

EOGOAC

July 19, 2022

9:30 a.m. – 4:00 p.m.

Theme/Goal: Studying the Gap

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Senator Bob Hasegawa, Senate
Representative Alex Ybarra, House of Representatives
Dr. Jim Smith, Commission on African American Affairs
Yordanos Gebreamlak, Office of Education Ombuds
Tennille Jefferies-Simmons, Alternate, Office of Superintendent of Public Instruction
Bill Kallappa, Governor's Office of Indian Affairs
Representative Lillian Ortiz-Self, House of Representatives
Michael Peña, Alternate, Commission on Hispanic American Affairs
Heather Lewis-Lechner, WA Senate Democratic Caucus

Staff and Public Attendees:

Maria Flores, Office of Superintendent of Public Instruction
Heather Rees, Office of Superintendent of Public Instruction
Andrew Nelson, Office of Superintendent of Public Instruction
Lauren Gilmore, Office of Superintendent of Public Instruction
Devin Noel-Harrison, Office of Superintendent of Public Instruction
Katie Weaver Randall, Executive Director, ERDC
Ana Elfers, Ph.D, Research Associate Professor, UW, College of Education
Manka Varghese, Ph.D, Chair and Professor, Teaching, Learning, and Curriculum, University of Washington, College of Education
Marge Plecki, Ph.D, Emeritus Professor, UW, College of Education
Rose Spidell, Project Education Impact
María Sigüenza, Director for the Commission on Hispanic Affairs
Ed Prince, Executive Director WA State Commission on African American Affairs
Craig Bill, Exec Dir WA State Commission on Native American Affairs (GOIA)
Mystique Hurtado, GOIA
Andrew Estep, WSPTA

Arielle Matthews
Ben Gerhardt
Debra Parker
Ellen Hopkins
J. Lee Schultz, State Board of Education
Jayme Shoun
Jody Hess
Kathleen Lawrence
Keahna Umpstead
K'gnausa Yodkerepauprai, CAPAA
Kristin Hennessey, OSPI
Pamella Johnsonn, WEA
Rachel Rodriguez
Rachel Clements
Sarah Albertson, OSPI
Shanna McBride, DCYF
Steve Smith
Tammy Bolen, OSPI
Tracy Castro-Gill
Usana Hall

Members Not in Attendance: Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Vacant, Senate Ranking Minority Member
Senator Lisa Wellman, Senate
Dr. Randy Nuñez, Commission on Hispanic American Affairs
Fiasili Savusa, Commission on Asian Pacific American Affairs
Tyson Marsh, alternate for Dr. Jim Smith
Danielle Eidenberg, alternate for Carrie Basas
Nicole Sutton, alternate for Bill Kallappa
Lydia Faitalia, Alternate for Fiasili Savusa

Minutes

Agenda item: Introductions, Agenda Overview, and Approval of Meeting Minutes and Outside Committee Updates

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Announcements:

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- Update from Rose Spidell, for Project Education Impact Committee and Youth and Care and Youth Experiencing Homelessness
 - The legislative work of previous session was helpful, but there are still gaps for youth experiencing homelessness.
 - Project Education Impact Committee has a deficit in a diverse membership, voice, and those with lived experience
- Update on Travel for future meetings

Comments:

EOGOAC stated:

- Would like further information if anyone has been briefed on the provisions of the Building Safer Communities Act to keep in mind the school safety committees and the work they are doing to continue promoting partnerships
- Would like further information on current committee membership and to follow up with EOGOAC members to retain a more diverse membership
- Regarding travel, the committee would like to provide the opportunity while accommodating those who do not want to meet in person
 - Would like to consider a cost benefit analysis for a hybrid meeting
 - Would like to consider possibly scheduling a single meetup for the fall

Agenda item: Conversation on Opportunity Gap Studies with Ethnic Commissions and GOIA

Presenters:

- Heather Rees, Office of Superintendent of Public Instruction
- Andrew Nelson, Office of Superintendent of Public Instruction
- Lauren Gilmore, Office of Superintendent of Public Instruction
- Additional Committee Members:
 - María Sigüenza, Director for the Commission on Hispanic Affairs
 - Ed Prince, Executive Director, WA State Commission on African American Affairs
 - Craig Bill, Executive Director, WA State Commission on Native American Affairs
 - Mystique Hurtado, Governor's Office of Indian Affairs

