

# Welcome. We are so glad you are here.

Statewide Equity Council Leads 2022

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

TIME	ITEM
3:30 pm - 3:40 pm	Welcome & Vision
3:40 pm - 4:40 pm	Readiness Assessment and NM DASH Supplemental Module
4:40 pm - 5:00 pm	Reminders & Next Steps

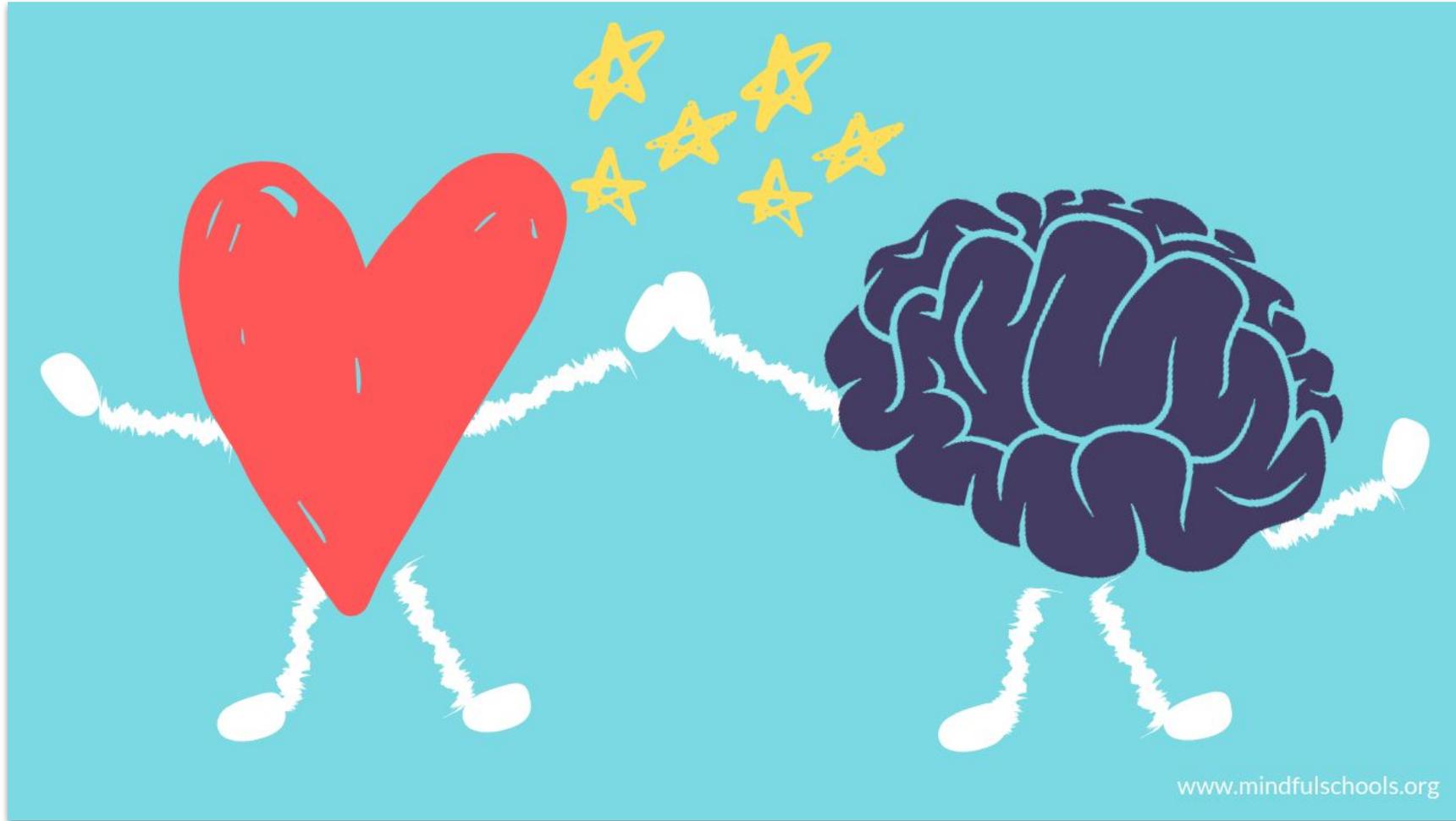


# Some things to note about Zoom Webinar:

1. It allows the NMPED to share the Statewide Equity Council meeting with a larger audience.
2. A Zoom webinar allows the NMPED to broadcast a meeting to view-only participants.
3. Hosts and panelists can share their screens, video, and audio in the webinar.
4. Attendees can use the chat or Q&A options to interact with the host and panelists and do not have microphone or camera controls.



# Centering



# Meeting Objectives

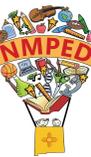
1. Participants will receive an overview of the Equity Council Support Hub for the current school year.
2. Participants will learn about the readiness assessment, an equity in action tool, and how to leverage the results.
3. Participants will receive an overview of the NM DASH Supplemental Module on student groups.
4. Equity Council Leads will brainstorm a list of things they will do next with their Equity Councils.



