



**State of New Mexico
Public Education Department
Equity Council Brief**

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Notes

This manual may be periodically updated to reflect changes to state and federal statutes or regulation that may impact guidance. When such updates or revisions occur, they will be noted. This document is available on the [Equity Councils Website](#).

OVERVIEW

This Equity Council Brief of 2023 builds on the brief of 2022. Please see the EC Brief of 2022 at the end of this report to learn about foundational components of the work, including:

- Background on Equity Council (EC)
- EC Guidelines Provided by NMPED
- NMPED EC Lead Support
- The Essential Questions
- Training and Action Model Components
- EC Support Hub
- The Principles of EC Lead Support
- Equity in Action Items
- How the Equity in Action Items Support Reimagining Education

GOALS & OUTCOMES for 2022- 2023

The EC Support Hub identified six goals for the year:

1. Establishing relationships (offer a full year of support)
2. Differentiating support for EC Leads through the EC Support Hub
3. Centering equity in systems (e.g., policies, processes, and programming)
4. Leveraging the equity in action items (complete at least two items)
5. Focusing on interdependency
6. Aligning with existing laws, policies, and guidance (e.g., Black, Hispanic, Indian Education Acts.)

To gauge outcomes, the EC Support Hub used a Results-Based Accountability (RBA), model to answer three questions in relation to the six goals: How much did we do? How well did we do it? Is anyone better off?

EC Leads for each of the 200 charters and districts in New Mexico received an invitation to complete a survey that asked each of the RBA questions aligned with each of the six goals. Fifty-four EC Leads responded – a response rate of over 25%. Tables with full results follow each category.

➤ Goal 1: Establishing Relationships

- 98% of respondents reported their Equity Facilitator (EF) treated them very well/well.
- 93% of respondents indicated their relationship with their EF supported their progress with their EC work

How many times did (your EF) connect with you?	10+	7-9	4-6	1-3	0	
	12	14	16	11	1	
	<i>Percent</i>	22%	26%	30%	20%	2%
How well did (your EF) treat you?	Very well	Well	Somewhat well	Not well		
	49	4	0	1		
	<i>Percent</i>	91%	7%	0%		2%
Did your relationship with (your EF) support your progress with EC work?	Yes	No				
	50	4				
	<i>Percent</i>	93%	7%			

➤ **Goal 2: Differentiating Support**

- 88% of respondents stated their EF differentiated support very well/well
- 89% of respondents noted that the differentiated support they received from their EF supported their progress with their EC work

How many times did you receive differentiated support from the EC Support Hub (including statewide meetings)?	10+	7-9	4-6	1-3	0	
	7	12	15	18	2	
	<i>Percent</i>					
	13%	22%	28%	33%	4%	
How well did (your EF) offer differentiated support?	Very well	Well	Somewhat well	Not well		
	37	10	5	2		
	<i>Percent</i>					
	69%	19%	9%	4%		
Did the differentiated support you received support your progress with EC work?					Yes	No
					48	6
	<i>Percent</i>					
					89%	11%

➤ **Goal 3: Centering Equity in Systems**

- 85% of respondents communicated their EF centered equity in systems very well/well
- 91% of respondents answered their EF centering equity in systems supported their progress with their EC work.

How many times did (your EF) center equity in systems?	10+	7-9	4-6	1-3	0	
	13	12	12	14	3	
	<i>Percent</i>					
	24%	22%	22%	26%	6%	
How well did (your EF) center equity in systems?	Very well	Well	Somewhat well	Not well		
	35	11	7	1		
	<i>Percent</i>					
	65%	20%	13%	2%		
Did (your EF) centering equity in systems support your progress with EC work?					Yes	No
					49	5
	<i>Percent</i>					
					91%	9%

➤ **Goal 4: Leveraging the Equity in Action Items**

- 85% of respondents reported their EF supported them with completing equity in action items very well/well.
- 89% of respondents indicated their EF's support of them completing the equity in action items supported their progress with EC work.

