Audio Transcript

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00:00:13.200 --> 00:00:14.820
Arik Korman: Okay, can you all see the slide?

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Arik Korman: Excellent.

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Arik Korman: Hello I’m Arik Korman, Communications Director at League of Education Voters and the parent of a sixth grade son in the public school system, who needs special education services.

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Arik Korman: This webinar features closed captions. To access captioning just click on the closed caption button on the bottom of your screen.

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Arik Korman: Spanish interpretation is also available. To access this webinar in Spanish,
Arik Korman: in your webinar controls at the bottom of your screen click interpretation which is the icon that looks like a globe then click Spanish.

And if you want to hear only Spanish without the original English in the background, click mute original audio. Special thanks to Claudia A’Zar who is our interpreter. If you have any technical issues, feel free to use the chat function which I will monitor throughout the webinar.

In case you’re not familiar with us, League of Education Voters is a statewide nonprofit working with families, educators and leaders to build a brighter future for every Washington student.

Our website is educationvoters.org. We believe that education is a tool for justice, one of the systems that perpetrate racial injustice experienced by communities of color is our schools.

We believe every child deserves an excellent public education that provides an equal opportunity for success.
Arik Korman: In order to achieve this, we must pursue radical change in our school systems for equity, justice, and liberation.

Arik Korman: We must build schools and systems that honor the humanity in every student. Welcome to our free online webinar series lunchtime levinars.

Arik Korman: We started this series seven years ago to share information and build knowledge on important and timely issues. Today’s webinar is about advancing educator diversity in Washington state. Co-presented with the College Spark Foundation, their website is collegespark.org.

Arik Korman: There’s a significant disparity between the diversity of Washington students and educators.

Arik Korman: Black, Indigenous, and people of color (BIPOC) youth makeup nearly half of our student population while more than 90% of our teachers and education leaders are white.
Arik Korman: Studies show that BIPOC students who are exposed to teachers who reflect their race and ethnicity have higher graduation rates,

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Arik Korman: and when more of the adults in schools reflect the communities they serve,

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Arik Korman: deeper, more authentic school and community partnerships become well positioned to transform schools in ways that dismantle racism and benefit from the wisdom and vision of families.

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Arik Korman: In this moment of racial reckoning for our country, it is more important than ever to grow, sustain, and advance the priorities of BIPOC educators.

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Arik Korman: Our presenters today are student activist Charlie Fisher of the Washington State Legislative Youth Advisory Council, founder of Unite Ridgefield, and advocate for legislation to diversify school curriculum.

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Arik Korman: Alexandra Manuel, Executive Director of the Washington State Professional Education Standards Board. Dr. Mia Tuan, Dean of the University of Washington College of Education. Dr. Margarita Magana, Director of Outreach and Recruitment of the Heritage University Education Department.
Arik Korman: Dr. Goldy Brown III, Director of the Principals Certification Program at Whitworth University. And Dr. Gisela Ernst-Slavit, Professor of English Language Learners at Washington State

Arik Korman: Vancouver campus College of Education.

Arik Korman: They will discuss how educator and principal prep programs work to undo the injustices that have led to the current disparities between the diversity of students and educators, what more is needed,

Arik Korman: and how we can work together to support and sustain a diverse education workforce in Washington state. They will also answer your questions.

Arik Korman: A couple of housekeeping items before we begin. You'll notice a Q&A function at the bottom of your screen. This is a space for you to submit questions to us.
Arik Korman: As always, feel free to send any feedback about the webinar quality to us on the chat function or at info@educationvoters.org.

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Arik Korman: And speaking of the chat function, you're certainly welcome to use it to check in and comment on anything you hear. To kick things off, I'd like to welcome Dr. Warren Brown, Executive Director of the College Spark Foundation. Dr. Brown, the floor is yours.

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Warren Brown: We all know that this is not a new effort. Although not new, we all know that we must have this as a renewed effort.

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Warren Brown: Research shows that having racially diverse educators leads to better student outcomes, particularly in high poverty environments. This closes opportunity gaps.

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Warren Brown: All students benefit from being educated by teachers from a variety of races and ethnic groups and it's better for their preparation to then succeed in an increasingly diverse society.

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Warren Brown: And yet the importance of creating an inclusive empowering school culture for staff and for students with multicultural and anti-racist curriculum cannot be ignored.

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Warren Brown: Since 2004, College Spark reorganized as an educational improvement grant maker, and since then we've committed more than $70 million to college readiness and degree completion programs throughout Washington state.

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Warren Brown: In 2021, so just this year, College Spark has reimagined, rebalanced, and re-chartered our mission that now proclaims College Spark Washington supports the post-secondary dreams of students and their communities through grant making focused on dismantling racism in the education system.

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Warren Brown: Advancing educator diversity takes commitment. It takes change. It takes community. And it takes collaboration. We at College Spark desire to be partners in this
work and we thank you all for prioritizing this webinar in your busy schedule. Thank you.

Arik Korman: Great. Thank you, Dr Brown. And now here's a brief introduction of our panelists.

Arik Korman: Charlie Fisher is a junior at Ridgefield High School in Ridgefield, a small town in Southwest Washington.

Arik Korman: She's a member of the Washington State Legislative Youth Advisory Council, the official youth voice to the Washington State Legislature.

Arik Korman: And she engages in a number of community organizations with youth.

