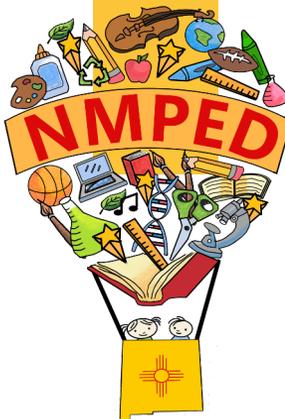


STATEWIDE EQUITY COUNCIL MEETING

JANUARY 28, 2021



Statewide Equity Council Leads 2021

**Welcome.
We are so
glad you
are here.**

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

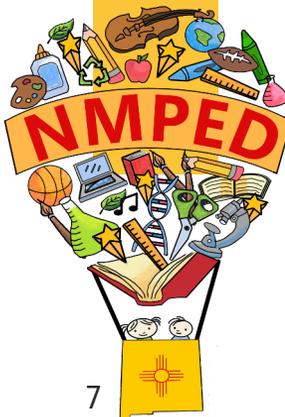
Today's Agenda		
TIME	ITEM	DESCRIPTION
3:30 pm - 4:00 pm	Welcome and Building Background	Welcome and Hello
		Recap the 2019-2020 School Year
		Goals for the 2020-2021 School Year
		The Workbook as a tool for learning and processing information
4:00 pm - 4:30pm	Breakout Room Sessions	Introduce the Equity Council Lead Support Hub concept
		Establish clarity on the breakout room time and purpose
4:30 pm - 5:00 pm	Vision & Reminders	Explore stories about the current reality of communities and families with the Equity Council Lead Support Hub
		Student Focus
		Vision
		Review of Equity in Action Items

Meeting Norms

Look for the norms in your workbook.

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

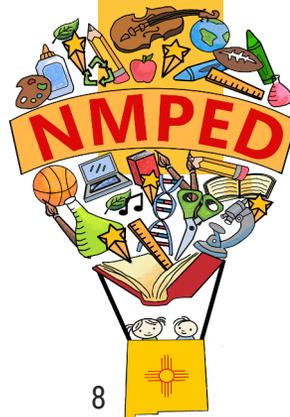
Adapted from Glen Singleton's Courageous Conversations about Race in Education



Recap of 2019-2020

*Look for the
Recap in
your
workbook.*

- Equity Council Memo dated November 22, 2019
- Equity Council Leads designated by district/charter school leadership
- Initial steps toward forming Equity Councils
- Statewide Convening in Albuquerque on March 5-6, 2020
- Monthly Virtual Meetings for Equity Council Leads
- Equity in Action Items developed and released with recorded webinars
- Provided space for districts/charter schools to begin the 2020-2021 school year



Essential Questions

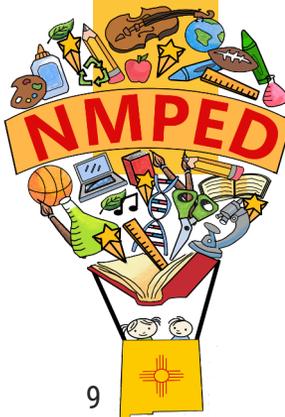
Look for the
Essential
Questions in
your
workbook.

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?*



Statements from You

“We started off by having a discussion of the vision of the equity council and how it will work into our school’s existing fabric. We didn’t want to treat it as an arbitrary addition to our existing equity efforts.” - Meaghan Hindman, Co-Founder and Co-Director, Altura Preparatory School

“I began to consider individuals already in advisory roles who might be a good fit for the equity council. It was important that we honored the human capital already in place.” - Eugene Schmidt, Superintendent, Farmington Municipal Schools

“We have a highly diverse district where multiple student demographic groups are represented. I reached out to other superintendents in similar districts to discuss some of the challenges we might face in building equity councils that represent all students.” -Dr. Kimberly Mizell, Superintendent, Bloomfield School District

Statements from You

“How do we stay away from blaming conversations? How do we facilitate productive conversations? Do our council members understand the difference between equity and equality? These are all questions we need to consider” -Jaqi Baldwin, Executive Director and Principal, Siembra Leadership High School

“For high-level requests from the Public Education Department, we always first inform our school board.” “Then, we emailed all building principals and asked them to nominate an individual who met at least one of the criteria mandated in the PED’s memo. We also reached out to external organizations, including the Chamber of Commerce, Hispano Chamber of Commerce and NAACP to ask for candidates.” -TJ Parks, Superintendent, Hobbs Municipal Schools

“As soon as we learned of the PED’s equity council mandate, we sent out a phone blast to parents and local community stakeholders. We also informed our stakeholders via social media. Our Special Education Director was instrumental because she was already familiar with school demographic data and could provide our leadership with guidance on building out the equity council.” -Bruce Langston, Board President, Mission Achievement and Success

RE-INSPIRE.
GET
GROUNDED.
TAKE IT TO
THE STREETS.