How many equity in action items did (your EF) support you to complete?	3+	2	1	0	
	16	17	13	8	
	<i>Percent</i>				
	30%	31%	24%	15%	
How well did (your EF) support you with completing the equity in action items?	Very well	Well	Somewhat well	Not well	
	34	12	4	4	
	<i>Percent</i>				
	63%	22%	7%	7%	
Did (your EF) support of you completing the equity in action items support your progress with EC work?				Yes	No
				48	6
	<i>Percent</i>				
				89%	11%

➤ **Goal 5: Focusing on Interdependency**

- 67% of respondents stated they felt very interdependent/interdependent with their EF during the SY.
- 81% of respondents noted their interdependency with their EF supported their progress with their EC work.

How many times did you depend on (your EF) to support you with your EC?	10+	7-9	4-6	1-3	0	
	4	7	18	18	7	
<i>Percent</i>		7%	13%	33%	33%	13%
How interdependent did you feel with (your EF) during the school year?	Very	Interdependent		Somewhat	Not	
	16	20		8	10	
<i>Percent</i>		30%	37%	15%	19%	
Did your interdependency with (your EF) support your progress with EC work?				Yes	No	
				44	10	
<i>Percent</i>				81%	19%	

➤ **Goal 6: Aligning with Existing Laws, Policies and Guidance**

- 79% of respondents communicated their EF supported them very well/well with aligning their EC work with existing laws, policies and guidance.
- 85% of respondents answered their EF support of them to align their EC work with existing laws, policies and guidance helped them progress with their EC work.

How many times did (your EF) support you with aligning your EC work with existing laws, policies and guidance?	5+	4	3	2	1	0	
	10	6	13	4	10	11	
<i>Percent</i>		19%	11%	24%	7%	19%	20%
How well did (your EF) support you with aligning your EC work with existing laws, policies and guidance?	Very well	Well	Somewhat well		Not well		
	31	12	7		4		
<i>Percent</i>		57%	22%	13%		7%	
Did (your EF) support you to align your EC work with existing laws, policies and guidance help you progress your EC work?					Yes	No	
					46	8	
<i>Percent</i>					85%	15%	

Equity in Action Items Progress:

Equity in Action Items	Percent of Districts and Charters Submitted By		
	JULY '21	JULY '22	JULY '23
Readiness Assessment	43.2%	52.9%	70.4%
CLR Inventory & Framework	14.1%	19.6%	24.2%
Equity Plan	Not Available	1.6%	Not Available
Advisement Package	Not Available	1.1%	9.7%

Appendix: Equity Council Brief of 2022

Background On Equity Councils

"THE APPROACH SITUATES LOCAL COMMUNITIES AT THE CENTER OF SYSTEM TRANSFORMATION BY FOCUSING ON EQUITY CHALLENGES, BUILDING LOCAL EQUITY-FOCUSED SKILLS, AND KNOWLEDGE AND CATALYZING LOCAL ACTIONS FOR EQUITY."

On November 22, 2019, the NMPED released guidance for District/Charter School Executive Directors' Equity Councils (EC) and the Martinez and Yazzie (M/Y) Consolidated Lawsuit. A committed group of individuals partnered with the NMPED to launch the EC; the first phase of a long-term initiative aimed at correcting systemic obstacles to success for all children in New Mexico. The intention of an EC is to convene stakeholders to drive local, community-based, transformative solutions that will establish equity in education. This intention empowers local communities, placing them at the center of system transformation. EC focus on equity challenges, build Skills and knowledge, and catalyze local actions focused on equity.