Arik Korman: Charlie's passion for increasing equity and inclusion in the classroom has led to her creating her own student organization, Unite Ridgefield, and advocating for legislation to diversify school curriculum.
Arik Korman: Alexandra “Alex” Manuel, serves as the executive director for the Professional Educator Standards Board (PESB). Prior to her role, she served as PESB’s Deputy Director, and previously the Director of Educator Pathways. Her experience as a strategic leader has focused on education policy that expanded access to educator preparation and advancing equity to support students. Success. Over the last several years, she has focused on addressing educator shortage and educator diversity in the workforce. Her experience includes resource development, government relations, community engagement, policy development, system change, capacity building, and immigrant integration. Alex is focused on providing greater access to the educator workforce by lifting up community assets, including language and culture.
Arik Korman: Dr. Mia Tuan is the Dean of the University of Washington College of Education. She has won numerous academic awards, including the 2012 Western Association of Graduate Schools and Education Testing Services Award for Excellence and Innovation for Diversifying Graduate Education in STEM disciplines.

Arik Korman: Dr. Tuan's research focuses on racial and ethnic identity development, Asian transracial adoption, and majority minority relations.

Arik Korman: She's the author of numerous scholarly articles and three books, Choosing Ethnicity, Negotiating Race: Korean Adoptees in America; Prejudice in Politics: Group Position, Public Opinion and the Wisconsin Treaty Rights Dispute; and Forever Foreigners or Honorary Whites? The Contemporary Asian Ethnic Experience.
Arik Korman: Dr. Margarita Magana is an Assistant Professor of STEM Education at Heritage University in Pasco, Washington, where she also holds the title of Director of Undergraduate Recruitment and Retention, and Tri-Cities Lead Faculty for the Teacher Preparation Program. Margarita is of Mexican descent, was a first generation college student, and a TriOs Program Alumni. She was a high school math teacher for five years and has mentored pre-service teachers as a STEM enrichment workshop leader through the Science Teacher and Researcher (star) program for four years. Her research interests include mathematical self-efficacy, teacher caring, and the intersection between pre-service STEM research experiences and classroom implementation of the Next Generation Science Standards' Science and Engineering Practices.
Arik Korman: Dr. Goldy Brown III is the Director of Whitworth University's Education Administration Program.

Arik Korman: He has served as a former professor and routine guest speaker in college courses, where he has gained valuable experience leading college level discussions on educational foundations and leadership.

Arik Korman: In addition, he has conducted seminars on “what principals look for when hiring a teacher.”

Arik Korman: He also has seven years of experience as a K-12 leader, serving as a principal. Schools that he has led received four state recognition awards for closing the achievement gap between low income and affluent students. Dr. Brown has also published five articles on school leadership.

Arik Korman: Dr. Gisela Ernst-Slavit, is Professor of Education and English Language Learners at the Washington State University Vancouver campus.

Arik Korman: She teaches courses and socio-linguistics, literacy and biliteracy, research on second language teaching and learning,
Arik Korman: and critical issues in the education of Latinx students. She is the author/co-author of 12 books and past President of Washington State English to Speakers of Other Languages. Welcome Charlie, Alex,

Arik Korman: Dr. Tuan, Dr. Magana, Dr. Brown and Dr. Ernst-Slavit. Thank you so much for joining us, I really appreciate it. Let's start with the first question because we have several. And it's going to go to Charlie. Based on your experience as a student, why is it important to advance educator diversity?

Charlie Fisher (she/her): Let me just say that it is so important to advance educator diversity. and just a small personal story. my freshman year of high school... it was the first month

Charlie Fisher (she/her): of school. I had an issue in the classroom where a couple kids were calling me the N word repeatedly. And my teacher is not in the classroom that day. It was actually a substitute.

Charlie Fisher (she/her): And at the time I didn't know like what to do in that situation. I've gone to a small school my entire life. I've never been in this kind of a scenario, even as a freshman in high school.
Charlie Fisher (she/her): When I went to the higher administration at my school, specifically my principal and our vice principal, they said to me, in these exact words...

"Charlie, what do you want us to do about it?" And at the time I'm like crying, I don't I- I literally was clueless I was a clueless freshman and I was just like...

"I don't I really don't feel that I should be answering that question for you." And so that experience really opened my eyes to cultural competency training.

And our district has done some cultural competency training, but only for those in higher administration roles.

And not other staff members and teachers. And so I'm a huge advocate for that because I believe all teachers and all staff members... lunch paras.
Charlie Fisher (she/her): Everyone should receive proper training and know what to do in that situation because I don't think a young person should be asked “what do you want us to do about this, how do you want us to discipline the student?” So I find educator diversity very important and just learning those teaching strategies around teaching diversity will help promote inclusion and diversity in the classroom. So you know exposing youth to diverse curriculum and just different perspectives, different cultural perspectives, I think.

Arik Korman: Great. Yeah. Charlie, thank you so much for grounding us. I really appreciate that.

Arik Korman: The next question is going to go to either Dr. Tuan and/or Dr. Magana.

Arik Korman: How is higher education working to recruit and develop more BIPOC educators? Beyond these efforts, what more is needed to address the injustices that have resulted in a largely white educator population in Washington state?

Mia Tuan: Margarita, do you want to go first?
Margarita Magana: Sure, so I can just talk from my experience at Heritage University where we really focus on connection and relationship building and being able to relate to the students we recruit.

Margarita Magana: On a cultural basis, just on understanding what their backgrounds could be like and what they have to deal with and the decisions they’re making for them and their families.

Margarita Magana: is huge component in how we recruit our students. making sure that our program fits what they need. We design our program so that way students can work during the workday and then they come to our classes in the evenings. And we try to refrain from scheduling courses on Fridays, and the weekends, because that's the time they get to spend with their families.

Margarita Magana: Or they get to recoup some of the missing work time if they work in like retail or customer service.
Margarita Magana: So we really try to keep our student’s backgrounds in mind, so when we're recruiting them and designing our courses and our sequence of expected experiences in the field. So those are some things that we're doing at a heritage that really support the students that we're recruiting for our programs.

Arik Korman: Great. Thank you. Dr. Tuan.

