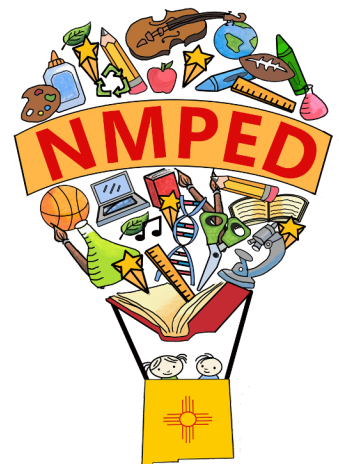


**RE-INSPIRE.
GET
GROUNDED.
TAKE IT TO
THE STREETS.**

NEW MEXICO EQUITY COUNCILS YEAR 2

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



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

— Alan Blankstein

INTRODUCTION TO YEAR 2

How can Equity Councils Co-Create and Collaborate with Students and Families ?



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

Our collective vision of equity requires co-creation and collaboration—with a focus on students and families as leaders and experts—while ensuring that community and institution coexist in this important work. Co-creation requires intentionality in making room for students and families so that they are at the table as decision-makers. Collaboration requires us to be responsive to our current situation while keeping in mind where we are headed; ensuring to always invite ideas and solutions from students and families. Students, parents, families, teachers, principals, equity councils, equity council leads, charter leaders, and superintendents are the ones that understand the uniqueness and strengths of their own communities across New Mexico.

In this second year, we will continue the focus on Culturally and Linguistically Responsive (CLR) Frameworks, schooling by design. CLR Frameworks provide the structure that allows for adjusting, rethinking, and redesigning systems so that we may ensure all students are grounded in their community values, healthy, secure in their identity, and holistically prepared for college, career and life. As we move forward, work with your Equity Council to consider the work and the pace that makes the most sense for your community as well as what your students and families need now, in this current context. -Mayra

MOVING FROM COMPLIANCE TO COMMITMENT

MEET THE EQUITY COUNCIL SUPPORT TEAM



Meriah Heredia-Griego -Project Consultant: Family, Justice, Leadership

Meriah Heredia-Griego is an independent Strategy, Learning, and Impact Consultant providing project management supporting the design and management of Equity Council support across New Mexico. She earned a PhD in Higher Education Administration from Colorado State University, a Masters of Community and Regional Planning and a bachelor's degree in Broadcast Journalism and Chicana/o Studies from UNM. During her time at UNM, Dr. Heredia-Griego worked at El Centro de la Raza and most recently served as Director and Research Assistant Professor at the UNM Cradle to Career Policy Institute (CCPI), previously the Center for Education Policy Research (CEPR), where she partnered with key education agencies and stakeholders to conduct applied research in the areas of policy, strategic design, and program evaluation.



Kara Bobroff, Advisor: Love, Reflection, Community

Kara Bobroff is Navajo/Lakota and was raised in Albuquerque, New Mexico. She received her Master's in Special Education and an Ed.S in Educational Administration as a Danforth Scholar from the University of New Mexico. As a graduate of Albuquerque Public Schools and UNM, Kara developed thoughtful curricula, rigorous academic standards, and real partnerships with parents and communities. Her career began with teaching behaviorally disordered middle school students in Albuquerque, then as an Assistant Principal at a low-income urban school in Marin County, CA. In 2003, Kara became Principal of Newcomb Middle School and worked with 250 Navajo students and seven different reservation communities in New Mexico. During this time, Newcomb Middle School was recognized for its academic achievement by the local school board. In 2006, Kara became the founding principal of the Native American Community Academy in Albuquerque.



Allison Briceño, Adviser: Committed, Respectful, Justice

Dr. Allison Briceño is an Associate Professor in the Department of Teacher Education at San José State University, coordinating the Literacy Specialist Credential/MA program, Literacy Across the Curriculum for a Diverse Society. Dr. Briceño's research explores the literacy practices of multilingual students and their teachers' pedagogy, focusing on Culturally Sustaining Pedagogy in teacher education and K-12 schools. Recently she was Managing Director and Acting Deputy Secretary of Identity, Equity, and Transformation at the New Mexico Public Education Department. A former bilingual teacher, bilingual literacy specialist, and district administrator, Dr. Briceño was selected to be an English Learner Leadership Fellow with the California Association of Bilingual Educators. Her recent scholarship has appeared in Teacher Education Quarterly, The Reading Teacher, NABE Journal of Research and Practice, Journal of Bilingual Education Research and Instruction, Reading Psychology, Language and Education, and CBE's Multilingual Educator.



Danielle Gonzales, Adviser: Family, Service, Liberation

Danielle Gonzales is the Managing Director for the Education & Society Program at the Aspen Institute. The Program works to inform, influence, and inspire education leaders across policy and practice to improve Pre-k-12 education, especially for students of color and students from low-income backgrounds. In this role, she leads efforts to convene senior education leaders at all levels of education to tackle the most vexing issues in education, to develop and foster partnerships with a diverse range of education leaders, and to write and develop publications and resources associated with professional learning; social, emotional, and academic development; and educational equity.



Catalina Block, Scheduler: Love, Faith, Strength

Catalina was born and raised in Santa Fe, NM and is the proud mother of six beautiful children. She is currently the Business Operations Specialist of the Language and Culture Division providing program support, guidance, and direction to ensure all who work in the division achieve the vision and objectives on all matters pertaining to language and culture in not only the education system but in all aspects of life.



Julia Rosa Emslie, Content Manager: Humor, Order, Service

Independent consultant with experience at the state, local, tribal, and private education levels. Supporting and empowering education system leaders to innovate, launch current initiatives, and design policy and programs that positively impact student learning. Julia Rosa is the daughter of immigrants and grew up in Portales, NM. She has a BA in Liberal Arts from ENMU and a MA in Education from Kansas State University.

MEET THE FACILITATORS



Adrián Pedroza: Father, Optimist, Connector

Adrián is an independent consultant and also serves as Director of Strategic Partnerships at Abriendo Puertas/Opening Doors, a national parent leadership training program focused on supporting parents with children 0-5 years of age. Previously, Pedroza was Executive Director at Partnership for Community Action in New Mexico. In his early career, Pedroza worked with migrant farmworker families at the UNM High School Equivalency and College Assistance Migrant Programs and served on the staff for former U.S. Senator Jeff Bingaman. Pedroza served on President Obama's Advisory Commission on Educational Excellence for Hispanics and is a WKKF Community Leadership Network Fellow.



Alan Brauer: Servant Leadership, Responsibility, Loyalty

Alan spent his formative years and early career on his family's dairy farm in western Maryland. He moved to New Mexico in 2001 to teach first grade on the Navajo Nation in Smith Lake. Alan entered into teacher coaching and non-profit management with Teach For America in New Mexico and Baltimore. He joined the NACA Inspired Schools Network in 2015 to lead the Fellowship implementation and manage technical assistance and school supports. Alan served as the Director of the Charter Schools Division at the New Mexico Public Education Department. He is currently the Senior Director of Initiatives and Programs for One Generation Fund, focusing on Indigenous farm initiatives.



Angelo J. Gonzales: Strategic, Introspective, Achiever

Angelo Gonzales, Ph.D., helps organizations develop the capacity to achieve better outcomes for children and families through a comprehensive suite of consulting services that includes strategic planning, organizational development, public policy strategy and analysis, and applied social policy research. Previously, Dr. Gonzales served as Chief Strategy Officer at United Way of Central New Mexico (UWCNM), where he led the implementation of UWCNM's impact agenda and its associated strategic initiatives—Mission: Graduate and Mission: Families. Dr. Gonzales holds an M.A. and Ph.D. in Political Science from the University of California at Berkeley and a B.A. in Chemistry from Pomona College. He is a proud New Mexico native and graduate of Del Norte High School.



Everette W. Hill: Equity. Justice. Liberation.

Everette W. Hill, MA, is a Principal & Managing Director of the Social Innovation Strategies Group, LLC or SISGroup. He is an expert in asset-based community, youth and organizational development. A resident of the South Valley of Albuquerque for 25 years, he has worked in the non-profit, government and private sectors developing and managing programs, grass-roots community-based public policy, and provided strategic planning and technical assistance supports to individuals and organizations throughout the social sectors. Everette is a graduate of Occidental College where he double-majored in Psychology and History; and in 2001, earned a Masters Degree in Counseling Psychology from the University of Phoenix. He is currently working on an advanced practice doctorate in social change and innovation in Social Work at the Suzanne Dworak-Peck School at the University of Southern California.



Hannah Peria: Creativity, Connectedness, Balance

Hannah is an alumna of the University of Virginia (BA, History) and the University of New Mexico (MBA Fellow, Education Leadership). She began her career as a second and third grade teacher, first in rural Louisiana and then in Santa Fe. From 2014 to 2019, Hannah had the chance to learn from and with hundreds of leaders and thousands of teachers across New Mexico through her work at PED shepherding Principals Pursuing Excellence, Teachers Pursuing Excellence, NM DASH, and the High School Redesign Network. During her tenure, she gladly drove 100,000+ miles on New Mexico roads to visit 44 LEAs and over 130 schools across the state, many far more than once! — experiences that continue to influence her thought and practice. Currently, Hannah is working for the Everyone Graduates Center at Johns Hopkins University's School of Education where she supports state, district and school leaders to plan and implement evidence-based high school redesign across the country.

MEET THE FACILITATORS



Ian Esquibel: Calm, Curious, Connectedness

Born and raised in New Mexico, Ian Esquibel listens deeply through coaching, consulting, facilitating, and mediating. He founded Oak Hill Coaching & Consulting, LLC, and works with social sector teams. Ian loves learning. He's worked in early childhood, K-12 (including charter schools), and higher education. A graduate of Albuquerque Public Schools, Ian attended Arizona State University and studied Communication before earning his MBA from the University of New Mexico. One of Ian's core values is family happiness. He indulges in his time at home with Katie, his wife, and their children: Aurora and Javi.



Landon Mascareñaz: Openness, Empathy, Curiosity

Landon is the Vice President for Community Partnerships at the Colorado Education Initiative and is responsible for district implementation of family and community partnership, rethinking policies around accountability in Colorado, and how to open systems across the state. He also leads the organization's equity & communication efforts and was appointed in 2019 by Governor Jared Polis to the state board for Community Colleges & Occupational Education for a four-year term. He is a founding member of the Denver Metro Emergency Food Network, which delivered over 300,000 free meals to families across Denver during the height of the COVID crisis.



Nayomi Valdez: Strategic, Persistent, Learner

Nayomi Valdez is a native New Mexican and currently resides in Las Cruces with her two daughters who both attend public schools, and her fiancé. She has been involved in student, parent, and educator advocacy at the local and state level for over 5 years, and has consulted on numerous issue-based and candidate campaigns; specializing in organizational communication and team building. Most recently, she served as District Director for Congresswoman Torres Small, working to ensure that stakeholders at every level had access to their government. She studied philosophy at NMSU and is currently studying Interpersonal Communications at UNM.



Nichelle Gilbert: Family, Connection, Roots

Nichelle Gilbert, MBA, is the Associate Director at Partnership for Community Action working alongside communities to build power toward systems-level change from a racial equity lens. Through advocacy and leadership development, Nichelle focuses on movement around critical community issues such as education, economic equity, wellness, and immigrant rights. After over a decade in higher education, Nichelle has come to understand what drives long-term, sustainable change: deep personal relationships, holding space for sharing stories, and true community engagement.



Sarah Silva: Risk, Self-Determination, Possibility

With 17 years of experience in community organizing with Faith In Action (formerly PICO National Network), Sarah Silva brings experience in civic engagement and work promoting alliances across race, class, and backgrounds to her home state of New Mexico. Notable is her involvement as Founder and Director for NM Communities in Action and Faith (NM CAFé) and as a Facilitator and Trainer for anti-racism and equity. In 2014 NM CAFé raised the minimum wage in Las Cruces, making it the poorest city in the nation to do so. Sarah values the development of local people to influence equity and justice for themselves and their community.



Tracey Cordero:

Tracey Cordero is a proud tribal member of Cochiti Pueblo, a loving mother, aunt, sister, daughter, and a fierce community advocate. After serving on the Board of Directors for the Keres Children's Learning Center (KCLC) for three years, she transitioned to Director of the Indigenous Montessori Institute. Her continued work with KCLC is rooted in the hope of fostering Tribal Sovereignty through Indigenous Education. Her professional experience includes administering tribal court services, tribal prevention programs, strategic planning & consultation, and serving on various boards and committees. Tracey holds a BA in Psychology from the UNM and an MBA from Syracuse University.