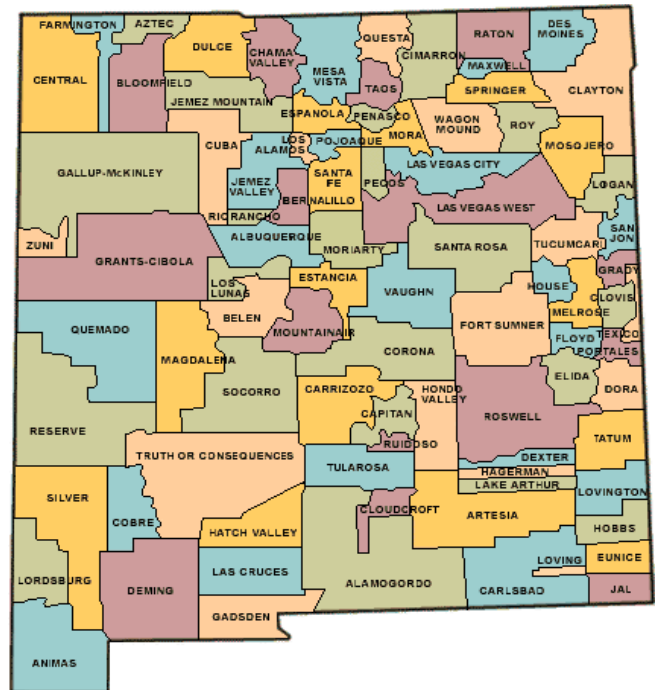
The EC concept was inspired by the work of community members and educators in the Albuquerque Public School (APS) District from 2004-2005. Community members came together to discuss and generate their best ideas grounded in the lived experience of students, families, and educators in order to improve outcomes for students. As part of the APS EC initiative, a community-led school was created to meet the needs of the growing urban Native American student population who had experienced varied outcomes as compared to their peers. In order to set a foundation for the EC work, an Education Equity Roundtable was convened on January 9-10, 2020, in Albuquerque, NM. The two-day roundtable included a mix of whole-group and small-group discussion, activities, reflection, learning about EC, family and community empowerment, and the CLR design. The Education Equity Roundtable also focused on the M/Y Consolidated Lawsuit.

Out Of 189 Total Districts and Charter Schools In New Mexico...

- 100% have identified an EC Lead.
- 45% have a superintendent or charter school leader serving as the EC Lead.
- 22% have yet to establish their EC membership.

About 24% of EC have gained members over the past year, 17% of EC have lost members, while the remaining 59% have maintained membership since their initial establishment during the 2021-2022 SY.

The data referenced above was collected during in-person and web-based meetings during the 19-20, 20-21, 21-22 SYs.



EC Guidelines Provided by the NMPED:

- Provide one point of contact that will interface with the NMPED.
- Select up to 15 members serving in staggered 3- and 4- year terms, convened by the EC Leads.
- Include representatives of the district or charter school leadership, school staff, students, parents and family members, community members, and members of Nations, Tribes, or Pueblos.

- Ensure that at least half of the membership represents the student groups identified in the Court’s ruling in the M/Y case: students with disabilities, Native American students, students who are English Learners (ELs), and Economically disadvantaged students.
- Include one member from each local Nation, Tribe, or Pueblo with a significant number of students attending the district or charter school (for districts or charter schools identified by the NMPED as serving a significant number of Native American students).
- Establish a fair and transparent process for member selection.
- Publicly post an explanation of the selection process along with the names of the selected council members.

"AT LEAST HALF OF THE MEMBERSHIP MUST REPRESENT THE STUDENT GROUPS IDENTIFIED IN THE COURT’S RULING IN THE M/Y CASE."



Goals For EC as Outlined by the NMPED:

- Complete a M/Y Readiness Assessment.
- Develop a district-or charter-level Equity Plan.
- Create and implement a CLR Framework.
- Provide budget recommendations, including operational and at-risk funding.
- Seek alignment with the NMPED M/Y initiatives, including implementation of and compliance with New Mexico Indian Education, Hispanic Education, and Bilingual Multicultural Education Acts.
- Ensure compliance with federal legislation including the Individuals with Disabilities Education Act, Every Student Succeeds Act, and Office for Civil Rights requirements for serving ELs.
- Submit 90-day plans through the New Mexico Data, Accountability, Sustainability, and High Achievement tool (NMDASH) with a specific focus on economically disadvantaged students, Native American students, ELs, and students with disabilities.

