

EOGOAC

November 17, 2020

9:30 a.m. – 3:00 p.m.

Theme/Goal: Draft Annual Report Recommendations

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Tyson Marsh, alternate for Dr. Jim Smith
Representative Sharon Tomiko Santos, House of Representatives
Bill Kallappa, Governor's Office of Indian Affairs
Rodrigo Renteria Valencia, Commission on Hispanic
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Sean Heans, alternate for Carris Basas
Senator Lisa Wellman, Senate
Senator Bob Hasegawa, Senate
Fiasili Savusa, Commission on Asian Pacific American Affairs

Staff and Public Attendees: Heather Rees, Office of Superintendent of Public Instruction
Maria Flores, Office of Superintendent of Public Instruction
Robin Howe, Office of Superintendent of Public Instruction

Members Not in Attendance:

Representative Lillian Ortiz-Self, House of Representatives
Superintendent Chris Reykdal, Office of Superintendent of Public
Instruction
Dr. Jim Smith, Commission on African American Affairs
Lydia Faitalia, alternate for Fiasili Savusa
Nicole Sutton, alternate for Bill Kallappa
Representative Bob McCaslin, House of Representatives
American Affairs
Julie Kang, alternate for Frieda Takamura
Senator Hans Zeiger, Senate
Carrie Basas, Office of Education Ombuds

Minutes

Agenda item: Introductions, agenda overview, and approval of meeting minutes

Facilitator: Maria Flores

(no minutes approved)

Agenda item: Debrief of Joint Meeting with Social Emotional Learning Advisory Committee

Facilitator: Maria Flores, OSPI

Discussion:

- Not all members were able to attend
 - Creating a tool that would help teachers/districts understand SEL application correctly for standards.
 - SEL can be weaponized against students of color, so EOGOAC could be that sounding board of cultural impact around SEL.
 - EOGOAC could explain how SEL could be weaponized.
 - EOGOAC- There is a need for there to be diversity within the committee. There is some potential for really good allies.
 - EOGOAC – We try to spread our vision for children of color into different spaces. At the same time we cannot cannibalize ourselves by spreading ourselves thinly by assisting other groups and committees.
 - EOGOAC - Where does culturally responsive SEL fit within the school climate elements? This is a conversation that needs to be had with the SEL committee and SEL staff. It has to be useful in the field. If it is not going to be useful in practice then it has not done its job in moving the needle.
 - The joint product/project allows the EOGOAC to create one defined protocol to be used.
 - EOGOAC- The biggest concern is around the genuine involvement of communities of color in their work (SEL committee) and guide sheets.
 - EOGOAC – Need to be purposeful in connecting anti-racist work and SEL.
-

Agenda item: SBE System Health Report Feedback and Questions

Facilitator: Maria Flores, OSPI

Discussion:

- Want feedback by the close of business November 24, 2020.

EOGOAC November 17, 2020 Meeting Minutes

- This report has not identified additional items that are needed. EOGOAC was given a section to reflect thoughts on the report in a survey being sent out.
- Previous thoughts: disaggregated data, and details on racial categories
- EOGOAC- It would be helpful to refer to the statute/bill that set up the state board for the health report requirement so that we can have context.
- EOGOAC- The conditions under which this legislation was adopted does not exist anymore (no child left behind). We have accountability which is different under ESSA.
- EOGOAC- What we are measuring is outdated and updating what is being measured is a must. Since this needs to be done the EOGOAC should be checked in with to gain insight on reporting.
- The WAKids assessment and the reading and mathematics assessments, 4-year cohort measurement are all aspects that the EOGOAC has reviewed/discussed.
- EOGOAC- Are there specific equity indicators that have not been used in the past that could be incorporated or discussed?
- EOGOAC- This is a long-term process to change the language; are these the right statewide indicators? As a policy question across all conversations, what is measured is what matters.
- EOGOAC- The baseline of data has already changed due to COVID and because of this prolonged situation we don't know what the lasting impact will be. This is why we can't use old measurements for this new environment.
- Proficiency versus growth has to be considered. Measuring student growth is measuring the history of the student against themselves. Diagnosis has to be done by the teacher and individualized so that we can create the new baseline.
- EOGOAC- Retention and training for teachers and principals play a large part in the collection, understanding, and use of data measurements in a practical sense.
- EOGOAC- There needs to be understanding that within the system this directs the funding and can lead to the misplacement of funding to solve problems systematically.
- EOGOAC- The pressure should be more on system correction rather than the student.
- EOGOAC- Sometimes there have been conflicting performance goals that has led to system dysfunction.
- EOGOAC- It is not just about the report or the statute. These conversations need to be viewed for what they mean within COVID and post COVID. Though it have been a challenge it has opened up the door for different ways of learning and measures. This is the beginning of a new conversation about accountability and how our educational system supports our students' growth.

