



## 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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00:00:16.500 --> 00:00:17.100

Arik Korman: Excellent.

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00:00:18.810 --> 00:00:28.110

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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00:00:28.920 --> 00:00:37.290

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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00:00:38.430 --> 00:00:43.290

Arik Korman: Spanish interpretation is also available. To access this webinar in Spanish,

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00:00:43.680 --> 00:00:51.120

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.

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00:00:51.510 --> 00:01:07.530

Arik Korman: 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.

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00:01:10.260 --> 00:01:21.390

Arik Korman: 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.

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00:01:21.840 --> 00:01:34.620

Arik Korman: Our website is [educationvoters.org](http://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.

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00:01:35.220 --> 00:01:41.490

Arik Korman: We believe every child deserves an excellent public education that provides an equal opportunity for success.

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00:01:42.120 --> 00:01:48.990

Arik Korman: In order to achieve this, we must pursue radical change in our school systems for equity, justice, and liberation.

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00:01:49.590 --> 00:01:58.560

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

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00:01:59.040 --> 00:02:16.320

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](http://collegespark.org).

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00:02:17.460 --> 00:02:22.320

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

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00:02:22.950 --> 00:02:32.550

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.

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00:02:33.210 --> 00:02:40.710

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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00:02:41.130 --> 00:02:44.820

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

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00:02:45.300 --> 00:02:56.430

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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00:02:57.090 --> 00:03:06.510

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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00:03:07.200 --> 00:03:20.430

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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00:03:21.570 --> 00:03:39.420

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.

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00:03:40.530 --> 00:03:55.680

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

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00:03:56.130 --> 00:03:58.590

Arik Korman: Vancouver campus College of Education.

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00:03:59.340 --> 00:04:09.750

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,

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00:04:10.110 --> 00:04:18.150

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.

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00:04:18.780 --> 00:04:27.630

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.

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00:04:28.170 --> 00:04:36.990

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](mailto:info@educationvoters.org).

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00:04:37.590 --> 00:04:53.340

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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00:04:53.370 --> 00:05:02.220

Warren Brown: Thank you, Arik. It's an honor for College Spark Washington to sponsor this League of Education Voters webinar: Advancing Educator Diversity in Washington State.

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00:05:02.730 --> 00:05:11.160

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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00:05:11.760 --> 00:05:21.330

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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00:05:21.960 --> 00:05:34.230

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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00:05:34.920 --> 00:05:45.330

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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00:05:46.230 --> 00:05:59.640

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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00:06:00.360 --> 00:06:13.950

Warren Brown: In 2021, so just this year, College Spark has reimaged, rebalanced, and re-chartered our mission that now proclaims College Spark Washington supports the post-secondary dreams

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00:06:14.280 --> 00:06:22.080

Warren Brown: of students and their communities through grant making focused on dismantling racism in the education system.

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00:06:22.980 --> 00:06:39.450

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.

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00:06:40.080 --> 00:06:44.130

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

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00:06:44.640 --> 00:06:50.250

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

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00:06:50.670 --> 00:06:57.690

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

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00:06:58.200 --> 00:07:01.560

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

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00:07:01.980 --> 00:07:14.430

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.

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00:07:15.420 --> 00:07:32.220

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

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00:07:32.250 --> 00:07:34.290

Arik Korman: has focused on education policy

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00:07:34.530 --> 00:07:40.020

Arik Korman: that expanded access to educator preparation and advancing equity to support students

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00:07:40.020 --> 00:07:42.450

Arik Korman: success. Over the last several years,

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00:07:42.600 --> 00:07:53.070

Arik Korman: she has focused on addressing educator shortage and educator diversity in the workforce. Her experience includes resource development, government relations, community engagement,

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00:07:53.670 --> 00:08:07.680

Arik Korman: 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.

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00:08:09.120 --> 00:08:17.190

Arik Korman: Dr. Mia Tuan is the Dean of the University of Washington College of Education. She has won numerous academic awards, including the

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00:08:18.060 --> 00:08:28.530

Arik Korman: 2012 Western Association of Graduate Schools and Education Testing Services Award for Excellence and Innovation for Diversifying Graduate Education in STEM disciplines.