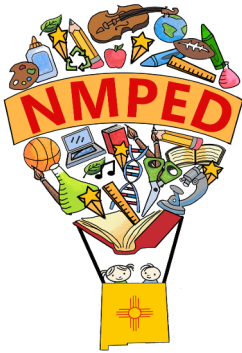
USING THIS WORKBOOK AS A TAKE-AND-MAKE

- During each statewide and individual meeting, the Hub will model how to engage groups of people in critical conversations about equity using components from the workbook.
- Use this workbook with your equity council to guide and structure your meetings.
- Each month, you will receive a tool to use with your equity council...something you can take back and make your own.
- Use this workbook to take notes and track your growth as a leader in your community.
- Capture your peer's ideas and experiences and share them with your equity council.
- This workbook is posted on the NMPED's Martinez and Yazzie Equity Councils web page. Look for additional pages that will be posted each month prior to the Statewide Equity Lead Meetings.
- This workbook is a PDF and should be printed so you may take hand-written notes. The benefits of writing on paper are below.

BENEFITS OF WRITING ON PAPER

1. IT HELPS YOU FOCUS
2. IT AIDS LEARNING
3. IT'S IMPORTANT FOR GOAL SETTING
4. IT'S GREAT FOR BRAINSTORMING AND IDEA DEVELOPMENT
5. IT HELPS YOU REMEMBER THINGS
6. IT HELPS YOU SHARE COMPLEX IDEAS WITH CLARITY
7. IT HELPS YOU THINK MORE CLEARLY

<https://www.rhodiummines.com/blogs/news/write-on-paper>



JANUARY 28, 2021 AGENDA

EQUITY COUNCIL LEAD STATEWIDE MEETING

TIME	ITEM	DESCRIPTION	NOTES
3:30-4 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	
		Introduce the Equity Council Lead Support Hub concept	
4-4:30pm	Breakout Room Sessions	Establish clarity on the breakout room time and purpose	
		Explore stories about the current reality of communities and families with the Equity Council Lead Support Hub	
4:30-5pm	Reminders & Vision	Student Focus	
		Vision	
		Review of Equity in Action Items	

HAND-TO-HEART

At the beginning and end of meetings, it can be helpful to create space for transition. One way to do this is to check in with our bodies and breath. Inviting participants to breathe deeply, notice sensations in their bodies and allow themselves to be fully present can orient us in space and time, especially as we move from one virtual meeting to the next.

A sample practice - rub your hands together for a few moments before placing one hand on your heart and one hand on your stomach. Feel how your heart and core absorb the warmth and energy from your hands. Feel how your hands rise and fall with your breath. Notice any sensations coming up in your body. After a few more breaths, release your hands and feel how your body may have shifted from the practice.

MEETING 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
<https://iel.org/sites/default/files/G10-courageous-conversation-protocol-overview.pdf>

ESSENTIAL QUESTIONS*

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?

*Same as Year 1 to ensure continuity. Use this sheet as a conversation starter to anchor each Equity Council meeting.

2020-2021 RECAP

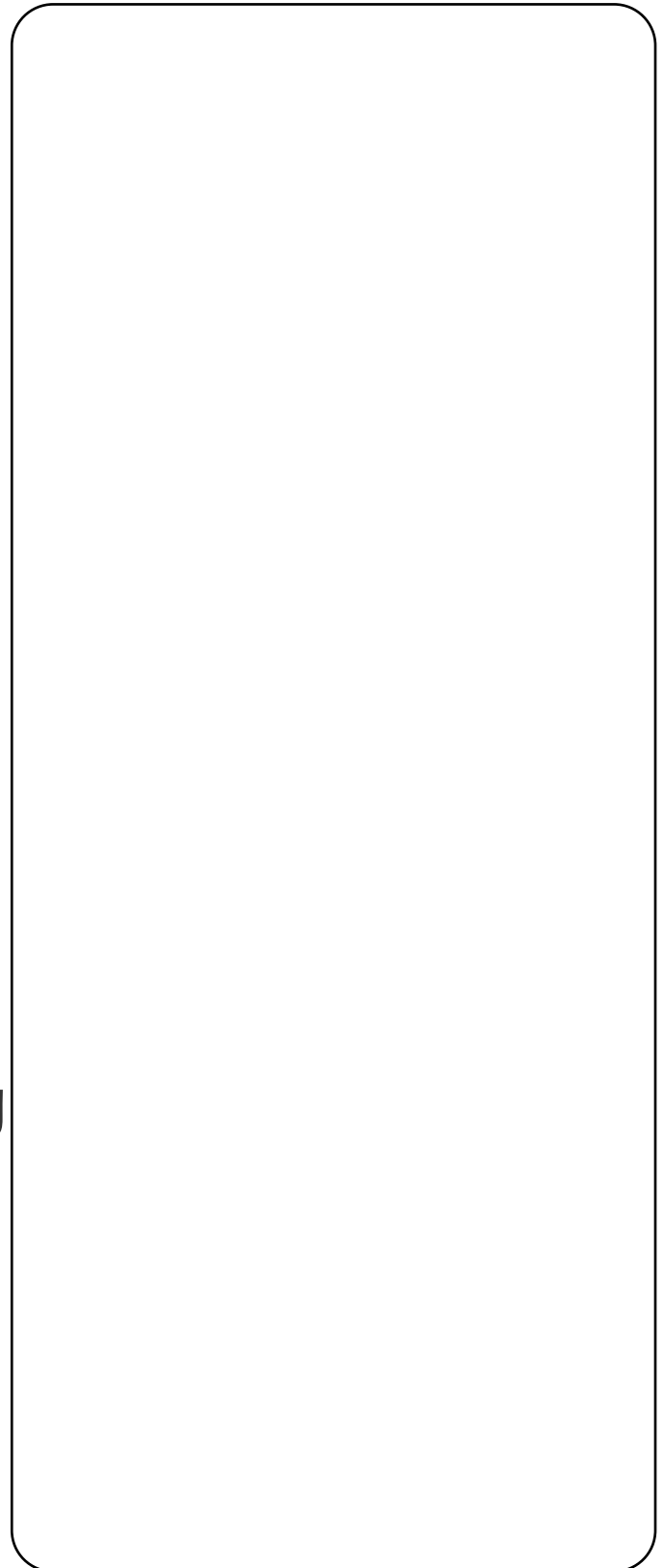
- Equity Council Memo dated November 22, 2019 (see the Equity Council webpage)
- Equity Council Leads designated by district/charter school leadership
- Initial steps toward forming Equity Councils
- Statewide Convening in Albuquerque on March 5-6, 2020
- Monthly Virtual Meetings for Equity Council Leads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

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

GOALS 2021-2022

- Establishing Relationships
- Differentiated support for Equity Council Leads through the Hub concept
- Centering equity in systems (e.g. policies, processes, and programming)
- Leveraging the equity in action items
- Re-thinking and re-designing schooling during the expansion of in-person learning

NOTES



EQUITY COUNCIL SUPPORT HUB CONCEPT

EQUITY COUNCIL SUPPORT TEAM

Coordinates tasks, scheduling, meeting logistics, content development, statewide communications, gathers and monitors progress, challenges, and innovations.



EQUITY FACILITATORS

- Provides thought partnership and content expertise for building and learning across the state in the monthly statewide meetings.

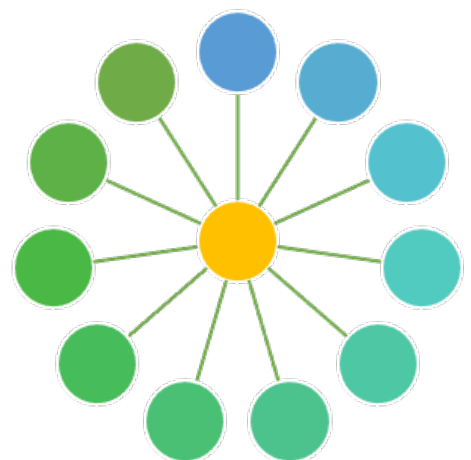
- Meets monthly with an assigned group of districts and charter school Equity Council Leads to provide support.

- Provides the Equity Council Support Team feedback about progress, challenges and innovations that can be shared statewide.

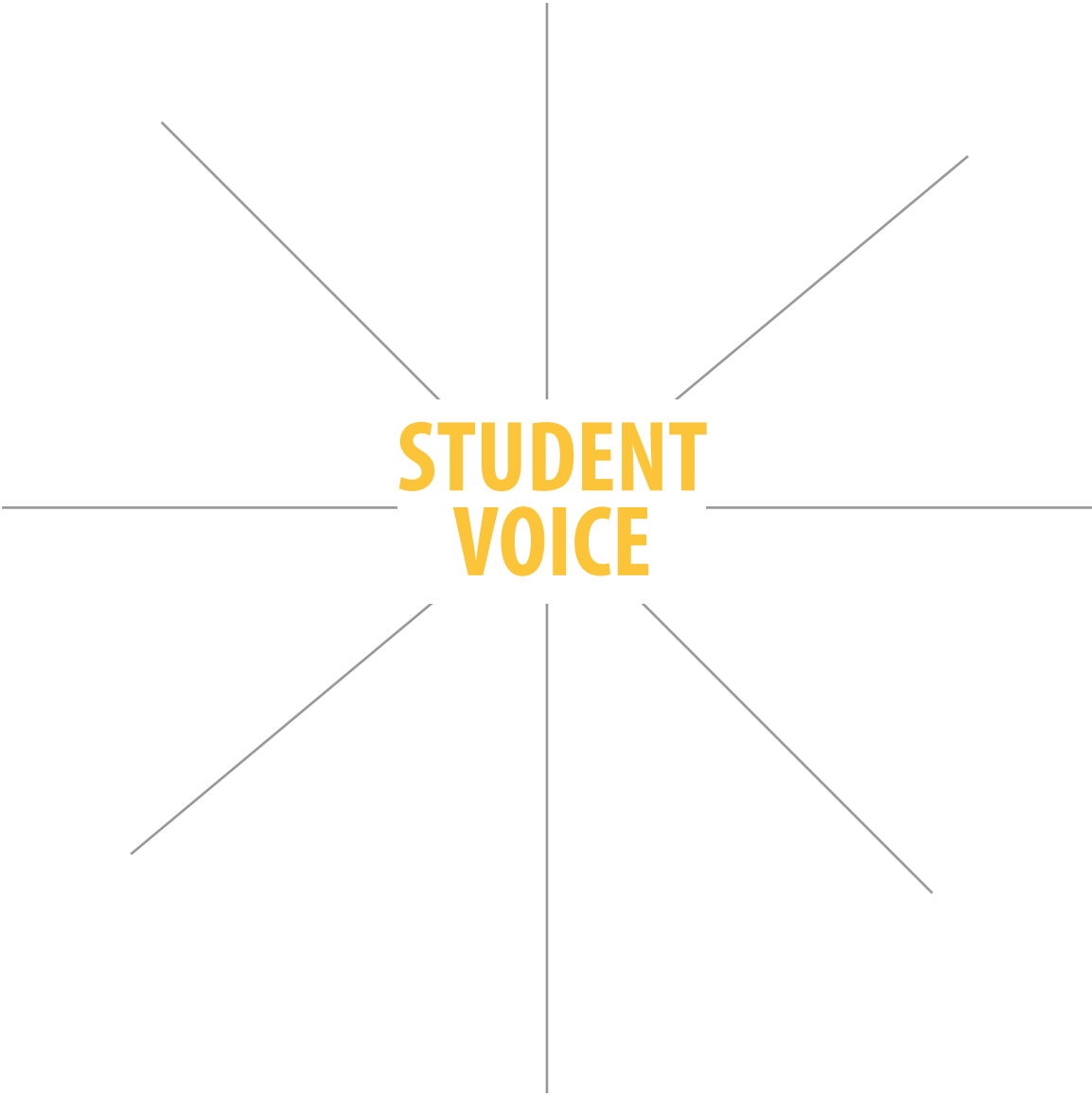


EQUITY COUNCIL LEAD

Participates in statewide meetings, takes learning and information back to district/charter school leadership, and leads the work of Centering Equity and the Equity In Action items.



