<table>
<thead>
<tr>
<th>Hopes</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To create a system that includes genders of all kids.</td>
<td>• Removing cap and gown ...traditions.</td>
</tr>
<tr>
<td>• Trying out</td>
<td>• Too broad on certain topics (colonialism?! Huh?)</td>
</tr>
<tr>
<td>• Unitive energy that will embrace all levels and varieties of equity and justice issues.</td>
<td>• Insensitive on racial topics.</td>
</tr>
<tr>
<td>• I hope this group continues to meet.</td>
<td>• Funding for SEL, SSA’s, etc.</td>
</tr>
<tr>
<td>• That the conversation continues.</td>
<td>• Microphone too loud.-2</td>
</tr>
<tr>
<td>• More support for the Safe School Ambassador program! It’s necessary!</td>
<td>• We keep open dialogue-even if we don’t agree :)</td>
</tr>
<tr>
<td>• Loud people in the room!</td>
<td>• New leadership!</td>
</tr>
<tr>
<td>• Consistency</td>
<td>• Different Priority</td>
</tr>
<tr>
<td>• Follow through</td>
<td>• Implementation of feedback and accountability of implementation.</td>
</tr>
<tr>
<td>• Longevity</td>
<td>• Venue makes the group feel too spread out, disconnected from each other.</td>
</tr>
<tr>
<td>• Advice is given is actually utilized.</td>
<td>• That enough resources are invested in this initiative.</td>
</tr>
<tr>
<td>• My hope is to have a real discussion about the lack of equity in the schools and to generate ideas to fix this problem.</td>
<td>• Finding a balance between supporting students, community without losing focus on education.</td>
</tr>
<tr>
<td>• For all students to feel safe in their school.</td>
<td>• This is going to be a waste of time that SCCE was.</td>
</tr>
<tr>
<td>• Equity work to APS means anti-racism/homophobia/transphobia etc...</td>
<td>• There is equity of resources at the schools (technology, building structures, and materials).</td>
</tr>
<tr>
<td>• I hope that the EOS hires someone to oversee Mental Illness Equity.</td>
<td>• Funding for programs to change school climate is gone.</td>
</tr>
<tr>
<td>• All leadership is on board.</td>
<td>• Safe School Ambassador program will be eliminated because of lack of funds.</td>
</tr>
<tr>
<td>• Resources for all</td>
<td>• Common definition.</td>
</tr>
<tr>
<td>• College opportunity.</td>
<td>• Breaking up into individual cultures and not being able to combine everyone.</td>
</tr>
<tr>
<td>• Action-NOT just talk…move forward.</td>
<td>• Youth voices are rejected</td>
</tr>
<tr>
<td>• Make it happen.</td>
<td>• Youth not involved.</td>
</tr>
<tr>
<td>• Student’s included.</td>
<td>• Maintaining the status quo.</td>
</tr>
<tr>
<td>• See equity from family centered lens that understands education as continuum of learning (birth to adulthood)</td>
<td>• My daughter was bullied on the school bus and at the park after she got off the bus.</td>
</tr>
<tr>
<td>• Better understanding of the Native community beyond Indian</td>
<td>• We will be too scattered and try</td>
</tr>
<tr>
<td>Education class.</td>
<td>to accomplish too much in a short amount of time.</td>
</tr>
<tr>
<td>• Move from issues to action.</td>
<td>• Reasonable timelines.</td>
</tr>
<tr>
<td>• Address specific stories and how APS responded.</td>
<td>• The conversation is one sided.</td>
</tr>
<tr>
<td>• Continues momentum.</td>
<td>• Status quo.</td>
</tr>
<tr>
<td>• Establish an Ethnic Studies program.</td>
<td>• Passive group.</td>
</tr>
<tr>
<td>• Engage in Community Activism.</td>
<td>• What is going to be the initial focus?</td>
</tr>
<tr>
<td>• Stop Testing</td>
<td>• What are the long term/short term goals?</td>
</tr>
<tr>
<td>• I hope to see all students, particularly 6th grade student, have equal opportunity of education.</td>
<td>• Allow a testing regime that identifies the areas where a STUDENT SUCCEEDS and not where they FAILED.</td>
</tr>
<tr>
<td>• Student’s won’t be singled out and bullied because of their ethnicity.</td>
<td>• Including us is to include our families-allow space/childcare for those that need it to attend to give their expertise and voice.</td>
</tr>
<tr>
<td>• To address each goal separately, a process, objectives (measured) and evaluation process.</td>
<td>• Histories of group (racial/ethnic) were not taught in the curriculum.</td>
</tr>
<tr>
<td>• Often we have too many goals and objectives with no evaluation criteria.</td>
<td>• Advisory Council too large.</td>
</tr>
<tr>
<td>• To have an actual dialog.</td>
<td>• How will you prioritize issues that need to be addressed?</td>
</tr>
<tr>
<td>• To see equity in hiring teachers, counselors and administrators.</td>
<td>• Universal understanding of equity-defining terms so we are all on the same page--don’t make assumptions.</td>
</tr>
<tr>
<td>• Active Group</td>
<td>• Access to childcare during evening when meetings are held.</td>
</tr>
<tr>
<td>• A representative group who provides deep, thoughtful, robust recommendations.</td>
<td>• Food during evening meetings.</td>
</tr>
<tr>
<td>• Action oriented and leverage existing work.</td>
<td>• Having inclusiveness of all voices during meetings.</td>
</tr>
<tr>
<td>• A place for authentic dialogue among students, families, teachers, administrators, business and policy makers.</td>
<td>• using friendly language during meetings to engage everyone</td>
</tr>
<tr>
<td>• We look at APS protocols/procedures/policies that are affecting equity in our schools (i.e. discipline)</td>
<td>• Translation opportunities in various languages</td>
</tr>
<tr>
<td>• Focusing on positive, safe school climates/cultures.</td>
<td>• The agenda is a little swift (I understand we have a lot to complete) possibly slow things down.</td>
</tr>
<tr>
<td>• We are providing the necessary resources for our schools</td>
<td>• Discipline! I have done some school to prison pipeline research.</td>
</tr>
<tr>
<td>• Taking time to understand our various communities in ABQ.</td>
<td>NM ranks #1 in the world for suspending kindergartners! NM ranks highest also for % of those</td>
</tr>
</tbody>
</table>