# Norms

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

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



# THE EC SUPPORT HUB

# The Equity Council Support Hub

## Equity Council Support Team

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



## Service Providers

- Provide thought partnership and content expertise for building and learning across the state.
- Work with districts and charter schools--including Equity Council Leads, Equity Council members, and staff--to provide support.



## Equity Facilitator

- Provides thought partnership and content expertise for building and learning across the state in the monthly statewide meetings,
- Meets monthly with an assigned group of districts and charter school Equity Council Leads to provide support.
- Provides the Equity Council Support Team feedback about progress, challenges and innovations that can be shared statewide.



## Equity Council Leads

Participates in statewide meetings, takes learning and information back to district/charter school leadership and local equity council, as well as lead the work of centering equity and the Equity In Action items.



# EQUITY COUNCIL LEAD:

## Equity Council Leads

Participates in statewide meetings, takes learning and information back to district/charter school leadership and local equity council, as well as lead the work of centering equity and the Equity In Action items.



# The Equity Facilitators

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

## Equity Facilitator

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# THE EQUITY COUNCIL SERVICE PROVIDERS

## 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.



# SCHOOL YEAR 2021-2022: FEBRUARY

# Our Goals for 2022

1. Establishing Relationships
2. Differentiated support for Equity Council Leads through the Equity Council Support Hub
3. Centering equity in systems (e.g. policies, processes and programming)
4. Leveraging the equity in action items
5. Focus on Interdependency

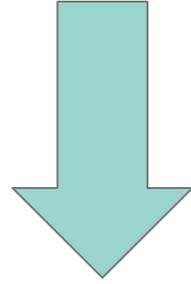


# Essential Questions

1. *How is my district/charter prioritizing the students and families furthest from opportunity in the establishment of equity councils?*
2. *How do we establish an equity council that is set up to succeed in advising the district or charter school on budget, services, and programs?*
3. *How do we establish an equity council that moves the district or charter school beyond compliance to commitment?*
4. *How do I support the establishment of structures and systems to ensure effective relationship and partnership between all stakeholders on the equity council?*