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00:08:29.160 --> 00:08:38.160

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

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00:08:38.610 --> 00:08:48.210

Arik Korman: She's the author of numerous scholarly articles and three books, Choosing Ethnicity, Negotiating Race: Korean Adoptees in America;

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00:08:48.960 --> 00:09:01.050

Arik Korman: Prejudice in Politics: Group Position, Public Opinion and the Wisconsin Treaty Rights Dispute; and Forever Foreigners or Honorary Whites? The Contemporary Asian Ethnic Experience.

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00:09:02.970 --> 00:09:09.060

Arik Korman: Dr. Margarita Magana is an Assistant Professor of STEM Education at Heritage University in Pasco, Washington,

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00:09:09.390 --> 00:09:18.330

Arik Korman: where she also holds the title of Director of Undergraduate Recruitment and Retention, and Tri-Cities Lead Faculty for the Teacher Preparation Program.

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00:09:18.750 --> 00:09:25.140

Arik Korman: Margarita is of Mexican descent, was a first generation college student, and a TriOs Program Alumni.

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00:09:25.560 --> 00:09:36.630

Arik Korman: 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.

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00:09:37.140 --> 00:09:52.500

Arik Korman: 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.

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00:09:53.850 --> 00:09:59.730

Arik Korman: Dr. Goldy Brown III is the Director of Whitworth University's Education Administration Program.

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00:10:00.060 --> 00:10:10.860

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.

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00:10:11.430 --> 00:10:16.200

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

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00:10:16.890 --> 00:10:33.600

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.

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00:10:35.430 --> 00:10:43.290

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

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00:10:43.620 --> 00:10:50.940

Arik Korman: She teaches courses and socio-linguistics, literacy and biliteracy, research on second language teaching and learning,

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00:10:51.300 --> 00:11:05.880

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,

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00:11:07.380 --> 00:11:25.140

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?

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00:11:26.880 --> 00:11:41.130

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

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00:11:41.550 --> 00:11:53.940

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.

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00:11:54.390 --> 00:12:08.670

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.

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00:12:09.120 --> 00:12:20.940

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...

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00:12:21.300 --> 00:12:33.600

Charlie Fisher (she/her): "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...

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00:12:34.080 --> 00:12:44.520

Charlie Fisher (she/her): "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.

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00:12:44.880 --> 00:12:53.580

Charlie Fisher (she/her): And our district has done some cultural competency training, but only for those in higher administration roles.

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00:12:53.790 --> 00:13:04.770

Charlie Fisher (she/her): 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.

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00:13:05.070 --> 00:13:20.130

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

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00:13:21.420 --> 00:13:43.260

Charlie Fisher (she/her): 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.

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00:13:44.310 --> 00:13:48.060

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

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00:13:49.140 --> 00:13:53.310

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

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00:13:54.030 --> 00:14:06.600

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?

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00:14:09.870 --> 00:14:10.890

Mia Tuan: Margarita, do you want to go first?

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00:14:12.000 --> 00:14:23.250

Margarita Magana: Sure, so I can 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.

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00:14:23.700 --> 00:14:32.040

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

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00:14:32.430 --> 00:14:41.190

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

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00:14:41.790 --> 00:14:52.980

Margarita Magana: 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.

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00:14:53.310 --> 00:14:59.910

Margarita Magana: Or they get to recoup some of the missing work time if they work in like retail or customer service.

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00:15:00.450 --> 00:15:06.690

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

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00:15:07.470 --> 00:15:17.280

Margarita Magana: 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.

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00:15:18.930 --> 00:15:21.210

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

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00:15:21.240 --> 00:15:29.700

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.

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00:15:30.330 --> 00:15:40.350

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,

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00:15:40.890 --> 00:15:50.250

Mia Tuan: it's 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

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00:15:50.730 --> 00:16:02.310

Mia Tuan: culture, practices, policies, curriculum, how we recruit, how we retain, how we fund... I mean it is a comprehensive 360 degree

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00:16:03.300 --> 00:16:14.460

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.

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00:16:15.120 --> 00:16:23.670

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...

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00:16:24.030 --> 00:16:33.450

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

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00:16:34.800 --> 00:16:37.200

Mia Tuan: teachers can thrive, want to come, and do well.