- Histories of group (racial/ethnic) were not taught in the curriculum.
- Advisory Council too large.
- How will you prioritize issues that need to be addressed?
- Universal understanding of equity-defining terms so we are all on the same page--don’t make assumptions.
- Access to childcare during evening when meetings are held.
- Food during evening meetings.
- Having inclusiveness of all voices during meetings.
- using friendly language during meetings to engage everyone.
- Translation opportunities in various languages.
- The agenda is a little swift (I understand we have a lot to complete) possibly slow things down.
- Discipline! I have done some school to prison pipeline research. NM ranks #1 in the world for suspending kindergartners! NM ranks highest also for % of those
• Find a way to recognize the differences in student “types” especially in learning.
• Quantify these differences in how to approach teaching.
• In a real and observable way, improve school climates through PBIS, NHA, etc.
• Real family engagement and inclusion at every school (and not just families we are comfortable with).
• Have real systematic/institutional change regarding discipline.
• Contribute to push APS to progress to a full equitable/accessible education for all students.
• Collaboration (not competition) with the charter schools would occur.
• Cultural inclusion in APS.
• Family engagement policy will be implemented.
• Anti-racism training will be required to APS board members, principals, and teachers.
• Middle/High School students to learn/talk about racism.
• Council moves to action oriented.
• Having spaces to engage you in the process.
• Have all dates/times at least one month in advance (dates/times of meetings).
• Spaces to engage students and families.
• Address disparities in academic and other types of success.
• Professional development for teachers, staff, and administrations.
• Discussions of equity and diversity in schools.
• Breaking down barriers for marginalized students.