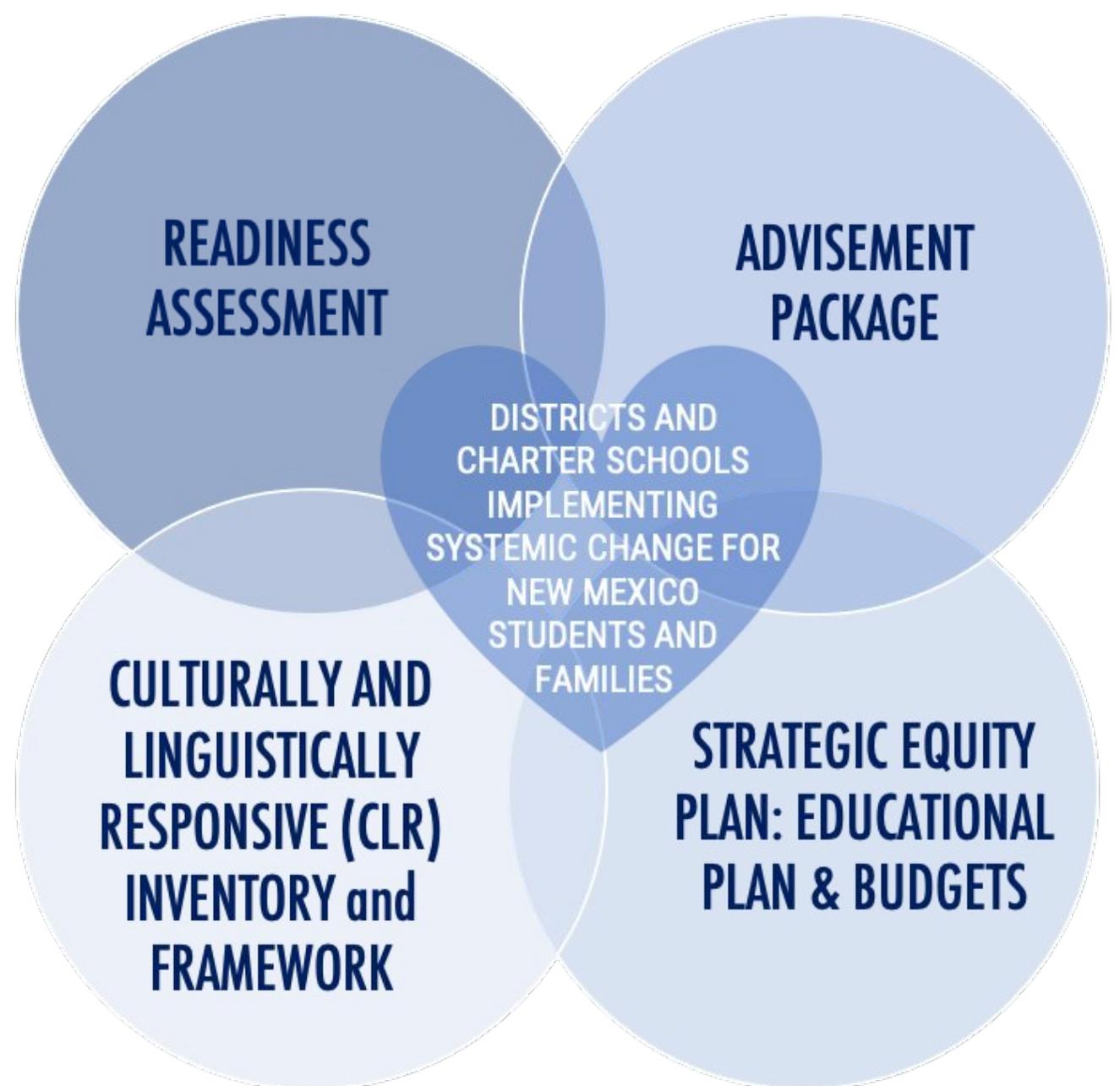
# Statewide Meeting Topics 2022



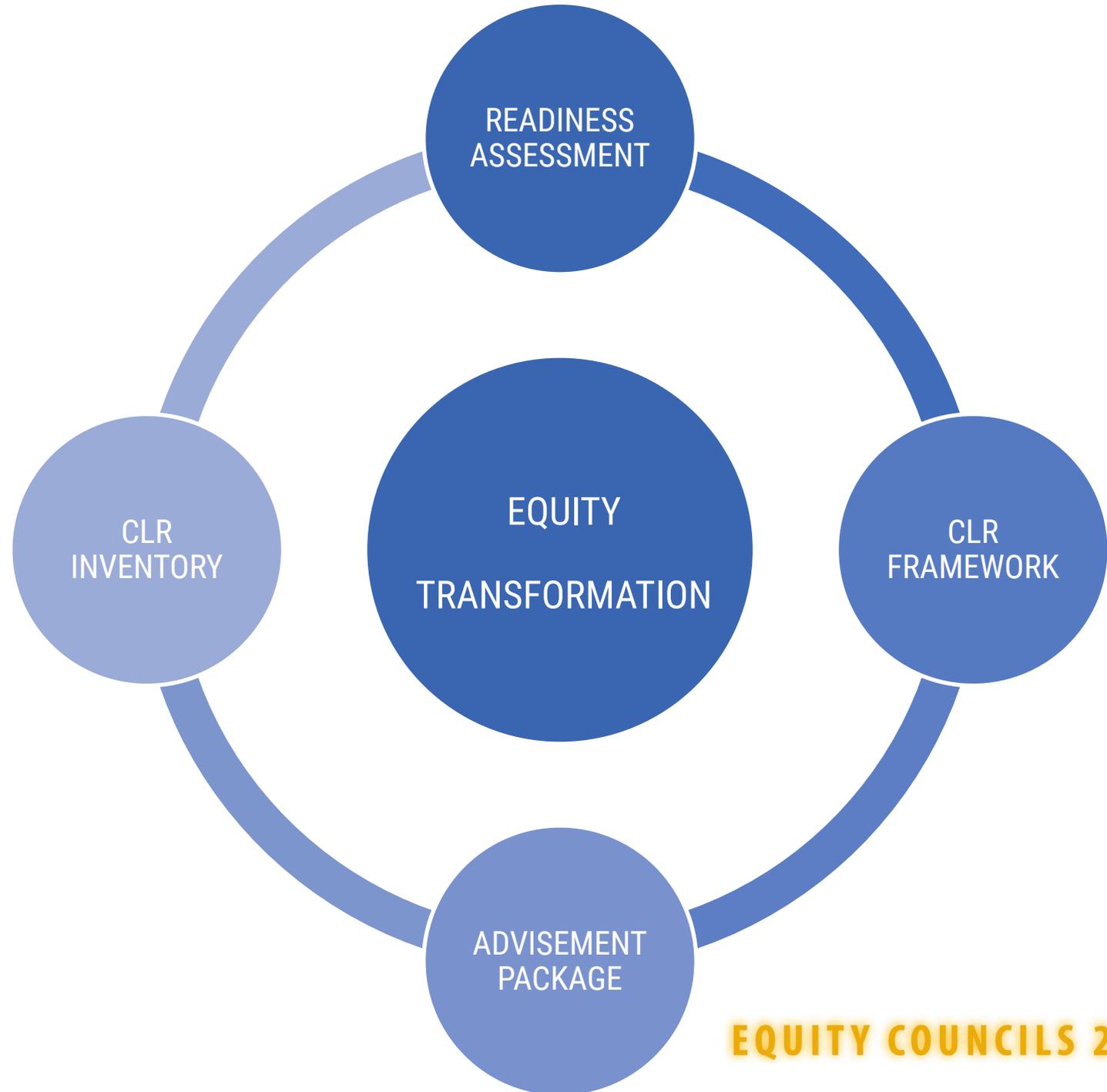
JAN	FEB	MAR	APR	MAY	JUN
State of M/Y Consolidated Lawsuit and Equity Councils	Readiness Assessment and NM DASH Supplemental Module	Equity Plan, Budgets, and NM DASH Supplemental Module	Culturally and Linguistically Responsive Inventory and Framework	Advisement Package	Closing/ Celebration Year 3