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00:16:37.890 --> 00:16:44.760

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 it's a meaty one.

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00:16:45.180 --> 00:16:51.450

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.

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00:16:52.260 --> 00:17:02.520

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.

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00:17:06.060 --> 00:17:08.940

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

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00:17:10.260 --> 00:17:21.210

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

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00:17:22.260 --> 00:17:43.620

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

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00:17:45.060 --> 00:17:54.450

Alexandra Manuel: you know, developing our educators, to have those skills through preparation, but also through their professional learning

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00:17:55.860 --> 00:18:03.990

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

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00:18:05.220 --> 00:18:08.310

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

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00:18:09.270 --> 00:18:20.850

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.

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00:18:22.530 --> 00:18:33.780

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

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00:18:34.140 --> 00:18:42.810

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.

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00:18:43.470 --> 00:18:56.820

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...

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00:18:58.380 --> 00:19:07.500

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

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00:19:08.190 --> 00:19:17.910

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.

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00:19:18.390 --> 00:19:22.860

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

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00:19:23.310 --> 00:19:32.070

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.

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00:19:32.550 --> 00:19:42.090

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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00:19:42.510 --> 00:19:49.470

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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00:19:50.130 --> 00:20:02.100

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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00:20:02.580 --> 00:20:08.790

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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00:20:09.210 --> 00:20:18.060

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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00:20:18.450 --> 00:20:35.760

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.

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00:20:37.140 --> 00:20:38.610

arik korman: Yeah that makes perfect sense.

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00:20:39.990 --> 00:20:42.810

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

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00:20:44.040 --> 00:20:55.110

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.

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00:20:55.740 --> 00:21:04.380

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?

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00:21:07.680 --> 00:21:09.120

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

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00:21:10.050 --> 00:21:11.580

Gisela Ernst-Slavit: All right, thank you.

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00:21:14.250 --> 00:21:14.700

Gisela Ernst-Slavit: So.

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00:21:15.780 --> 00:21:19.890

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

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00:21:20.970 --> 00:21:44.310

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.

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00:21:45.480 --> 00:21:52.770

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

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00:21:54.840 --> 00:22:01.380

Gisela Ernst-Slavit: And the admission process doesn't start the moment that the student has all the papers,

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00:22:02.610 --> 00:22:16.440



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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00:22:18.960 --> 00:22:29.820

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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00:22:30.720 --> 00:22:49.050

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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00:22:50.430 --> 00:22:56.370

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

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00:22:57.480 --> 00:23:07.650

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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00:23:08.490 --> 00:23:17.370

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

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00:23:18.300 --> 00:23:33.810

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

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00:23:36.300 --> 00:23:38.430

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

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00:23:39.570 --> 00:23:54.930

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 of the students they serve.

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00:23:56.310 --> 00:24:01.350

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

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00:24:02.910 --> 00:24:10.680

Gisela Ernst-Slavit: second, third, fourth language learners. And one important piece of information and this comes from research on para-educators...

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00:24:11.760 --> 00:24:14.070

Gisela Ernst-Slavit: Most para-educators

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00:24:16.200 --> 00:24:22.770

Gisela Ernst-Slavit: live in the neighborhoods where they teach which is not the case for most teachers.

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00:24:23.880 --> 00:24:30.000

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

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00:24:30.060 --> 00:24:33.300

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

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00:24:34.140 --> 00:24:41.370

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

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00:24:41.730 --> 00:24:48.450

Margarita Magana: also reflect the students that we're also recruiting so that they have also experienced injustices and been marginalized in the community.

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00:24:48.750 --> 00:24:59.670

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.

149

00:25:00.660 --> 00:25:12.720

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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00:25:13.410 --> 00:25:23.940

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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00:25:25.110 --> 00:25:32.070

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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00:25:32.700 --> 00:25:42.780

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

153

00:25:43.500 --> 00:25:53.100

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.

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00:25:53.430 --> 00:25:57.150

Margarita Magana: And they just need someone to talk to be able to troubleshoot what's going on.

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00:25:58.140 --> 00:26:12.930

Margarita Magana: And so that's just 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.