Mia Tuan: So I mean I can't speak for all of Higher Ed, but certainly I can speak from for my college and the networks that that we are in partnership with.

Mia Tuan: One in particular called edge. It's the Education Deans for Justice and Education. So I'm an “edgy”, but for those for those of us like my college and EDJE, it’s a soul commitment right that what we have to do is change everything about...about how we think about our colleges and schools and
Mia Tuan: culture, practices, policies, curriculum, how we recruit, how we retain, how we fund... I mean it is a comprehensive 360 degree

Mia Tuan: self-reflection. And then being honest about the ways in which our practices do or do not disrupt the status quo and then making the hard decisions to shift and change.

Mia Tuan: It is not easy, it’s not pretty. We have not figured this out at all. But I can say with great confidence that our teacher education programs...

Mia Tuan: Where we've gone down the rabbit hole, we're not going back and we're doing the changes that that are needed in order to be the kind of place where BIPOC teachers can thrive, want to come, and do well.

Arik Korman: Great. Thank you very much, Dr. Tuan. And I want to open up the second part of that question to the entire panel just because it's a meaty one.
Arik Korman: And again, that that second part of the question was beyond the efforts that have just been described by Dr. Magana and Dr. Tuan.

Arik Korman: What more is needed to address the injustices that have resulted in a largely white educator population in Washington state? I'd love to hear the broader panels perspective on that.

Alexandra Manuel: What I can add to that is that I think,

Alexandra Manuel: You know, there is a role for all different partners and stakeholders that you're hearing from in that work. I think part of it is centering

Alexandra Manuel: you know and really reflecting on how do we get to create spaces and schools that feel reflect what we want to see so that we're prioritizing anti-racism, we're prioritizing racial literacy, or prioritizing community cultural wealth and that we are both
Alexandra Manuel: you know, developing our educators, to have those skills through preparation, but also through their professional learning.

Alexandra Manuel: and we are really continuing to think about how do we center the students experience, who we serve.

Arik Korman: Yeah. Thank you, Alex. Dr. Brown did you want to add something?

Goldy Brown: Yeah I am... you know, one of the things having been in Washington six months, but I've worked in schools in California, Alabama, Illinois, and Wisconsin.

Goldy Brown: Nobody has it all figured out because it's still a local process. Schools are still local and they are going to resemble the beliefs of values at a local community.

Goldy Brown: I've worked in schools that I was that I lead schools that were predominantly students of color and I was the first African American principal in Machesney Park, Illinois.
Goldy Brown: My staff was white, teachers were white, we had very few... we had maybe 10 students of color in the whole school, but who still needed services. But how you approach it is totally different. One, I think...

Goldy Brown: education is political. It's a political process and just relying on the you know the kindness of people is tough.

Goldy Brown: And not saying that people are necessarily bad, but they have other things on their plate. And administrators set the tone for schools.

Goldy Brown: And if administrators are setting the tone for schools, administrators have to keep their jobs.

Goldy Brown: And administrators are accountable to if you’re a principal, to superintendents, who are accountable to the board, and the board represents the beliefs at a local community.
Goldy Brown: And if it's not in a principal’s evaluation or superintendents' evaluation to make this an issue, then it's just lip service. Even if they are well intentioned.

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Goldy Brown: Because the reality is, at the end of the day, we're all trying to keep our jobs, so if it has to be part of the

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Goldy Brown: legal and the evaluation processes of teachers, principals, and also superintendents from school boards and from the state school level policymakers

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Goldy Brown: if there's going to be real change. Because the day to day grind alone, and I'm African Americans... I was an African American principal

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Goldy Brown: and you forget about that. During the day I mean you just do because it's just, there's so many other things coming at you and you're so busy with so many other things that

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Goldy Brown: If you're not going to make it a priority from the evaluation process and holding people accountable to this as part of your job to do this, then I think it's going to be you know, we're just gonna keep having this conversation with very little type of results.
Arik Korman: Yeah that makes perfect sense.

Arik Korman: All right, my next question is to either

Arik Korman: Dr. Ernst-Slavit or Dr. Magana. By 2025, 25% of students are projected to be English language learners and a large share of Washington's families speak a language other than English at home.

Arik Korman: How are colleges of education working to recruit, develop, and support teachers who reflect the linguistic diversity of school communities and why is this important?

Arik Korman: Yeah Dr. Ernst-Slavit go for it.

Gisela Ernst-Slavit: All right, thank you.
Gisela Ernst-Slavit: So.

Gisela Ernst-Slavit: The work is is that the work that we have ahead is huge correct?

Gisela Ernst-Slavit: College of education is still using traditional admission processes. Looking at GPA's, looking at you know transcripts, and measuring candidates based on traditional patterns. And we forget in the process to focus on the strength that diverse communities have.

Gisela Ernst-Slavit: So part of the effort that WSU Vancouver, for example, has been to think outside the box.

Gisela Ernst-Slavit: And the admission process doesn't start the moment that the student has all the papers,
Gisela Ernst-Slavit: it has to start way before. Research suggests we have to work in partnership with middle school, not only high school, in recruiting future teachers of color.

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Gisela Ernst-Slavit: One other thing that, for example, at WSU Vancouver what we have been able to do thanks to federal funding is to have alternative route teacher education programs.

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Gisela Ernst-Slavit: What that allows us to do is to give credit to the valuable experiences that many of our candidates already bring. So for example, our program is about growing paraprofessionals in partnering school districts throughout the state. We work with eight partners.

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Gisela Ernst-Slavit: Some on the this side on the West side and some in Central Washington.

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Gisela Ernst-Slavit: What we have learned is that many of these paraprofessionals have so much experience and knowledge of the community and the students they serve in.