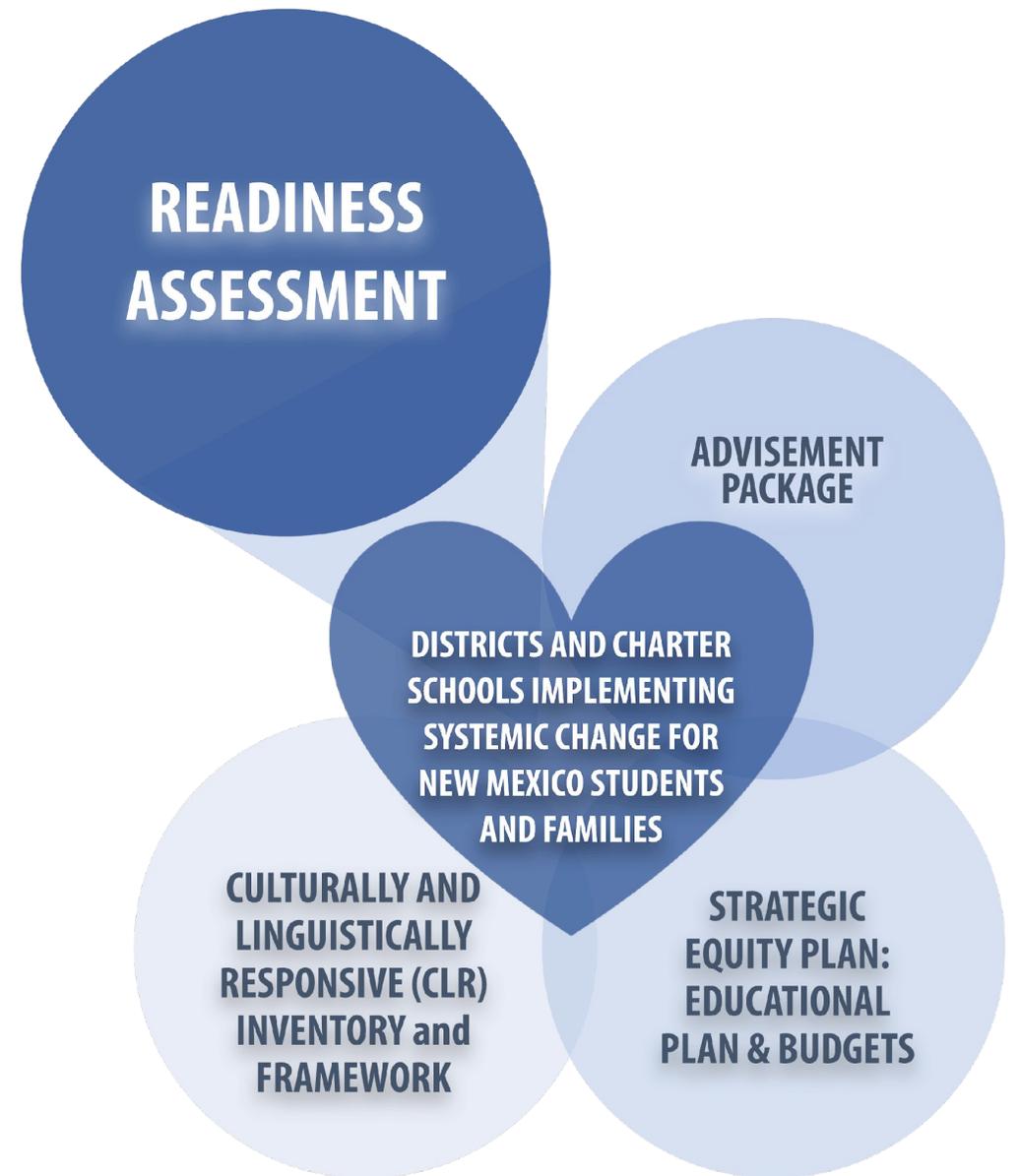
# EQUITY IN ACTION



- The timeline is flexible.
- Tools should be used as needed to support current local context.

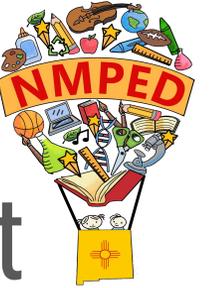


The Readiness Assessment is *one* of the tools the Equity Council will use to make informed recommendations and advisements.

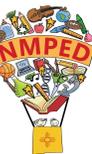


# What's Going On In Your Local Context?

Specific to the Readiness Assessment. Enter your response in the chat.