STUDENT FOCUS: EQUITY COUNCIL PARTICIPATION



Use this activity to capture student voices from your equity council and community. Use student feedback about equity to inform your your meetings and advisements in 2021 and beyond.

BREAKOUT SESSION GUIDING QUESTIONS

What are the stories we are hearing in our 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?



**STORY
TELLING: WHAT
HAS IMPACTED
YOUR
COMMUNITY
THE MOST
DURING THE
HEALTH
ORDER?**

Use this sheet to capture stories of experiences of equity and inequity during Year 1 and the health order.

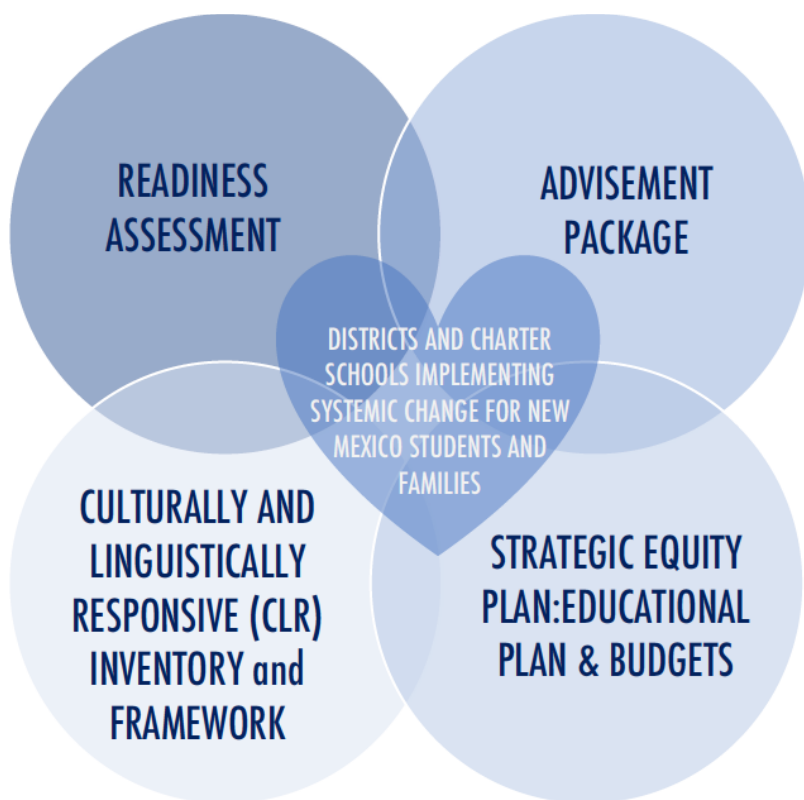
OUR VISION FOR EQUITY

NOTES

- 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 COUNCILS: EQUITY IN ACTION

THESE FOUR ITEMS ARE REQUIRED BY THE NMPED FOR DISTRICTS AND CHARTER SCHOOLS TO RE-IMAGINE EDUCATION SO THAT ALL STUDENTS ARE HEALTHY, SECURE IN THEIR IDENTITY, AND HOLISTICALLY PREPARED FOR COLLEGE, CAREER, AND LIFE.



NMPED Vision Rooted in Our Strengths: 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.

WHAT YOU SHOULD KNOW ABOUT THESE ITEMS

- The CLR Framework is the structure districts, schools, and charter schools use to ensure their underserved¹ student populations have access to programs and services that are culturally and linguistically responsive and meet their social, emotional, and academic needs.
- Districts, schools, and charter schools will build (or modify) a CLR framework using two tools:
- The NMPED CLR Framework Inventory (aligned to the 5-stages).
- The 5-Stage CLR Framework Schooling by Design Tool. This tool is focused on the practical application and how-to operationalize a CLR framework.
- Equity Councils and Equity Leads are meant to help and inform HOW districts and charter schools become ready to serve students who need it the most.
- Equity Councils and Equity Leads are meant to help and inform HOW districts and charter schools become ready to serve students who need it the most.
- Equity Councils may choose to use this simple advisement process to guide their work in producing and delivering advisements based on current district/charter policies, programs, and procedures, as well as the results of the Martinez and Yazzie Readiness Assessment.

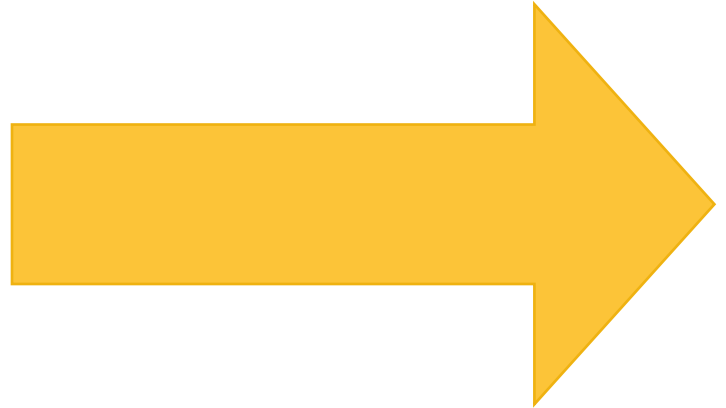
WHAT YOU SHOULD KNOW ABOUT THE USE OF THESE ITEMS

- They are designed to remedy the Martinez and Yazzie Consolidated Lawsuit identified deficiencies and to support the NMPED, districts, and charter schools in adhering to the requirements and legal directives, and to create a positive educational experience and improved outcomes for all New Mexico students.
- They require effort and cooperation from all parties: the NMPED, districts, charter schools, higher education institutions, Tribes, families, and other education partners.
- They are designed to inform how districts and charter schools make decisions about programs, services, and funding in their Education Plan and Operational Budget with a focus on underserved populations¹.

¹ Economically disadvantaged students, English learners, highly-mobile students, NativeAmerican students, and students with disabilities

The following are additional resources that Equity Leads may use with their councils. Each page includes a footnote with tips on how to use the activity.

OLDIES BUT GOODIES...



NOTES & DOODLES

A large, empty rectangular box with rounded corners and a thin black border, intended for notes and doodles.

SAMPLE EQUITY COUNCIL MEETING STRUCTURE

A Possible* 2021 Goal: Produce advisement(s) for Superintendent & School Board or Charter School Director and Governance Board to inform the budget process.			
Meeting One	Meeting Two	Meeting Three	Meeting Four
Welcome, review of Statewide Meeting learnings, and the Essential Questions.	Welcome, review of Statewide Meeting learnings, the Essential Questions, and information captured in Meeting 1.	Welcome, review of Statewide Meeting learnings, the Essential Questions, and information captured in Meeting 2.	Welcome, review of Statewide Meeting learnings, the Essential Questions, and advisements designed in meeting 3.
Small group discussion of a local context issue(s), essential questions, or set of data.	Small group discussion of a local context issue(s), essential questions, or set of data.	Small group discussion of a local context issue(s), essential questions, or set of data.	Small group discussion of a local context issue(s), essential questions, or set of data.
Share out to whole group and capture groups ideas.	Share out to whole group and capture groups ideas.	Share out to whole group and capture groups ideas.	Share out to whole group and capture groups ideas.
Revisit Equity In Action components to plan for next meeting.	Begin to build advisement ideas and revisit the Equity in Action components to plan for next meeting.	Continue the work of building advisement(s) and revisit Equity in Action components.	Solidify advisement(s) and prepare to share with Superintendent & School Board or Charter School Director & Governance Board

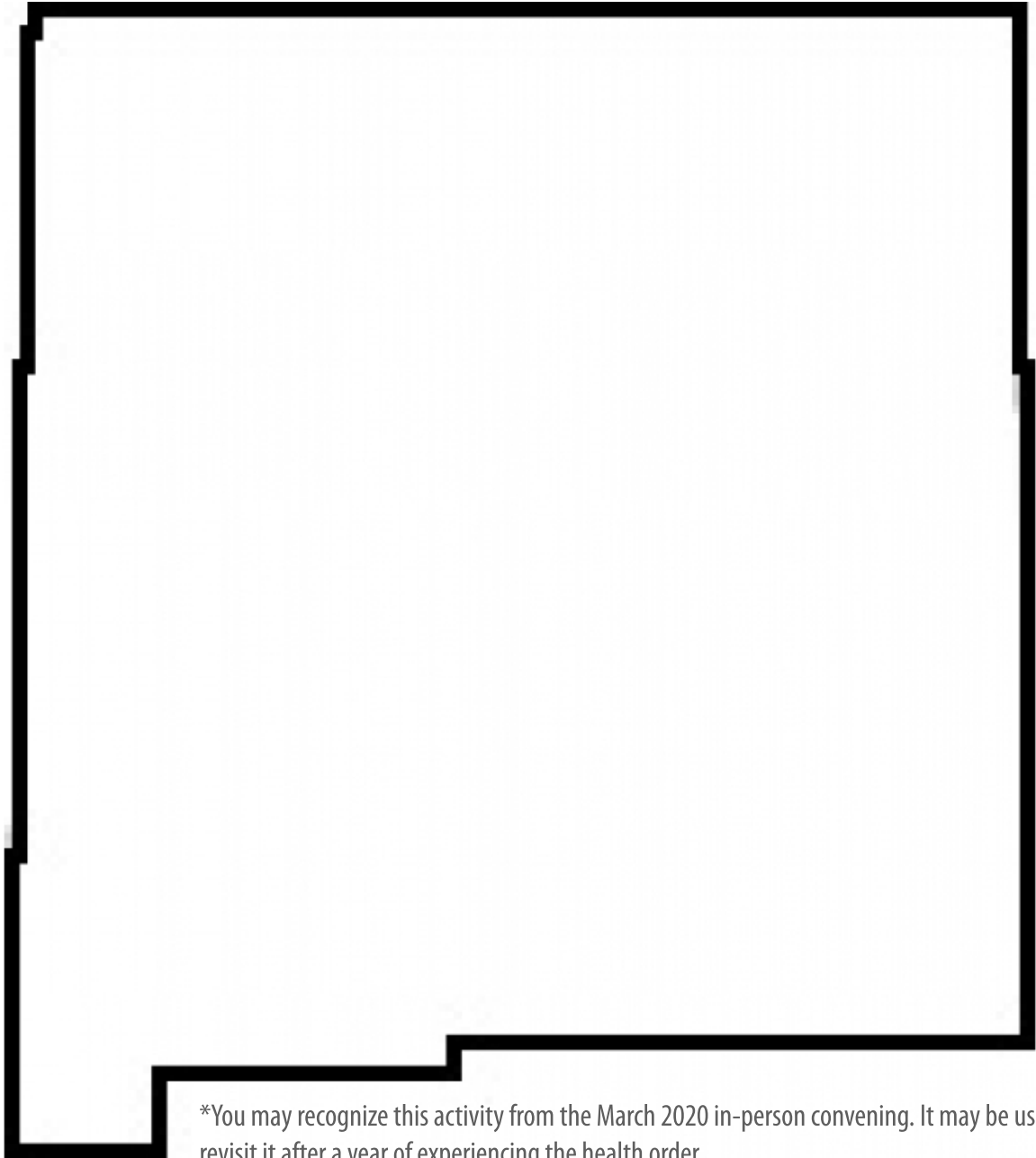
**Every Equity Council will be in a different place in terms of progress in 2021. If you and your council are ready to advise your district or charter school leadership about the design of the 2021-2022 budget, you may choose to use this meeting structure.*

TIMELINE: NEXT 6 MONTHS

JAN	FEB	MAR
APR	MAY	JUN

You may use this sheet to make a plan for the work of your Equity Council during Year 2.

WHAT ARE THE CURRENT INEQUITIES IN MY REGION OF THE STATE?



*You may recognize this activity from the March 2020 in-person convening. It may be useful to revisit it after a year of experiencing the health order.

Draw a star to mark your district or charter school's location in New Mexico. Then, make a list of areas (programs/services) where you see inequities in serving English Learners, Hispanic students, Native American students, Students with Disabilities, and other underserved students in your local context.

WHAT DOES EQUITY LOOK LIKE IN EDUCATION DURING A STAY AT HOME?

HYBRID?

RETURN TO SCHOOL?

Similar to the regional map activity, you may use this conversation starter with your Equity Council to set the foundation for your work together in the 2021 school semester.