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Gisela Ernst-Slavit: So that is a population we need to really tap because one, they have been doing the lion's share of educating English language learners
Gisela Ernst-Slavit: And two, they have the experience. And many of them the qualifications, they just don't have the transfers from their countries. They just don't have the typical requirements that we ask in colleges of education. Now, I just want to also... 

Gisela Ernst-Slavit: mention one aspect is... 

Gisela Ernst-Slavit: Why are, why do we need to increase the number of teachers of colors or BIPOC teachers? It's because they have an understanding of the trials and tribulations of the challenges of the students they serve. 

Gisela Ernst-Slavit: They have been through that path. They have experienced marginalization. Many of them had been... 

Gisela Ernst-Slavit: second, third, fourth language learners. And one important piece of information and this comes from research on para-educators...
Gisela Ernst-Slavit: Most para-educators live in the neighborhoods where they teach which is not the case for most teachers.

Gisela Ernst-Slavit: And so they have an understanding of the communities in which they teach. And I'll stop there, thank you.

Arik Korman: Great. Thank you, Dr. Ernst-Slavit. Dr. Magana, do you have anything you want to add?

Margarita Magana: Yeah, um, in addition to what you were mentioning, it's also important to make sure that our faculty at the College of Education level also reflect the students that we're also recruiting so that they have also experienced injustices and been marginalized in the community.
Margarita Magana: It might not necessarily be within that specific community. It's even better if they are. One of the reasons why I went to Heritage is because it would be a local university, where I would be able to work with local students.

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Margarita Magana: And so, just to add on, is just having faculty that know that struggle... that know what it is to be an ELL student in a classroom, that may or may not be providing the adequate services that they need.

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Margarita Magana: So that's, we feel like it's very important to make sure that our faculty represent or look like or have experienced similar situations as our students.

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Margarita Magana: And so, other other ways that have also helped our students is programs such as the Martinez Fellowship Program

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Margarita Magana: which is a statewide initiative, where we are able to support our students statewide and they are able to work, work with the same students to connect and create a network and a space, just like Alex was

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Margarita Magana: mentioning where they can actually share similar experiences, or how to troubleshoot situations because oftentimes they might be the only educator of color.
Margarita Magana: And they just need someone to talk to be able to troubleshoot what's going on.

Margarita Magana: And so that's just the other thing I wanted to add to that. Just being able to support our students as they come in, as they're in our program, and as they're going out so that way they continue to feel like they're connected to some larger group of support.

Arik Korman: Great. Thank you, Dr. Magana. The next question goes to Alex Manuel.

Arik Korman: What are some of the state level policy issues and opportunities at play here and how can we collaborate to address and leverage these at a policy level? What's hindering a more diverse education workforce in Washington and what are some near term opportunities to make meaningful progress?

Alexandra Manuel: Yeah, this is a really good question and something that I think about all the time daily but was really well articulated so I appreciate that.
Alexandra Manuel: I think you know part of this is that there... we have to look at our own history and the history of the education profession.

It's not an accident of you know that we have a pretty homogenous profession of and how did we come to have a predominantly white female profession and also, as we think about how we want to prepare and develop and support educators into the future, what are the things that are important that we prioritize and you heard, I think, from some really phenomenal educators and educators of educators here at about what that can and should look like. I think from the policy level; I think that it's allowing for flexibility in the preparation of educators.

To make sure that we are both reducing barriers to certification, but we are supporting a streamlined and understood pathways into becoming educators and into the profession.
Alexandra Manuel: That includes looking at our educator assessment system, that includes looking at on and off ramps into the educator profession and making those accessible to

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Alexandra Manuel: you know, students, that come right out of high school whether that's through

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Alexandra Manuel: you know, high school teacher academy models or through alternative routes or through the process of our parent educators choosing to go on and become teachers.

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Alexandra Manuel: There's a lot that we can do to help. Really I think continue to amplify job embedded learning, where we know both in our state and nationally.

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Alexandra Manuel: Being able to learn how to teach while teaching and also be able to learn, within the context of your local community, we see that there's a larger diversity of

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Alexandra Manuel: future educators in those roles. I think we also continue to need to think about how we invest in strategies to diversify the educator workforce and address shortage.
Alexandra Manuel: That includes things like scaling grow your own programs, such as recruiting Washington teachers at the high school level, getting students excited, pumped up.

Alexandra Manuel: Charlie is I when I hear you talk I’m like that is the kind of educator you want to see in the in the classroom and so so glad to see that energy and passion.

Alexandra Manuel: Same thing with our alternative route programs, and many of our different creative design programs to really address the educator workforce and the needs of the local community.

Alexandra Manuel: We also you know in part of doing that is supporting students of color and and our BIPOC students at to be able to navigate the process to become an educator and

Alexandra Manuel: That can be through a variety of different means. We do have a website called TeachWA That is something that can help with that, but our programs and our district partners are so critical in that.
Alexandra Manuel: And then we also, I think, have an opportunity to really center that when we have great educators in the field, we need to help really work to cultivate and keep them in the profession and help to build community around

Alexandra Manuel: The kinds of things that we've talked about that really center racial justice, that center you know the ideas of community cultural wealth, you know really thinking about that as something that will support all of our students into the future.

Arik Korman: Great. Thank you, Alex. Yeah, those are great pathways and I'll add a link to the TeachWA website in the follow up email. That's a great resource and I appreciate you mentioning that.

Arik Korman: The next question goes to Dr. Brown. Principals plays such a key role in setting the tone for school culture and building effective Community partnership,

Arik Korman: and study after study indicates that they're one of the very top reasons teachers stay or leave. How is Higher Ed working to recruit and develop more principals of color and what can be done to better position all principals to support a stable diverse education workforce?
Goldy Brown: Oh, I think, higher ed's main way of recruiting principals of the color is working with school districts who want principals of color. Education is such a local...