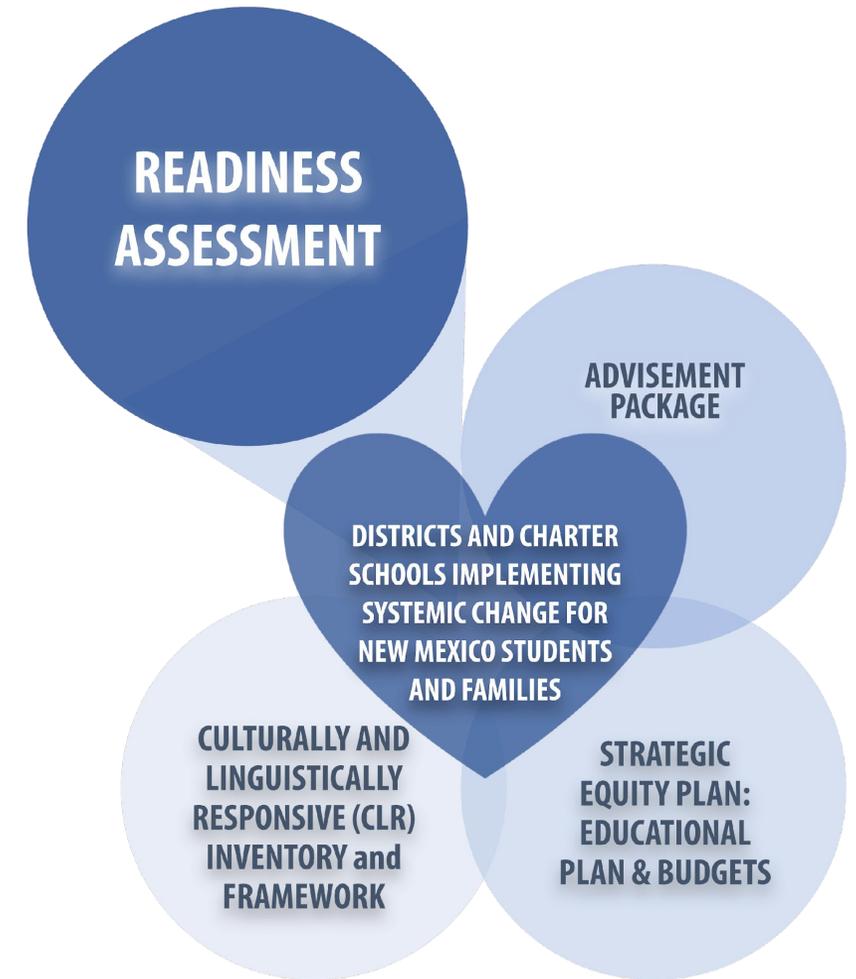


This Martinez/Yazzie Readiness Assessment tool is **designed using components from Martinez and Yazzie, et al. v. State of New Mexico et al., Decision and Order** and current NMPED compliance and technical assistance guidance documents.



# Purpose of the M/Y Readiness Assessment

This tool is meant to foster conversations about the services and programs needed to meet the needs of at-risk students. These conversations may be challenging and can potentially bring to light areas where the district or charter is not meeting the needs of at-risk students.



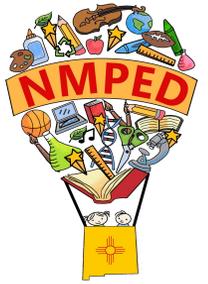
**The Martinez/Yazzie  
Readiness Assessment  
is NOT an NMPED data  
collection or  
accountability tool.**

The Martinez/Yazzie Readiness Assessment IS a tool meant to support districts and charter schools in having conversations about their services and programs, brainstorming ideas, and think strategically about how to improve outcomes for students.



# WHAT DOES THE “READY” IN READINESS ASSESSMENT MEAN?





It means that it is an assessment or tool that supports districts in figuring out **how ready they are** to serve students that need it the most...and then decide what to do about getting ready.



# WHAT YOU SHOULD KNOW ABOUT THE READINESS ASSESSMENT



# Readiness Assessment

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

1

This is a practice readiness assessment that may be printed and/or used electronically as a word document. Equity Council Leads will use the [BETO Identifier to identify](#) the readiness assessment.

Below is an example of the SharePoint main page:

**NEW MEXICO** Identity, Equity, and Transformation Division

**District Charter School Executive Director's Equity Council**

District	
District Code	
District Type	
Superintendent/Charter School Executive Director	
District Equity Council Coordinator Lead	

Please indicate members totaling half or more that represent one or more of the following:

- Members of 11 members is suggested and districts and charters need require 50% of equity council members to represent students, families, parents and community organizations that represent the student groups in the table:
- Native American
- Students with Disabilities
- English Learners, and
- Economically Disadvantaged

Two members must be on the equity council and two family members at a minimum.

If you are identified as a district or charter who serves a significant population of Native American students, a member from the tribes you serve must also serve on the council.

Draft Readiness Assessment Guidance and Tool

## THE PRACTICE READINESS ASSESSMENT

2

**NEW MEXICO** Identity, Equity, and Transformation Division

**District Charter School Executive Director's Equity Council**

District	
District Code	
District Type	
Superintendent/Charter School Executive Director	
District Equity Council Coordinator Lead	

**Equity Council Members**

Name of Member	Term of the Member	Representation	Please indicate members totaling half or more that represent one or more of the following

**Martinez/Yazzie Readiness Assessment**

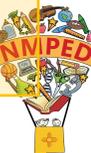
**1. Serving English Learners**

4. Our English Learner program is designed for English Learners to participate meaningfully in all instructional programs with language supports. (Step 4)
5. Our English language development teachers are trained and qualified to teach English language acquisition for English learners.
6. All our content teachers are trained to support English Learners in their content classes. This includes teachers who teach honors and advanced placement (AP) courses.