Agenda item: Work on Report – Draft Recommendations

Facilitator: Maria Flores

EOGOAC November 17, 2020 Meeting Minutes

Discussion:

- Issues added for report – Growth of gap because often, students of color who are homeless and in our institutional education rehabilitation centers are not being served; look at the report of the institutional education taskforce.
 - Are we addressing the mental health needs of students in the recommendations and concerns around COVID and hybrid models, intergenerational families, or the learning environment and how it has changed?
 - Access to food justice and physical health/ health disparities for families of color
 - Microaggressions that are being felt by students
- Review of current recommendations:
 - Currently have a SEL section; this will be expanded to add mental health.
 - Recovery plan for all students
 - Solution - Integrated student supports and asking districts to do asset mapping of their community, clarifying superintendent responsibility and using the protocol all with clear communication.
 - Monitor and find out how many districts have adopted a WSSDA model policy.
 - Embed ethnic studies to address racism and help families feel connected.
 - Racism in schools is related to school safety and must not reinforce trauma for students and staff.
 - Intersectionality – Need to recognize that this is not always the lived experience and be clear about overarching in an introductory way, what intersectionality means.
 - Overarching lens of dual pandemic (racial and COVID) when considering issues for recommendations.
 - Celebrating our differences and our unity could be used as a marketing tool.
 - Foster care – Work with community groups to develop work and process.
 - Addressing urban and rural divide through the type of thinking that is happening within schools to broaden exposure
 - Educational services around aging out and non-aged out should have a recovery plan created for what they did not receive during the shut down
 - Need to focus on what transitioning will look like and how community-based organizations can be involved.
 - Checking in with childcare providers about current recommendations.
 - Reach out to groups that already exist and are dealing with these challenges around cultural competency.
 - Training and technical assistance are needed for families to support their children.
 - Need to make the connections directly between the digital divide and students of color when dealing with the topic because it is a rather expansive issue.
 - Technical assistance and accessibility may need to be addressed in multiple languages so they have both in a timely manner.

- Connectivity remains an issue not only for those in urban areas but also in rural areas because of a multitude of aspects ranging from wifi, to devices, to overall broadband capacity.
 - Need to address the multiple platforms that are being used to teach and how this impacts the assistance that families can give to their children.
-

Agenda item: Lunch Offline

Agenda item: Public Comment

Discussion:

- Tracy Castro-Gill: Disconcerting about the diversity on committees and especially around ethnic studies. There has been push back, administrators are one of the main barriers within education; standardized tests are named as a reason for attrition, and educators of color feel they are only valued for closing gaps rather than their cultural knowledge.
 - Tabatha Plotke: I want to be a resource to give insight and acknowledge that educators are a key part of the system. Equity for educators is needed for equity for students, and that there are no conversations happening about equity and diversity.
 - Charlotte Lartey: The climate and the culture of the school is a key part of addressing systemic issues. Being a minority teacher creates tension within the school because the leadership and others talk about equity but do not ensure safety for students and staff. Ethnic studies should happen sooner. Right now they are more interested in checking boxes when it comes to equity, which loses the intent and shows a lack of knowledge and awareness of what the issues are; combating racism at every level within institutions
-

Agenda item: Debrief, and Conclude Meeting

Discussion:

- Staff will send out notes and new draft of recommendations before the next meeting

Meeting concluded at 3:00pm

Minutes Taken By: Robin Howe

EOGOAC November 17, 2020 Meeting Minutes