Take 5 minutes to reflect and write about where your district or charter school were able to provide program and services for all students, especially those who need it most; and where it was challenging. Then, take time to share out with the whole group.

This activity may help you design advisement(s) for the 2021-2022 school year.

Who in your community are you partnering with, need to heal a relationship with, or learn from? People, organizations, community and business leaders, etc.



**You may recognize this activity from the March 2020 in-person convening. It may be useful to revisit it after a year of experiencing the health order. Take some time with your council to brainstorm partnership and connection opportunities.*



**What equity challenge
is closest to your heart
right now?**

Which equity-in-action tool(s) could you use to make a plan to meet this challenge?

☐ Strategic Equity Plan
☐ Advisement Package

☐ Readiness Assessment
☐ CLR Framework

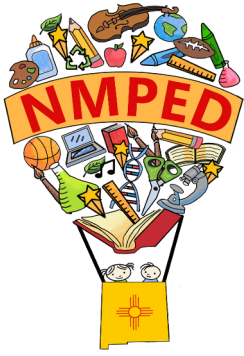
You may use this conversation starter with your Equity Council to set the foundation for your work together in Year 2.

Take 5 minutes to reflect and write about which equity challenge is closest to your heart. Then, take time to share out with the whole group.

This activity may help you and your council talk through which equity issues you would like to focus on in Year 2. Use the Equity-In-Action graphic to anchor your conversation.

**WHAT IS
MY
WHY?**

*You may recognize this activity from the March 2020 in-person convening. It may be useful to revisit it after a year of experiencing the health order.

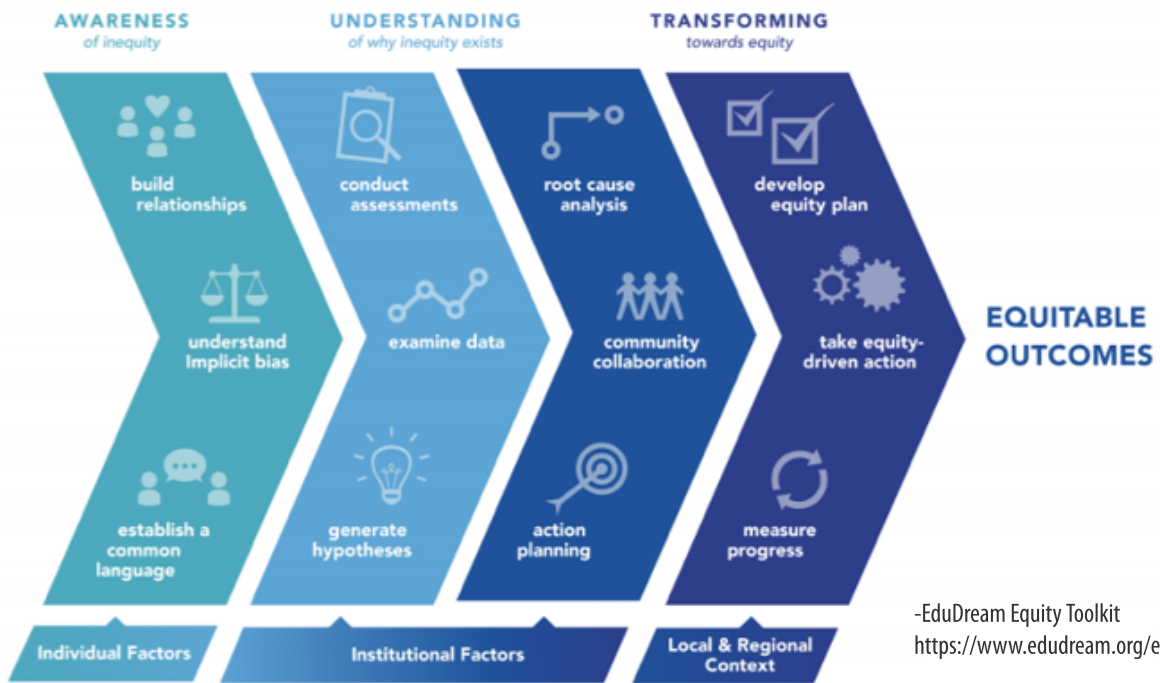


FEBRUARY 25, 2021 AGENDA

EQUITY COUNCIL LEAD STATEWIDE MEETING

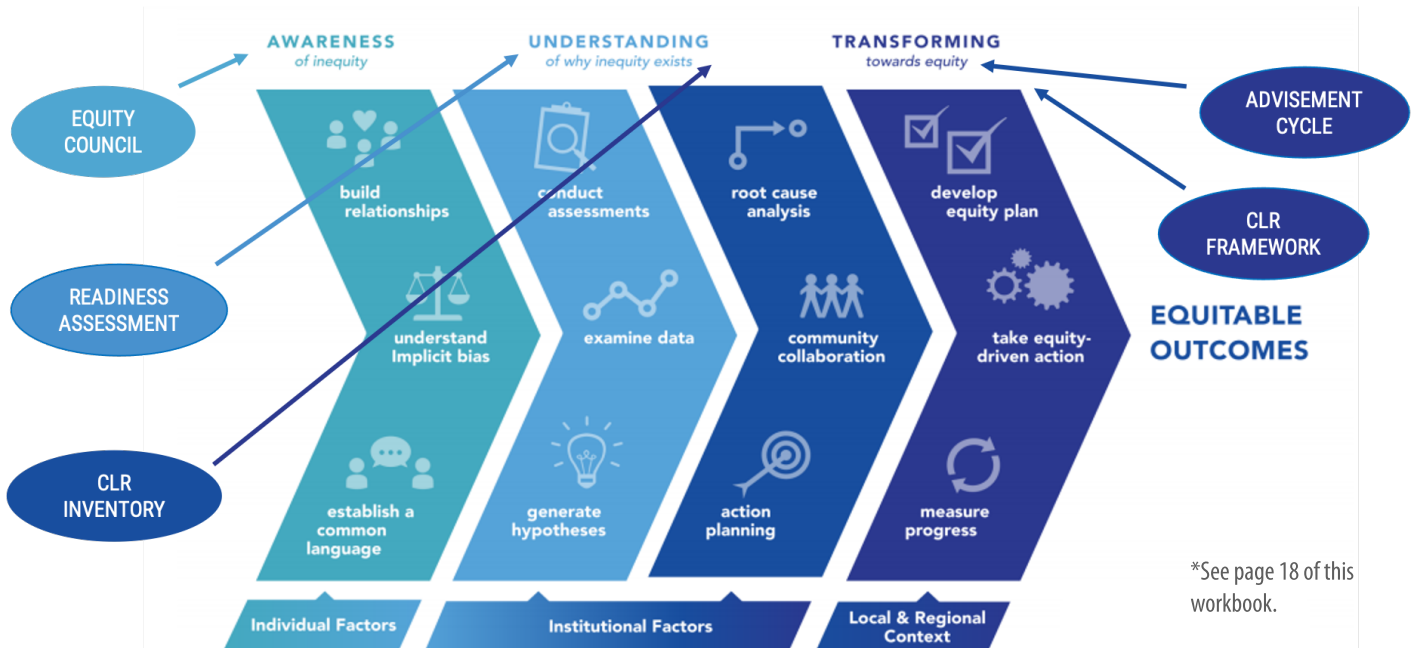
TIME	ITEM	DESCRIPTION
3:30 pm - 4:00 pm	Welcome and Building Background	Opening
		Equity Council Support Hub Concept
		Goals for the 2020-2021 School Year
		Equity in Action Step Back
4:00 pm - 4:30 pm	Breakout Room Sessions	Breakout Room 1
		Breakout Room 2
4:30 pm - 5:00 pm	Vision & Reminders	Debrief
		Closing and Reminders

PROCESS FOR ACHIEVING EQUITABLE OUTCOMES



EQUITY: Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race or ethnic identity), examining biases, and creating inclusive environments. (Adopted from: The National Equity Project)

NMPED EQUITY IN ACTION* ITEMS ALIGNED



*See page 18 of this workbook.

EQUITY: Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race or ethnic identity), examining biases, and creating inclusive environments. (Adopted from: The National Equity Project)

EQUITY IN ACTION* RESOURCES ON THE M/Y WEB PAGES

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

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

AWARENESS of inequity

- Martinez and Yazzie Consolidated Lawsuit Timeline Since Orders
- Martinez and Yazzie FAQs
- EC Essential Questions/FAQs
- October 22, 2019 Letter Regarding Martinez and Yazzie Lawsuit
- November 22, 2019 Memo Regarding Equity Councils & the Martinez and Yazzie Consolidated Lawsuit
- Martinez and Yazzie Consolidated Lawsuit Update, July 2020
- Sample Template for Consortium Agreement
- EC Selection Rubric
- March In-Person Statewide Meeting
- RRPS's How To Model
- Shared Language In Statewide Meetings
- EC Onboarding Training Workbook

*See page 18 of this workbook.

EQUITY IN ACTION* RESOURCES ON THE M/Y WEB PAGES

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

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

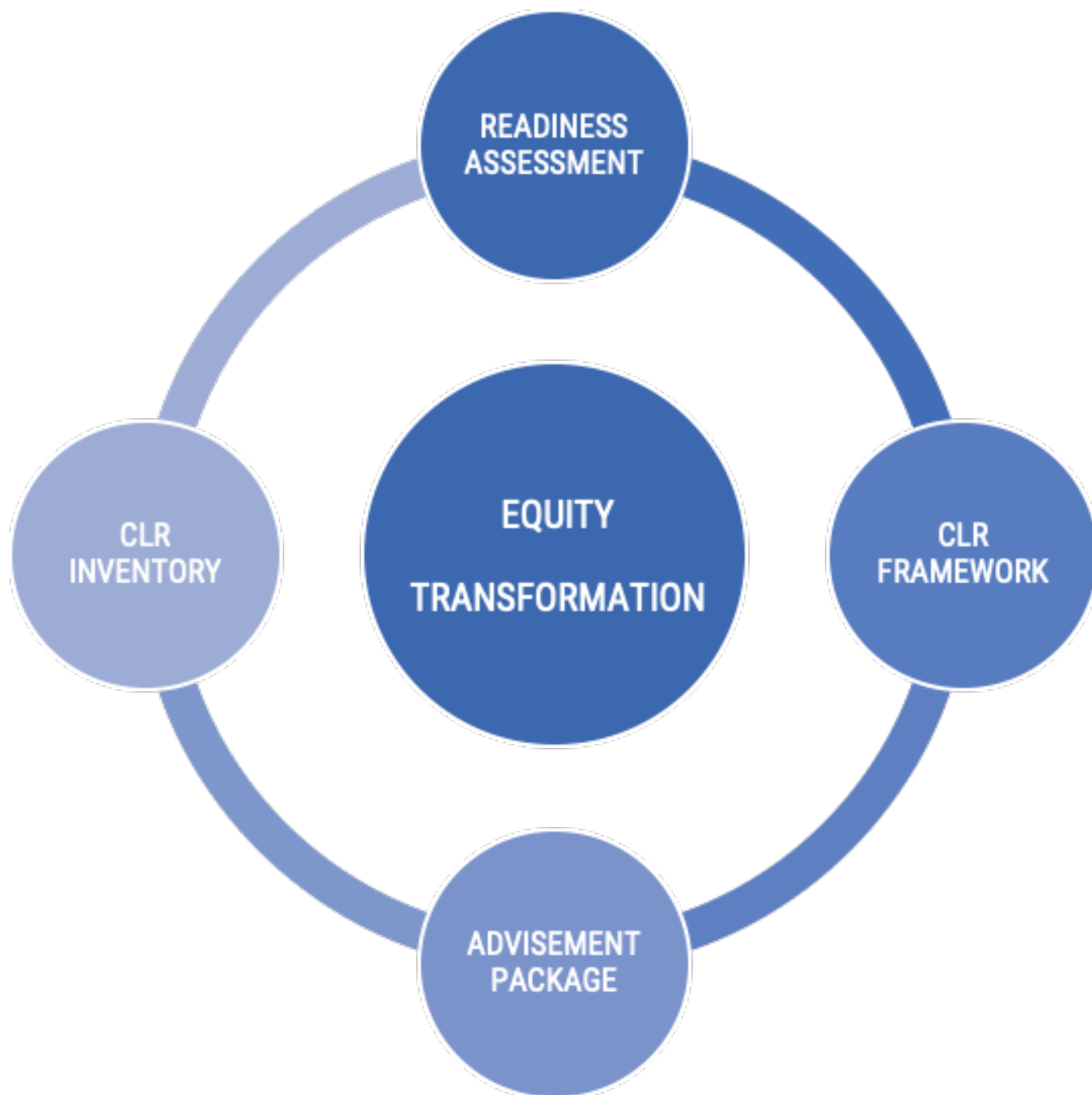
<https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/culturally-and-linguistically-responsive-framework/>

UNDERSTANDING of inequity	TRANSFORMING towards equity
<ul style="list-style-type: none">• Martinez Yazzie Practice Readiness Assessment• District and Charter Equity Council Readiness Assessment Submission Form• NMPED CLR Framework Roadmap Revised• CLR Framework Inventory• Nov. 2019 Equity Council Webinar and Frequently Asked Questions Revised• February 2020 Equity Council Updates Webinar• April 2020 Equity Council Updates Webinar• May 2020 Equity Council Updates Webinar• June 2020 Equity Council Updates Webinar• EC Statewide Meeting PPT Jan 2021	<ul style="list-style-type: none">• Educational Plan and Budget Submission Process 2020-2021• Equity Councils: Equity in Action One-Pager• EC Advisement Process• June 2020 CLR Framework Webinar CLR/Schooling by Design Tool• Guidance and Considerations for Renaming Schools and Facilities

FLEXIBLE TIMELINE*

*The timeline is flexible given the health order; keep in mind that the most important step is having an equity council in place.