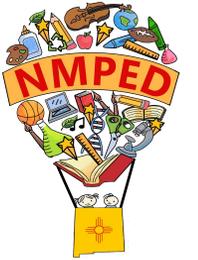
## THE READINESS ASSESSMENT IN SHAREPOINT

# Sample Statements from the RA

Draft rating statements.	Always	Usually	About half the time	Seldom	Never
Our district/charter school provides grade-level appropriate instructional materials to all teachers that support our English language development course.					
Our district/charter school has a long-term professional development (PD) plan focused on English learners that has a lasting positive impact on the classroom practices of each teacher.					
Our district/charter school uses the NMPED's Tribal consultation guidance documents, or the Navajo Nation's Tribal Consultation manual and documents as applicable					
Our district/charter school consults with sovereign Nations, Tribes, and Pueblos when reviewing data and structuring our annual strategic plan.					
Our district/charter school ensures that ALL teachers understand what procedural safeguards (parents' rights) are.					
Our district/charter school ensures that ALL parents of students with disabilities are taught about procedural safeguards (parents' rights) in culturally and linguistically responsive ways in a language they understand.					



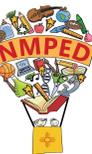
# Five Rating Statements



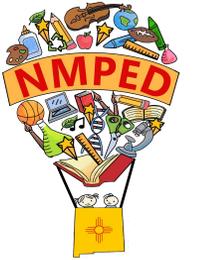
Always—An integral part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

Usually—A component that is not ALWAYS the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

About half the time—A component that is sporadically the focus of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.



# Five Rating Statements

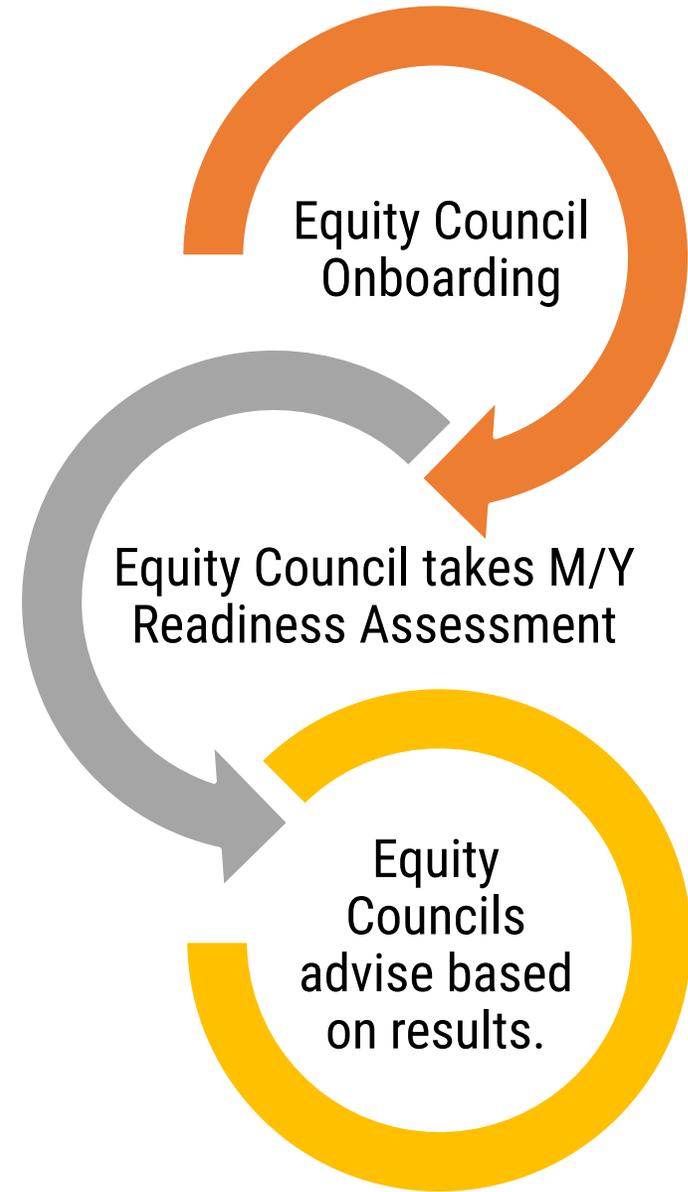


Seldom—Rarely part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.

Never—Never part of the district or charter mission, vision, policies, procedures, professional development, family and community engagement, and classroom culture.



# COMPLETING THE RA



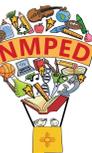
# Suggestions for Equity Councils BEFORE Taking the Readiness Assessment

- *Set the norms for how the Equity Council will operate*
- *Onboarding: build relationships through hosting conversations where every voice on the council is heard*
- *Define equity for your region*



# Suggestions for Equity Councils BEFORE Taking the Readiness Assessment

*Set the tone by ensuring the Equity Council understands what the Readiness Assessment is and isn't.*

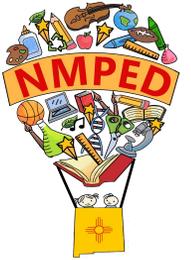


# Suggestions for Equity Councils BEFORE Taking the Readiness Assessment

*Pair an expert in serving English learners, Native American students, and students with disabilities...with a member of the council who is in the beginning stages of learning*



# The Readiness Assessment Tool Suggested Process



1. Equity Council members read through the tool completely.
2. Equity Council members ask questions and calibrate their understanding of the rating statements in the tool.
3. Equity Council members take the readiness assessment.
4. Equity Council members use the results to inform their advisements/recommendations to the district or charter leadership.