incarcerated!
• How to create real changes and shifts in administration and staff thinking/actions to focus more on strengths and positives vs. deficits and negatives.
• We had a little time to discuss big ideas.
• Ensure movement from recommendations to implementation.
• Logistics around honoring all people in such a big group: The last thing you want to do at the Equity Council is marginalized ...How do we ensure all voices are heard?
• A plan that delineates the objectives, activities, strategies, etc...
• Hiring out of state consultants.
• Disconnect this equity group/activities to community equity group/activities.
• Events, forums, community conversations in Spanish (not with simultaneous interpreters)
• Continuing of intention with next Superintendent.
• Authentic trust to ensure families and community engagement-How will it be built?
• With 25% of the population suffering from a mental illness, how is it possible that nothing was said?
• How’s to respond to mental illness without discussing?
• Commitment by council members.
• Commitment by APS Superintendent (new) and Leadership, School Board.
• System to reach all.
• Roadblocks by those who are uneducated about issues.
<p>| | |</p>
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<tbody>
<tr>
<td></td>
<td>• We don’t have a common analysis of race and racism and how they connect to other forms of oppression around class, immigration status, gender identity, sexual orientation capability. I am concerned that we have a local group, the Anti-Racism Institute of the Southwest that is not being utilized. It’s disrespectful to hire outside consultants without utilizing local people and expertise. It’s also not cost effective. Not nearly enough time to answer questions. 5 minutes too short. You should give the people themselves the microphone so we can hear them directly. Way too much emphasis on graduation ceremony.</td>
</tr>
</tbody>
</table>
Future Agenda Topics

1. Figuring out ways to get through to people.
2. Teen Moms
3. Sex Ed
4. Teaching Finances
5. Teaching other options besides college.
6. Testing and the focus therein.
7. Celebrating diversity.
8. Bring the students to the table.
9. What type of cultural competence training is occurring?
10. How will you bring everyone to an understanding of an agenda to stay on course?
11. Racism and marginalization—how it impacts ALL!
12. Student inclusion in these meetings.
13. Continue having spaces where people get to know one another.
14. Develop norms for the group and always review during the beginning at the meeting.
15. Continue having structured activities to help drive work and conversations and focus.
17. Testing Equity
18. Disciplinary practices
19. Closing the Achievement Gap
20. A cleansing—genuinely discuss what is wrong currently.
21. Restorative Justice Practices within APS HR
22. Family Engagement
23. List up local bright spots/best practices and discuss how to align/partner.
24. Looking at policies that affect equity in APS.
25. Safe School Ambassador Program presentation by Kim McClintik
26. The ability to assess/decide objectively.
27. The skill to assess objectively.
28. Safe School Ambassador presentation by K. McClintik to inform everyone of this great program.
29. What are school discipline practices?
30. What is the role of the school resource officers vs. school security?
31. What are student rights with the above?
32. Student rights
33. Mental Illness—how do we support it and make victims feel safe.
34. Poverty—how to make a difference.
35. Presentations about programs that are possibilities to use.
36. More from Dr. Jackson—liked her approach.
37. School Climate-School Culture
38. Leadership for Equity: Family, Student, Teacher, Administrator, Community
39. Remove labeling our children or make it positive.
40. Immigrant Community-children, youth and families.
41. Make Involvement programming.
42. Boredom/Lack of motivation among students.
43. Ethnic Studies
44. Cultural Sustainability
45. Student Discipline.
46. Juvenile Justice.
47. How to prevent bully in the middle school? If the bullying did not happen on campus, instead it happened in a place or site outside of school property such as the school bus or the park where the bus stops, how will the school address the issue of bullying and take action promptly to stop bullying.
Take Away from the Meeting

I think that...

