

% X L O/GHLJODJFRLIHTWX LLVQ G X F D W7LURDQ V F U L S W

% U H V5W B Q L J X H]

+ H CHOYRH U \ZRHQCHF RVPRH R X B KQVD S \Q D PLH% U H V RVGRUQLD Q]G]PD
W H D FXVLQJVSW B QHVO/RUKHX P D Q LDW L H V@ '

: H D UEHU R XWRRVX \W KFR UKX P D Q S WRJHUVDPX J K3 Q D Q Q V &R O CRH J H
/ L E H\$UDDW KSHQ L Y HRUJVL YAD\G B QRX W K HIRNV KDLVD G HPHLDFD H J D F L H V
7 K L D ZHG L V F X F R E IGU ROCHW D Q IL URKVM D G MWKS D IUQ FVW RZKHRCY R W H U
V X S S U HLVO/R YHP \$ Q GL Q DROBORO L D Q QUR O H QFHHP E, KW KHS U Z E J
D UHX L OGH QDR HFX L V G X F D W K E V DZVM G R L V R G D \

2QK H D D QMKH D ODFOWLDY Q V R F MDXQ V Q Q G M R R Q RHPPLSFR Z H U Q RWQVM
S O DFW R Q L V RVM EHZOL WRX Q W L D O RZQLJW KJ R R B L JKWVR RQX R X U H
Z D W F K R Q D D O V R X I V O L Y Q R X W X YERX RWV K R XJCKVR S V Q B VRX 7 X E H
\$ Q V KZH W KZLLVORULN L U VQV W U R B I D FCHW S D V QHL Q K R WLNQ F U H G L E O H

\$Q QV K H QRD K H D QIGQ W U R/VKXK HIRNV R GDCV K ZHQ JQDK H D QJHMQ W R
R XTUX H V W, K B QVR PTHX H V VS LURHCS V X H V G W E' æ8 — @ ° — @ p \ w ò J R

00:2:44

St. Mary's College, not a visa High School and John Adams Elementary in Southern California. She also consults with school districts, community colleges and four-year colleges concerning the campus climate and culture to support underrepresented student populations. She earned a
S 615110610 p

So, thank you so m

D`

LatinX population. We need to understand that, even within that we have to think about the origin of Spanish. As we think about the Spanglish from from maybe la that's different from the Spanglish from from maybe Oakland, then we think about Puerto Ricans and and New York, and all the different

So I think that's a great transition, I think both of you gave so much there's so much, there's so many different ways we can go right now I think it's fantastic. But I want to pick up in particular on what, maybe some of these challenges are here in Washoe County and here they are kind of at the high school level here they are the school system here. So Tiffany maybe you can speak a little bit about some of the specific challenges. Are they you're facing, and maybe some of the ways that you're approaching these challenges as well.

Yg

00:19:17

I will say in Washoe we have both unique to watch some challenges and then we have similar

Wilar W K DM K D W K L O S D A L I P S E T O A N K R T V M T J B Z P B Q D P O 2 3 7 9 8 0 0 2 0 4 C O C I T O A C 2 1 0 4 6 0 0 1 0 7 T T T 1 1 T T F 1 0

D E A

00:29:04

And I think so, to lead into this, you know the whole you know K through 20 and beyond conversation to so if those things are happening in the K 12 like one it's like, so students who are maybe not benefiting from the particular system that we've created, potentially they're not coming into the our colleges are losing out on particular knowledge is and experiences that enrich our learning an opportunity in the higher education system. I think on another level to that we're often we often focus, which is, it is a good thing right we're focusing that

and we tend to work and very in silos even within institutions we tend to work in silos and we need to we need to stop doing that.

D E B

00:31:56

Could I say that two wonderful wonderful minds have explained this greatly There are a couple of things to think about what testing, and I think Tiffany said it correctly why why are we doing this. 20% of our curriculum and testing. 20% of our curriculum and testing is our curriculum and testing is based on 20% of the population, suburban white to family heterosexual household. Well, our schools are more than 50% of color.

00:32:35

They are saying to the population. We want you to be like this knowledge, language, culture, impacts me, culture, and life impacts perceptions and how we perceive things when we start talking about testing and talk about competencies, we start to miss the boat. About over a decade ago. Ooh, ooh, I did a study and the kind of age hit you. I did a study over a decade ago, and I wanted to look at the difference in the achievement gap between comprehension, versus proficiency Comprehension suggest you read a read a text and you can comprehend

00:33:21

the whole thing and you give answers to them, proficiency suggests that you look at pieces of what you're trying to measure the students understand sounds of letters. Do they understand words and context to the other seven pieces? What I looked at these two things I saw that Yeah, that was an achievement gap, based on test scores. But there was not an achievement gap, based on proficiency scores, based on the type of things you need to know about reading.