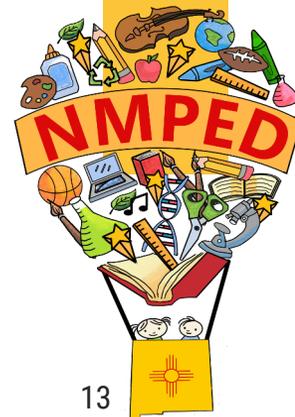
NEW
MEXICO
EQUITY
COUNCILS
YEAR 2

New Mexico Public Education Department
YEAR 2: January-June 2021



USING THE WORKBOOK

A TOOL FOR LEARNING AND PROCESSING



Introducing the 'Hub' Concept

Learn more about each consultant in your workbook.

Equity Council Support Team

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



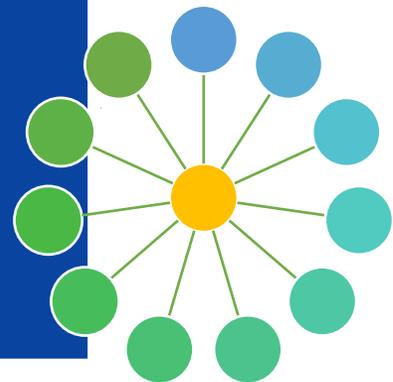
Equity Facilitator

- 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.



Students in Centering Equity

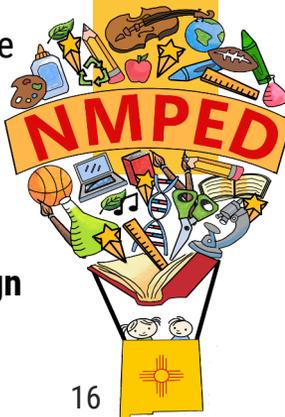
Use the Student-Focus page in your workbook.

"I feel equality in the classrooms means allowing everybody to understand themselves, understand their perspective and version of the world, and to be allowed to share who they are and where they come from in a safe learning environment. We need to see ourselves reflected back, honored, and recognized as students of color in our schools. Our schools should go above and beyond to connect to the communities that students come from. I feel especially that mental health services need to be funded and more normalized in our school settings. Young people should feel comfortable accessing a counselor, and there needs to be more funding for mental health services for our kids. I do feel like much has improved for Queer youth in the schools, but I would like to see more Queer role models and histories in our textbooks."

Sophomore at New Mexico School for the Arts

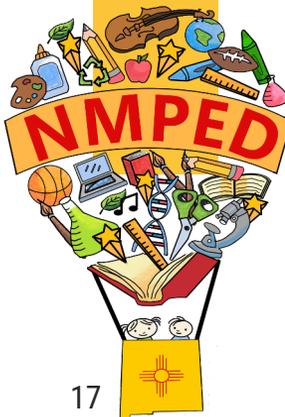
"We need more life skills in our classroom. This is how we can truly succeed in life after we graduate high school. Lots of times brown kids who come from low-income backgrounds don't have the same privileges that students with money do. Lots of times we go to schools that aren't located in the "rich" neighborhoods. This means that all schools need to be funded better. This means we need to help our brown students acquire the skills to thrive after high school so we can work at overcoming the struggles of poverty and make something of ourselves. During my junior year, I had to sit on the floor near a trash can for a week because my Science class was overpopulated and there were no extra desks or chairs. Four of us had to sit on the floor and try to take notes and listen to the teacher. This is not fair and this is not equity."

