

EOGOAC

January 18, 2022

9:00 a.m. – 12:00 p.m.

Theme/Goal: Edit Annual Report and Protocols

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Dr. Jim Smith, Commission on African American Affairs
Randy Nunez, Commission on Hispanic Affairs
Lydia Faitalia,
Senator Bob Hasegawa, Senate
Carrie Basas, Office of Education Ombuds
Erin Okuno, alternate for Frieda Takamura
Representative Lillian Ortiz-Self, House of Representatives
Danielle Eidenberg, alternate for Carrie Basas
Representative Alex Ybarra, House of Representatives

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

Members Not in Attendance:

Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Nicole Sutton, alternate for Bill Kallappa
Vacant, Senate Ranking Minority Member
Senator Lisa Wellman, Senate
Fiasili Savusa, Commission on Asian Pacific American Affairs
Tyson Marsh, alternate for Dr. Jim Smith
Bill Kallappa, Governor's Office of Indian Affairs
Tennille Jefferies-Simmons, alternate for Chris Reykdal

Minutes

Agenda item: Introductions, Agenda Overview, and Approval of Meeting Minutes

Facilitator: Maria Flores, Executive Director, CISL

Discussion:

EOGOAC January 18, 2022 Meeting Minutes

- Look into the option of a rolling vote for when members can only attend a portion of the meeting. This would apply when a document is not changed during the meeting.
 - Committee Updates:
 - Mastery Based Learning (MBL) Workgroup disbanded but MBL Collaborative is still meeting, and Dr. Smith is the EOGOAC representative.
 - Dr. Smith would like to be reached out to about Data Governance and district data issues
 - Legislative bill update document that covers EOGOAC interests. Yellow sections are bills from the previous legislative session and may be introduced again.
-

Agenda item: Work on 2022 Annual Report

Facilitator: Heather Rees, CISL, OSPI

Discussion:

- Recommendation for support of school board members of color: Every organization shares a responsibility in making this happen. This will include how work will be collaborative to engage communities from different areas associated to education.
 - How will this work be tracked to see what the overall outcomes are?
 - Add in language around equitable and inclusive recruitment, hiring and retention.
 - Recommendation around collecting race and ethnicity data for board members
 - Possibly match these to the new data categories for students that are being rolled out now with full implementation in the 2022-2023 school year.
 - Reference a previous EOGOAC report that refers to race and ethnicity data categories.
 - Recommendation around support for small and rural districts and get feedback to determine need beforehand.
 - Additional recommendation added around inclusion of all levels from family to leadership in the analysis of data to accurately understand the results.
 - Will leave the recommendation on emergency certifications for future work to study the impact of hiring shortages and other impacts on the workforce of color.
 - Note that there is a decreased enrollment in teacher preparation programs.
 - Updates on attendance from OSPI for future work
 - Recommendation around Social Emotional Learning needs to include the caveat that the burden cannot be solely placed on the teacher but rather be implemented and understood at all levels.
 - This will also be kept as future work.
-

Agenda item: Public Comment

Comments:

- Randy Spaulding: State Board has been rethinking how we do state accountability. Many of the recommendations made the EOGOAC reflect this. The other part of the conversation is discussing how schools receive recognition. Since the data is weak on how to evaluate this the State Board is meeting Thursday to discuss suspending the recognition process for another year.
 - Victoria Moreland: January 2022 liaison report: We are giving the CCDEI update later in the meeting. The SEL advisory and preparation committee will have a book study on how to better inform educators on social emotional learning. We continue to do role-alike meetings. The para certificate program meetings around this topic are coming up in February and March.
 - Lisa Smith: I am a Seattle Public School Board Director and would like to thank the EOGOAC for their recommendation around demographic data for board directors. It is encouraging to hear that this is being investigated. Around emergency certifications, I would love to see a change that would allow board directors to work as emergency subs in our district because currently we cannot fill in for any position in the district.
-

Agenda item: Action Item: Discussion and Vote to Adopt Report Recommendations and Protocols

Facilitator: Heather Rees, CISL, OSPI

Discussion:

- There is a concern that if ethnic studies is added in then what credit will be taken away?
 - This is a question that the State Board can look at. There is usually a collective of electives that a student can take as part of their graduation. It's another option rather than taking a different credit away.
 - The State Board is also looking at whether it can be a social studies credit.
 - One recommendation is that ethnic studies is woven into the academics rather than it being a standalone course. This may be where some harmonizing needs to take place between the two ethnic studies recommendations. We need to make sure that the EOGOAC messaging is clear that we are supporting ethnic studies but not to say that we have come out with a course before we have anything that would support that element.
 - Language can be as having it either as a standalone course and/or be embedded. It does not have to be only one option. There simply needs to be a high school graduation requirement that is inclusive of ethnic studies but how the districts get there is up for debate.