For more information on the EC Guidelines and Goals visit here: [M/Y website](#)

NMPED EC Lead Support

A virtual meeting in February 2020 marked the launch of many support meetings for the EC Leads across the state. This was followed by a two-day, in-person convening in Albuquerque on March 5-6. EC Leads from each of the 185 district and charter school EC engaged in equity-focused learning and EC development workshops. The NMPED created four essential questions highlighted below to guide the establishment of the EC. The essential questions shaped EC Lead support and provided a frame for critical dialogue about creating equity. The questions also provided a starting place to gauge EC challenges. In response to the COVID-19 State Health Order, issued March 20, 2020, the support provided by NMPED for EC Leads pivoted to monthly, online gatherings through June 2022.

How is my district/charter prioritizing the students and families furthest from opportunity in the establishment of an EC?	How do we establish an EC that is setup to succeed in advising the district or charter school on budget, services, and programs?
How do we establish an EC that moves the district or charter school beyond compliance to commitment?	How do I support the establishment of structures and systems to ensure effective relationships and partnership between all stakeholders on the EC?

Training and Action Model

After the 2019-2020 school year, the NMPED and a consultant team engaged in a reflection session before moving into the new school year. An outcome of this reflection session was the design of the EC Lead training and action model. The model is a framework designed to provide content knowledge, technical skills, and reflective practices to support districts and charter schools. The model is divided into four components: (1) Onboarding (2) Building (3) Learning, and (4) Action. When combined and used by EC with critical, equity-centered content, the four components support the creation of strong council foundations and a potential for long-term transformation.

EC Lead Onboarding

The EC Lead onboarding provides crucial context about why all districts and charter schools are building EC, what an EC is and has the potential to be, and how EC will carry out their role as equity leaders and advisors. Topics: historical context and key terms, grounding in essential questions, building an equity vision for a district or charter, and expectations for councils.

Equity Skills Building

Trusting relationships create space to understand each other's experiences, to build empathy for one another, to deepen an individual and collective commitment to equity, and to build the resilience to speak honestly without fear. The skills-building elements provide tools and guidance for building trusting relationships within EC and across districts and charter schools. Topics: trust building, facilitation and mediation, courageous conversations, and managing power dynamics and conflict.

Equity System Learning

It is important for EC Leads to continuously deepen knowledge and understanding about students furthest from opportunity. These learning elements are designed to open hard conversations, explore personal narratives, and develop the empathy to be strong advocates for equity. Topics: roots of trauma, anti-racism and anti-oppression in education, best practices in family engagement, and equity-focused education data.

Equity In Action

NMPED guidance and webinars support equity-focused advisements from the EC to the district or charter school. These elements are tools for EC to apply skills and learnings at least annually. Topics: Strategic Equity Plan, Readiness Assessment Advisement Package, and the CLR Framework.

In addition to focusing on the four essential questions, the reflection session, and the training and action model, the NMPED adopted the following goals for EC during the 2020-2021 school year:



1. Establishing relationships
2. Differentiating support for EC Leads through the EC Support Hub
3. Centering equity in systems(e.g. policies, processes, and programming)
4. Leveraging the equity in action items
5. Focus on interdependency (new in 2021-2022)

In SY 2020-2021, an additional goal was re-thinking and re-designing schooling during the expansion of in-person learning.

EC Support Hub

Based on feedback from community members serving as consultants, and district and charter school EC Lead, the NMPED moved into an EC Support Hub model. In 2021-2022 service providers were added to the hub.

EC Support Hub	Service Providers	Equity Facilitator (EF)	EC Leads
Coordinates tasks, scheduling, meeting logistics, content development, statewide communications, gather and monitor progress, challenges, and innovations.	<ul style="list-style-type: none"> • Provide thought partnership and content expertise for building and learning across the state. • Work with districts and Charter schools—including EC Lead, EC members, and staff—to provide support. 	<ul style="list-style-type: none"> • 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 EC Lead to provide support. • Provides the EC Support Hub feedback about progress, challenges and innovations that can be shared statewide. 	Participates in statewide meetings, takes learning and information back to district/charter school leadership and local EC, as well as lead the work of centering equity and the Equity in Action items.