Discussion:

- Overview of 2008 Achievement Gap Studies
- Planning for the updated studies with facilitated discussions
- Study focus and framing for the upcoming studies

Comments:

The conversations held during this portion of the EOGOAC meeting took place through a series of questions and group discussions to focus and frame updates to the 2008 Achievement Gap Studies. See discussion notes worksheet at: <https://padlet.com/cisl/EOGOAC>

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EOGOAC stated:

- Would like to ensure the EOGOAC is articulating the specific purposes of the studies, centering on why these studies are important and why changes are necessary
 - Would like the studies to look at the changes that have occurred since 2008 to make communities proud, but not forget that continued challenges and barriers persist
 - Would like the studies to be centered on the represented communities and lifting authentic community voice
 - Would like to highlight important values to represented communities while building trust and solidarity
 - Would like to expand further on understanding equity, diversity and inclusion and what continued growth in these areas means for communities of color since 2008
 - Would like to examine how the Office of Equity intersects and can be brought into this work with the EOGOAC
 - Would like to be more deliberate on the inclusion of immigrants and refugees of color as they do form a very specific subset of nearly all of our communities that were not as intentionally included in the 2008 studies
 - Would like to include an emphasis on the need for diverse and bi-lingual educators
 - Would like the conversations in the studies to include break downs of the ways that racism permeates and is manifested into systems in a way that people can receive and understand systematic racism
 - Would like to continue the mixed-methods collection of gaps, checking to include data that we have and what data the community wants into the studies
 - Would like to address the need for school climate to be a measurement
 - Would like to emphasize the need for data to be transparent for usability and to continue to drive improvement
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Agenda item: *Lunch Offline*

Agenda item: Public Comment

- *No Public Comment*
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Agenda item: ERDC Follow-Up: How ERDC supports analysis and research on the opportunity gap

Presenters:

- Katie Weaver Randall, Executive Director, ERDC

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Discussion:

- Follow up to previous month's presentation
- How longitudinal data spans sectors
- How to use the dashboards to inform standards
- Overview of K-12 race and ethnicity data collection
- ERDC Plans to enhance existing resources based on feedback

Comments:

EOGOAC Stated:

- Would like steps to be taken for the data to be further disaggregated within categories to accurately reflect the populations
 - Would like the ERDC to track student retention and drop-out rates on a more defined level to understand why and where students are leaving the system
 - Asked for more information on how highly mobile students' data are collected and tracked across the system
 - Asked for further clarification on how CEDARS data is collected across the system and integrated into the ERDC dashboards
 - Would like to continue the conversation of further disaggregated data groups and how to hold systems accountable through recommendations into the Opportunity Gap Studies
 - Asked for further information on how student data identity matching occurs for the dashboard
 - Further concerns on how the systems collecting data remain siloed and continue to fail to meet the needs of the communities they are serving in providing the relevant data that continues to be requested and not fulfilled
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Agenda item: Roadmap to Reducing Barriers to Educational Justice in Washington State

Presenters:

- Ana Elfers, Ph.D, Research Associate Professor, UW, College of Education
- Manka Varghese, Ph.D, Chair and Professor, Teaching, Learning, and Curriculum, University of Washington, College of Education
- Marge Plecki, Ph.D, Emeritus Professor, UW, College of Education

Discussion:

- Overview of the educational justice initiative
- Description of the studies, key research questions and conceptual framing
- Overview and highlights of current and recent publications/reports
- Four core principles derived from findings of all the reports
 - Disrupting settler colonialism, racism, and whiteness in educational structures and values
 - Building an equity-based school finance system

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- Creating an interdependent system of supports for students, families and educators of color/or indigenous backgrounds
- Being led by students, families and communities of color/of indigenous backgrounds
- Examples of potential future work
- Group discussion

Comments:

EOGOAC Stated:

- Addressed concerns after hearing the research projects that not a broad spectrum of people and community members are being represented in the research and whether the research and researchers are reinforcing stereotypes and inaccuracies by not casting a wide net of outreach to other experts in the state
- Would like to understand why there was no broader outreach to communities of color beyond King County and why previous researchers from the 2008 Opportunity Gap Studies were not included
- Would like to recognize the need to transition from the 2008 Opportunity Gap Studies findings to what these researchers have found that addresses some of the previous challenges
- Would like further information on what the WEA will be doing with this report. Will it be used as a roadmap for members? Furthermore, how does the WEA see the EOGOAC using the report?
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Agenda item: Public Comment

- A parent addressed concerns about classroom volunteering and opportunities for the community to interact with their students at school.

