

**NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD OF EDUCATION
MEETING OF THE DIVERSITY, EQUITY, AND INCLUSION WORKGROUP
APRIL 8, 2021
2:00 P.M.**

Meeting Location

Due to the circumstances created by the COVID-19 pandemic, the State Board of Education met via videoconference. In accordance with Governor Sisolak's State of Emergency Directive 006, Section 1, no physical location was designated for this meeting. The meeting was livestreamed on the Nevada Department of Education's (NDE or Department) website.

SUMMARY MINUTES OF THE BOARD MEETING

WORKGROUP MEMBERS PRESENT

Via Videoconference

Alex Gallegos
Tamara Hudson
Tim Hughes
Cathy McAdoo
Felicia Ortiz

DEPARTMENT STAFF PRESENT

In Carson City

Jhone Ebert, Superintendent of Public Instruction
Dr. Jonathan Moore, Deputy Superintendent for Student Achievement
Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement
Jessica Todtman, Chief Strategy Officer
Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options

LEGAL STAFF PRESENT

Via Videoconference

David Gardner, Senior Deputy Attorney General

PRESENTERS IN ATTENDANCE

Via Videoconference

Kamilah Bywaters, President, Las Vegas Alliance of Black School Educators

AUDIENCE IN ATTENDANCE

Via Livestream

1: CALL TO ORDER; ROLL CALL

Meeting called to order at 2:01 P.M. by Chair Tamara Hudson. Quorum was established. Chair Hudson led the Pledge of Allegiance.

2: PUBLIC COMMENT #1

Jeff Church, Trustee, Washoe County School District, submitted public comment regarding diversity. *(A complete copy of the statement is available in Appendix A)*

3: CHAIR'S REPORT

Chair Hudson provided a brief update on the role of the Diversity, Equity, and Inclusion (DEI) Workgroup. During the last meeting of the Workgroup in January, the group determined they would proceed with their primary focus on the equity strategies identified in the 2020 Statewide Plan for the Improvement of Pupils (STIP). Specifically, the Workgroup chose to focus on equitable access to career and technical education (CTE) and science, technology, engineering, and mathematics (STEM) learning opportunities.

4: SUPERINTENDENT'S REPORT

Superintendent Jhone Ebert reported that the Commission on School Funding would be meeting on Friday, April 9, to continue its work on the Pupil-Centered Funding Plan (PCFP).

Superintendent Ebert also provided an update on the work of the Department, which will be entering phase two of its work with the National Equity Project in the summer.

5: INFORMATION AND DISCUSSION REGARDING CAREER AND TECHNICAL EDUCATION IN NEVADA

Craig Statucki, Director, Office of Career Readiness, Adult Learning, and Education Options conducted a PowerPoint presentation regarding [Career and Technical Education in Nevada](#).

President Felicia Ortiz asked if students, upon completion of two years of Career and Technical Education (CTE), were eligible for the college and career ready (CCR) diploma. Director Statucki stated that the CCR diploma had additional requirements and assessments; however, these would need to be adapted to reflect a two-year rather than a three-year CTE program. Director Statucki highlighted that the Department is working with industry regarding awareness and recognition of CTE programs and certificates. A path forward includes building strong community partnerships.

Chair Hudson asked for more information about the enrollment in CTE pathways and information available to students at each grade level to raise awareness of these opportunities. Director Statucki stated that Perkins V funds have expanded to grow programs into middle schools, which will increase awareness and opportunity. The goal is to have at least one course per career cluster available in middle schools.

President Ortiz asked whether teaching could become a field categorized as a high-wage, high-skill, in-demand job. Director Statucki noted that early childhood teaching and training is categorized as such for the purposes of CTE, despite lacking a high wage.

6: INFORMATION AND DISCUSSION REGARDING OPPORTUNITY GAPS AND SUPPORT FOR BLACK STUDENTS AND EDUCATORS IN SOUTHERN NEVADA

Kamilah Bywaters, President, Las Vegas Alliance of Black School Educators (LVABSE), conducted a PowerPoint presentation regarding the work of the [Las Vegas Alliance of Black School Educators](#).

