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**The Response and Relief Act Includes \$82 Billion for Education**

Item	Amount	Additional Takeaways
Elementary and Secondary School Emergency Relief (ESSER)	\$54.3 billion	<ul style="list-style-type: none"> <li>The legislation extends the deadline for states to use education-related CARES Act funding from Dec. 31, 2020 to Dec. 31, 2021</li> <li>An additional \$10 billion is allocated to a Child Care and Development Block Grant (CCDBG)</li> </ul>
Higher Education Emergency Relief (HEER)	\$22.7 billion	
Governor's Emergency Education Relief (GEER)	\$4.05 billion	
Bureau of Indian Education Schools and Tribal Colleges and Universities	\$819 million	
Head Start	\$250 million	
<b>Total funding</b>	<b>~\$82 billion</b>	

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**The Response and Relief Act Contains No Dedicated Homework Gap Funding**

- A \$3 billion proposal to address the homework gap through the FCC E-Rate program was removed during the final rounds of negotiation
- The legislation does contain \$3.2 billion for an Emergency Broadband Benefit that provides \$50 per month for broadband to low-income families
  - While this is helpful, it forces students to compete with other interests for funding
- The legislation also includes \$1 billion for tribal broadband programs, \$300 million for rural broadband deployment, and \$2.5 billion in funding for additional broadband efforts

**The bottom line:** NSBA calls for homework gap funding administered through the FCC E-Rate program, which is the quickest and most effective way to help students by equitably providing funding to K-12 schools and public libraries

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**President Biden’s American Rescue Plan Proposes \$170 billion in Education Relief**

- \$130 billion to safely reopen the majority of K-8 schools within the first 100 days
  - This funding could be used for a wide variety of related activities to support students, teachers, schools, and districts safely return to in-person instruction
- \$35 billion to expand the Higher Education Emergency Relief Fund
- \$5 billion to supplement Governors’ efforts to help education systems in their states

• In addition to these education specific proposals, the American Rescue Plan envisions \$350 billion in state and local fiscal relief
 

- This is a key priority NSBA has been advocating for since last year given that nearly half of all these dollars are spent in support of education

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**Transition Recommendations for First 30 Days of the Biden-Harris Administration**

- NSBA is encouraged by President Biden referring to the \$900 billion stimulus package as a “down payment” and calls for additional COVID-19 emergency education relief totaling at least \$212 billion
  - \$175 billion for school districts and SEAs to use for K-12 purposes
  - \$13 billion for the Individuals with Disabilities Education Act (IDEA)
  - \$12 billion for Title I to assist students from low-income families
  - \$12 billion for closing the homework gap, administered through the FCC E-Rate program
- Grant states temporary waivers of ESSA accountability requirements
- Classify educators and school personnel as essential workers for vaccinations to reopen schools safely
- Create a Presidential Task Force led by Dr. Jill Biden on school transformation and equity

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**Transition Recommendations for 2021 and Beyond**

- Fully fund IDEA
- Help students from low-income families through increased Title I funding
- Focus on teacher recruitment, retention, and professional training
- Focus on cybersecurity and student privacy
- Pass legislation to protect Dreamers and establish a pathway to citizenship
- Invest in school infrastructure
- Promote public school innovation and oppose diversion of taxpayer funds to private schools



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**NSBA's 'Public School Transformation Now!' Campaign**

- The aim of the initiative is to bring together national education leaders who support the long-term transformation of our public schools to meet the needs of each child

**Focus Areas**

1. Personalized Learning
2. Rethinking professional learning
3. Special education services
4. Bridging the homework gap



- Visit our website for more details about the campaign: [nsba.org/schooltransformationnow](https://nsba.org/schooltransformationnow)

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**Questions?**



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The leading advocate for public education

**Actions For Equity:  
Dismantling Institution Racism In Education**

New Mexico School Boards Association  
Board Institute

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**Session Objectives**

The promise of public education holds that all children – regardless of family circumstances – can be placed on an equal footing to pursue their goals for college, careers and citizenship. Yet despite significant improvements, our efforts to provide an equal education to all still fall short of meeting that promise.