The NMPED launched the EC Support Hub in January 2021. The Hub includes a support team and contracted EFs with expertise in racial equity, community-based education, coaching, community organizing, and educational transformation. The EFs work with designated EC Lead in individual and small group sessions and provide Support based on the following principles:

- Provide timely and relevant skills to build equity, deep learning about equity, and how to put equity into action.
- Ground all initiatives in the essential questions.
- Acknowledge the current context, challenges, and public discourse.
- Be consistent and transparent about expectations and deadlines.
- Model how to have difficult conversations.
- Facilitate relationships with local organizations and nonprofits to collaborate on equity.
- Center equity and acknowledge how the education system has caused injustice.
- Make equity explicit in all guidance and initiatives from the NMPED.
- Hold high expectations for progress on key developmental markers and equity action items.
- Contribute to a practice of interdependence at the district, charter school, and community levels.

Equity In Action Items: What You Should Know

The Equity in Action items are designed to support the NMPED, districts and charter schools in the work of remedying the M/Y Consolidated Lawsuit identified deficiencies, adhering to the requirements and legal directives, creating culturally and linguistically responsive (CLR) environments, and improving outcomes for all New Mexico students. This work requires commitment, effort, and cooperation from the following entities: the NMPED, key state departments/agencies, higher education institutions, districts, schools, charter schools, EC, Tribes, families, and other education partners. By implementing these items, districts and charter schools can make thoughtful decisions about programs, services, and funding in their Education Plan and Operational Budget with a focus on underserved populations.¹

¹ economically disadvantaged students, ELs, highly-mobile students, Native American students, and students with disabilities

How The Equity in Action Items Support Reimagining Education

The M/Y Consolidated Lawsuit Readiness Assessment gives EC the necessary data to begin the work of reimagining education. The Readiness Assessment is meant to be taken as needed to check for progress.

The CLR Framework is the structure districts, schools, and charter schools use to ensure their underserved student populations have access to programs and services that are implementing CLR and meet their social, emotional, and academic needs.

Districts, schools, and charter schools will build (or modify) a CLR framework using two tools: (1) The NMPED CLR Framework Inventory (aligned to the 5-stages), and (2) The 5-Stage CLR Framework: Schooling by Design Tool (focused on the practical application and how-to operationalize a CLR framework).

The EC may choose to use the 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 M/Y Readiness Assessment.

ECs and EC Leads are meant to help and inform through the Advisement process on HOW districts and charter schools can use data from the Readiness Assessment and the CLR Inventory and Framework to focus their Education Plans and Budgets around serving the students who need it the most.

Equity in Action Items	Percent of District/ Charter Schools Submitted	
	July 2021	July 2022
Readiness Assessment	43.2%	52.9%
CLR Inventory and framework	14.1%	19.58%
Equity Plan	Not Available*	1.58%
Advisement Package	Not Available*	1.06%

Data provided by NMPED (July 2021 and July 2022).

*Will be collected in the future.

Monthly Statewide Meetings

Month	Topic(s)	Participation
February 2020	EC Updates Webinar	36.8%
March 2020	EC Lead Convening – In Person	64.9%
March 2020	EC: M/Y Readiness Assessment Webinar	28.1%
April 2020	EC Statewide Meeting	55.1%
May 2020	EC Statewide Meeting	70.3%
June 2020	EC Statewide Meeting	38.4%
June 2020	The NM CLR Framework	82.1%
January 2021	Getting to Know the NMPED EC Support Hub & Exploring the Current State of NM	40.5%
February 2021	Defining Equity & Setting an Intention/Goal for the Remaining SY	37.3%
March 2021	Ensuring Equity in Education as Students & Families Return to In-Person School	31.9%
April 2021	Federal Education Stabilization Funds & the Equity Plan	33%

Month	Topic(s)	Participation
May 2021	The EC Advisement Process	18.4%
June 2021	Celebrating EC Bright Spots	20%
January 2022	State of M/Y Consolidated Lawsuit & EC	79.89%
February 2022	Readiness Assessment & NM DASH Supplemental Module	58.73%
March 2022	Equity Plan, Budgets, & NM DASH Supplemental Module	57.67%
April 2022	CLR Inventory & Framework	69.84%
May 2022	Advisement Package	56.08%
June 2022	Closing Celebrations Year 3	32.27%

Outside of the statewide meetings, the EFs worked with EC Leads in individual and small group sessions to provide one-on-one support.

