

**NEVADA DEPARTMENT OF EDUCATION
NEVADA STATE BOARD OF EDUCATION
MEETING OF THE DIVERSITY, EQUITY, AND INCLUSION WORKGROUP
OCTOBER 15, 2020
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) website.

SUMMARY MINUTES OF THE BOARD MEETING

WORKGROUP MEMBERS PRESENT

Via Videoconference

Alex Gallegos
Felicia Ortiz
Tamara Hudson
Wayne Workman

DEPARTMENT STAFF PRESENT

Jhone Ebert, Superintendent of Public Instruction
Dr. Jonathan Moore, Deputy Superintendent of Student Achievement
Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement
Jessica Todtman, Chief Strategy Officer
Dave Brancamp, Director, Office of Standards and Instructional Support
Jayne Malorni, Education Programs Professional

LEGAL STAFF PRESENT

Via Videoconference

David Gardner, Deputy Attorney General

AUDIENCE IN ATTENDANCE

Via Livestream

1: CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Meeting called to order at 2:02 P.M. by Chair Tamara Hudson. Quorum was established. Chair Hudson led the Pledge of Allegiance.

2: PUBLIC COMMENT #1

No public comment.

3: APPROVAL OF THE AUGUST 20, 2020 DIVERSITY, EQUITY, AND INCLUSION WORKGROUP MINUTES

Member Felicia Ortiz moved to approve the minutes of the September 17, 2020 meeting of the Diversity, Equity, and Inclusion Workgroup. Member Alex Gallegos seconded. Motion passed.

4: CHAIR'S REPORT

Chair Hudson provided an update on the work of the Governor's COVID-19 Task Force and ConnectingKidsNV. As of October 15, 12 districts are "green", having met all device and connectivity needs for their students participating in distance learning, and 99% of the students in the State have the devices and internet they need to participate in distance learning. Clark County School District has been working to contact students and families, and as of October 14, have reached 312,783 out of 315,456 enrolled students.

Chair Hudson attended the National Indian Education Association Virtual Convention, which included panels on reaching Native students through distance learning, supports, and engagement practices, with a particular focus on mental health supports.

5: SUPERINTENDENT'S REPORT

Superintendent Jhone Ebert provided an update regarding the Department's demographic survey, which is still under review. The goal is to use this survey with those serving the Department in an advisory capacity on boards, councils, and commissions to benchmark our progress toward diversity, equity, inclusion, and representation. Once the survey questions are finalized, it will be administered to Department staff as the initial test group. The results of the survey will be shared with the Workgroup.

Department staff participated in their second training session with the National Equity Project, which focused not only on larger concepts of equity, but individual actions staff can take to advance equity in our work. Member Ortiz shared her positive experience with the training, which included learning about microaggressions and othering versus belonging.

The Department will be supporting two events on Saturday, October 17th: the Family Engagement Summit, which Alberto Quintero has worked to coordinate, and the Read by Grade 3 Literacy Summit.

6: INFORMATION AND DISCUSSION REGARDING THE MULTICULTURAL STANDARDS TASK FORCE

Dave Brancamp, Director, Office of Standards and Instructional Support and Jayne Malorni, Educational Programs Professional, Office of Standards and Instructional Support conducted a PowerPoint presentation regarding the [Multicultural Education State Advisory Task Force](#).

Member Ortiz asked about the timeline and process for developing the task force as Assembly Bill (AB) 234 was passed in 2015, and how implementation of standards are measured.

Ms. Malorni noted that the task force was not required in AB 234, and taskforces are not always created for standards development. Reviewing goals from the Statewide Plan for the Improvement of Pupils, the needs of the multicultural standards, and thinking critically about moving the State forward, Ms. Malorni recommended that a task force be formed to address development of the standards.

AB 234 was passed in 2015, and the social studies standards took over two years to pass, being adopted in 2018. Districts then have a year for transition to implement the standards. Social studies standards went through a massive rewrite from the previous standards, last passed in 1998, and supporting districts in adopting those standards takes additional time.