- Provide an overview of NSBA's Dismantling Institutional Racism in Education (DIRE) initiative
- Develop an understanding of **equity vs equality** and the key drivers of educational equity
- Review national and New Mexico achievement, opportunity and access **data**
- Review **best practices for governance** teams in implementing and supporting educational equity with support from the community

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*Dismantling Institutional Racism in Education (DIRE) acknowledges that institutional, structural, and systemic racism has been ingrained in the history of America and throughout its public education system. This initiative is dedicated to understanding and recognizing the root causes of barriers to equitable educational outcomes for each child and is obliged to work to eliminate disproportionality in all aspects of public education.*

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## DIRE Structure

**Internal Marathon Team**

- Create DIRE specific programming for NSBA signature events.
- Create customized webinars & trainings
  - Focus on educational equity and race
  - Provide opportunities to identify local district problems of practice and solutions
- Work with state associations to provide individualized coaching for each district to ensure a localized and tailored process
- Design and customize a DIRE framework, create toolkits, including policy guides, data dashboards, auditing guides, etc.
- Build an Online Hub that will house:
  - Key statistics/data analysis
  - Webinar recordings
  - Asynchronous, web-based content
  - District Leaders Toolkit to Eradicate Institutionalized Racism in Schools

**National Advisory Steering Committee (NASC)**

- Represent diverse voices and perspectives across the education system and community on equity and race.
- Focus on learning about institutional, structural, and systemic racism.
- Have a long term commitment from our advisors that includes both making recommendations and staying engaged as our work progresses over time.
- In consultation with the Executive Director and advocacy staff, recommend legislative and other policy initiatives to be advanced by the association as part of the New NSBA advocacy focus.
- Examine education and related public policy issues and recommend action on them.
- Recommend action items to the NSBA board.
- Consider such other matters as may be referred to the Committee by the Board.

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## The Work of the DIRE-NASC



**Listen, Learn and Lead Training Series Themes**

- DeFacto vs. DeLure segregation
- Housing segregation and its impacts on the education system
- Desegregation vs. Integration
- Impact of Stereotypes and Microaggressions
- How Grappling with the past can lead us forward
- Abolitionist Teaching
- Understanding Intersectionality
- Expanding concepts of DIRE to Indigenous People
- A deeper understanding of courageous conversations vs. safe spaces
- Drawing on the power of affinity groups
- Defining and Driving Equitable Policies

**Committee Agreements**

- Acknowledging that racism exists and recognize that racism is a primary barrier to providing quality education to each and every child in public schools
- Formally and earnestly commit to dismantling racism and denounce white supremacy
- Willingly and purposefully participate in exercises that cultivate a shared understanding of the many forms of racism across all levels of education
- Demonstrate openness to learning and understanding how white power and privilege have been institutionalized within public education
- Intentionally authorize and support the development of policies, practices and tools that build enduring anti-racist institutional leadership across all levels of education
- Identify and engage other organizations doing anti-racism work in education
- Develop processes of shared leadership and inclusive decision making that are accountable to the students, staff and families who are most directly affected by institutional racism

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## The Work of the Internal DIRE Marathon Team



Strategy	Overview
Develop Content Schedule	A content schedule will be developed that outlines the topic themes to be covered along with the dates that these topics will be covered through the other strategies in this plan.
Articles/Additional Readings	Articles and addition readings will be sent out to the full NSBA staff on a set day each week. These articles/readings will be tied to a monthly or quarterly theme. These will lay the foundation for the other strategies listed below.
Book Club	A book club will be established to focus on various components of dismantling institutional racism. A book will be chosen every 3 months culminating in group discussions.
Full staff discussion	Full staff discussions will be held once a month to connect to current events, as well as the themes that are addressed in the weekly reading and book clubs.
Team conversations	Team leaders will be provided with guiding themes and prompts that connect to the themes mentioned above.
Affinity Groups	Subgroups will be formed with shared interests connected to themes of dismantling institutional racism.
Conduct Internal Policy Review	A team will be created to review NSBA policies and provide recommendations and revisions to ensure that all NSBA policies take into account the concepts and ideas brought up through this group.
Create Content Repository	A repository will be set up to hold all of the resources shared by this group, in addition to any other items deemed important to document and share.

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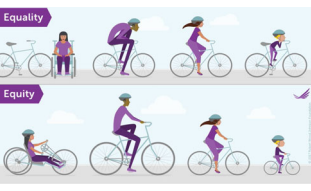
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### What is Equity?



"We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated."