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00:26:13.380 --> 00:26:17.400

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

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00:26:18.240 --> 00:26:33.270

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?

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00:26:34.740 --> 00:26:42.660

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.

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00:26:43.560 --> 00:26:54.120

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.

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00:26:54.810 --> 00:27:03.270

Alexandra Manuel: 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

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00:27:03.840 --> 00:27:14.940

Alexandra Manuel: 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

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00:27:15.840 --> 00:27:31.320

Alexandra Manuel: phenomenal educators and educators of educators here at about what 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.

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00:27:31.920 --> 00:27:44.910

Alexandra Manuel: 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.

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00:27:45.840 --> 00:27:57.600

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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00:27:58.470 --> 00:28:02.820

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

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00:28:03.240 --> 00:28:12.390

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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00:28:12.990 --> 00:28:23.070

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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00:28:23.820 --> 00:28:33.030

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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00:28:34.080 --> 00:28:46.590

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.

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00:28:47.250 --> 00:28:56.580

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.

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00:28:57.240 --> 00:29:08.250

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.

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00:29:09.120 --> 00:29:21.270

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.

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00:29:22.500 --> 00:29:33.180

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

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00:29:33.930 --> 00:29:46.740

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.



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00:29:47.460 --> 00:30:02.490

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

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00:30:03.570 --> 00:30:20.580

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.

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00:30:21.090 --> 00:30:30.480

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.

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00:30:31.020 --> 00:30:39.660

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,

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00:30:39.960 --> 00:30:55.710

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?

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00:30:57.360 --> 00:31:00.420

Goldy Brown: Oh, I think, higher ed's main way of

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00:31:01.800 --> 00:31:09.480

Goldy Brown: recruiting principals of the color is working with school districts who want principals of color. Education is such a local...

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00:31:10.110 --> 00:31:19.050

Goldy 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.

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00:31:19.680 --> 00:31:26.550

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

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00:31:27.150 --> 00:31:37.200

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.

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00:31:37.980 --> 00:31:49.440

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.

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00:31:50.220 --> 00:31:57.000

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

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00:31:57.330 --> 00:32:08.400

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.

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00:32:08.970 --> 00:32:20.010

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

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00:32:20.580 --> 00:32:34.140

Goldy Brown: 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,

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00:32:34.920 --> 00:32:42.180

Goldy Brown: being able to articulate a vision for your school, our culture of for your school that is going to be inclusive.

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00:32:42.870 --> 00:32:53.880

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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00:32:54.330 --> 00:33:10.620

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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00:33:11.730 --> 00:33:20.280

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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00:33:20.550 --> 00:33:23.610

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

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00:33:24.090 --> 00:33:33.450

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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00:33:33.900 --> 00:33:45.210

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.

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00:33:46.590 --> 00:33:55.110

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.

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00:33:56.340 --> 00:34:03.570

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

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00:34:03.990 --> 00:34:12.060

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

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00:34:12.720 --> 00:34:24.930

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?

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00:34:29.430 --> 00:34:31.350

Alexandra Manuel: I'm happy to start.

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00:34:32.610 --> 00:34:51.900

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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00:34:52.950 --> 00:35:02.130

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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00:35:02.580 --> 00:35:11.940

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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00:35:12.270 --> 00:35:21.720

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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00:35:22.350 --> 00:35:30.450

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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00:35:31.080 --> 00:35:40.500

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

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00:35:41.190 --> 00:35:55.050

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,

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00:35:55.890 --> 00:36:11.010

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.

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00:36:11.310 --> 00:36:16.920

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.

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00:36:17.790 --> 00:36:24.360

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

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00:36:24.900 --> 00:36:40.920

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,

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00:36:41.520 --> 00:36:51.270

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

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00:36:51.570 --> 00:37:03.450

Charlie Fisher (she/her): will definitely help. And in terms of district strategies, I think that you know implementing these you know different committees and groups and also

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00:37:04.230 --> 00:37:20.310

Charlie Fisher (she/her): 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.

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00:37:20.880 --> 00:37:28.320

Charlie Fisher (she/her): And another thing I think that would need to kind of be fixed a little bit is just working on consistency.

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00:37:28.680 --> 00:37:37.920

Charlie Fisher (she/her): 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.