President Ortiz asked what the Workgroup could do to assist in LVABSE's work. Ms. Bywaters emphasized the importance of cultural brokers, community members and stakeholders who can speak to the perspective of certain communities, and their involvement in policy discussions and workgroups. To that extent, she supported increased collaboration between the Board and groups such as LVABSE.

Member Tim Hughes expressed that diversity work sometimes felt performative, and he asked if there were opportunities that would be more effective in enacting change or that the Workgroup could look to for inspiration. Ms. Bywaters responded that participants in organizations such as the NFL and NBA who demonstrated publicly and with great impact brought attention to issues of racism and movements such as Black Lives Matter. She stated that it was a good question, but she needed more time to fully respond.

Member Cathy McAdoo noted that an opportunity for student connection is when students see themselves reflected in their teachers or principals. There is a shortage of students of color in the teacher pipeline, and she asked how they may better support educators of color. Superintendent Ebert noted that Senate Bill (SB) 352 (2021) is currently under review and reduces economic barriers to licensure that may be deterring educators of color. Nevada State College has also been working with Clark County School District to develop pathways toward teaching beginning in high school. The Department is also preparing to launch, in collaboration with the Nevada System of Higher Education, a Teacher Pipeline Task Force to address these issues.

Ms. Bywaters highlighted a resource on the [African American experience](#) in Las Vegas compiled by the University of Nevada, Las Vegas. Superintendent Ebert also highlighted Assembly Bill (AB) 261 (2021), a bill currently under consideration that would require that all materials and curriculum within schools have accurate representations of historically underrepresented groups.

7: ACTION ITEMS FOR WORKGROUP MEMBERS

President Ortiz requested that Workgroup members work within their communities to find donors/funding for marketing activities to increase awareness of CTE programs. She also expressed a desire to connect with the LGBTQ+ community to ensure that their voices were heard. She further requested that examples of the equity lenses be sent to Chair Hudson, who is compiling this list, for consideration at a future meeting.

8: FUTURE AGENDA ITEMS

President Ortiz asked for an update regarding restorative justice and school discipline. She also requested an update from the Social Justice team of the Department's Equity Team.

9: PUBLIC COMMENT #2

No public comment.

10: ADJOURNMENT

Meeting adjourned at 3:38 P.M.

Appendix A: Statements Given During Public Comment

1. Jeff Church, Trustee, Washoe County School District, submitted public comment regarding diversity.

Item A1, Jeff Church

The Government that governs least, governs best!

I urge you to leave Diversity Issues to the local school boards rather than unfunded mandates.

I am a Trustee at the Washoe School District but emphasize that the views are mine and do not represent any agency. I have had great Diversity Training in my Police & Military careers. I support fair Diversity Education esp K-9 to 12 with opt out options and again at the discretion of the local government.

Much of the Diversity Seminars I attended left me with a spirit of unity not divided.

Issues covered how great the USA is and how far we've come and all that our forefathers did (and died for) to promote Equality- not equity.

Present programs I'm seeing seem to concentrate on division not unity ignoring the Jewish ethnic group- Holocaust, daily attacks; ignoring Asian Americans and other groups. Let's teach accurate history and true diversity that unite us as Americans and immigrants. The faulty assumption that implicit bias equates to unconscious prejudice creates division in schools between so-called oppressors and oppressed creating animosity and even bullying.

There are many times that we do reach out and help disadvantaged, i.e. ESL as a part of education, but the left has taken so-called equity to extremes and from help to enabling. The end goal is Equality and Unity. I'll remind you- we are the UNITED States and if you said the Pledge of Allegiance you said, "with liberty and justice for all". Further, on a tight reduced budget, the purpose of Public Education is education- academics- student success.

Sincerely

Jeff Church

www.WatchDogJeff.com

Views are mine