- There were many people who wanted to engage community.
- This is far past due! And other agree.
- Honoring individuals is important.
- There is hope!
- Our group enjoys being heard to contribute of ourselves.
- This meeting gives me hope.
- We are doing the right thing.
- The OEE has TREMENDOUS potential and that potential will be realized only by authentically partnering with students, families and community organizations.
- This was a great meeting of the minds.
- This was great start to productive work.
- This is an exciting group, full of potential.
- We need to explain to the public in simpler terms what equity is... i.e. equity means equally valued.

I wonder....

- If the board will really listen to us or listen to the Governor for all issues.
- If school administration will cooperate.
- If this will keep going.
- What the plan is?
- How can we identify what’s most important for 2015 and will the survey answer this question?
- If we are actually going to be involved in the actions or if we’re just going to be asked for input and others will “take it from there.”
- How to be more effective.
- What the district will look like in the future.
- If the superintendent will sit through the whole meeting.
- How long it will take for an institutional cultural shift to occur.

I used to believe...and now I believe...

- Not sure this was possible--but now I believe it can!
- APS was a closed, untrustworthy, non-transparent district. I see an openness and desire to get at this issue.
- This type of gathering wouldn’t happen....it can happen.
- Everyone was treated equally and now I believe that equality means differently to each person.
- APS was too large of an entity to address this as it’s needed....has changed.
- APS didn’t focus much on equity and diversity and now I believe APS does.
- APS leadership did not care about issues of equity in a meaningful way and now I feel hopeful.

I hope that....

- This council follow through on our goals.
- Real change occurs, the concerns are taken seriously and change is long
lasting and institutional.
• OEE will be successful.
• Mental health equity will be taken seriously.
• This moves forward quickly.
• We are consistent.
• Under representation in gifted education will be included.
• There is meaningful action.
• APS means addressing, systematic oppression/racism etc. By doing equity work.
• This advisory council is action oriented.
• We begin with reasonable goals and more toward successful evaluations.
• I will be able to continue to this conversation.
• This really happens!
• The door for this discussion stays open.
• We would teach young students in the middle school to promote equity and make the school environment safe, welcoming, and trusting.
• We continue to honor our families and true culture, moving forward in real time with equity and engagement.
• This groups is active and gets things done.
• We can begin to reflect true equity district wide.
• We continue in a forward manner. I think that working towards equity is the most important thing that APS can do.
• This continues!
• The world can come really close to true equality for all.
• This continues and we progress through ACTION!
• The OEE ends up being a serious, endeavor created to truly deal with issues of equity and engagement and not just a political move to quiet the public.
• There will be some significant change to honor all APS students and staff.

Other notes:
• Go! /Way to Go!
• I hope that this council really does address these issues probably 3-5 at each meeting.
• This is great start!!!!!
• I think that I will bring more of my community members.
• Phone calls for surveys should also be used…as well as online and mailings.
• I am excited for this work!
• A lot of valuable input was left on the table.
• There will be more pushback on slacking in this effort.

Equity Survey
Potential Questions

Responses

Question/Revisions

1. What does equity mean to you?
   • We should provide examples because it is too general. Our people don’t know where to start.
   • Question should read: Tell us your story, give us an example when you experienced a). Lack of equity b). Equity.
   • What does fairness mean to you? (Use a word web to help create a definition of equity).
   • Take out this question and just provide a broad definition - people could become stagnant with trying to reach an inclusive definition.

2. What are you aware the district has done to support equity?
   • For example, what does equity mean to you in the classroom? Or we could further revise the question by specifying a situation. As a result, the question revised needs: “What does equity mean to a student with disability in the classroom?”
   • Eliminate this question.
   • Are you aware of district opportunities so support equity?
   • What are you aware the district has done to support every student, regardless of race gender, etc…?
   • In which do you think APS is lacking in fairness and opportunity for all?
   • How has APS not advocated for children and families?
   • What are you aware the district has done to support equity and not done to support equity?