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00:37:38.190 --> 00:37:50.550



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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00:37:50.940 --> 00:38:06.480

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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00:38:08.850 --> 00:38:09.570

Arik Korman: Thank you, Charlie.

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00:38:10.410 --> 00:38:11.460

Arik Korman: Dr. Tuan.

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00:38:11.610 --> 00:38:27.150

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

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00:38:35.610 --> 00:38:50.910

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

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00:38:51.540 --> 00:38:56.430

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

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00:38:57.090 --> 00:39:04.080

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,

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00:39:04.440 --> 00:39:14.490

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

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00:39:14.850 --> 00:39:19.230

Mia Tuan: you know we're trying to kind of pick up the best practices that that we've learned from that.

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00:39:19.500 --> 00:39:34.440

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

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00:39:35.100 --> 00:39:39.990

Mia Tuan: particularly Black, Brown, and Indigenous educators of color. So those are two partnerships.

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00:39:41.040 --> 00:39:42.420

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

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00:39:43.440 --> 00:39:44.460

Arik Korman: Dr. Ernst-Slavit.

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00:39:45.630 --> 00:39:47.640

Gisela Ernst-Slavit: So I want to mention quickly a couple of

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00:39:49.830 --> 00:40:07.410

Gisela Ernst-Slavit: items of progress that I've seen in 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.

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00:40:08.610 --> 00:40:22.590

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

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00:40:24.120 --> 00:40:25.620

Gisela Ernst-Slavit: I looked into and its

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00:40:27.330 --> 00:40:39.960

Gisela Ernst-Slavit: nurturing parent leadership organizations or creating parents as leaders where parents are invited.

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00:40:41.130 --> 00:40:53.670

Gisela Ernst-Slavit: 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

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00:40:54.300 --> 00:41:06.870

Gisela Ernst-Slavit: their traditions, their families, their needs, their expectations. And so that kind of leadership programs for parents in this particular district has grown

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00:41:07.320 --> 00:41:19.290

Gisela Ernst-Slavit: into a pipeline where many of those parents become familiar with the district, participate actively as parents, and then

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00:41:19.770 --> 00:41:30.330

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

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00:41:31.290 --> 00:41:39.870

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

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00:41:40.440 --> 00:42:01.410

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

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00:42:02.880 --> 00:42:04.020

Gisela Ernst-Slavit: I think an effective

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00:42:05.760 --> 00:42:07.560

Gisela Ernst-Slavit: model that we should be looking into.

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00:42:09.180 --> 00:42:24.660

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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00:42:26.040 --> 00:42:30.630

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

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00:42:30.870 --> 00:42:47.280

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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00:42:54.900 --> 00:43:09.330

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

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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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00:43:24.570 --> 00:43:38.610

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

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00:43:38.970 --> 00:43:49.560

Charlie Fisher (she/her): 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

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00:43:49.890 --> 00:44:07.800

Charlie Fisher (she/her): 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.

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00:44:09.540 --> 00:44:11.490

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

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00:44:14.190 --> 00:44:17.130

Arik Korman: Any other panelists who would like to take a crack at this one? Dr. Tuan.

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00:44:20.100 --> 00:44:29.730

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.

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00:44:29.970 --> 00:44:41.670

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

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00:44:42.570 --> 00:44:50.280

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

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00:44:51.150 --> 00:45:03.300

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,

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00:45:03.600 --> 00:45:15.420

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.

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00:45:15.990 --> 00:45:18.060

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

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00:45:18.720 --> 00:45:26.370



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.

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00:45:26.970 --> 00:45:37.290

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.

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00:45:37.650 --> 00:45:47.220

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

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00:45:47.460 --> 00:45:57.450

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.

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00:45:58.320 --> 00:46:12.510

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.

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00:46:12.510 --> 00:46:16.140

Arik Korman: Great. Thank you, Dr. Brown. I'll go with Alex and then Dr. Magana. Alex go ahead.

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00:46:17.580 --> 00:46:28.260

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.

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00:46:28.590 --> 00:46:35.040

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

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00:46:35.550 --> 00:46:46.770

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.

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00:46:47.670 --> 00:47:05.700

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.