To review the original timeline: <https://webnew.ped.state.nm.us/wp-content/uploads/2020/01/NMPED-CLR-Framework-Roadmap.pdf>



WHERE IN THE PROCESS IS YOUR EQUITY COUNCIL?

WHAT ARE YOUR NEXT STEPS?

WHAT TOOLS AND SUPPORT MIGHT YOU NEED?


BREAKOUT SESSION 1 GUIDING QUESTIONS

What is one thing that would help you feel successful this year?

If you did that one thing, what would your community have as a result?

What would that set you up to do next in service of students?

BREAKOUT SESSION 1 DEBRIEF



I USED TO THINK ...
NOW I THINK ...
I COMMIT TO ...

What role does your community play in this outcome/success?

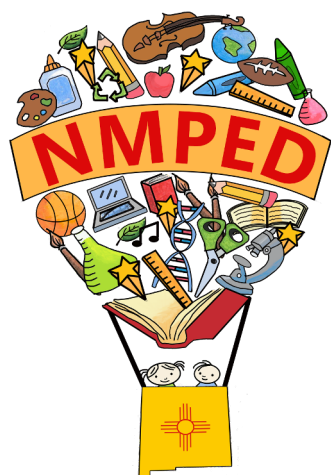
BREAKOUT SESSION 2 GUIDING QUESTION

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

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

BREAKOUT SESSION 2 DEBRIEF & TO-DO LIST

WHAT?	WHEN?	WHO?	HOW?	WHAT DOES IT LOOK LIKE COMPLETED?	HOW WILL YOUR EC KNOW IT 'S DONE?



MARCH 25, 2021
AGENDA
EQUITY
COUNCIL
LEAD
STATEWIDE
MEETING

TIME	ITEM	DESCRIPTION
		Opening
3:30 pm - 3:40 pm	Welcome & Overview	Norms, Essential Questions, and 2020-2021 Goals
		Breakout Session
3:40 pm - 4:55 pm	Focus on Equity in Full In-Person Learning	Panel with NMPED Identity, Equity and Transformation Leadership Team
4:55 pm - 5:00 pm	Vision & Reminders	Closing
		Reminders

IMPORTANT

Please ensure that the NMPED has the **correct contact information** for the **District or Charter School Equity Lead** as designated by the Superintendent or Charter School Leader. Please submit this information through the Martinez and Yazzie SharePoint page: <http://webed.ped.state.nm.us/sites/MartinezYazzieEquity/SitePages/Home.aspx>

SAVE THE DATES: 4/29, 5/27, 6/17 from 3:30-5pm

Questions? Email YazzieM.Inquiry@state.nm.us

BREAKOUT SESSION

We are heading back into school.

What are we returning into?

What are our students returning to?

DISCUSS FOR 20 MINUTES:

<i>What will be more equitable when students and families return to school?</i>	<i>How are you currently planning and preparing to meet the needs of students and families most overlooked?</i>	<i>What supports do you need to meet the needs of students and families most overlooked?</i>

Use EasyRetro <https://easyretro.io>, or Google Jamboard <https://jamboard.google.com>

NMPED IDENTITY, EQUITY, AND TRANSFORMATION LEADERSHIP PANEL



You may use this sheet to take notes on the panel portion of the March 2021 Statewide Equity Council Lead Meeting. The meeting recording and PPT can be found here: <https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/equity-councils/> (scroll to bottom of page).

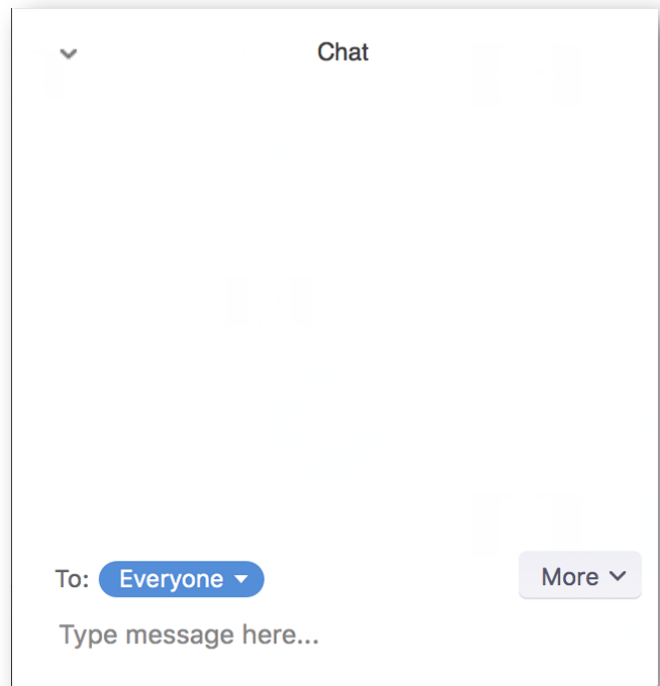
**NMPED IDENTITY, EQUITY, AND TRANSFORMATION
LEADERSHIP PANEL NOTE CATCHER**

**STUDENTS
AND
FAMILIES**

Full In-Person Learning Considerations	Roles & Responsibilities	Your Equity Vision	Building and Maintaining Trust
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CHAT WATERFALL ACTIVITY

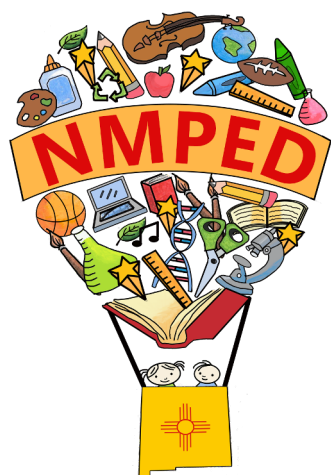
- All participants will type into the chat box at once without hitting send/enter.
- The facilitator will then count down 3-2-1 and participants will all hit send together.
- This is a great way to engage participants, capture their answers in one grouping in the chat, and have fun watching the “waterfall”.
- QUESTION: *Given what you have heard today, what’s one thing that you can do to support your students, parents, and community as we head into the next phase of schooling?*



You may use these questions as a discussion guide with your Equity Council. Modify as needed.

SHARED LANGUAGE

ADVISEMENT PACKAGE	The document designed by the Equity Council to advise district/charter school leadership regarding services, programs, and budgetary decisions that impact at-risk students.
BILINGUAL MULTICULTURAL EDUCATION ACT (BMEA) OF 1978 (RE-AUTHORIZED)	Law to ensure that students become bilingual and biliterate in English and a second language and meet challenging academic standards and benchmarks.
CLR INVENTORY	A tool for district, school, and charter school CLR Team members to determine which CLR framework components may need more focus and/or intentionality.
CULTURALLY AND LINGUISTICALLY RESPONSIVE (CLR)	Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.
EQUITY COUNCIL LEAD	Participates in statewide meetings. Meets with Equity Facilitator in between statewide meetings.
EQUITY COUNCIL SUPPORT TEAM	Coordinates tasks, scheduling, meeting logistics, content development and statewide communications. Gathers and monitors progress, challenges and innovations.
EQUITY FACILITATOR	Provides thought partnership and content expertise for building and learning across the state. Supports assigned group of districts and charter school Equity Council Leads.
EQUITY IN EDUCATION	Equity in education is a measure of achievement, fairness, and opportunity for students and communities.
EQUITY	Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race or ethnic identity), examining biases, and creating inclusive environments.
HISPANIC EDUCATION ACT (HEA) OF 2010	Law to improve the educational success and post-secondary attainment of Hispanic Students
INDIAN EDUCATION ACT (IEA) OF 2003	All American Indian students become proficient in academic, cultural, and leadership standards and productive and contributing members of their Nation/Tribe/Pueblo and State.
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)	A four-part (A-D) piece of federal legislation signed into law in 1975 that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs.
MARTINEZ AND YAZZIE CONSOLIDATED LAWSUIT MARTINEZ/YAZZIE	The consolidated lawsuit, Martínez/Yazzie v. State of New Mexico challenged New Mexico's ability to provide students--especially low-income, English language learners, and students with disabilities--the programs and services
MARTINEZ/YAZZIE READINESS ASSESSMENT	A tool used to determine how districts and charter schools are serving and leveraging funds for the students named in Martinez/Yazzie, as well as the implementation of the IEA, HEA, BMEA, IDEA and OCR requirements for ELs.
NMPED EQUITY TEAM	The state-level team that informs the NMPED's response to Martinez/Yazzie and use a scorecard to track progress.
OFFICE FOR CIVIL RIGHTS (OCR) REQUIREMENTS FOR ENGLISH LEARNERS	Title VI of the Civil Rights Act of 1964 is an obligation not to discriminate based on race, color, or national origin. It requires public schools to take affirmative steps to ensure that English learners (ELs) can meaningfully participate in educational programs and services, and to communicate information to parents in a language they can understand.
STRATEGIC EQUITY PLAN: EDUCATIONAL PLAN & BUDGETS	The educational plan to support school transformation to align with the NMPED's goals in implementing the court's decision on Martinez/Yazzie.
SUPERINTENDENT'S/[CHARTER SCHOOL] EXECUTIVE DIRECTOR'S EQUITY COUNCILS	The local-level team that helps inform the district/charter school's actions and solutions in response to Martinez/Yazzie.



