

# Multicultural Education

## Statutory and/or Budget Language

\$200,000 of the general fund—state appropriation for fiscal year 2024 and \$200,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the office of the superintendent of public instruction to provide statewide coordination towards multicultural, culturally responsive, and anti-racist 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.

## Purpose

The funding is designed to support OSPI in coordinating statewide efforts to advance multicultural, culturally responsive, and anti-racist education. The initiative aims to cultivate learners who are academically, socially, and culturally literate. To achieve this, it emphasizes the importance of professional development opportunities for educators and administrators, ensuring they can create the necessary learning environments to meet these goals.

## Description of Services Provided

Funds were used to purchase texts as recommended in Appendix D, Resource Inventory from The African American Studies Facilitation Project report finalized in December 2023. These include:

- Jones, D., & Hagopian, J. (Eds.). (2020). *Black Lives Matter at School: An Uprising for Educational Justice*. Haymarket Books.
- Hammond, Z. L. (2015). *Culturally responsive teaching and the brain*. Corwin Press.
- Norment, N. Jr. (Ed.). (2007). *The African American Studies Reader* (2nd ed.). Carolina Academic Press.
- Au, W. (Ed.). (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Rethinking Schools.
- Watson, D., Hagopian, J., & Au, W. (Eds.). (2018). *Teaching for Black Lives*. Rethinking Schools.

Additional purchases to support professional learning included:



- Collado, W., Hollie, S., Isiah, R., Jackson, Y., Muhammad, A., Reeves, D., & Williams, K. C. (2021). *Beyond conversations about race: A guide for discussions with students, teachers, and communities*. Solution Tree Press
- Muhammad, G., & Love, B. L. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic Inc.
- Muhammad, G., & Williams, P. (2023). *Unearthing joy: A guide to culturally and historically responsive teaching and learning*. Scholastic Inc

These texts support Recommendation 10 from the report, which was, “Focus professional development opportunities for teaching African American Studies on increasing educator competencies in cultural relevance, equity and inclusion (and anti-Blackness), continuous learning, critical consciousness, collaboration and community engagement, empathy and empowerment, and reflective practice.”

## Criteria for Receiving Services and/or Grants

Texts have been accessed for internal OSPI professional learning, so staff have the opportunity to appropriately provide guidance and use these resources for future external professional learning opportunities. Internal professional learning with these resources began with the Early Learning, Elementary Education, and Federal Programs (EELFP) and the Secondary Education and Pathway Preparation (SEPP) divisions. These divisions include the elementary and secondary content teams, which have direct connections with the Educational Service Districts, as well as many other teams that support external professional learning. In the report’s Executive Summary, the project team recommended that African American Studies be established as a distinct content-aligned area within the broader educational framework. It also noted that all teachers in Washington must improve their practice, and as such the learning opportunities presented through the purchased resources are not exclusively available to a singular content area.

### Beneficiaries in the 2023-24 School Year

<b>Number of School Districts</b>	NA
<b>Number of Schools</b>	NA
<b>Number of Students</b>	NA
<b>Number of Educators</b>	NA
<b>Other</b>	86

### Are Federal or Other Funds Contingent on State Funding?

No

## State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$200,000	\$62,216
2023	\$200,000	\$190,089
2022	\$200,000	\$185,772

## Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	86
2023	1
2022	1

## Programmatic Changes Since Inception (If Any)

Funding was previously used for staffing and contracting with Connector Consulting (CC) to facilitate the agency's development of a definition of African American Studies, a framework, development of a content alignment plan, and identification of professional learning opportunities. The contractor provided their final report in December of 2023. OSPI did not initiate a new contract in fiscal year 2024 but plans on reengaging in contracted support in future fiscal years.

## Program Evaluation or Evaluation of Major Findings

From The African American Studies Facilitation Project finalized in December 2023, "The Legislature and OSPI can demonstrate the value and academic importance of African American Studies by implementing sound policy guidance, creating accountable support structures for local districts, and making deep and sustained statewide funding available for training and professional development." Focused investment in the creation, promotion, and evaluation of professional learning opportunities is a critical focus to advance progress envisioned in the original legislation and ongoing state investment.

## Major Challenges Faced by the Program

Staff transition resulting in vacancy savings and contract workload impacted the expenditures in FY 2024.

## Future Opportunities

OSPI staff will be positioned to support state, regional, and local based professional learning opportunities providing the resources purchased through this investment. As OSPI engages in further learning standard revisions, content alignment of African American Studies will need to be updated. Driving funding to local community-based organizations to support progress is of

interest. OSPI is also pursuing the sponsorship of learning activities such as the American History Traveling Museum: The Unspoken Truths.

## Other Relevant Information

This work builds on the 2020 legislation that established the now concluded [African American Studies Workgroup \(ospi.k12.wa.us\)](https://ospi.k12.wa.us).

## Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

## Program Contact Information

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