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00:47:06.480 --> 00:47:08.640

Arik Korman: Great, thank you. And finally, Dr. Magana.

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00:47:09.390 --> 00:47:21.690

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

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00:47:22.110 --> 00:47:26.340

Margarita Magana: helped support our students as they graduate and we help them develop those networks.

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00:47:26.700 --> 00:47:36.450

Margarita Magana: 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.

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00:47:36.720 --> 00:47:43.020

Margarita Magana: And be able to just to 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.

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00:47:43.830 --> 00:47:53.880

Margarita Magana: 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.

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00:47:54.870 --> 00:48:01.980

Arik Korman: Yeah, that is great. Yeah. Thank you so much, Charlie, Dr. Tuan, Alex, Dr. Magana, Dr. Brown, and Dr. Ernst-Slavit.

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00:48:02.370 --> 00:48:13.920

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'

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00:48:13.980 --> 00:48:15.420

Arik Korman: Senior Program Officer,

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00:48:15.660 --> 00:48:16.410

VITAC Production: Heather Gingerich.

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00:48:17.220 --> 00:48:18.810

Arik Korman: And Heather it's all yours.

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00:48:19.860 --> 00:48:20.850

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

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00:48:24.780 --> 00:48:26.520

Heather Gingerich: Always somebody always got to do that, right?

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00:48:26.790 --> 00:48:28.320

Heather Gingerich: Yep that's today.

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00:48:29.550 --> 00:48:34.260

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

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00:48:34.530 --> 00:48:40.830

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

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00:48:41.340 --> 00:48:46.680

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.

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00:48:47.160 --> 00:49:01.050

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.

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00:49:02.220 --> 00:49:08.370

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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00:49:08.670 --> 00:49:13.800

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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00:49:14.400 --> 00:49:20.610

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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00:49:21.150 --> 00:49:27.540

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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00:49:28.260 --> 00:49:35.040

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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00:49:35.910 --> 00:49:41.130

Heather Gingerich: Goldy mentioned the role of a principal in really calling out trying to bring people on board, who aren't there yet.

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00:49:41.340 --> 00:49:46.740

Heather Gingerich: But I think that certainly a role that we all need to play, especially as somebody mentioned other committees that were formed

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00:49:46.950 --> 00:50:00.420

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.

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00:50:00.570 --> 00:50:08.970

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.

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00:50:09.810 --> 00:50:21.030

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.

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00:50:21.570 --> 00:50:31.320

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?

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00:50:36.870 --> 00:50:51.780

Mia Tuan: I can speak about some of the work that 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

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00:50:52.650 --> 00:51:04.860

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.

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00:51:06.990 --> 00:51:21.630

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.

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00:51:22.200 --> 00:51:31.230

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.

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00:51:32.370 --> 00:51:33.900

Arik Korman: Great, thank you. Dr. Brown.

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00:51:34.320 --> 00:51:42.120

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



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00:51:42.510 --> 00:51:53.550

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.

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00:51:54.690 --> 00:52:04.620

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

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00:52:05.220 --> 00:52:09.960

Goldy Brown: work with Fred and Anthony Brocken establishing. It's right across the street from Martin Luther King's church.

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00:52:10.770 --> 00:52:16.650

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

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00:52:17.310 --> 00:52:21.720

Goldy Brown: 100% African American males are going to college from those schools started by African American

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00:52:22.170 --> 00:52:30.510

Goldy Brown: educators and male educators and the school is for African American males. It is a demographic that is extremely underserved.

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00:52:31.200 --> 00:52:40.980

Goldy Brown: 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.

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00:52:41.490 --> 00:52:50.310

Goldy Brown: 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

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00:52:51.570 --> 00:52:56.130

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

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00:52:57.150 --> 00:52:59.100

Goldy Brown: having mentor programs which

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00:53:00.240 --> 00:53:06.090

Goldy Brown: work out really well with African American males and a community, medical doctors, professors,

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00:53:07.260 --> 00:53:11.700

Goldy Brown: whoever's doing... pastors, whoever's doing some positive in a community that looks like them.

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00:53:12.600 --> 00:53:21.120

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...

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00:53:21.540 --> 00:53:29.790

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.