Egypt Brown: Even though you know we have national things going on, it still comes down to local people. principal programs, people attend principal programs from the local area.

Goldy Brown: So I don't get students from New York or Chicago coming to Whitworth. I get people from Eastern Washington that are coming here.

Goldy Brown: So I think it's similar to what was stated by Alexandra, you have to grow your own so you got people of color who are teachers in your district.

Goldy Brown: Encouraging them, giving them economic incentives. We try to give economic incentives to people to come get their principal certification or Masters in Education Administration while they're teaching.
Goldy Brown: It is you know economically feasible for them to do so and it's also you know puts them in a place to be

Goldy Brown: a principal you know, a person of color who can go into educational leadership is set that culture that is necessary to discuss in regards to diversity issues.

Goldy Brown: And also recruiting more people of color into the field. But I want to, I want to add something which I think is important because this is like was said it is done, it is dominated by white people who are in educating our students. I think it's critical that they have a heart for this as well because in the local communities, like I said,

Goldy Brown: being able to articulate a vision for your school, our culture of for your school that is going to be inclusive.
Goldy Brown: You have to talk to people who may not be on board with that all the time and understand the politics of the local community to get that across.

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Goldy Brown: So just to give you an example, when I was a principal of a school that was the majority of students were students of color I approached it one way, obviously. I was a principal of a predominantly white school and very conservative area and I approached it from an economic standpoint.

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Goldy Brown: You know in regards to low income, I would use phrases like low income low income low income students, even though I’m looking at students of color and I know some people may say that's kind of

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Goldy Brown: selling out a little bit, but at the same time, the reality is,

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Goldy Brown: in order to get programs, we need to train principals, white and principals of color to be politically savvy to the local communities that they are serving in order to advocate for

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Goldy Brown: their students and those students that have been traditionally underserved and that's even including the ability to get students of color, teachers of color into your building.
Arik Korman: Great. Thank you, Dr. Brown. Yeah that's a great great insight there. I’d like to open up the next question to everyone on the panel.

Arik Korman: Sustaining a diverse education workforce requires more than increasing the number of BIPOC educators and principals that enter the field:

Arik Korman: District and community support are essential to sustaining BIPOC educators. Unfortunately, we don’t have a district voice on this panel today,

Arik Korman: but a lot of you work very closely with school districts. What are some of the promising strategies you’re seeing districts implement to better support teachers and education leaders of color, and what additional changes are needed here?

Alexandra Manuel: I’m happy to start.
Alexandra Manuel: I think one of the things that I’m excited about is that I see districts getting involved both with collaborative recruitment and selection of candidates. Like this these are great future educators, how can we connect them with our preparation programs and really deepening those partnerships.

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Alexandra Manuel: I think with that as well; I think districts are thinking about how do we engage with programs that have flexible designed to meet

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Alexandra Manuel: our you know our future educators needs. A couple years ago we really didn't see the number of para-educators that were going on to become teachers.

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Alexandra Manuel: And largely that wasn't because I don't think there was interest, but more so that the program design there was more work to be done there.

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Alexandra Manuel: Our programs have really stepped up in terms of engaging and thinking about how are we creating routes for para-educators to become teachers

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Alexandra Manuel: or those that are on different kinds of emergency certificates. And I think part of that looks at you know how do you provide support services to candidates also
Alexandra Manuel: as districts to ensure that you know whether you want your you’re looking to start a dual language program and you’re thinking I know I’m going to need to have you know a bilingual,

Alexandra Manuel: and you know, in many cases bi-cultural educator workforce. How will I cultivate that over time and what will that look like? And so I think those commitments to engage with programs and think about job embedded program design is really critical.

Arik Korman: Great. Thank you, Alex. And Charlie I know you've done some work with your local district in Ridgefield look like you were about to say something.

Charlie Fisher (she/her): Yeah, so the same year everything went down, that spring semester of my freshman year...

Charlie Fisher (she/her): Our original school district started an equity and engagement committee and they asked a few students in the school to come work with the district, other community members, law enforcement,
Charlie Fisher (she/her): that kind of a thing. And so I think even having a conversation like this one today and just being aware and opening our eyes a little bit will definitely help. And in terms of district strategies, I think that you know implementing these you know different committees and groups and also youth engagement between adults and youth. Youth voice don't get me wrong so important and I am a huge fighter for that. But if we really want to see change, then we really got to have the adults and the youth on the same playing field.

And another thing I think that would need to kind of be fixed a little bit is just working on consistency.

And I got to serve on that youth or the equity and engagement committee for a year and then we were going to start it up and then you know 2020 happened.
Charlie Fisher (she/her): However, after 2020 and everyone kind of starting to be a little more aware after Black Lives Matter movement, everything that kind of went down in May, June I was expecting

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Charlie Fisher (she/her): the committee to kind of start up again but I haven't seen anything. So I feel that keeping these conversations consistent, so that we can work towards something positive in our communities and in our districts is key.

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Arik Korman: Thank you, Charlie.

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Arik Korman: Dr. Tuan.

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Mia Tuan: So my college has partnerships with districts throughout the region and the state but two that I think particularly come to mind with regards to our conversation today are actually with Seattle Public Schools. One is Seattle Teacher Residency.

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00:38:28.260 --> 00:38:35.160
Mia Tuan: And then the other is one that we're just kind of very early stages, but but kind of writing the MOU for as we speak, and that's the with
Mia Tuan: Seattle Public Schools Academy of Rising Educators. And so, so the teacher residency is it's a residency model and it's a partnership between the district, the College of Education and then funders the Alliance for Education and

Mia Tuan: it's in its eighth or ninth year. I think we've had eight cohorts. and it is we have

Mia Tuan: it's an expensive model, it's a high touch model, but it's a model that definitely works in terms of the kinds of supports,

Mia Tuan: The kinds of candidates that we've been able to draw, their persistence in the field five years after compared to some of our students in other programs and so

Mia Tuan: you know we're trying to kind of pick up the best practices that that we've learned from that.
Mia Tuan: The Academy of Rising Educators think the idea there is to create a pipeline or we pick a different word a pathway that starts in K through 12, and that is articulated and clear and has funding built into it so that we can really start to recruit particularly Black, Brown, and Indigenous educators of color. So those are two partnerships.