Support Timing and Modalities with a Focus on the State Health Order

The original training and action model was designed to be used during in-person meetings. After the March 2020 in-person convening, subsequent statewide meetings were held virtually due to the State Health Order. As state and local policies change, the use of technology will continue to be an essential mode of delivery for EC support. Equity-focused dialogue that leads to transformation requires a significant amount of time and emotional engagement from education leaders across New Mexico, and while not ideal, virtual approaches were leveraged to engage participants beyond geographic limits. Equity initiatives focused on transformation must continue amid the limitations of the state health order and unreliable access to technology in service of our students.

Return of In-Person Learning

The February and March 2021 virtual statewide meetings focused on ensuring that EC set the intention of not returning "back to normal" without responding to the significant changes occurring in New Mexico due to COVID-19. In addition, to being responsive to broader societal factors, local EC may provide a forum for responding to local historical and contemporary context, culture, relationships, and district and charter school norms. Moving from compliance to commitment (Essential Question 4) requires that the NMPED and EC utilize guidance in the brief and other key NMPED resources while engaging in broadly responsive dialogue about equity issues brought to light prior to and during the pandemic. ECs should proactively and thoughtfully inform these issues, providing space for meaningful co-creation and co-production so that students, the school community, parents, families, Tribes, and other community members can weigh in and be heard. To avoid difficult conversations and stay "by the book" or focused on simply crossing off compliance items, would be unresponsive and may not mobilize communities in complex, potentially transformative moments.

Recommendations for the EC Support Hub

The following recommendations are from the EC Support Hub, and feedback collected from EC Leads at the end of the 2020-2021 and 2021-2022 school years.

1. The NMPED and the EC Support Hub should focus on the EC experiencing resistance to centering equity work. Rationalizations for not centering equity range from not being able to meet the membership requirements outlined by the NMPED to the inability to see the relevance of equity. To respond to these barriers, the NMPED and EC Support Hub should:
 - Identify districts and charter schools that have low enrollment that contributes to demographic diversity and provide intentional CLR, anti-racist, and anti-oppression training that honors the community.

- Identify districts and charter schools with similar demographics as models and best practices for implementation of a peer coaching model.
2. The NMPED and the EC Support Hub should become an exemplar for equity by ensuring that underserved students and
 - Families are at the core of all design to improve access to resources:
 - Establish an interactive and organized catalog of resources for equity.
 - Monitor analytics for the use and reach of resources.
 - Create a monthly or quarterly equity-centered communication.
 - Provide a list of service providers from New Mexico that can support EC.
 3. The NMPED should create an EC support system maintained using an email and phone inquiry database. The robust tracking database should collect:
 - Training attendance
 - Requests for support
 - M/Y Readiness Assessment completion and reflections
 - CLR Inventory and Framework findings and trends
 4. The NMPED and the EC Support Hub should establish a technical assistance booking process using data from the EC support system (Recommendation#3) to support districts and charter schools through:
 - Identifying coaches that work from an equity framework.
 - Training EFs that collaborate with the NMPED on guidelines and EC requirements
 - Deploying EFs to provide support to districts and charter schools.
 - Utilizing a cost share model (NMPED+ districts/charter schools) to cover the cost of EFs and service providers.
 5. The NMPED and the EC Support Hub should support districts and charter schools in the leveraging of the M/Y Readiness Assessment by:
 - Guiding districts/charter schools through both completing and using the assessment to inform decision-making.
 - Setting expectations for progress based on M/Y Readiness Assessment results.
 - Supporting analysis of assessment results and aligning them to the CLR Inventory and Framework and the Advisement Package
 6. Establish Strategic Partnerships- The NMPED and the EC Support Hub should strengthen the community support for the work of ECs by:
 - Identifying equity-focused community organizations and individuals to contribute to monthly trainings.
 - Encourage EC Leads to speak to community organizations and within district/charter school meetings regarding the work of their EC
 - Ensure that the NMPED divisions and bureaus focused on community engagement highlight EC goals and actions in NMPED's work with external partners.