3. What are current equity issues?
   • What are current equity issues? How do they manifest? How are they experienced? How can APS and the community address them?
   • People have different resources. Question should be more inclusive.
   • What are the current equity issues that you are aware of at APS?
   • What are your current equity issues/concerns?
   • How can APS address these issues to engage students, families, and employees?
   • What are current issues for your child and community?

4. How can APS better engage students, families, and employees?
   • Provide a few terms such as race, ethnicity, and transgender so that people’s answer would be more detailed and constructive.
   • How can APS better partner students, families, and employees?
   • How can APS better engage students, families, and employees on the subject of equity?
   • Use a word web to help create a definition of equity.
   • How can APS better engage students, families, and employees? What can we do now?

5. How can APS better advocate for students, families, and employees?
• How an APS better **assure equitable systems** for students, families, and employees.
• How can APS better advocate for students, families, and employees **on the subject of equity**?
• Use a word web to help create a definition of equity.
• How has APS better **not advocated** for students, families, and employees?

### Additional Questions

1. If APS addressed equity, what would it look like?
2. How do we drive equity throughout the organization?
3. Do you feel safe at APS?
4. Do you experience racism? Homophobia? Sexism?
5. Is my culture represented?
6. Do your adults look like you?
7. Do your teachers care about you?
8. What are your past experiences? Having access or lack thereof to meet your concerns? Was there resolution?
9. How could APS sustain equity on an ongoing basis through training and online practices?
10. If APS embraced equity, what would it look like?
11. How should APS address and implement equity at all levels?
12. How did you experience inequity or how do you see others experiencing inequity in APS?
13. What are some good things that have happened for your child in APS?
14. What are the root causes of inequity?
15. What is the difference between racism and prejudice?
16. What mechanisms do we have in place to address the above? (gathering information and addressing it as a district)
17. What is the district doing to ensure inclusion for all?
18. What are the immediate needs to get started?
19. How do we train school staff to learn about student’s background and experiences to value them and their future education?

### Suggestions/Comments:

1. Root causes of Inequity.
2. Difference cultures, racism, and prejudice.
3. Role of business community.
4. Ensure ESL students fit in.
5. Keep it simple, specific and able to be done in 5 minutes.
6. More specific questions to gage equity atmosphere with an explanation of what equity means and give specific examples.
7. The survey presumes trust—is their trust with families/community and district?
8. Provide specific set examples (e.g. racism, homophobia)
10. Direct outline of resources.
11. Update resources in “clearer” areas like agenda.
13. Define the why—the purpose of the survey.
14. Relate questions in survey to equity in education and/or the school of the respondent—too general as it stands.
15. Define equity (a working definition that will help respondents know what is being asked of them).
16. Focus groups input.
17. School based family liaison input.
18. Rework for families.
19. Things to think about: time to do it, do they understand the questions (maybe put some background before the question), as an employee these questions work, as a parent these questions may not work, define what APS means by equity, pay attention to the order.
20. Do a wordle/word web.
21. Should begin the survey with questions #4 and #5.
22. District or School?
23. Where is the business community?
24. Provide a mission/vision of OEE? (opening paragraph)
25. Even if we engage people-is it equitable?
26. Having the language conversational not academic.
27. Pockets of people, community, administration, teachers.
28. Define purpose and how will the results be shared and what with the information to be used for?
29. Supports for families to engage!
30. Addressing equity-translated into all languages. What can APS do to address equity?
31. Providing a definition when you translate equity into Spanish—it is not accurate so a paragraph would help express what information is being sought out from the person.
32. What is delivery of survey? Families who have access to internet only? Specific experiences?
Graduation Regalia
Report Outs

- Identity Makers
- Sash/Badges
- Cultural under gowns
- Nature dress
- Cost
- Colonist
- Students making decisions as well.
- Students with disabilities.
- Honor diversity-regalia that is reflective of that regalia.
- Same at graduation ceremony-diversity at other school ceremonies.
- Robes/tradition important.
- Look at cost issue.
- Diversity
- Academic acknowledgement
- Uniformity
- Criteria/Parameters for organizations.
- Cultural and Club regalia
- One color scheme.
- Gender neutral attire.
- Under attire-follow school dress code.
- Recycle gowns
- Locally made

*All attendees felt it should be district decision not school based!*
Q1 Rate your impression of the district’s commitment to equity.