Arik Korman: Great. Thank you, Dr. Tuan.

Gisela Ernst-Slavit: So I want to mention quickly a couple of items of progress that I’ve seen in some partnering districts. And one of them is of course, starting with an equity survey where they identify the issues that they need to work on and that’s the language thought that folks on the board and administrators understand better.
Gisela Ernst-Slavit: Appointing positions of directors and of equity and inclusion, that's another step. But I want to comment on a very important initiative in one school district that I looked into and its nurturing parent leadership organizations or creating parents as leaders where parents are invited.

Particularly parents of English language learners are invited to learn about the school, the district. They are also not only they are the only learners but the district starts learning about their traditions, their families, their needs, their expectations. And so that kind of leadership programs for parents in this particular district has grown into a pipeline where many of those parents become familiar with the district, participate actively as parents, and then
Gisela Ernst-Slavit: find that they are interested in a career in education. And so then the district has been grooming some of this parents and now those parents

Gisela Ernst-Slavit: become paraprofessionals. Some of them then become teachers. And by that they have created a little pipeline,

Gisela Ernst-Slavit: and at the same time a system of support because by the time those parents get into the school as teachers, they have already had all these connections with administrators, with a community, understanding the situation that Charlie went through and so it is, it is a very

Gisela Ernst-Slavit: I think an effective

Gisela Ernst-Slavit: model that we should be looking into.
Arik Korman: Great. Thank you very much. Point well taken about pipeline. That's huge. I'm going to combine our last two questions for the panel, just so we have a little bit of time at the end for Q&A, so this question is for everyone. Dismantling racism requires everyone's attention and effort,

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Arik Korman: and if we're going to transform education systems to become more equitable and anti-racist,

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Arik Korman: it's a goal that we all share individually. But what are some of the most tangible ways that each of you and your organizations are working to advance equity and become anti-racist organizations? Are there any calls to action that we can give audience members to take away with them?

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Charlie Fisher (she/her): I have a call to action. This is mainly for young people and especially young POC people who feel that they don't have a voice in their district. Also, I don't know if I'm glitchy I kind of look glitchy on my screen. But

00:43:09.990 --> 00:43:24.030
Charlie Fisher (she/her): just don't be afraid to put yourself out there, seriously. My school, predominantly white, I'm one of the only POC kids. One of the only Black people there.

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Charlie Fisher (she/her): Don't be afraid to put yourself out there and go get them. I started Unite Ridgefield with my friend sophomore year. We talked about it for several years and as long as you have an advisor or a teacher to support you in this, you got this. Seriously, just do it. It will pay off in the end and it will feel so rewarding that you're helping other students in your community and you're serving as a voice for those who are voiceless. So just honestly if there is not if there has not been a conversation about equity and inclusion in your community, start one. That's my biggest piece of advice.

Arik Korman: Amen. That's all I can say.

Mia Tuan: The importance and the power of being in partnership networks right, because you don't have to do this alone. It makes no sense to do it alone. It's too lonely. It's too overwhelming.
Mia Tuan: But to be in various networks where you can share best practices, where you can mobilize when you need to strategically to get things done... I mean I’m thinking about a conversation that I was recently in with

Mia Tuan: a national group of education dean’s right and pushing back on the GRE and the fact that the way that the

Mia Tuan: first trying to get rid of the GRE’s but even the ways that they that they calculate scores are so problematic right. And you can have one school or college push, but if you have 30 or 40,

Mia Tuan: they pay attention differently right. And so the power of numbers and being with others who are trying to pursue justice I think it is a way to go an important way to go.

Arik Korman: Great. Thank you, Dr. Tuan. Now Dr. Brown.
Goldy Brown: Yeah, just real quick. Just it's very important to understand the political process if you're going to affect change in your local school district.

Goldy Brown: That's understanding how the board operates... understanding and all and all this stuff is public. It's right there. You can go to websites, you can get all the information... board policies.

Goldy Brown: What is the superintendent's evaluation? And that's where I would start if you're really committed to diversity and equity. And there's nothing in the superintendent's evaluation

Goldy Brown: That says that they have to deliver on it then it's probably not going to get done. And not even to the fault of their own is that they are going to try to meet the objectives in their contract.

Goldy Brown: So you know I encourage those people who are passionate to really understand that process, get into what the board policies are, get into what the accountability measures for the administration and local district is great.

Arik Korman: Great. Thank you, Dr. Brown. I'll go with Alex and then Dr. Magana. Alex go ahead.
Alexandra Manuel: I think what has been said is right on. I think for me at state level I’m just reminded that we all are in relationship and that network piece is so critical.

Alexandra Manuel: And there’s also like tremendous role for advocacy and vision like what Charlie was talking about.

Alexandra Manuel: You know let’s get it started, what could that look like? And I think as we as we talk and learn together that shared learning but also accountability for what do we want to have happen.

Alexandra Manuel: When I think about levers for change of course in our agency, we’re also focus on policy and incentives. But all of those things have to work together to both sort of change our mindsets, our social response... but also in terms of the rules and resources available to make this happen.

Arik Korman: Great, thank you. And finally, Dr. Magana.
Margarita Magana: Yes, I was just gonna piggyback on the networking idea. So for us, the induction program that we’ve incorporated into our sequence of before, during, and after support has really helped support our students as they graduate and we help them develop those networks.

