The Court further found the Indian Education Act (IEA), the Hispanic Education Act (HEA), and the Bilingual Multicultural Education Act (BMEA), which were enacted to help many of these students succeed, were not being fully implemented.

The New Mexico Public Education Department (NMPED) agrees with the Court that "no education system can be sufficient for the education of all children unless it is founded on the

¹ No. D-101-CV-2014-00793

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

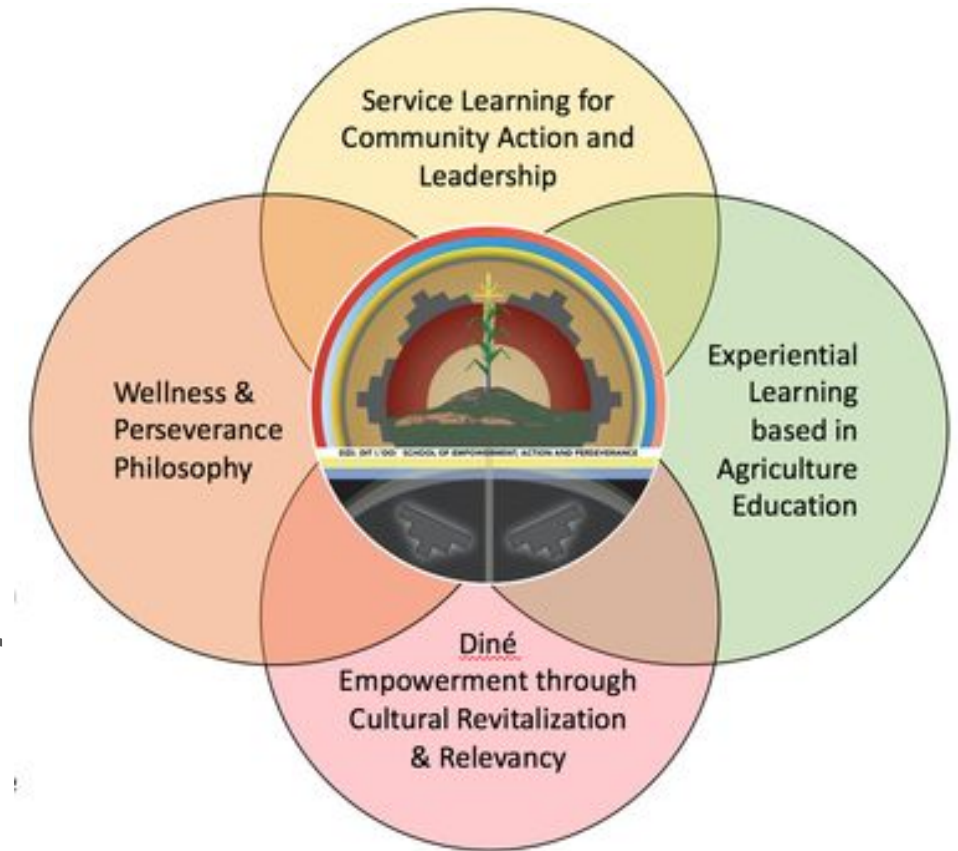
§ 22-1-1.2. NMSA 1978, Legislative findings and purpose.

The letter is available on home page of the website: [October 22, 2019 Letter](#)



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.



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

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

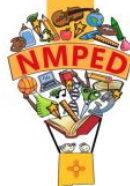
Schools and charter schools will build (or modify) a CLR framework using these tools:

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



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The Culturally and Linguistically Responsive Framework Inventory

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The CLR Inventory

* "I don't want to search and pry into a deep hole, and often unconscious, selfishly created by racism – the main aim being the belief of a "hierarchy of human values" from the feelings foundation's "Real Our Communities" project. (https://www.realearths.com/our-communities/)

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



Additional Resources



NMPED CLR Framework Roadmap Revised (PDF)



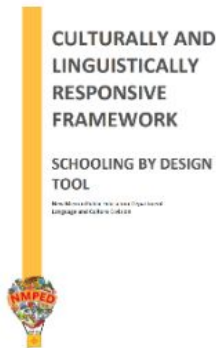
NMCEL: Developing a Culturally and Linguistically Responsive Educational System (PDF)



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.

