



Multicultural Education

1. **Purpose:**

Historically, Washington K–12 education centers a White narrative. Beyond social studies classrooms where history is taught, the contributions of African American scientists, authors, mathematicians, artists, and scholars are often left out of textbooks and other content introduced in the classroom. Classroom instruction generally is limited to references to slavery and Jim Crow which center victimization and subjugation and ignore the significant contribution of African Americans to the larger fabric of the United States. To disrupt this deficit model, the African American Studies Proviso charges OSPI to coordinate the creation of a grade 7–12 African American Studies approach that includes three key elements:

- 1) A working definition of African American Studies and an accompanying framework.
- 2) Content alignment across academic disciplines.
- 3) Recommendations for professional development.

The intended outcomes of this proviso are to support multi-cultural, culturally responsive, and anti-racist education that supports students becoming academically, socially, and culturally literate.

2. **Description of services provided:**

Funding was used to contract with Connector Consulting (CC) in coordination with OSPI to facilitate the agency's development of an African American Studies definition and framework, development of a content alignment plan, and curation of professional development opportunities. In order to reach these benchmarks, CC has:

- Engaged external stakeholders and community members
- Collaborated with OSPI content leads to examine ways African American Studies can be infused across content areas
- Created a working African American Studies definition and examined potential models for creating an African American Studies Framework for grades 7–12 in Washington State
- Began to develop an African American Studies content alignment plan
- Began to develop strategies to create African American Studies professional development opportunities

- Submitted quarterly progress reports tracking progress and in preparation for submitting a summative report at the conclusion of our work

3. Criteria for receiving services and/or grants:

N/A. This proviso facilitates recommendations for implementing a grade 7–12 African American Studies program. There was no intent for districts, schools, educators, or students to receive direct services.

Beneficiaries in 2021-22 School Year:

Number of School Districts:	N/A
Number of Schools:	N/A
Number of Students:	N/A
Number of Educators:	N/A
Other:	N/A

Number of OSPI staff associated with this funding (FTEs): .26

Number of contractors/other staff associated with this funding: 1

FY22 Funding:	State Appropriation:	\$200,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	TOTAL (FY22)	\$200,000

4. Are federal or other funds contingent on state funding?

No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2022	\$200,000	\$185,772

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of Schools
2022	N/A

7. Programmatic changes since inception (if any):

While this proviso builds on the work of the African American Studies Workgroup funded in the 2020–21 proviso, this is a new program.

8. Evaluations of program/major findings:

This year's establishment of an African American Studies Proviso has provided the opportunity to continue the work begun by the African American Studies Workgroup. Connector Consulting (CC) was contracted by OSPI to lead this work. CC brought on African American scholars with deep roots in Washington and extensive experience in black history across multiple disciplines. Drawing from Connector Consulting's progress reports to OSPI they have made substantial progress in several areas:

- Connector Consulting began meeting with OSPI content leads to provide historical and cultural context for the work, and to draw on OSPI content lead expertise to design best practices for incorporating African American Studies across content areas including, but not limited to, the Arts, English Language Arts, Mathematics, Science, Social Studies, and Sexual Health and Wellness.
- In addition to OSPI, CC engaged with three other entities to help formulate their approach: Seattle Public Schools; Dr. LaGarrett King, Director of University of Buffalo's Center for K–12 Black History and Racial Literacy Education; and Jefferson County Public Schools, Jefferson, Kentucky.
- Connector Consulting found that there is not a cohesive definition of African American Studies used across academic and social spaces. CC is still mining for a workable definition but believes the most friendly 7–12 definition derives from Jefferson County Public Schools in Kentucky, which provides the following definition of African American Studies, "Black Historical Consciousness is a set of principles that seeks to alter our ideology and redefine Black history. It is to be aware that Black people may have histories independent of other racialized groups, especially White people. The approach to history is both a curricular and instructional project. Seeks to explore the humanity of Black people through history. The five major themes include 1) Power, Oppression, Race(ism), 2) Agency, Resistance, Persistence, 3) Africa and African Diaspora experiences and commonalities, 4) Black Love and Joy, 5) Contemporary connections and Intersectionality." (Sourced from JCPSS Social Studies Glossary for Standards Deconstruction and Implementation).
- Connector Consulting has engaged nationally and statewide to reach African American Studies experts. They list the following organizations and events as integral to their development of the African American Studies definition, framework, and professional development opportunities:
 - Black Education Research Collective (BERC),
 - National Council for Black Studies,

- Black Studies Collective,
- Teaching Black History Conference,
- Road Map Project Convening (Fall 2022),
- Black Education Strategy Roundtable Convening (Winter 2022)
- In their progress report for March 2022, CC indicates that, “exemplar research will yield useful content, but community engagement may likely serve as the primary source for the finalized definition next spring.”

9. Major challenges faced by the program:

- Community building work was difficult with meetings primarily held remotely. African American Studies and other culturally responsive work is best done when strong relationships are built in community.
- As indicated above, there is no unified definition of African American Studies, at this point (there are commonalities). Work continues to be done to determine the most appropriate aspects of numerous definitions that are applicable across disciplines 7–12
- African American Studies is, generally, new for K–12 public schools. There are limited examples to draw from as we develop this work in Washington.
- The demographics of public-school educators in Washington State presents challenges for training and implementation. White-identifying educators make up 86.8% of the teaching force in K–12 schools, while there are only 1.5% of educators who identify as Black/African American. We anticipate that this will create significant challenges with limited resources and organizations equipped to provide high-quality professional development and implementation of a 7–12 African American Studies framework.
- The scope of the current legislation and proviso will carry this work through to the establishment of definition, framework, and resources. However, achieving full implementation in Washington classrooms will require future phases of work focused on professional development and educator support.
- The current political and social environment includes significant pushback to efforts to make public school classrooms more inclusive and culturally responsive.

10. Future opportunities:

- Connector Consulting continues to reach out to educational and community-based organizations to build the African American Studies definition, framework, content alignment, and recommended professional development. Next steps are outlined in CC’s March progress report outlining Phase 2 of their work and include meeting at least twice more with OSPI content leads between September 2022, and March 2023.

- In March and April of 2023, CC proposes presentations to OSPI content leads of the implications and impact of African American Studies integration into their content area, with opportunities for follow up.
- We anticipate further opportunities to incorporate African American Studies into other related areas including Social Emotional Learning (SEL) and Career and Technical Education (CTE), among others.

11. **Statutory and/or budget language:**

ESSB 5693, Sec. 501(4)(o) - \$200,000 of the general fund—state appropriation for fiscal year 2022 and \$200,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the office of the superintendent of public instruction to provide statewide coordination towards multicultural, culturally responsive, and antiracist education to support academically, socially, and culturally literate learners. The office must engage community members and key interested parties to: (i) Develop a clear definition and framework for African American studies to guide instruction in grades seven through twelve; (ii) Develop a plan for aligning African American studies across all content areas; and (iii) Identify professional development opportunities for educators and administrators to build capacity in creating high quality learning environments centered in belonging and racial equity, anti-racist approaches, and asset-based methodologies that pull from all students' cultural funds of knowledge.

12. **Other relevant information:**

There is no data for the beneficiaries because this proviso did not contain any implementation requirements.

13. **Schools/districts receiving assistance:**

See [OSPI's grantee list](#).

14. **Program Contact Information:**

Name: Jerry Price
Title: Associate Director—Content, Social Studies; Secondary Education and Pathway Preparation
Phone: 360-480-0186
Email: Jerry.Price@k12.wa.us