If there’s induction programs at the school district level that are already in place to also incorporate a space like we were talking about to import to have a strategic educators of colors be able to talk. And be able to just connect and know that they’re not the only ones within the school district dealing with the same issue or whatever the issues might be. And so just putting that out there is something that is a call to actions and think about how we can incorporate those spaces into the platform we already provide such and such as induction programs.
Arik Korman: Yeah, that is great. Yeah. Thank you so much, Charlie, Dr. Tuan, Alex, Dr. Magana, Dr. Brown, and Dr. Ernst-Slavit.

Arik Korman: We’ll have a few minutes for questions. And for you who are listening, please type your questions in the Q&A function at the bottom of your screen. No question is too basic. And before we open it up, I’d like to introduce College Sparks’

Arik Korman: Senior Program Officer,

VITAC Production: Heather Gingerich.

Arik Korman: And Heather it's all yours.

Arik Korman: Oh you’re on mute, by the way.

Heather Gingerich: Always somebody always got to do that, right?
Heather Gingerich: Yep that's today.

Heather Gingerich: Yeah, I just wanted to call out a few themes of what I heard here today that were really exciting.

Heather Gingerich: I think one of the things that really struck me by what folks are talking about is how K-12 and a Higher Ed are really part of the same ecosystem so

Heather Gingerich: you know the same barriers that students are encountering in K-12 are the same ones that are happening at the higher level.

Heather Gingerich: Education being political... I noticed some of the chat talking about what happens when your school board doesn't reflect your community. Goldy talking about solutions being political and those that power of accountability, you know somebody mentioned how we didn't get here by accident.
Heather Gingerich: And that work here is collective. I heard a lot of people talking about relationships. Mia you called this work soul work.

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Heather Gingerich: I think that that came through with a lot of things folks said around recruitment and what happened with Charlie at your school.

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Heather Gingerich: The power of para-educators and the relationships they bring and how we can really support them in becoming teachers.

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Heather Gingerich: And centering around racial justice and centering around cultural community wealth. And then finally I think just wanted to call out

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Heather Gingerich: what I heard around people talking about the power of networks and there being a role for everyone. This being really hard work that shouldn't be done done alone.

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Heather Gingerich: Goldy mentioned the role of a principal in really calling out trying to bring people on board, who aren't there yet.
Heather Gingerich: But I think that certainly a role that we all need to play, especially as somebody mentioned other committees that were formed.

Heather Gingerich: This summer around the movement for racial justice that have maybe lost traction lost their way now and how can we help energize those. So those are some of the themes I heard from everybody. Thank you all for participating and with that we can open it up to questions.

Arik Korman: Great. Yeah, we have time for a few questions here. And the first one is about focusing specifically on African American male educators.

Arik Korman: While more diversity within the teaching ranks is critical, it is extremely important to place a key focus on the recruitment and retaining of African American male teachers in front of the classrooms and in leadership roles.

Arik Korman: How do we address increasing those ranks so that they can play an important role and impacting a segment of the student population that is often underperforming as well as being underserved?
Mia Tuan: I can speak about some of the work that we're trying to do at U dub. So I mentioned earlier, the Academy of Rising Educators... and we are being very explicit in that partnership to name Black and Indigenous educators of color and so

Mia Tuan: the college's role in addition to trying to make sure that we're doing our inner work to regarding having an environment that's that that that candidates will thrive in, it's also on the fundraising side.

Mia Tuan: And so you know, we recently got a great multimillion-dollar gift to help us diversify the educated workforce. And we've decided that in the first few years, the funding will go specifically for Black and Indigenous educators.

Mia Tuan: So we are we've also hired recruitment specialists and the idea is to is to be targeting and working with all partners so that we can increase the numbers.

Goldy Brown: Yeah that demographic is always going to be small for a number of reasons in education. One, because so many people of color
Goldy Brown: fall into low income categories. So when people go to college, they want to get out of their low income status. And teaching is not the quickest way to do that with the pay I’m just being honest.

Goldy Brown: However, I’ve worked with a number of schools, particularly charter schools that target African American males. Valiant Cross Academy is a school in Montgomery Alabama that I work with Fred and Anthony Brocken establishing. It’s right across the street from Martin Luther King's church.

Goldy Brown: Chicago Prep Academy in Chicago is a charter school system when Arnie Duncan was the superintendent there.

Goldy Brown: 100% African American males are going to college from those schools started by African American
Goldy Brown: educators and male educators and the school is for African American males. It is a demographic that is extremely underserved.

So my suggestion is get creative, even if you got one or two in a building that is predominantly white I mean there's it does make a difference don't get me wrong.

But at the same time, I think it's going to be the challenge is still going to be there. I think African American males need to see positive African American males

you know in the community doing things. So I recommend, in addition to trying to recruit,

having mentor programs which work out really well with African American males and a community, medical doctors, professors,
Goldy Brown: whoever's doing... pastors, whoever's doing some positive in a community that looks like them.

Goldy Brown: get them you know into your schools and mentoring those young men. Also if you can afford it, one of the biggest things I remember growing up...

Goldy Brown: I grew up in the Midwest predominately white community, but we did have a lot of African American I had a lot of African American male role models, was trips to the south.

Goldy Brown: HBCU trips, going to a historically black college and university. Even though I attended all predominantly white institutions, it is extremely motivational to go on a campus to see everybody Black.

Goldy Brown: College students, professors, college presidents, all those type of things. It's the motivational piece that is needed in that demographic to get them to
Goldy Brown: want to do a positive thing. So everybody in the community who is the African American male who was doing some positive, get them into your school one way or another if you can.

Arik Korman: Great. Thank you so much, Dr. Brown. The last question I have is about funding -- how we can get funding for diversifying the educator workforce and how to get business leaders involved.