Videos and slides are available on the website under: [Culturally and Linguistically Responsive Framework](#)



LOCAL HIGHLIGHTS

Cuba Independent School District

Superintendent Karen Sanchez - Griego



BREAKOUTS - Peer learning

Breakouts

- CLR Framework
- Readiness Assessment
- Open Technical Assistance



Welcome Back

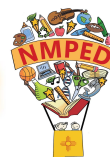
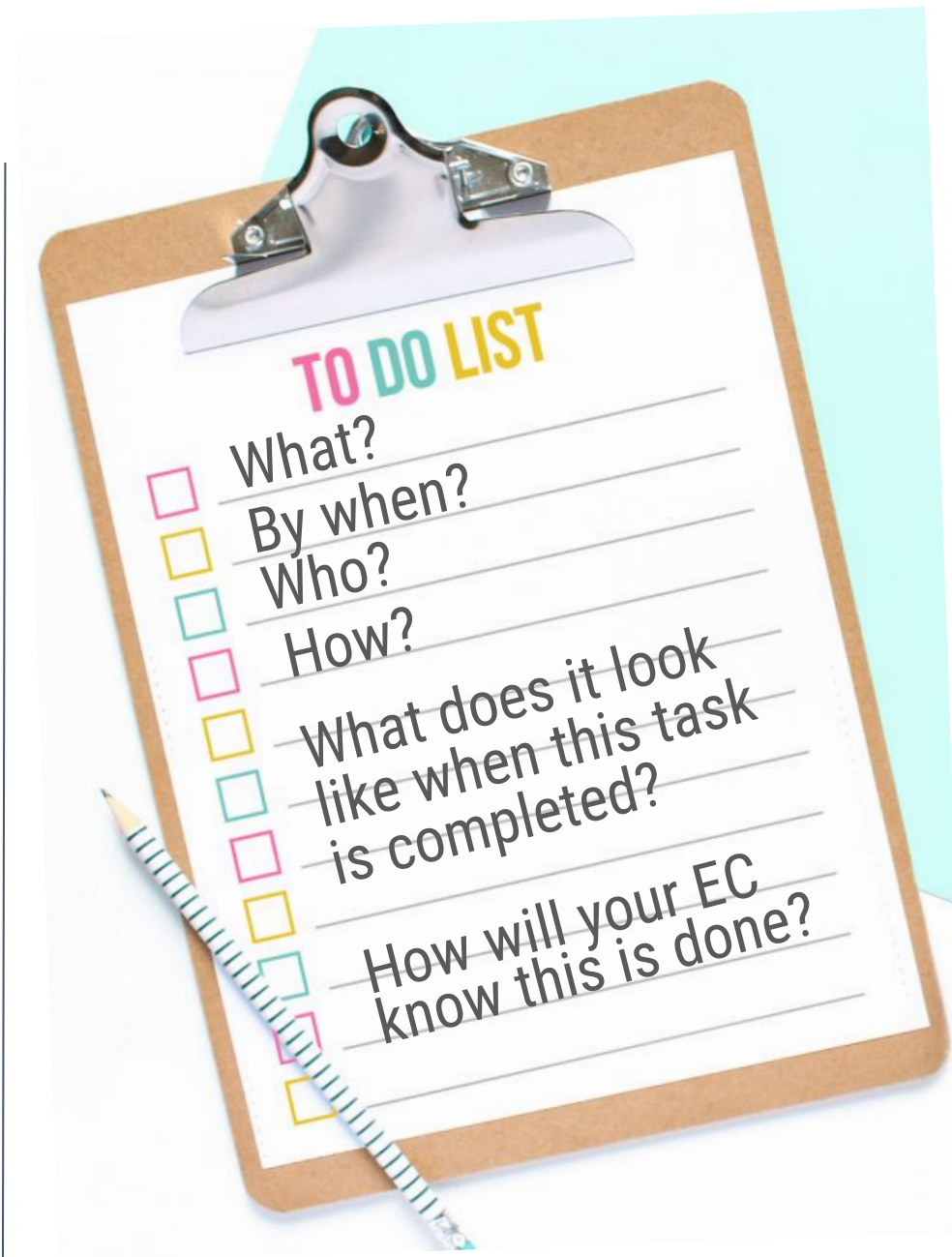
As you rejoin us, please type into chat anything important you remembered or learned in your breakouts that may be helpful to the large group



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.



PREVIEW, APPRECIATIONS,
CLOSE

December Preview

- We'll look at an overview of:
 - Budgeting Process
 - Strategic Equity Plan
 - NM DASH Supplemental Modules
- ***Focusing on Budget***





Closing

EQUITY COUNCILS 2022