00:33:50

So we give the students these, these Comprehensive Tests, and they don't do well with it. They can't read, that's not true. And then when we start to put these biases on what testing means as it relates to race, that becomes part of the psyche. Cynthia talks about when we look at this whole notion of even college entry And then we start to even look at Colvin and college entry who's getting access to tutoring for SAT and ACT.

00:34:21

If you don't have the money you're not doing it. And so when we look at this college entrance, these test scores matter. But we're missing the boat and looking at those skills that talent that soon as a brings it to the table. And I look at a place like California for instance, they're starting to move away from just a CT and ICT and starting to look at other types of factors that can help look at students' abilities to be accessible and bring it upon a bit more equitable and an open enough diversity to happen.

B n B dg

D 5

00:37:39

Amen, Amen. I would have to say that as well she saw right, one of our challenges and that we do and this is something I push even in our school or college and and on the state level. We can't require one course and multicultural education and say they got it. Now it has to be integrated, it has to be woven and as Tiffany said it has to be and there's an intentionality that has to be there. And until we correct that we're going to continue to get the same things. I did study

00:38:10

That's part of the book that I wrote on teachers and their use of cultural sponsored practice and multicultural at over 90% only 95% of white teachers said they took that course 95% of teachers

00:45:27

And so when we talk about why it is important. It's important because we have like minded people sitting around the table making like minded decisions, giving us like minded results. And so if we want to truly change things, then we need to change who is sitting around the table and not for the sake of checking a box but with poor with decision making and so that we can really ensure the outcomes that we need.

00:45:51

So diversity for the sake of putting on the strategic plan does nothing for me, my children or my grandson, but if you're going to institutionalize and enter practice, then that means you're going to truly understand what a diverse workforce is.

D E

00:46:05

Sister Tiffany had taken on the gloves tonight. Just punching and singing that's good, good, good. And I think she's right. I think we do have to. We have to help our community understand that we can use that word diversity loosely When we talk about people of color. We can't even use that loosely because we still have to think about that language piece that's very critically important to a lot of our immigrant brothers and sisters . that's critical. We have to think about our LGBT community we have to really embrace the notion of what diversity means.

00:46:44

But when it comes to this notion of equity and ethnic diversity this equity act ethically tested diversity It's very critical important this is what my research comes into play I looked at, if black kids had a black teacher. How would that impact their academic outcome? And I found that if a a 8B004B004B00

00:51:16

And, and so, you know luckily my parents have me and I was able to drive them but even so
no are the people that are making decisions about our community in terms of healthcare. I
took them to get a vaccine. The folks out of 12 healthcare workers, only two of them spoke
Spanish, And so there I was translating for the other seniors in the line. So, you know it impacts
us even later on it impacts all of us, it's not just the folks that are impacted

literally any ~~types~~ of like do they There's an assumption that everybody ~~owns~~ a computer for example, and that's not true. And not everybody ~~owns~~ a laptop, not everybody has Wi Fi, not everybody has a phone so some people may say ~~all~~ ~~you~~ know they can use their phone.

00:56:30

Well,

half hour 45 minutes, an hour. I know you don't have things to do, so I won't, I won't do that to you all. So let me just wrap up then I do have a number of people to thank if I could do so quickly I want to thank the Thought committee, Carlos Mariscal, Daniel Enrique Perez Meredith Oda, Katherine Fusco, Steven Pasqualina, and Caitly Earning. I also want to

01:01:31

Give special thanks to Callum Ingrum, for helping to moderate the question and answer. And also to Gabriel Ortiz Flores for helping me think about and frame some of these questions. I also want to thank Deborah Malomog, Lisa McDonald and the College of Liberal Arts, as well as Chirs Stancil and Richie Bednarski for their support of tonight's event.

01:01:48

I also want to thank our partners Laughing Planet and also KWNK where you can listen to this one, and also all of our events every week. I also want to thank our fantastic panelists. You all were really amazing. Thank you, this was really great. But also I do want to thank everyone who signed in and everyone who watched today I think was a great event. There is a brief survey once you sign off you'll receive the survey please take a minute to fill it out, let us know what you think, and if you have any suggestions as well.

01:02:12

And that's really it, so on the thought, I messed up the final line. And on behalf of Thought T a thank you so much, I'm Bretton Rodriguez thank you all, have a good night.