APRIL 29, 2021
AGENDA
EQUITY
COUNCIL
LEAD
STATEWIDE
MEETING

TIME	ITEM	DESCRIPTION
3:30 pm - 3:40 pm	Welcome & Overview	Opening
		Norms, Essential Questions, & 2020 -2021 Goals
3:40 pm - 4:55 pm	Focus: Resources & Programming	Innovative Equity Plans
		Breakout Session: Applying Equity Thinking to Resource Allocation and Innovative Programming
4:55 pm - 5:00 pm	Vision & Reminders	Engaging Community In the Advisement Process
		Closing & Reminders

IMPORTANT

Please ensure that the NMPED has the **correct contact information** for the **District or Charter School Equity Lead** as designated by the Superintendent or Charter School Leader. Please submit this information through the Martinez and Yazzie SharePoint page: <http://webed.ped.state.nm.us/sites/MartinezYazzieEquity/SitePages/Home.aspx>

SAVE THE DATES: 5/27, 6/17 from 3:30-5pm

Questions? Email YazzieM.Inquiry@state.nm.us

SHARED LANGUAGE: STATE OPERATIONAL FUNDING FOR PUBLIC EDUCATION

ADJUSTED PROGRAM UNITS	Produced by adding all of the program units together and multiplying by the district's training and experience index.
BASIC UNITS	Mean membership (enrollment) multiplied by the number of students in different grades, the number of students receiving special education or bilingual education, the education and experience of the teachers, the site of the district and school, the number of students "at risk", and other factors.
CREDITS AND ENERGY CONSERVATION CREDITS	Districts participating in the Utility Conservation program will have an additional amount subtracted from the program cost; that amount is held in a separate fund to be used solely for that program. Similarly, 90 percent of amounts certified under the Energy Efficiency and Renewable Energy Bonding Act are deducted to be transferred to the New Mexico Finance Authority.
HOLD HARMLESS	Protects districts and charter schools from the effects of enrollment shifts caused by the pandemic. To properly account for enrollment shifts beyond district and charter school control, a methodology will be used to make the fiscal year 2022 "hold harmless" the adjustments to state equalization guarantee calculations.
IMPACT AID	A Federal education program that reimburses school districts for the lost revenue and additional costs associated with the presence of nontaxable Federal property.
MEMBERSHIP	Means student enrollment.
MULTIPLIERS	Broadly refers to a public school funding factor that, when increased or changed, causes increases or changes in many other related variables.
PROGRAM COST	Determined by multiplying the student full-time equivalency in a particular grade (or a program full-time equivalency) by the respective cost differential to generate units.
STATE EQUALIZATION GUARANTEE	Equalizes financial opportunity at the highest possible revenue level and guarantees each New Mexico public school student equal access to programs and services appropriate to his or her educational needs regardless of geographic location or local economic conditions.
STATEWIDE FINANCIAL REPORTING SYSTEM	<ul style="list-style-type: none"> ▪ Establishes a standard chart of accounts (COA) across all school districts and charter schools. ▪ Requires annual reporting of financials using the standard COA across all school districts and charter schools. ▪ Includes online comparisons of financial data across school districts and charter schools. ▪ Financial data must include school administrative costs; staff personnel costs; & budget and expenditure data for at-risk students, bilingual and multicultural education services, and support for special education students. ▪ Revenue sources include local, state, and federal funding.



Legislative Finance Committee **FINANCE FACTS**

Understanding State Financial Policy

Public School Funding Formula

The public school funding formula, initially created in the Public School Finance Act of 1974, is an attempt to ensure that every public school in the state receives a fair share of a statewide pool of education dollars. At the time of its adoption, it was one of the most innovative school finance plans because it did not rely on local property taxes to support local schools.

New Mexico Public School Funding Formula

Funding Units

The formula uses factors to differentiate the cost of serving students with different needs and other specifics of a school district or charter school. The formula starts with school “membership,” basically enrollment, then uses multipliers for the number of students in different grades, the number of students receiving special education or bilingual education, the education and experience of the teachers, the size of the district and school, the number of students at risk for developing problems, and other factors.

The resulting number of “units” is multiplied by a unit dollar value, set by the Public Education Department based on available funding, to determine a district’s or charter school’s total “program cost.” That figure is then adjusted for certain local and federal revenue, resulting in a figure called the state equalization guarantee distribution.

Formula dollars are not earmarked. A local district or charter school receives a lump sum it can allocate to local priorities as long as it stays within statutory and regulatory guidelines.

Revenue and Fairness

Most state funding for public school operational costs comes from the state general fund. State funding for schools also includes the public schools’ share of interest earned on the land grant permanent fund (the depository for certain income earned through activity on state trust land) and other income from state trust land designated to benefit public schools.

State and federal funds for transportation and other “categorical” school expenses are distributed outside the formula, as are funds for specific special programs managed by the Public Education Department.

Basic Units	
Developmentally Disabled	
3- and 4-year-olds	x 1.44
Kindergartners	x 1.44
1st Graders	x 1.2
2nd and 3rd Graders	x 1.18
4th-6th Graders	x 1.045
7th-12th Graders	x 1.25
Total Basic Units	

X
Staffing Cost Multiplier

ADJUSTED PROGRAM UNITS

ADJUSTED PROGRAM UNITS



Special Education Units

Ancillary Staff	x 25
A- and B-level Students	x 0.7
C- and D-Level Students	x 1
D-Level Students	x 2
Spec. Ed 3- and 4-year-olds	x 2

Special Program Units

Bilingual Participation	x 0.5
Fine Arts Participation	x 0.05
Elem. PE Participation	x 0.06
K-5 Plus Participation	x 0.3
Ext. Learning Participation	x 0.11

School and District Size Units

Rural Population Units

At-Risk Units

Enrollment Growth Units

Add-On Units

Nationally Certified Teachers	
Charter School Activities	
Home School Activities and Programs	

TOTAL UNITS

TOTAL UNITS

x Unit Value = Program Cost

Impact Aid and Other Revenue
Credits and Energy Conservation
Credits

**STATE EQUALIZATION
GUARANTEE DISTRIBUTION**

By moving away from the use of local property taxes, which reflect the affluence of a neighborhood, New Mexico bypasses a practice, still common in other states, that creates inequity among schools. However, while some studies have found New Mexico’s formula “highly equitable,” other studies have raised concerns. A 2018 court ruling that New Mexico was not providing sufficient funds to properly educate at-risk students resulted in a significant increase in the factor for at-risk students, as well as new factors for extended school-day and school year services, which primarily benefit struggling students.

For More Information:

- The state statutes concerning public schools are in Chapter 22 NMSA 1978. The Public School Finance Act is Article 8.
- Public Education Department financial analysis information is available at <https://webnew.ped.state.nm.us/bureaus/school-budget-finance-analysis/>
- Although dated, a more detailed explanation of school funding is available through PED at https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB_home_How-New-Mexico-Schools-Are-Funded-4-7-16.pdf

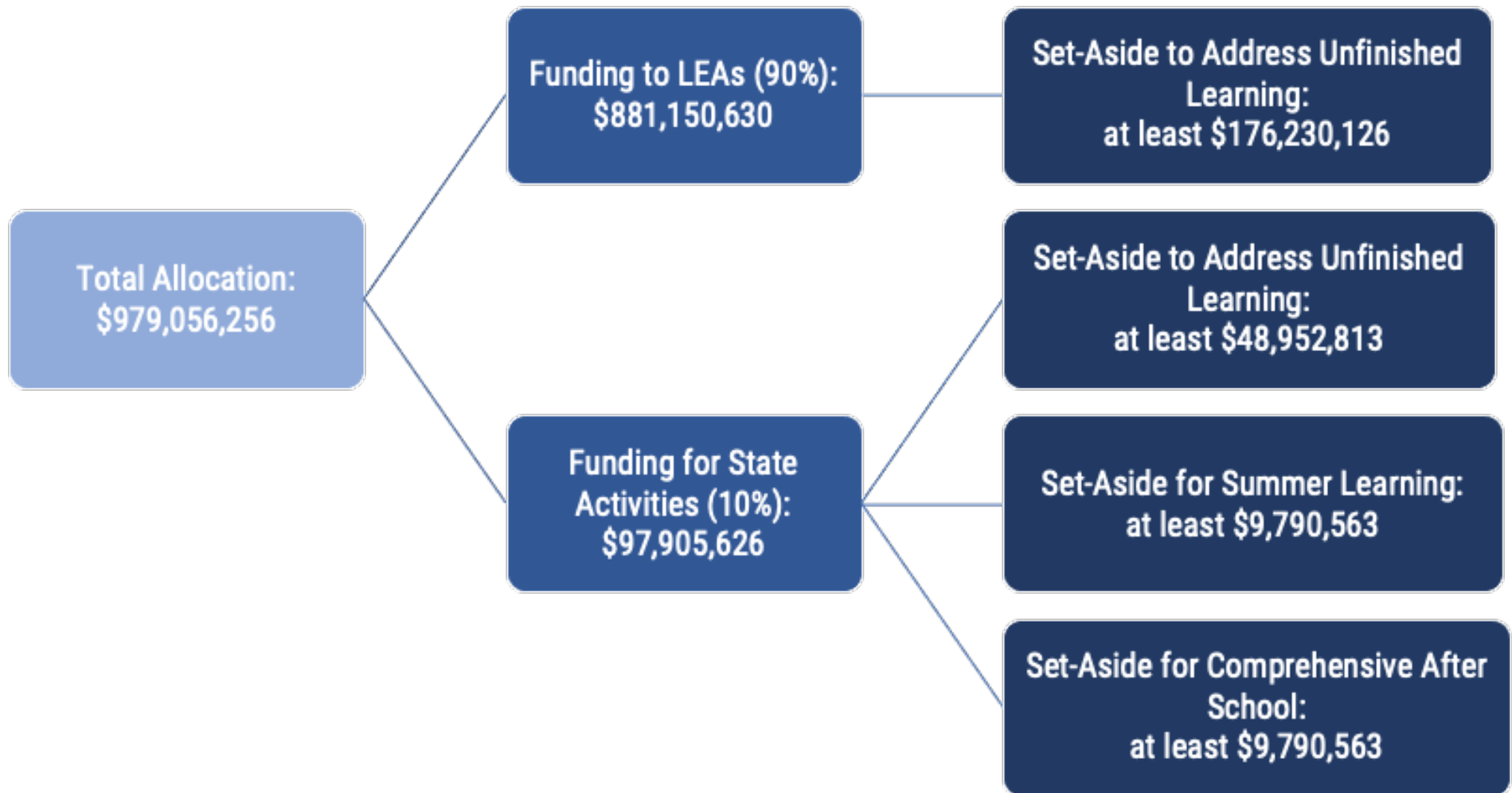
THE ESSER FUNDING PICTURE

	CARES (March 2020)	CRRSA/ESSER II (Dec 2020)
Amount	\$30.75 billion, incl.\$13.2 billion for K-12 education and \$3 billion for governors to use on education	\$82 billion for education, incl.\$54.3 billion for K-12 and \$4 billion for governors to use on education
New Mexico	~\$130 million for K-12 education	~ \$435 million for K-12 education
% Annual Operating	2-5%	8-15%
Deadline to obligate	Mostly 2020	September 30, 2023
Total Federal investment approx. \$200 billion compared to ARRA (2008-10 Federal Stimulus) at \$86 billion		

EDUCATION STABILIZATION FUND IN THE AMERICAN RESCUE PLAN: ESSER III

- **\$122.8 billion** distributed to states and Districts/Charter Schools based on the share of Title I funding under ESSA
 - Also provides \$2.75B in emergency funding assistance to non-public schools
 - States must meet maintenance of effort requirements, and states and Districts/Charter Schools must meet maintenance of equity requirements
- U.S. Department of Education has already released two-thirds of the funding to states
- NM has announced that Districts/Charter Schools should receive the funding no later than **July 1, 2021**
- Funds must be used by **September 30, 2023**
- % of Annual Operating Budget for Higher Poverty Districts: **20-35%**
- States may keep up to 10% of the money they receive; **90% must go to eligible Districts/Charter Schools**
- Specific set asides for evidence-based strategies to address
 - unfinished instruction, targeted to underserved students
 - 5% minimum set aside for State Education Agencies
 - 20% minimum set aside for Districts/Charter Schools
- Additional set asides for State Education Agencies:
 - 1% set aside (\$1.25B) for "evidence-based" summer programs
 - 1% set aside (\$1.25B) for comprehensive, after-school programs

ESSER III (ARP ACT): NM ESTIMATES



ADDITIONAL TARGETED FUNDS ESSER III (ARP ACT)

- **Students Experiencing Homelessness:** Provides states with \$800M for wraparound services for homeless children and youth
- **Students with Disabilities:** Invests approximately \$3B into programs funded through the Individuals with Disabilities Education Act
- **Native American Students and Tribal Communities:** Provides \$850M to the Bureau of Indian Education for bureau operated schools, tribally controlled schools, and tribal colleges and universities
- **Native American, Native Hawaiian, and Alaska Native Education:** Provides \$90M to the U.S. Department of Education to support these programs
- **Broadband Access:** Provides \$7.1B for home broadband connectivity and devices for K-12 students through the E-Rate program
- **AmeriCorps Tutors:** Provides \$1B for the Corporation for National Community Service and the National Service Trust to support, in part, an increase in tutors trained through AmeriCorps
- **Head Start:** Provides \$1B to states to fund Head Start programs
- **Child Care:** Provides \$14.9B for the Child Care and Development Block Grant (CCDBG) and another \$23.9B for childcare stabilization funding
- **Supplemental Nutrition Assistance Benefits (SNAP):** Extends the 15% increase in benefits through September 2021
- **Pandemic EBT Program:** Authorizes the program, to operate this summer, the duration of the COVID-19 pandemic, and during any school year and subsequent summer in which a public health emergency is declared

CCSSO CORONA VIRUS RESOURCES

<https://ccsso.org/coronavirus>

ERS STRATEGIES

https://www.erstrategies.org/toolkits/covid-19_toolkit_districts_schools

EQUITY.ORG

<https://www.educationresourceequity.org/toolkit/diagnostic>

SREB.ORG

<https://www.sreb.org/post/support-each-student-appropriate-interventions-and-opportunities-accelerated-learning>

EXPANDED SCHOOLS.ORG

<https://www.expandschools.org/tools/avoiding-attendance-slump-strategies-maximize-learning-time-june-resource-guide>

https://www.expandschools.org/sites/default/files/TASC_FamilyEngagement_Resource%20Guide.pdf

LEARNING ACCELERATOR.ORG

<https://practices.learningaccelerator.org/guides/real-time-redesign/intro>

ASPEN INSTITUTE

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:abd80713-f7c0-42bd-9d63-4da02883dbf7#pageNum=1>

https://assets.aspeninstitute.org/wp-content/uploads/2018/12/Student_Engagement_Rubric.pdf?_ga=2.187665896.1326955317.1619460105-140228118.1571255876

https://assets.aspeninstitute.org/wp-content/uploads/2018/12/Family_Engagement_Rubric.pdf?_ga=2.150464246.1326955317.1619460105-140228118.1571255876



RESOURCE ALLOCATION THROUGH THE LENS OF DESIGN LEVERS:

How might we
identify and
capitalize on
non-fiscal resources
as we strive to align
all district/charter
school resource
allocation to be in
service of students
closest to
pain/furthest from
opportunity?