# READINESS ASSESSMENT: SPECIFIC CONSIDERATIONS

# Copy of Martinez and Yazzie Readiness Assessment GOOGLE FORM

## HOW TO USE THIS TOOL

Equity Councils are made up of district and charter staff, people from the school community that are experts in meeting the educational, social, and emotional needs of at-risk students, and members of the students groups that compose at-risk students. Some members of the Equity Council may not be well-versed in some of the education terms and concepts used in the readiness assessment tool. The NMPED suggest that members on the Equity Council partner up to bridge learning and build relationships.

This tool is meant to foster conversations about if the district or charter provides services and programs to meet the needs of at-risk students. These conversations may be challenging and can potentially bring to light areas where the district or charter is not meeting the needs of at-risk students. It is important to note that the Equity Council will use what they learn from the tool to advise and inform the Superintendent or Charter School Executive Director as they prepare their school budget for the coming school year. NOTE: This tool may be taken more than once to track growth.

## THE SUGGESTED PROCESS

1. Equity Council members read through the tool completely.
2. Equity Councils ask questions and calibrate their understanding of the rating statements in the tool.
3. Equity Council members take the assessment individually using this google form. The Equity Council talks through individual answers to calibrate and prepare to enter one set of answers in the NMPED SharePoint.
3. Equity Councils take the readiness assessment on the NMPED SharePoint (log-in for Leads, Superintendents, and Charter School Executive Directors)
4. Equity Councils formulate their advisements based on the results of the Readiness Assessment tool and deliver to the Superintendent or Charter School Executive Director.

This process could take between 1-3 meetings or 1-2 full meeting days. It is up to the discretion of the Superintendent or Charter School Executive Director to decide how to manage the process to ensure that it is productive and meaningful for participants.

## THE "AT-RISK" STUDENT GROUPS

This tool consists of rating statements about the state's "at-risk" students. Based on the legal authority cited below an "at-risk student" means a student who:

# THE READINESS ASSESSMENT IN GOOGLE



*So, what if my district cannot answer a question? What if we don't have a certain population enrolled?*



If the Equity Council encounters a question that they feel is non-applicable to their district/charter school, the NMPED requests that they answer the question based on their current systems and processes. Then, in the comment box explain how the district or charter school might remedy.



For example, if a district/charter school reports they do not have ANY English Learner students enrolled, how would the district support and serve an English Learner that moved to the district/charter school?



# Ideas for taking the Readiness Assessment during the Health Order:

Review the practice Readiness Assessment in SharePoint and decide how your Equity Council should take it: All at once or split into 1-3 meetings.

Have *individual* Equity Council members take the RA using the practice Google Form.

Come together as a council to calibrate answers and pair experts with beginners to facilitate understanding.

Take the Readiness Assessment in the NMPED SharePoint. Then, use the responses to begin formulating advisements.



# Proposed Outcome of the M/Y Readiness Assessment



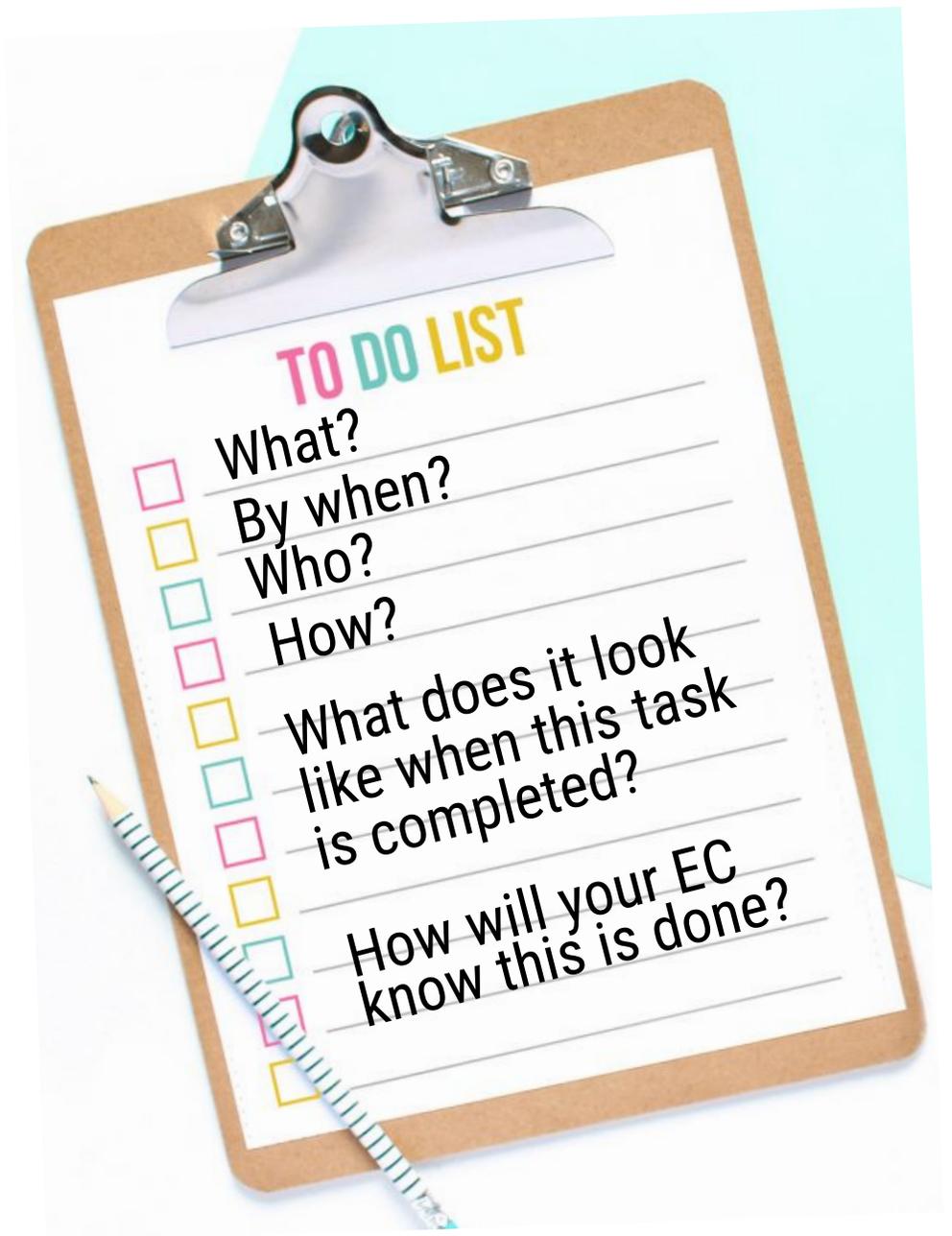
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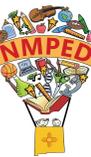
SO, WHAT NOW?