- There is also an interest to have ethnic studies be integrated through all of K-12. If it is simply a graduation requirement it will become another part of the checklist item to be ticked off.
- The measurement of the ethnic studies requirement must be rigorous. This portion needs to be captured and reference the involvement of the State Board.
- Capacity of this needs to be considered and how the educator will be able to take this on. If the delivery is not done well there could be a very antagonistic delivery of the information.
- Randy Spaulding – The resolution the board adopted last year. One is reflected in 2A about incorporating ethnic studies across all grade levels. Ethnic Studies is about how we teach content rather than content specific. This means it would allow students to take a course with an ethnic studies lens. This can happen in a core course or elective. We know there is a capacity issue so this will need a long phase-in to be done with fidelity. This is not an addition of a course but rather an integration to courses that already exist. We will be coming back with recommendation to the legislature at the end of the year.
- We need to make recommendations not on how we are going to solve the process but rather on the intent of the problem.
- Community voice needs to be reflected in the implementing of this work. We need to make sure that we do not set up communities for disappointment and do not set up our agencies for failure around ethnic studies.

Motion

[Representative Sharon Tomiko Santos] moved [Frieda Takamura] seconded
 To: Approved EOGOAC Meeting Protocols with edits submitted by Frieda Takamura.

[X] carried [] failed

Agenda item: 2022 Workplan

Facilitator: Heather Rees, CISL, OSPI

Discussion:

- EOGOAC representation on any continued workgroup for Mastery Based Learning
- Funding needs to be highlighted to do the gap studies again to get buy in from a diverse set of individuals.
- Engagement with incarcerated parents needs training for teachers and administration to minimize trauma and boost communication. This pertains especially to the environment of the classroom and how teachers can best support student with incarcerated parents.

Agenda item: Draft CCDEI Standards, Professional Educator Standards

Facilitator: Victoria Moreland, Associate Director, PESB and Dr. Erica Hernandez-Scott, Interim Executive Director, PESB

Discussion:

- CCDEI standards is an opportunity to ensure every educator in our state is able to demonstrate the centering of cultural competency, diversity, equity and inclusion in the ways they support their students.
- This work started with ESSB 5044. This is where definitions of the work can be found.
- The standards will be updated every 10 years.
- These standards have gone through multiple phases taking in different feedback. The adoption of the standards is the third phase which should happen winter 2021-2022.
- The second phase consisted of feedback session that had individuals give feedback based on the role that they hold.
 - This is a way that PESB was able to get insight on how it is known that the standards are doing well.
- Draft 2 Standards
 - Understanding self and others
 - Student, family, and community engagement
 - Learning partnerships
 - Leading for education equity
 - Each section is broken between components and observable indicators. This is to help give examples of how a role impacts the way the standards are applied.
- EOGOAC – How do we appropriately make assessments of performance given the standards for each area? What is the role of higher education in this process?
 - The program standards have an expectation that these will be introduced, taught, and implemented. To impact the whole field with these standards is to take the prep-programs and the equity work already being introduced. It will be the program approval process that will show the results of the use of these standards.
 - Cultural brokers may be needed to confer with senior educators to facilitate understanding to be a bridge to educational justice.
- EOGOAC – Is there a list of items that entangle with the standards from 2009 to now?
 - No, but it can be compiled. We do track them all but separately since they are items under PESB's authority.
- To close the loop documenting the timeline and the connection of the standards to other work may be helpful to explain the learning of how cultural competency and these standards came to be.
 - EOGOAC – Yes, what was being expected to be done in 2008 is greatly different compared to what is expected to be done now.

EOGOAC January 18, 2022 Meeting Minutes

Agenda item: Debrief and Finalize 2022 Workplan

Facilitator: Heather Rees, CISL, OSPI

Discussion:

- Educators of Color
 - Proposing a residency program for supporting teachers of color
 - Looking into educator data about trends of race and ethnicity and other elements
 - Selecting mentors and looking into the quality of mentos for teachers of color going through the prep-programs
 - Support for mentors
- Attendance
 - Update on community engagement boards
 - Update from OSPI
 - Look at district implementation for discrepancies
- SEL
 - Mental health
 - School climate
 - Bullying
- MBL
- Workforce Issues
 - Staff shortages and impacts to areas that have a high population of students of color
 - Qualifications that the school board is using for emergency certification
 - Impacts of not having a consistent teacher in the classroom
- Options for career pathways beyond high school
- General
 - COVID impacts on all the above areas and others.

Agenda item: Public Comment

Comments:

- None
-

Agenda item: Debrief, Review Workplan and Conclude Meeting

Discussion:

EOGOAC January 18, 2022 Meeting Minutes

- Have an optimistic, asset driven theme for the report
- Capture the varied experiences of everyone due to COVID
- Membership confirmation will be going out to EOGOAC members
- Will be continuing work on the 2022 Workplan
 - Will be using the Padlet to determine most important topics for 2022.

Meeting concluded at 4:00pm

Minutes Taken By: Robin Howe