RADICAL INNOVATION - IN SERVICE OF STUDENTS:

How might we think innovatively about the abundance of federal stimulus funds flowing to districts/charter schools in 2021?

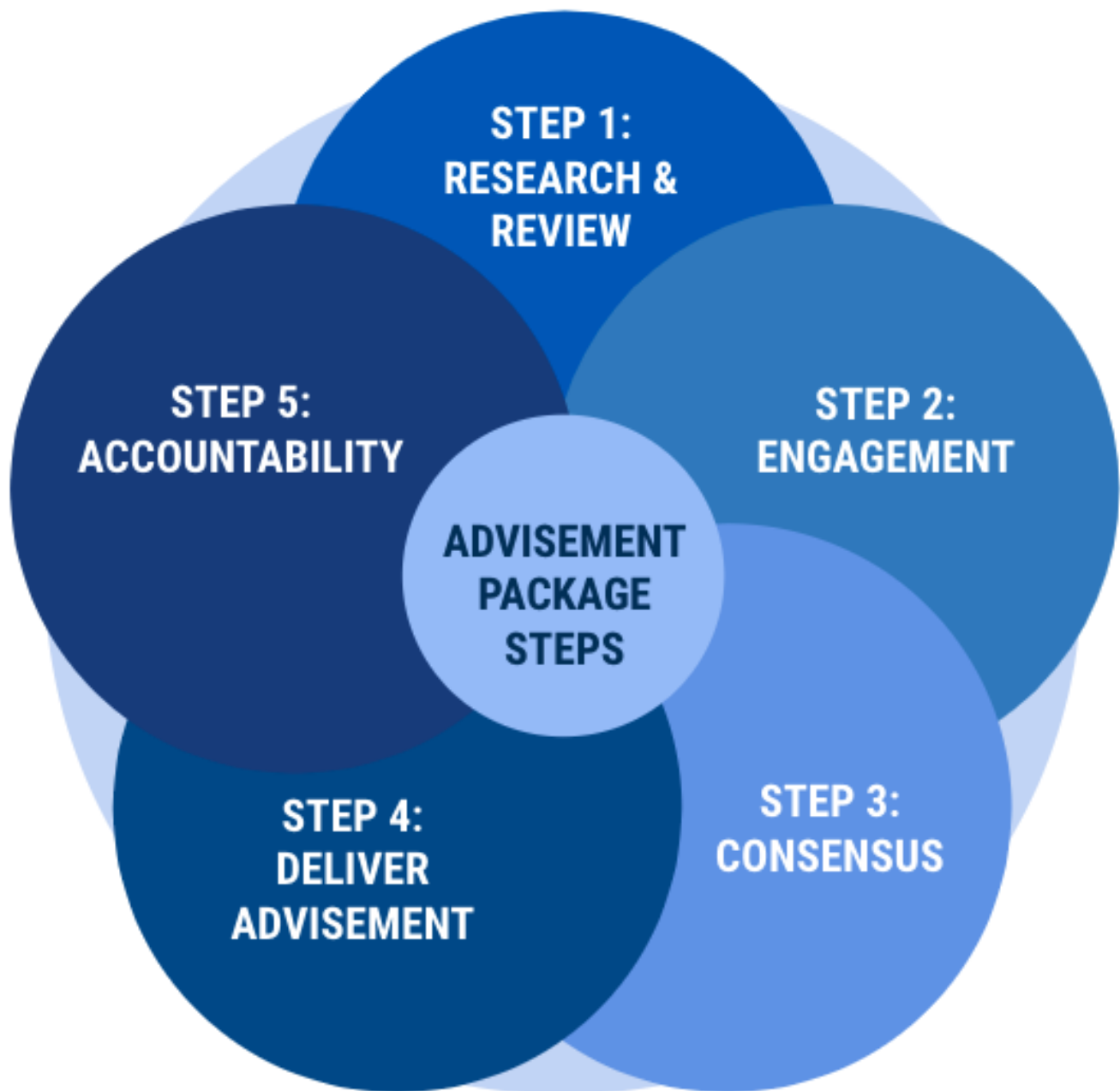
How can we garner student, teacher, and family voice in creating/realizing our innovations?

HOW TO IMPACT THE BUDGET POST APPROVAL (KNOWING THAT A BUDGET IS JUST A PLAN):

How might we apply equity thinking as we integrate recent legislative decisions and federal funding flows to legislated/inherited requirements/processes related to our budget?

ADVISEMENT PROCESS STEPS

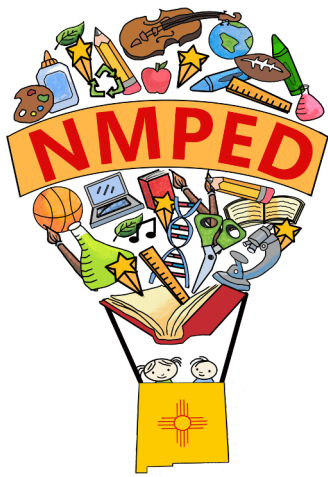
ADDITIONAL
DETAILS
COMING IN
MAY



**WHAT IDEAS CAN YOU AND YOUR
EQUITY COUNCIL COME UP WITH SO
THAT STUDENTS AND FAMILIES
FURTHEST FROM OPPORTUNITY DON'T
RECEIVE MORE OF THE SAME?**



**RESOURCE
ALLOCATION
BRAINSTORM**



MAY 27, 2021
AGENDA
EQUITY
COUNCIL
LEAD
STATEWIDE
MEETING

TIME	ITEM	DESCRIPTION
		Opening
3:30 pm - 3:40 pm	Welcome & Overview	Norms, Essential Questions, and 2020 -2021 Goals
3:40 pm - 4:55 pm	Focus on Advisement Process	The Equity Council Advisement Package and Process
		Breakout Session
4:55 pm - 5:00 pm	Vision & Reminders	Closing
		Reminders

IMPORTANT

Please ensure that the NMPED has the **correct contact information** for the **District or Charter School Equity Lead** as designated by the Superintendent or Charter School Leader. Please submit this information through the Martinez and Yazzie SharePoint page: <http://webed.ped.state.nm.us/sites/MartinezYazzieEquity/SitePages/Home.aspx>

SAVE THE DATE: 6/17 from 3:30-5pm

Questions? Email YazzieM.Inquiry@state.nm.us

THE ADVISEMENT PACKAGE STEPS

Equity Councils may choose to use this advisement process to guide their work in producing and delivering advisements based on current district/charter policies, programs, and procedures that may inform the advisement(s), including a focus on student's furthest from opportunity and the Martinez and Yazzie Readiness Assessment (RA).


STEP ONE: RESEARCH & REVIEW	Purpose: To research and review relevant local level information to design an impactful advisement for change.	<p>The Equity Council should hold students, the Readiness Assessment data, their CLR Framework, and the district/charter school's equity statement; at the forefront of this step.</p> <p>Other relevant data: the Culturally and Linguistically Responsive (CLR) Schooling by Design Inventory, current district policies, programs, procedures, the results of an annual policy review, assessment data, research articles that inform equity, and any data or information that informs the local context.</p>
STEP TWO: ENGAGEMENT	Purpose: To build relationships with the community while engaging in the advisement process.	<p>Using the results of STEP 1, the Equity Council engages students, families, school community, Tribes, and other community members to generate ideas about what they want to advise.</p> <p>This process should begin with the district/charter school's definition of equity and the RA data at the center to ensure the advisement is based on student needs.</p>
STEP THREE: CONSENSUS* AND ADVISEMENT DESIGN	Purpose: To provide room for all voices to give input and begin the design process.	<p>Using the results of STEP 2, the Equity Council and community come to a general consensus on what is most important to include in the advisement.</p> <p>The Equity Council designs a student-centered advisement package using the advisement template.</p>
STEP FOUR: DELIVER ADVISEMENT	Purpose: To deliver the advisement to the indented person/group.	The Equity Council delivers the advisement designed in STEP 3 and includes students, families, school community, Tribes, and other community members in the presentation.
STEP FIVE: ACCOUNTABILITY	Purpose: To ask the advisee about the status of the requests in the advisement package.	The Equity Council meets with the advisee to request a status update on the advisement package delivered in STEP 4. Some possible questions: Has the advisement been implemented? What have been the challenges? How can the Equity Council support? What could we do differently next year?

*Consensus builds trusting, open relationships that are transparent in nature, while providing room for all to have a voice when defining equitable solutions for students and families.

ADVISEMENT EQUITY AND VIABILITY CHECKLIST

Use this list to ensure alignment with the district or charter school equity statement with a focus on student's furthest from opportunity, and to increase the feasibility and success of the advisement. Be prepared to support your advisement with RA data, evidence of engagement and general consensus, and solutions for possible roadblocks.

If there is a barrier or obstacle, specifically address it in your advisement package.

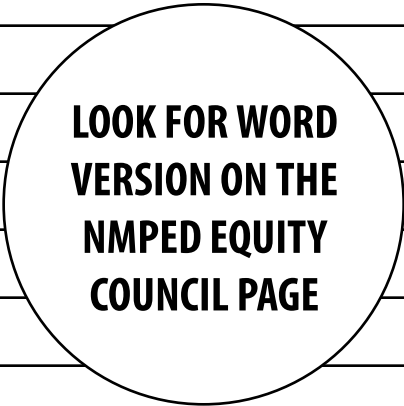
	EQUITY ALIGNMENT CHECKLIST	YES	NO	VIABILITY QUESTIONS 
	This advisement aligns with the district or charter school's equity statement.	YES	NO	Does this advisement require board policy additions/changes? If yes, ensure that your presentation includes ideas for the new policy or change.
	This advisement is aligned to the needs of students and families furthest from opportunity.	YES	NO	Is this advisement within the purview of your district/charter school? If no, revise, table, or provide to the appropriate entity.
	This advisement is aligned to the Readiness Assessment data.	YES	NO	Does this advisement require a change to the district or charter strategic plan? If yes, be prepared to support it with research and details of the process.
	Students, families, and community, and Tribes were actively engaged in the advisement process.	YES	NO	Is this advisement multi-layered? If yes, streamline or break into multiple advisements.
	A general consensus* was reached during the process.	YES	NO	Does this advisement impact other community members or partners? If yes, be prepared to share how they were engaged in the process.
	This advisement is supported by the Nation, Tribe, or Pueblo.	YES	NO	Does this advisement impact the work of many programs/departments within the district or charter school thus creating collaboration challenges? If yes, be ready to provide collaboration ideas/resolution or to narrow the advisement.

*Consensus builds trusting, open relationships that are transparent in nature, while providing room for all to have a voice when defining equitable solutions for students and families.

**LOOK FOR WORD
VERSION ON THE
NMPED EQUITY
COUNCIL PAGE**

ADVISEMENT TEMPLATE—Use this sheet to design your advisement for presentation/submission to your advisee(s). Note: Not every section of this document may pertain to your advisement.