Equity Council Quotes

The following quotes are taken from the EC Lead statewide meetings.

"A school board member suggested that they put it into one of their policies that an EC member would be part of our district budget committee which meets monthly and really is a pretty powerful committee and really has access to a lot of the ins and outs of our [district's] budget... the goal of that is to bring that information back to our EC so we could get feedback from the different stakeholders to give back to the board."

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

"This process has been so rewarding...we have the whole school doing this [equity work] when it used to just be pockets of classrooms...now, the kids, the teachers, and staff are behind it. We have parents who are on the EC and are just as excited."

-Jonathan Dooley, Assistant Principal at Media Arts Collaborative Charter School, and EC Lead

"What this EC did was, lean on the tribe and say, you are the language experts, you have a language committee, you are your cultural experts, you have a cultural committee...can we tap into that and you [the tribe] show us how to do a CLR Framework from within, not bring anything from the outside, you have it here. Let us pull from that to service your students."

-Tracey Cordero, Director of the Indigenous Montessori Institute and EF for Dulce Independent Schools

"Equity in NM schools means meeting students where they are, authentically addressing their needs (academic, social-emotional, culturally and linguistically), and meeting those needs on an individualized basis."

-Shayna Earnest, Gordon Bell Charter School

"If it's a young student at one of our small rural school districts who is hungry and ready for a snack while we're meeting...to having a bilingual student with disabilities who gives us the feedback that says, 'you know, this survey that you're doing, you need to tone the language down and get out of the educational language and get it down to a level where my mom will understand it and be able to respond. 'So, we took that feedback, and we implemented it, and we ran it back through those students, and they came back and said, 'I showed it to my mom, and she was excited that she could understand it and was able to interpret what you wanted.' ...I can't express how much and how important it is to have those students[on the EC]"

-Bryan Dooley, Executive Director at Region 9 Education Cooperative and EC Consortium Lead

"We have decided to provide regular open meetings to inform families how we are working to improve the learning environment for their students... [we] increased student voice by incorporating open student council input and discussions."

-Jamie Lucero- Martinez, Taos Academy Charter School

"We recognized that we had Tribal Consultation...but we did not have the tribal leaders at the table. So, we reached out to tribal leaders and we requested they be part of the Diversity and EC. We also reached out to the parents of Native American students and asked that they sit at the table as well."

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

"We've couched [the work of the council] in a framework...and we've presented it with respect to the powers that govern those districts, and I think we've gained that traction and we've gotten that foothold so that now they recognize us as a legitimate entity that can provide some substantial, valuable input into the educational process as we move forward."

-Bryan Dooley, Executive Director at Region 9 Education Cooperative and EC Consortium Lead

"And so, our first meeting was during the lunch hour, and it was, it was only 40 minutes, and I think 25 kids showed up for that. I gave them all an index card... as I was walking around and looking at their index cards one of them actually wrote off the top of hers: 'Let us speak. We are more capable than you think... curate a culture of student leadership.' I read that, and I just stopped, and I said, would you like to lead this meeting? She jumped in and they started their conversation... I haven't said a word since then, except to, you know, just kind of maybe set some ground rules."

-Denise Hinson, Curriculum & Instruction Specialist New Mexico School for the Arts and EC Lead

"[Our EC is] A group of people who come from all different backgrounds to support, create and identify positive outcomes to serve stakeholders. We are servant leaders who ensure that children and students are in the forefront of all our work."

-Patricia Marquez, Bloomfield School District