Agenda item: 10-minute break

Agenda item: Debrief

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

See Discussion Worksheet for the Updated Opportunity Gap Studies Report notes at:

<https://padlet.com/cisl/EOGOAC>

Agenda item: Review Workplan and Conclude Meeting

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

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- Overview of Study focus and framing
- Next Meeting: August 16, 2022
- Topic: Social Emotional Learning (SEL)/Mental Health
- Guests: Joint meeting with SEL Advisory Committee

Meeting concluded at [4:00pm]

Minutes Taken By: Lauren Gilmore, Research Analyst, OSPI

Discussion Worksheet

STUDY FOCUS AND FRAMING – What do we want to learn?

Notes:

- Articulate the purpose of the studies
- Inform policy and practice and inform the work
- Purpose assess where we have been and where we are, where we go next
- Original reports tailored to the community
- Genuinely community based
- Commissions are crucial
- Communities see themselves
- Who are the authentic voices? The communities lead the work. Self-advocates
- Assessing the threat to efforts for equity as well
- Set the table together with the community
- Comprehensive plan and measures never really developed
- What is still missing from the original provisos that needs to get done?
- Similarities between the studies were organic
- Voice of the students
- Define the values we want to put forward: pride, solidarity, trust
 - Communicate to the research teams
- collective ask

Discussion Questions:

- 1) Is there a specific framework the studies should be built on? (e.g., community cultural wealth)
 - Leave the reader feeling proud of their community
 - And see how much work there is left to do
 - Should be based in strengths and recognize the work left to do
 - Recognize structural racism

2) Do you want to investigate the extent to which the recommendations and goals of the 2008 studies have been realized?

- Connect to change
- Look for tangible successes – ex discipline reform
 - What made that change successful? – lessons learned around implementation
 - The “how”
 - Success from the perspective of the community and due to the community
- Looks at the work that has been done
- Capture the progress
- Where are we on the verge of seeing the impacts of change?
- Crosswalk to recommendations from the EOGOAC
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3) How should the context of the “dual pandemics” recognized in the 2021 EOGOAC report—namely, COVID-19 and racism –be factored into the upcoming studies?

RESEARCHERS & PARTNERS – Who should be involved?

Notes:

- Diversity on the ~~“steering committee”~~?
 - Each community make their own decisions
 - Each ethnic commission guide each study individually
- Researchers partner with each other and share best practices
- Deliberate about the inclusion of immigrants and refugees of color – language access needs/costs
- The demographics of the state have changed since 2008 – important to the context of the studies
- Focus on the systemic racism, not individuals

Discussion Questions:

- 1) What would you like to see in the characteristics of the research team? (e.g., representativeness, areas of expertise, shared experiences)
 - Multi-disciplinary approach
 - Education touches all facets
 - Interconnectivity
 - Draw on our WA State IHE
- 2) What kind of partnerships and stakeholder engagement would you like to see? (e.g., community steering committee, youth voice)
 - Identify other allies
 - Educators/administrators – workforce perspective
 - Business community
 - Youth voice
- 3) Are there intergovernmental partners that might be worth including? (ERDC, CISL, WSIPP)
 - Make sure the EGOAC is involved, partnership
 - PESB
 - Office of Equity? – ask Dr. J participant or recipient?
 - CTCs

DATA COLLECTION & ANALYSIS – What data should be collected? And how?

Notes:

- Data impacts of COVID – will be caveats
- Transparency
- Useability/actionable for future improvement
- Data for accountability
- Use mixed-methods approach
- Look at narratives of the community – beyond data points

Discussion Questions:

- 1) What outcomes should be examined? (e.g., achievement, engagement, school climate, discrimination)
 - School climate – based on evidence of predictiveness of gaps
 - What do students and families expect of the education system? What outcomes does the community value? Not based on the needs of the system and deficits-based
 - Connect to school-to-prison pipeline (discipline reform)