16 This vision for equity was adopted by the NSBA Board Of Directors in December 2017. SOURCE: Robert Wood Johnson Foundation



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### Educational Equity

Educational equity means that all students should have access to the right resources they need at the right moment in their education, regardless of their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income.

(The Aspen Institute)



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**Did You Know?**

- 50.7 million students are enrolled in US public schools
- 24.1 million are White
- 14 million are Latinx
- 7.8 million are Black
- 2.6 million are Asian/Pacific Islander
- 1.6 million are two or more races
- 0.2 million are American Indian/Alaska Native

SOURCE: National Center for Education Statistics

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**New Mexico State Data**

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**SCHOOL CHARACTERISTICS (2018-19)**

Pupil/teacher ratio	NM	15.78
Number of School Districts	NM	146
Number of Schools	NM	882
Number of Charter Schools	NM	97
Number of Full Time Equivalent (FTE) teachers	NM	21,139.21
Per pupil expenditures	NM	\$9,963

**New Mexico Public Schools**

**72.3%** of students were eligible for free/reduced-price school lunch

Source: The National Report Card (NAEP)

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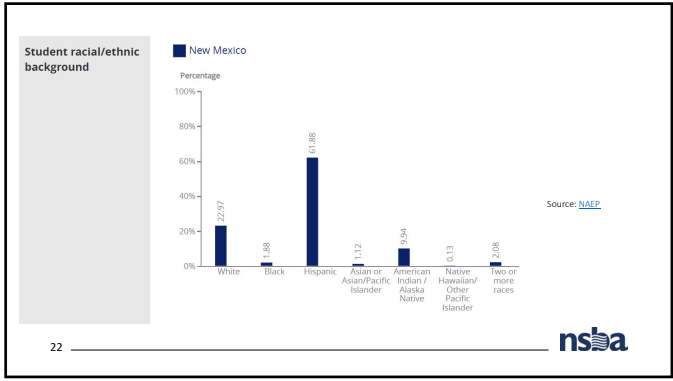
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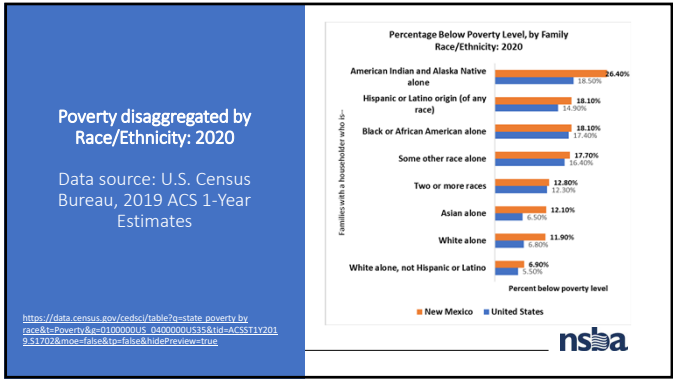
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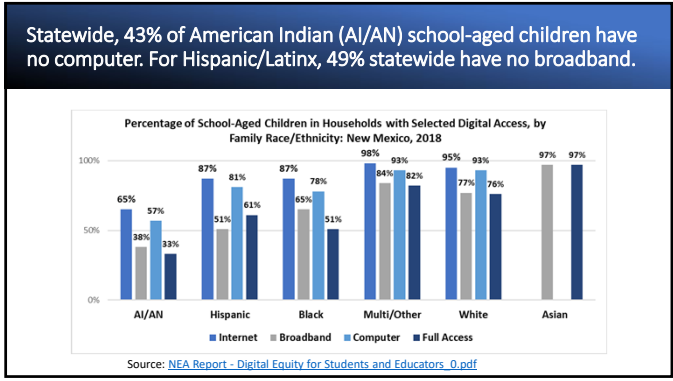
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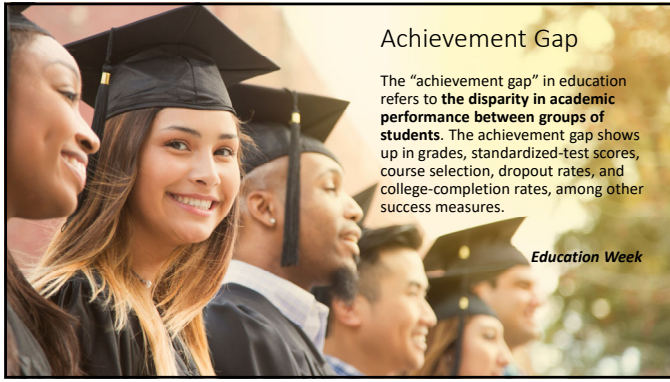
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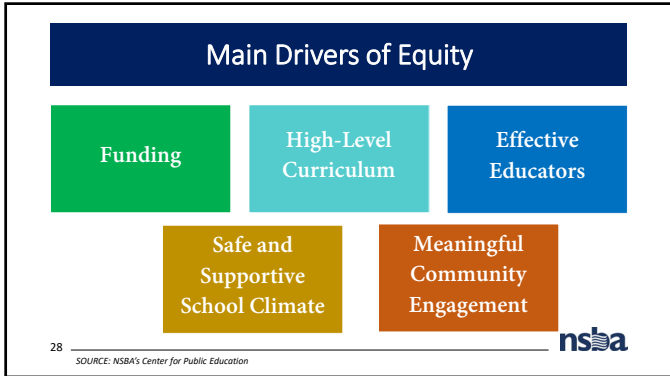
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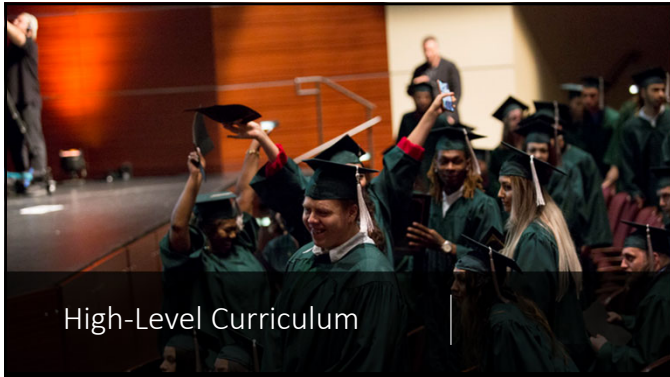
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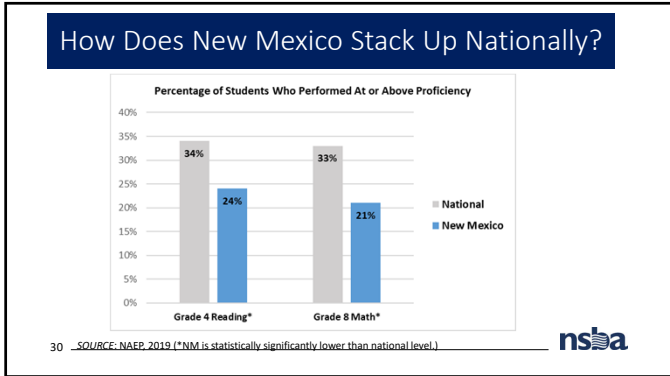
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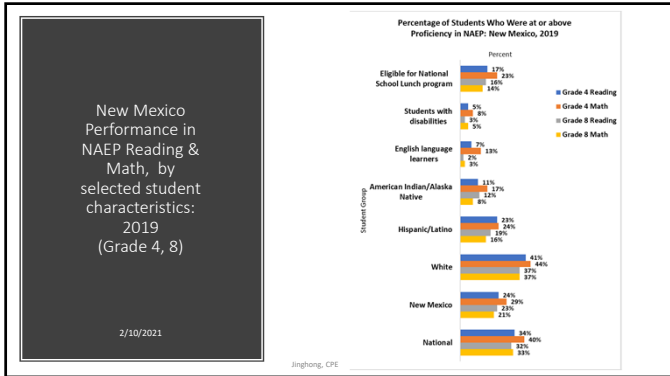
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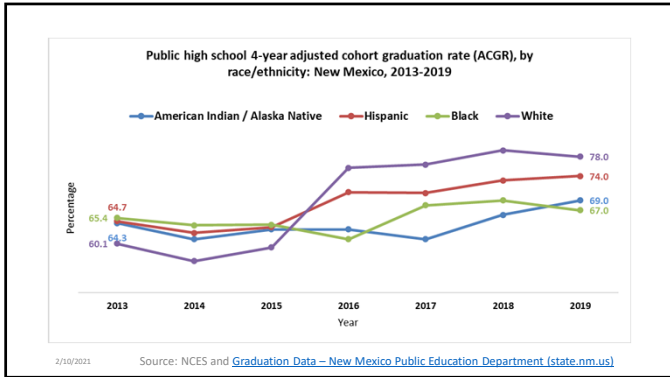
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**Access to Rigorous and Culturally-Sustaining Educational Opportunities**

- How can we guarantee high-quality curriculum in all schools?
- How can we offer AP/IB/Cambridge courses that are openly accessible to all?
- How can we provide extra support to students who need it?
- How can we ensure students have access to engaging work-based learning opportunities?