Arik Korman: In your opinion, how can we get business leaders engaged in helping identify and recruit BIPOC candidates who would be great teachers and where can we find funds to diversify our candidate pool for educators of color?

Goldy Brown: If I’m talking too much, tell me to shut up.

Arik Korman: Oh, no.

Goldy Brown: I love this I love this question, though, because
Goldy Brown: even when I say in some of the questions about how the political savvy, I mean the bottom line, school districts are local.

And schools are really intended to create an educated group of students who are going to contribute to the local economy.

And every local community is better when there's a larger middle class. When the middle classes is larger, doesn't matter if they’re Black, White, or whatever.

When a middle class is larger, everybody does better.

So you approach it from that standpoint and what I try to train principals at doing is when you're talking to people outside education, you have to, you have to talk their language.

Even politicians, even board members so if I got a predominantly white school board who is very conservative, I always talk to economics of
Goldy Brown: the value of everybody being educated in your community to start their economic value, okay.

Goldy Brown: And so, when you're talking to those teachers, you know those people in the business community, speak to it from their standpoint.

Goldy Brown: They want a workforce that is going to grow their business and make their businesses better.

Goldy Brown: And if we are going to do that, then you need a diverse workforce that represents a student body, and then we need these strategies in the school to prepare these students.

Goldy Brown: Black, Hispanic, bilingual, all these groups to meet the needs of your workforce in the local area. So you start with where they're coming to the table for with and then you speak to it from that standpoint.
Arik Korman: Great. Thank you, Dr. Brown. Dr. Ernst-Slavit.

Gisela Ernst-Slavit: We need to educate the community about the value that diverse teachers bring to the school. We don't do enough about showcasing the fabulous stories those stories where

Gisela Ernst-Slavit: we see people struggling and then being so successful and then the results of having them in the classroom and the results of the students then succeeding academically and beyond. So I don't think universities, teacher preparation programs,

Gisela Ernst-Slavit: state organizations... we do not do enough job showcasing the successful teachers that are out there.

Arik Korman: Yeah. Point well taken there, Dr. Ernst-Slavit. Dr. Tuan.

Mia Tuan: I think I’m one of the few people on this panel who- fundraising is in my job, my job evaluation. So I’ll just say,
Mia Tuan: seizing upon this moment of racial reckoning is important, right? I’ve been trying to fundraise, to diversify the educator workforce, since the day I started. It got easier in the last 6, 7, 9 months I’m going to say that.

Mia Tuan: As people with means have been saying what can I do to help, what can I do to help?

Mia Tuan: And I can very quickly, point them to do this, this will start to make a difference. So it's seizing on the moment, squeezing it for all we can get out of it, and then continuing to find ways to tell the story and to make the case.

Mia Tuan: The moral case, the economic case, all those pieces.

Arik Korman: Yes, yes. Before I close out, Charlie I’d just like to give you the last word. Is there anything else you would like to add after this fantastic discussion?

Charlie Fisher (she/her): Oh my gosh. I feel like I have so much pressure on me right now.
Charlie Fisher (she/her): Oh, what can I say, what can I say? Um you know, I know this is really basic.

But and this is just because I have heard from so many of my peers that no one talks about any of this, and this is coming from a girl who grew up in a rural community. You know just having this conversation is such a great start. Like it makes me so excited as a young person. I want to work with other young people and I want to work with other adults who and just

have everyone on the same playing field and work together. And I was I’m just so glad that I got to come speak here today and kind of hear the higher education perspective of things because

as a high school student I’m not exposed to that very much. But yes just bringing awareness to equity and inclusion in the classroom is a great start and I have so much optimism and I’m very optimistic.
Arik Korman: Awesome, thank you very much. And I know we're at time. So Dr. Tuan,

Arik Korman: Dr. Magana, Dr. Brown, Dr. Ernst-Slavit, Alex, Charlie, if you need to go, I certainly understand. I just want to say thank you so much for joining us and for bringing all your wisdom and perspective to this panel. And now I'll close this out, so if you need to go I perfectly understand.

Arik Korman: We're interested in learning more about effective strategies and innovative ideas all of you might have for diversifying teachers and principals for better sustaining and better supporting BIPOC educators.

Arik Korman: If you have ideas or thoughts to share on this topic, please reach out to College Sparks Senior Program Officer Heather Gingerich and I'll include her email address in the follow up email, which will go out in about 24 hours.

Arik Korman: I'd like to thank the College Spark Foundation once again for their partnership. Their website is collegespark.org.
Arik Korman: Our next LEVinar will take place on Thursday, March 18. In partnership with the Association of Washington School Principals,

Arik Korman: we've assembled a statewide panel of principals to share how this historic and challenging school year is going and how they can be better supported at the state and district level.

Arik Korman: The registration link will be on our website, educationvoters.org. Just click on events, then lunchtime LEVinars. I'll also share the webinar information in the follow up email that will arrive in your inbox in about 24 hours.

Arik Korman: Thank you to each of you for joining us today. If you have additional questions or comments, please send them to me at arik@educationvoters.org.

Arik Korman: A recording of today's presentation will be available on our website educationvoters.org and will be sent to you in that follow up email.

Arik Korman: Please feel free to share this recording with your friends and colleagues. As Charlie said, the more people that hear this and take action, the better.
Arik Korman: If you'd like to learn more about league of education voters or support our work, please visit our website educationvoters.org.

Arik Korman: Thank you again for attending. Each one of us has the right to feel safe and valued. Together we will fight for a world in which true educational and economic equity exists.

Arik Korman: We look forward to seeing you in future LEVinars. Dr. Magana, Dr. Ernst-Slavit, Dr. Brown, Heather, Warren, Alex, thank you so much for joining us. I really appreciate it and hope you have a great rest of your week.