Answered: 22  Skipped: 0

Q2 What was the most helpful or important activity?

Answered: 22  Skipped: 0
Q3 What was the least helpful activity?

Answered: 22  Skipped: 0

Q4 Overall, rate the meeting

Answered: 22  Skipped: 0
What are your recommendations for activities, experiences, or content for future equity advisory council meetings?

1. Discuss real issues/experiences. Come up with a plan and solutions to nip problems/concerns in the bud before problems get out of hand.

2. Real life examples relating to the changes we need in the school system. Obtain consensus for the direction of the council utilizing rules of order - generate a policy for board adoption that guarantees on a permanent basis an equity council for APS.

3. Bring more students so that we can listen to their ideas & concerns! Interaction with curriculum staff. smaller conversation, short videos to frame conversation about solutions

4. Clarification of what this office plans to do. What are the actual plans?

5. Having data in our hands to help make recommendations

6. This is a very large group. Specific actions and engagement for attendees is essential.

7. Safe school ambassador presentation

8. The constructive listening was somewhat good. If there can be an interaction I feel that would be more helpful. Let's list 3 goals to have completed by May

9. Pin point a topic or issue to be considered and stick to it for the duration of the meeting.

10. Using time to build safe spaces and discuss equity issues affecting the community.

Mental Illness -- 25% of the population suffers from a mental illness. Because of the stigma associated with it, this isn't just a health issue. People with mental illness are thought of as weak, dangerous, lazy, etc. You might want to brush this off as an ADA issue, but the ADA doesn't work because it can't work. It can't work because the people responsible for enforcing it have no idea what mental illness is and how it affects its victims. This makes the victims permanent 2nd class citizens.

The group is gigantic. I want to help, but the representation is too large for MEANINGFUL engagement. I get the small group activity thing, but it creates pockets of great ideas. No unity.

I thought you had an excellent balance of participatory activities that used our time very well.

More From Dr. Johnson

Plan For Future....Direction. Timeline
Do you have any other comments, questions, or concerns?

Let's get students included in this process right now. Do not pick all honor roll or all straight A students....Pick from all Ethnic groups, from all walks of life including students that failing or close to dropping out of school, homeless etc.

Overall, this session was well done and I look forward to future sessions.

I hope that this will continue with the new administration

Is APS to new culturally relevant curriculum for all students such as Chicano studies or Native American?

Each organization, educator, interested individual attending this meeting needs to submit an actual "proposal" addressing what they can specially do to make this effort work and how to implement it.

While the meeting on the whole was outside of my comfort zone, to "touchy feely" in the abstract, I must admit that I got a lot out of it. It really brought home the need to include and give voice to groups that are regularly excluded and ignored at best and often abused just for being.

I found the exercise to be an important reminder to me that I need to make greater efforts to encourage dialogue; that I need to talk less and listen more.

What are going to be the products of these meetings? Actions, reports on actions, specific organization actions, etc. It is great to have conversations, it is more important to take actions. How will such decisions be made?

Will UNM always be a part of this? I was confused seeing everyone from UNM thought there would be more direct contact APS

find a better location

consistency with the council

I hate to sound like a broken record, but Mental Illness has to be part of this council's discussion. I have deep concerns about this happening because of my past experiences with the EOS.

Have maybe one more like the first, and then invite key players to continue.

Perhaps 20 people max.

My rating of the district's commitment on Q#1 is based on past observation where I have had many concerns about APS and equity. I want to observe how this new initiative evolves and is sustained as a new Supt is hired. I'm hopeful, yet cautious based on time needed to see real results.

Love This! So Excited To Help And See Where This Goes