

# NMPED CLR FRAMEWORK ROADMAP

*All Students in New Mexico are engaged in a culturally and linguistically responsive (CLR) educational system that meets their social, emotional, and academic needs.*

## IMPLEMENTATION CALENDAR 2019-2020

OCT	Districts and charters receive the Martinez and Yazzie (M/Y) consolidated lawsuit letter from the New Mexico Public Education Department (NMPED) regarding CLR framework expectations and equity for economically disadvantaged students, English learners, Native American students, and students with disabilities.
NOV	The NMPED and the Identity Equity and Transformation (IET) team provide guidance on the Y/M consolidated lawsuit and the role of the equity councils.  Districts and charters establish equity councils.
DEC	The NMPED IET hosts round tables for school-community engagement on equity with superintendents, charter leaders, and Tribal Department of Education Directors.
JAN	NMPED offers support to district-and-charter equity councils through readiness assessment.  The NMPED IET offers training on CLR and identity to NMPED staff, superintendents, and charter leaders.
FEB-MAR	The NMPED IET provides regional trainings to district-and-charter equity councils with primary focus on readiness assessment progress and submitting a plan for the creation or implementation of the CLR frameworks.
APR-MAY	The NMPED LCD hosts round tables for school-community engagement on equity with superintendents, charter leaders, and Tribal Department of Education Directors.  The NMPED LCD provides regional trainings to district-and-charter equity councils on submitting a plan for the creation or implementation of CLR frameworks.
MAY-JUN	Annual NMPED Teacher Conference offers strands focused on economically disadvantaged students, English learners, Native American students, and students with disabilities, CLR frameworks, NMDASH, and New Mexico Spotlight system.  Districts, charters, and schools implement first iteration of CLR frameworks.
JUN	CLR frameworks are submitted to the NMPED and adopted by districts, charters, and schools.
JUL	Implementation and technical assistance is provided to districts and charters who do not have CLR framework established. The NMPED will provide a timeline for completion within 90 days.

## NMPED Equity Team

**Complete** the M/Y Readiness Assessment tool and **Design** a scorecard to track progress.

**Integrate** the CLR levers into each bureau and division; *doing the work of operationalizing CLR practices.*

**Ensure** that the NMDASH includes CLR components in all aspects of reporting, and launch with early-adopter schools

**Support** districts, charters, and schools through feedback in the NMDASH, the New Mexico Spotlight system, regional trainings, webinars, and guidance handbooks to ensure co-creation with parents, families, Tribes and community.

**Collaborate** with the Higher Education, Indian Affairs, and Finance and Administration departments on key aspects of M/Y.

## Superintendent/Executive Directors' Equity Councils

**Conduct** a M/Y readiness assessment provided by the NMPED—with a focus on economically disadvantaged students, English learners, Native American students, and students with disabilities—to support schools.

**Analyze** readiness assessment data at regional trainings hosted by the NMPED and support schools in establishing equity councils and CLR frameworks.

**Support** the implementation of a culturally and linguistically responsive framework for every school.

## School Equity Teams

**Build** the school-level framework integrating learnings from parents, families, Tribes, and communities with support from district equity team

**Submit and implement** 90-day plans to the NMDASH and use data from the New Mexico Spotlight system to track annual progress with specific focus on economically disadvantaged students, English learners, Native American students, and students with disabilities.

**Empower** teachers to implement CLR instruction using the CLR framework.

## Students

**Inform** school equity councils and the creation of the CLR Framework.

**Engaged** students that are supported culturally, linguistically, socially, emotionally, and academically.

## Parents, Families, Tribes, and Community

**Engaged, connected, and consulted** parents, families, community stakeholders, and tribes—sharing what's important and necessary—to ensure students are culturally and linguistically, socially, emotionally, and academically supported.