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### Effective Educators

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### Reflecting on Educator Effectiveness

- What supports are needed to ensure teacher effectiveness?
- What does teacher evaluations look like in your district?
- What policies or discussions need to happen to ensure positive outcomes for students?
- What are innovative strategies that the district can replicate?

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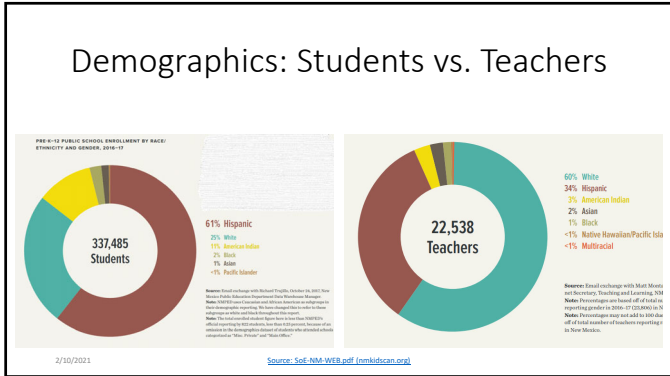
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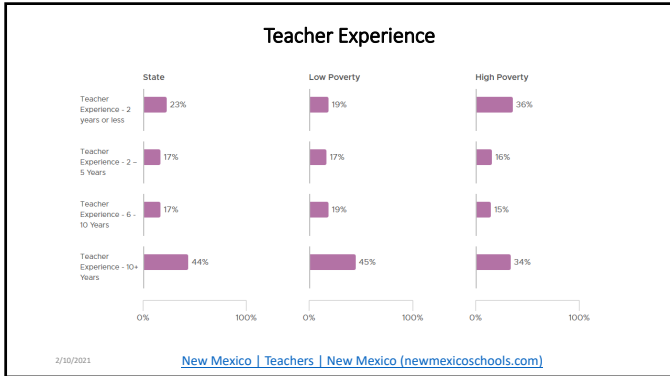
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Safe and Supportive School Climate

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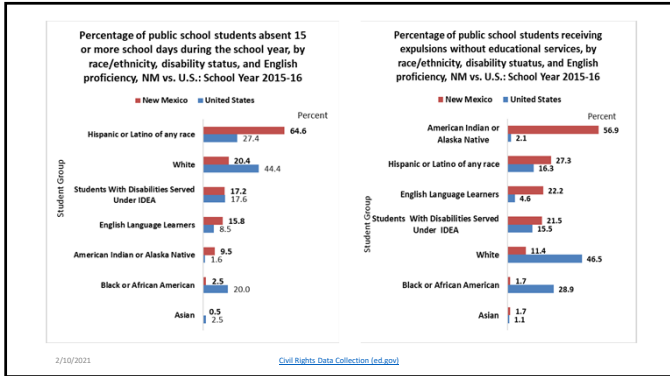
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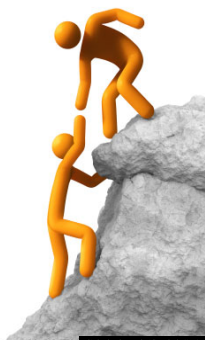
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### Safe and Supportive Schools

- **Infrastructure** – physical buildings and facilities, where students and school staff spend most days
- **Crisis and Emergency Management** - essential policies and procedures for the prevention and management of critical events and emergencies
- **Whole Child Health** – a child’s physical, mental, emotional, and overall wellbeing for success in academics, life and career; as well as community conditions that can affect areas such as nutrition, pollution and early-childhood education
- **Cyber Security** - factors which reside in a virtual realm to support the positive engagement of students, families and community in the cyber domain and counter dangerous activities such as bullying, sexting, trafficking and other predatory practices within the online community





Source: NSBA Center for Safe Schools, 2019 <https://www.nsbasafeschools.org/>

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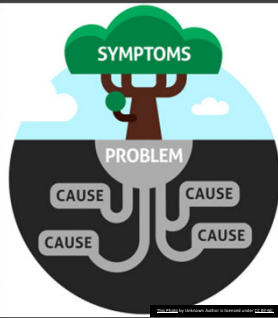
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### Understanding Student Behavior

Students are often affected by several difficult realities that they are not well equipped to handle.