Graduate Class of 2020, UNM Freshman at the School of Architecture and Design



Breakout Room Instructions

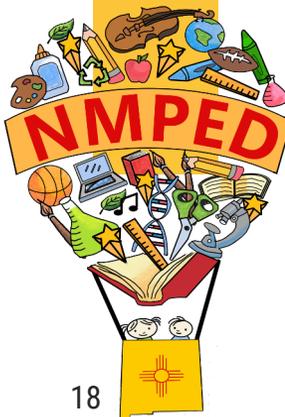
- You will spend 30 Minutes with your Equity Facilitator.
- *Resist the urge to do introductions*, we can see your name and organization and know you are the EC Lead. Let's get to know each other through dialogue.
- The meeting host will invite you to join the breakout room.
- Click "Join".
- Depending on how updated your Zoom is, you may end up in the main room, and rest assured you will be moved into the correct room.
- You will receive a "one minute" before coming back to the main room.



Breakout Session Focus

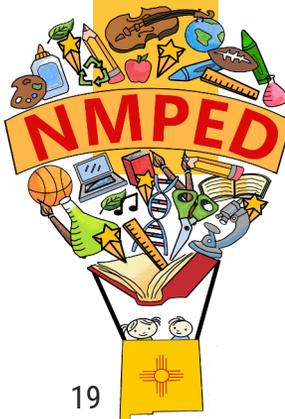
*Look for the
Guiding
Questions in
your
workbook.*

- What are the stories you are hearing in your communities about the impact of the pandemic on students and families?
- What have we achieved in the past around equity for our communities that has worked?
- Are there things that are not working or did not work?
- What are the next steps you envision for offering a more equitable education for your students and families?



What's Going On In Your Local Context?

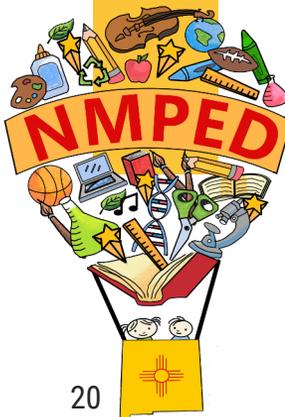
Enter your response in the chat.



Student Focus: Equity Council Participation

Look for the Student-Focus activity in your workbook.

- How to engage students that are Equity Council members.
- Equity Council Leads have shared. This is on all of our minds.
- The Hub will own this with your collaboration and input. Please share your thoughts with any “Hub” member, including your facilitator.
- How to make it meaningful for student members. How do we leverage student voice and their ideas.

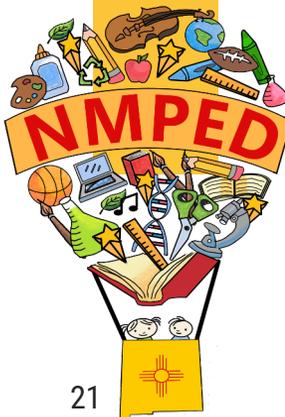


Student Focus: Equity Council Participation

Look for the Student-Focus activity in your workbook.

For true equity in the schools, I think adults need to listen to the voice of young students. A whole lot more! There is a disconnect between what adults want to hear, how they want to help us, and not remembering that youth perspective is necessary in creating equity in our schools. It is highly important to include young people in the conversation. Also, Native kids need to be able to practice their culture, speak their language, learn their language, and learn real history about what our ancestors endured. If I need to attend a cultural dance or a feast with my community I want to without being penalized by a teacher or principal. I want to be able to fully express all of me in the classroom and at my school. I am able to at my current high school but this is not the way it is for so many Indigenous kids across New Mexico.

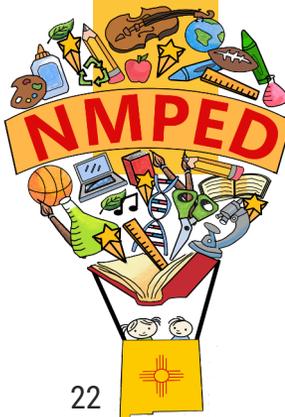
Also, counseling and mental health resources need to be accessible for all students. We need to be able to participate in that conversation in drafting policies to bring more mental health resources to our schools. **-Senior at Native American Community Academy**