Member Workman added that once standards reach the district, districts have their own rotation for curriculum adoption, typically between 5-7 years. It is not always as simple as the year after standards are adopted that the district has implemented curriculum to match it.

Member Ortiz asked if an infographic of the content standards timeline was available. Ms. Malorni responded that it was currently in development.

Ms. Malorni clarified that standards are not curriculum, and curriculum and instructional materials must meet standards. Instructional materials for social studies went through a recent review process, and every material was declined as it did not pass requirements for access and equity. The Department requires high-quality, standards-aligned rigorous materials. Nevada is currently one of only three states whose social studies standards are addressing the idea of what multicultural/diversity could look like through standards. There are not as many instructional materials available because they haven't been written; they need to be found. Instructional materials are more than textbooks, they are all materials a teacher would use to drive instruction.

Member Gallegos asked for further details on the goals of the task force in the 2020-21 school year. Ms. Malorni responded that the primary goal is a rubric and guide for what cultural pedagogy is and what it should look like in a classroom, as well as a rubric to vet resources and materials used in the classroom. Before materials can be gathered, it is crucial to establish a process to ensure that the material is going to provide access and equity for every student.

7: INFORMATION AND DISCUSSION REGARDING NEVADA STATE LICENSED EDUCATIONAL PERSONNEL DEMOGRAPHICS

Felicia Gonzales, Deputy Superintendent of Educator Effectiveness and Family Engagement, conducted a PowerPoint presentation regarding [Licensed Educational Personnel Demographics](#).

Member Ortiz asked what could be done to put more emphasis on recruitment to shift the diversity gap. Deputy Superintendent Gonzales responded that research shows that equal or greater focus must be on retention, not just recruitment. Nevada State College is also working to recruit high school students to teaching careers, and directed their pipeline project, which included academic supports and dual-credit opportunities, to high-diversity schools. Students in those pipelines must then ultimately choose to become teachers, and then be retained in those positions to increase educator diversity broadly.

Member Ortiz noted that in Clark County School District, the majority of teachers waiting for placement in schools are teachers of color. Member Ortiz asked Member Workman for his perspective in closing the gap. Member Workman responded that in Lyon county, they have worked with the Western Educational Equity Assistance Center over the last three years. As a result, Lyon has seen an increase in its teacher and administrative diversity over the past several years, which has strengthened the district. Member Workman recommended targeting recruitment in elementary school, moving forward to middle and high schools, and supported the Grow-Your-Own program which supports existing employees in pursuing education degrees and priority in teaching positions. He noted that school board support is crucial, and that teachers as a whole need greater support.

Member Hudson asked if the State received teacher exit surveys. Deputy Superintendent Gonzales noted that each district completes their own exit surveys. The Teacher Recruitment and Retention Task Force did recommend a Statewide exit survey that could be utilized to collect Statewide data to inform the work.

8: ACTION ITEMS FOR WORKGROUP MEMBERS

Member Ortiz asked for future agenda items as a motion, which was seconded by Member Workman. However, the category for possible action are tasks for Workgroup members; future agenda items do not apply. Member Ortiz's request has been moved to future agenda items.

9: FUTURE AGENDA ITEMS

Member Ortiz requested a presentation from Teach Plus Nevada regarding their exit survey as a future agenda item.

Member Ortiz also asked for the report on the Department's training from the National Equity Project, and if possible, a report from the Western Educational Equity Assistance Center's work with Lyon county.

Member Hudson asked for a presentation regarding MAP testing; Deputy Superintendent Moore noted that a presentation regarding MAP testing would be presented to the Board in November. Member Hudson also asked for further details regarding devices and connectivity for students.

Member Workman noted that colleges and universities have been moving away from the SAT and ACT and asked for a presentation on the past three years of ACT data broken down by demographics.

Member Ortiz asked for information regarding competency-based education; Deputy Superintendent Moore responded that the Department has a workgroup and competency-based education pilot, and they could have the workgroup, including Dr. Summer Stephens of Churchill County School District, provide an overview of their work.

10: PUBLIC COMMENT #2

No public comment.

11: ADJOURNMENT

Meeting adjourned at 3:13 P.M.