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00:53:30.450 --> 00:53:41.940

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.

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00:53:43.230 --> 00:53:52.410

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

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00:53:52.890 --> 00:54:02.310

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.

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00:54:03.510 --> 00:54:13.890

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.

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00:54:14.520 --> 00:54:26.610

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?

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00:54:30.900 --> 00:54:32.460

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

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00:54:32.880 --> 00:54:33.150

Arik Korman: Oh, no.

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00:54:33.450 --> 00:54:35.700

Goldy Brown: I love this I love this question, though, because

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00:54:36.210 --> 00:54:43.560

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.

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00:54:44.190 --> 00:54:51.690

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

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00:54:52.230 --> 00:55:00.990

Goldy Brown: 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.

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00:55:01.530 --> 00:55:04.140

Goldy Brown: When a middle class is larger, everybody does better.

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00:55:04.950 --> 00:55:14.310

Goldy Brown: 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.

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00:55:14.640 --> 00:55:23.670

Goldy Brown: Even politicians, even board members so if I got a predominantly white school board who is very conservative, I always talk to economics of

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00:55:24.390 --> 00:55:31.050

Goldy Brown: the value of everybody being educated in your community to start their economic value, okay.

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00:55:31.980 --> 00:55:37.200

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.

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00:55:37.590 --> 00:55:43.080

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

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00:55:43.560 --> 00:55:52.920

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.

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00:55:53.550 --> 00:56:04.740

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.

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00:56:06.480 --> 00:56:08.220

Arik Korman: Great. Thank you, Dr. Brown. Dr. Ernst-Slavit.

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00:56:09.330 --> 00:56:21.180

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

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00:56:21.600 --> 00:56:38.430

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,

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00:56:39.720 --> 00:56:47.220

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

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00:56:48.630 --> 00:56:51.750

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

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00:56:52.770 --> 00:57:00.030

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,

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00:57:00.630 --> 00:57:14.490

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.

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00:57:15.120 --> 00:57:20.520

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

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00:57:21.000 --> 00:57:35.520

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.

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00:57:36.600 --> 00:57:39.510

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

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00:57:39.930 --> 00:57:48.750

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?

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00:57:51.390 --> 00:57:55.470

Charlie Fisher (she/her): Oh my gosh. I feel like I have so much pressure on me right now.



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00:58:00.120 --> 00:58:06.510

Charlie Fisher (she/her): Oh, what can I say, what can I say? Um you know, I know this is really basic.

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00:58:07.350 --> 00:58:23.220

Charlie Fisher (she/her): 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

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00:58:23.700 --> 00:58:35.790

Charlie Fisher (she/her): 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

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00:58:36.060 --> 00:58:47.640

Charlie Fisher (she/her): 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

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00:58:48.240 --> 00:59:04.620

Charlie Fisher (she/her): 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.

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00:59:06.270 --> 00:59:10.590

Arik Korman: Awesome, thank you very much. And I know we're at time. So Dr. Tuan,

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00:59:12.030 --> 00:59:26.490

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.

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00:59:27.630 --> 00:59:38.850

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.

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00:59:39.180 --> 00:59:50.610

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.

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00:59:51.840 --> 00:59:58.170

Arik Korman: I'd like to thank the College Spark Foundation once again for their partnership. Their website is [collegespark.org](http://collegespark.org).

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00:59:58.890 --> 01:00:05.730

Arik Korman: Our next LEVinar will take place on Thursday, March 18. In partnership with the Association of Washington School Principals,

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01:00:05.970 --> 01:00:15.870

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.

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01:00:16.290 --> 01:00:27.990

Arik Korman: The registration link will be on our website, [educationvoters.org](http://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.

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01:00:28.860 --> 01:00:39.300

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](mailto:arik@educationvoters.org).

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01:00:39.720 --> 01:00:47.220

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

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01:00:47.730 --> 01:00:55.710

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.

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01:00:56.460 --> 01:01:03.060

Arik Korman: If you'd like to learn more about league of education voters or support our work, please visit our website [educationvoters.org](http://educationvoters.org).

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01:01:03.570 --> 01:01:13.800

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.

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01:01:14.220 --> 01:01:27.120

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.