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.
- Participants: Check the chat for ideas and possible partnerships.



# NM DASH MODULE-STUDENT GROUPS

# S1.1 – Module Overview: Focusing on Student Groups

## **Module Description:**

Examining and addressing the needs of at-risk students throughout their planning activities.

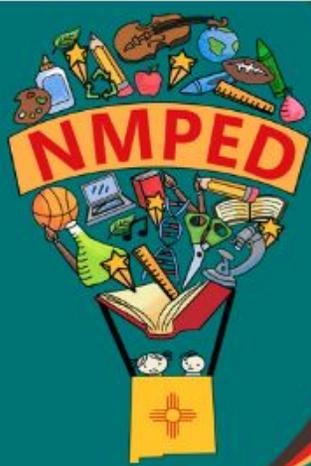
## **Module Objective:**

Understand how to uncover and address needs of student groups in your school improvement efforts in support of ALL students' learning.

## **Success Criteria:**

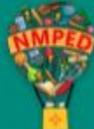
- Understand the importance of ensuring the School Core Team has representation for all student groups.
- Show understanding of disaggregating and analyzing multiple types of data to discern specific needs for all student groups.
- Generate plans for implementing at-risk student services.





# Canvas Catalog

FREE

Self-Paced Training 



## NM DASH Learning Modules 2021

Self-paced

You are enrolled.



**Notifications.** Tell us how and when you would like to be notified of events in Canvas.

Notification Preferences



Account

# Dashboard



Dashboard



Courses



Calendar



Inbox



History



Catalog



Studio



Help



**NM DASH Learning...**  
NM-DASH-21

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



# NM DASH LEARNING MODULES:

# FOCUSING ON STUDENT GROUPS



- Home
- Modules
- Help
- Acknowledgements

## S1.1 – Module Overview: Focusing on Student Groups

Welcome to Module S1! Watch this short video to get started.



[View video transcript](#)

### Module Description:

This learning module is designed to guide School Core Teams through a process of examining and addressing the needs of at-risk students throughout their planning activities.

### Module Objective:

By the end of this module, you will understand how to uncover and address needs of student groups in your school improvement efforts in support of ALL students' learning.

### Success Criteria:

- Understand the importance of ensuring the School Core Team has representation for all student groups.
- Show understanding of disaggregating and analyzing multiple types of data to discern specific needs for all student groups.
- Generate plans for implementing at-risk student services.



### Download Materials:

- [Coggins Middle School Case Study](#) ↓
- [NM DASH Process Guide for Schools](#) ↓
- [Module S1 Activity Journal](#) ↓



### Schedule For:

- Revisiting your data analysis to further examine achievement of all student groups including at-risk students.
- Monitoring your plan progress and implementation, making sure you are collecting data such as programs, services, and instructional and behavioral interventions that are specific to students at risk.

# REMINDERS AND NEXT STEPS

# Next Steps

Connect with your Equity Facilitator soon.

Website Resources for Equity Council Leads:

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

Questions or Comments?

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



# Martinez and Yazzie Consolidated Lawsuit Website Re-Org

- Pages for each Equity in Action item
- Webinars and trainings page
- Advisement Process page
- Support and Accountability page



## Martinez and Yazzie Consolidated Lawsuit

Equity Councils

Trainings and Webinars

Equity Council Resources

Readiness Assessment

Culturally and Linguistically  
Responsive Framework

Advisement Process

Support and Accountability

Frequently Asked Questions



# Closing