EQUITY COUNCIL MEMBERS RESPONSIBLE FOR THE DESIGN OF ADVISEMENT
DISTRICT/CHARTER SCHOOL COMMUNITY MEMBERS ENGAGED IN THE PROCESS
PERSON/ENTITY RECEIVING THIS ADVISEMENT (TARGET AUDIENCE)
EQUITY STATEMENT
ADVISEMENT TITLE
PURPOSE OF THIS ADVISEMENT
HOW THIS ADVISEMENT PRIORITIZES THE STUDENTS AND FAMILIES FURTHEST FROM OPPORTUNITY
SPECIFIC EQUITY ISSUE THIS ADVISEMENT ADDRESSES
PROPOSED OUTCOME(S) OF THE ADVISEMENT
ALIGNMENT WITH READINESS ASSESSMENT RESULTS
ALIGNMENT WITH THE DISTRICT/CHARTER SCHOOL CLR FRAMEWORK
ALIGNMENT WITH THE CLR INVENTORY
SUPPORTING RESEARCH USED IN THE DESIGN OF THE ADVISEMENT
RELEVANT DATA THAT INFORMS THE ADVISEMENT
DESCRIPTION OF WHAT THE ADVISEMENT WILL LOOK LIKE FOR STUDENTS IF IT IS SUCCESSFUL
MEASUREMENT(S) OF SUCCESS FOR ADVISEMENT
TRIBAL CONSULTATION PROCESS
STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT PROCESS
PERSONNEL IMPLICATIONS FOR DISTRICT/CHARTER
IMPACT ON CURRENT DISTRICT/CHARTER POLICES, PROCEDURES, AND/OR PROGRAMS
SPECIFIC RESOURCES REQUIRED TO ENACT THE ADVISEMENT
PROPOSED BUDGET SOLUTIONS (IF BUDGET IS IMPACTED SIGNIFICANTLY)
HOW THE ADVISEMENT SHOULD BE IMPLEMENTED
TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT
EQUITY COUNCIL SUPPORT OF THE ADVISEMENT
OTHER INFORMATION THAT RELATED TO THE ADVISEMENT



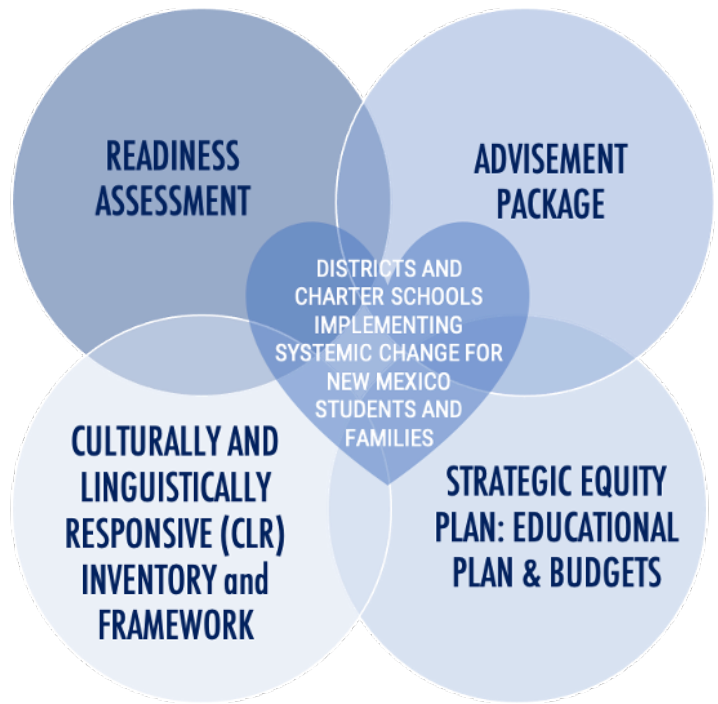
Note: Not every section of this document may pertain to your advisement.

EQUITY IN ACTION ITEMS: ADVISEMENT PACKAGE

District and charter school Equity Council Leads recently engaged in a statewide meeting focused on advising superintendents, charter school leaders, school boards, or charter school governance boards on an issue that impacts students furthest from opportunity.

An advisement is a careful consideration of an issue impacting students furthest from opportunity, delivered to the Superintendent, Charter School Leader, School Board, or Charter School Governance Board by the Equity Council. The advisement may be informed by students, the school community, parents, families, Tribes, and other community members.

Depending on how established your local equity council is, they may be ready to present an advisement sometime in the future. Below is a checklist that might help advisees receive the advisement and make plans to implement it or give the Equity Council feedback on improving the advisement.



Receiving an Advisement

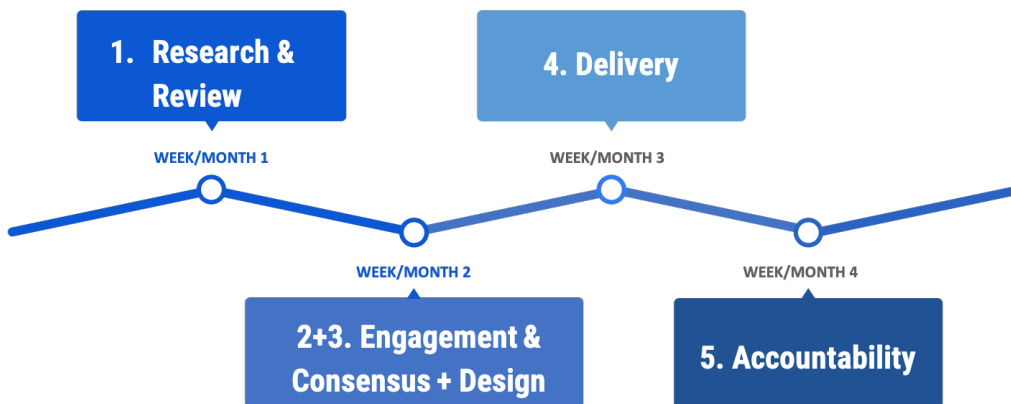
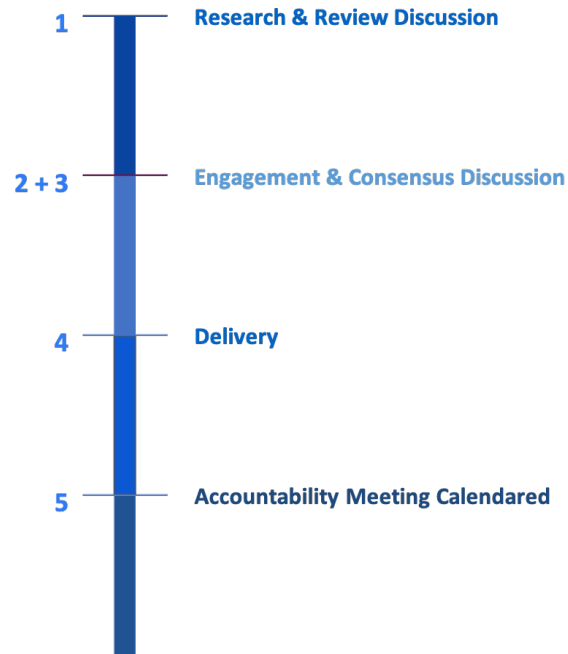
	I have reviewed the advisement process and understand how the Equity Council produced the advisement package (see the May 2021 Equity Council Meeting PDF and video here: https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/equity-councils/).
	I have made time and space to be present as the Equity Council delivers the advisement.
	I am prepared to ask questions to expand my understanding of the advisement.
	I am prepared to connect the advisement to existing policies and initiatives.
	I am open to new ideas and suggestions that serve students and families furthest from opportunity.

Implementing an Advisement

	I will connect the individuals responsible for the work of the advisement to develop a plan for implementation.
	I will ensure the plan for the advisement is implemented.
	I will track the progress of the advisement with the individuals responsible.
	I will schedule a follow up meeting to provide a status update to the Equity Council members.

ADVISEMENT PROCESS IN ONE MEETING:

Use this process when making simple requests or suggestions.

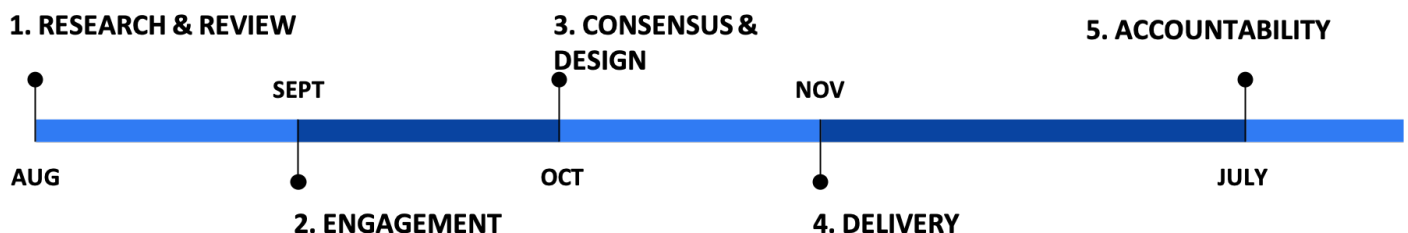


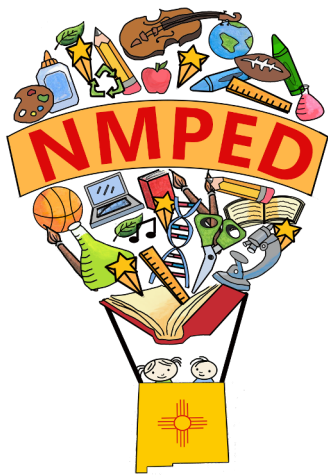
ADVISEMENT PROCESS IN ONE OR FOUR MONTHS:

Use when making requests or suggestions that require some planning and effort.

YEARLY ADVISEMENT PROCESS:

Requests or suggestions that require extensive planning, effort, and/or a policy change.





JUNE 17, 2021
AGENDA
EQUITY
COUNCIL
LEAD
STATEWIDE
MEETING

TIME	ITEM	DESCRIPTION
3:30 pm - 3:40 pm	Welcome & Overview	Opening
3:40 pm - 4:40 pm	Celebration	Highlights and Bright Spots
4:40 pm - 5:00 pm	Next Steps	Closing
		Reminders

IMPORTANT

Please ensure that the NMPED has the **correct contact information** for the **District or Charter School Equity Lead** as designated by the Superintendent or Charter School Leader. Please submit this information through the Martinez and Yazzie SharePoint page: <http://webed.ped.state.nm.us/sites/MartinezYazzieEquity/SitePages/Home.aspx>

THANKS FOR A GREAT YEAR!

Questions? Email YazzieM.Inquiry@state.nm.us

THANK YOU

Thank you to the High Plains Regional Education Cooperative, the Equity Council Support Team, Equity Facilitators, Equity Council Leads, NMPED Leadership, Equity Council Members, Leroy "Buster" Silva for serving as the master of ceremonies, and the New Mexico education community at large for participating in the June 2021 Equity Council Celebration.

A special thank you to the following people for sharing their Equity Council highlights and bright spots:

Alan Brauer, Senior Director of Initiatives and Programs for One Generation Fund and Equity Facilitator

Bryan Dooley, Bryan Dooley, Executive Director at Region 9 Education Cooperative and Equity Council Consortium Lead

Ian Esquibel, Founder of Oak Hill Coaching & Consulting and Equity Facilitator

Crystal Ybarra, Deputy Equity, Diversity and Engagement Officer Santa Fe Public Schools & Equity Council Lead

Dr. Roberto Lozano, Associate Superintendent of Equity, Innovation, and Social Justice, Las Cruces Public Schools, and Equity Council Lead

Sara Silva, Founder of Emergent Coaching and Facilitation and Equity Facilitator

Denise Hinson, Curriculum & Instruction Specialist New Mexico School for the Arts and Equity Council Lead

Tracey Cordero, Director of the Indigenous Montessori Institute and Equity Facilitator

Vicky Abreu, Principal of Dulce High School and Equity Council Lead

Melissa Polaco, Dulce Independent Schools Federal Programs Director and Equity Council Lead

Nichelle Gilbert, Associate Director of Partnership for Community Action and Equity Facilitator

Jonathan Dooley, Assistant Principal at Media Arts Collaborative Charter School and Equity Council Lead