Adults in school settings can help identify and address the root causes of disruptive and dangerous behavior.

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### Culturally Responsive Student Supports

- An understanding of race, ethnicity, and culture, including one’s own, is necessary to appreciate the diversity of human dynamics and to meet the needs of each student.
- Incorporating cultural competence into practices improves decision making and offers alternative ways to plan and respond.
- Advocating culturally responsive practices increases trust within the community.
- Achieving cultural competence requires the participation of racially and ethnically diverse groups and underserved populations in the process.
- Consideration of culture is important at all levels of tiered supports.

Source: SAHMSA: Improving Cultural Competence  
<https://store.sahmsa.gov/sites/default/files/07/priv/ima14-4849.pdf>



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**“INTENTIONAL” Resource Allocation Challenges**

- Where to put resources that bring the most value for student outcomes?
- What if that requires redistributing funds where most needed?
- How will the board know that this allocation will produce the desired impact?

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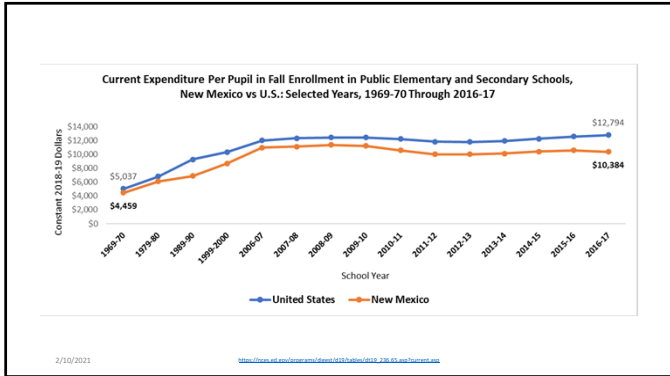
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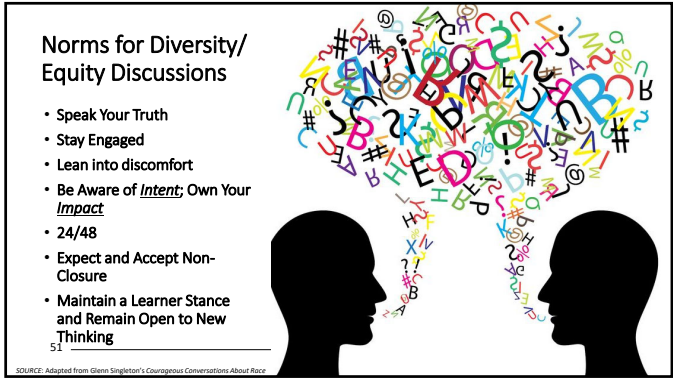
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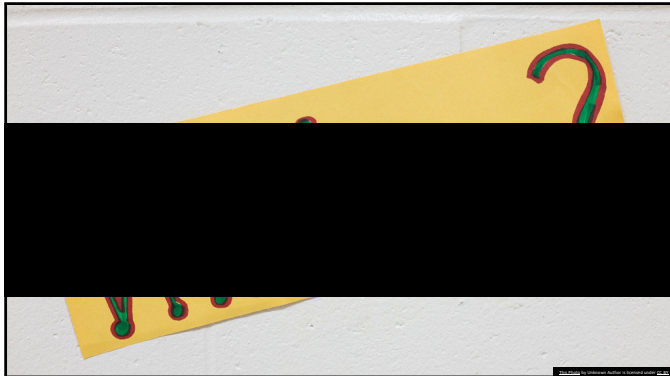
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The Board's Role in Implementation/Sustainability

- Serve as the leaders of public education in their communities and their states.
- Create conditions within their district that enable students to meet rigorous knowledge & performance standards.
- Improve student achievement
- Increase community engagement to support student achievement.



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Together

The Role of Government  
Teams in Implementing  
Supporting Equity Work

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