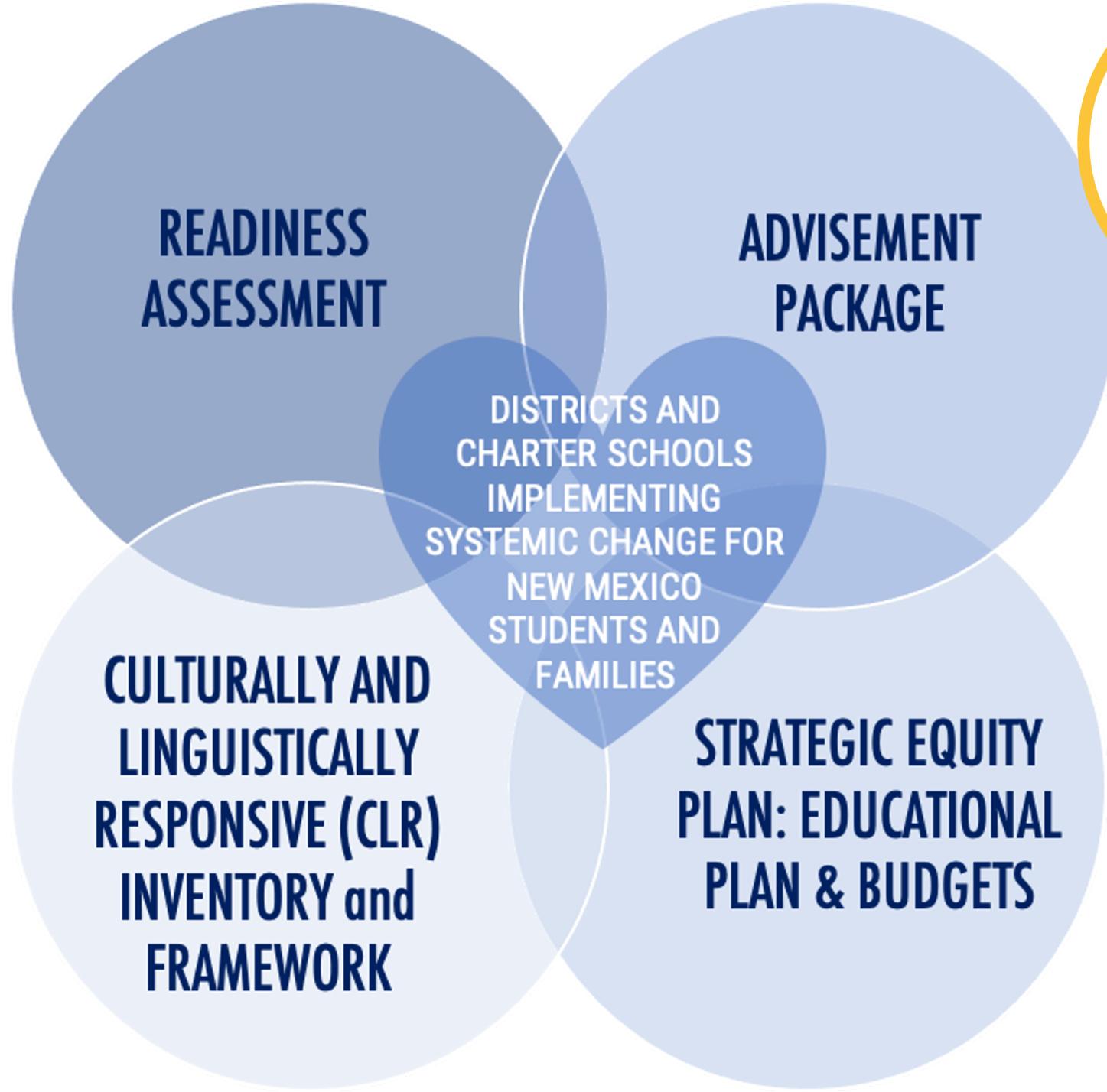
Our Vision for Equity

*Look for the
Vision in your
workbook.*

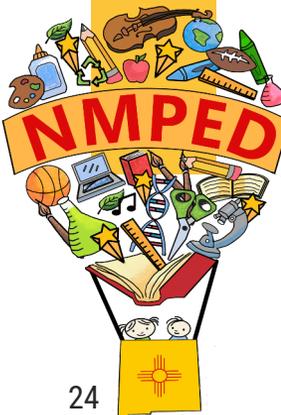
- Culturally and Linguistically Responsive Frameworks: Schooling by design that allows for adjustments to systems to ensure all students are grounded in their community values, healthy, secure in their identity, and holistically prepared for college, career and life.
- Co-creation: We should hold community and institution together in spaces, and shift power to students and families. This requires intentionality so that we provide space for students and families in our decision-making.



Equity In Action



Look for the full graphic in your workbook.



Closing

You will hear from your Equity Facilitator soon.

Website Resources for Equity Council Leads:

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

Questions or Comments?

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