

EOGOAC

December 14, 2022

9:30 a.m. – 4:00 p.m.

Theme/Goal: Draft Report

Members in Attendance: Frieda Takamura, Commission on Asian Pacific American Affairs
Tennille Jefferies-Simmons, Alternate, Office of Superintendent of Public Instruction
Bill Kallappa, Governor's Office of Indian Affairs
Erin Okuno, Office of Education Ombuds
Representative Lillian Ortiz-Self, House of Representatives
Representative Alex Ybarra, House of Representatives
Dr. Jim Smith, Commission on African American Affairs
Tyson Marsh, alternate for Dr. Jim Smith
Senator Lisa Wellman, Senate
Fiasili Savusa, Commission on Asian Pacific American Affairs

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
Devin Noel-Harrison, Office of Superintendent of Public Instruction
Lauren Gilmore, Office of Superintendent of Public Instruction
Andrew Estep
Andrew Parr
Christine Katayama
Dawn Rains, President, Treehouse
Don Woodstock
Fernanda Diaz
Jayme Shoun, WA STEM
J. Lee Schultz
Josh Apata
Keitha Bryson
Kia Stand
Kristin Hennessey
Liza Burell, Managing Director of Programs, Building Changes
Nigel Gray
Rebecca Purser
Sally McNair
Sarah Albertson

Seema Bahl, State Board of Education
Washington Multicultural Services Link
Zack Turner
Bonnie Nelson, Senior Data Governance, Coordinator, ERDC
Katie Weaver Randall, Executive Director, ERDC
Danielle Fumia, Senior Research Scientist, ERDC

Members Not in Attendance: Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Vacant, Senate Ranking Minority Member
Representative Sharon Tomiko Santos, House of Representatives
Dr. Randy Nuñez, Commission on Hispanic American Affairs
Nicole Sutton, alternate for Bill Kallappa
Lydia Faitalia, Alternate for Fiasili Savusa
Michael Peña, Alternate, Commission on Hispanic American Affairs
Danielle Eidenberg, alternate for Carrie Basas
Brianna Ramos, alternate for Frieda Takamura
Senator Bob Hasegawa, Senate
Yordanos Gebreamlak, Office of Education Ombuds

Minutes

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

Facilitator: Heather Rees, Office of Superintendent of Public Instruction

Announcements

- Dr. Jim Smith was accepted to join the Professional Education Advisory Board for the Universal Working Teacher
 - Tyson Marsh is collaborating on a survey with Northshore School District Teachers and would like members to know they can reach out if they would like hear more about the results.
 - Would like to recognize the unique and essential work that this committee is undertaking in Washington State
 - Would like to congratulate and support Erin Okuno in her new role
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Agenda item: Project Education Impact Report

Presenters:

EOGOAC December 14, 2022 Meeting Minutes

- Dawn Rains, President, Treehouse
- Liza Burell, MSW, Managing Director of Programs, Building Changes

Discussion:

- Project Education Impact Overview and membership
- Qualitative Data: Increasing and improving our listening
- School mobility for students experiencing homelessness and students in foster care
- School attendance for students experiencing homelessness and students in foster care
- Strategies, learnings, and recommendations
- 2023 – 2025 PEI Recommendations

Comments:

EOGOAC stated:

- Would like to address concerns on the over-representations of students of color experiencing mobility and the rate of exclusionary discipline that is occurring within those groups.
- Would like clarification on why they do not have disaggregated data within this report and what are the barriers preventing that collection.
- Certain members would like to partner with the team to connect PEI with legislation for apprenticeship and CTE pathways
- Would like to know if the PEI program is reaching out to two-year colleges and technology programs
- Would like further information about whether there is follow up with students' experiences at new schools after they receive placement.
- Would like to re-state the importance of schools building relationships with communities of color as this is not a one-dimensional issue that can be solved without working together to support students and families.

Agenda item: Drafting EOGOAC Recommendations

Presenters:

- Heather Rees, Research and Policy Development Program Manager,

Discussion:

- Developing and reviewing recommendations for recruitment and retention of educators of color and attendance and truancy

Comments:

EOGOAC stated:

- *See attached recommendation notes sheet for discussion*

Agenda item: Public Comment

- Andrew Estep from WSSDA recommended that the Washington State PTA Ready WA Coalition be a platform that could be used as a clearinghouse of information for educators and families to connect and find information.
- A Dean from Seattle City University wanted to recognize the efforts schools are making to work with communities and advocating for more diverse faculty. This individual shared the efforts the college is making in the classroom through partnerships.

Agenda item: *Lunch Offline*

Agenda item: ERDC Critical Questions Feedback

Presenters:

- Bonnie Nelson, Senior Data Governance, Coordinator, ERDC
- Katie Weaver Randall, Executive Director, ERDC
- Danielle Fumia, Senior Research Scientist, ERDC

Discussion:

- ERDC Critical Questions
- Background
- Determining the critical questions
- The four critical questions

Comments:

EOGOAC Stated:

- Would like clarification on the acronyms within the presentation.
- Would like to understand who the intended primary audience is.
- Would like to know if those represented are legislatively mandated or if the partnerships were selected by the ERDC.
- Would like further clarification on the main purpose of this research, and if it is intended to make education better.
- Would like further information on what was in place before the ERDC was created.
- After reviewing the questions, the main recommendations that the EOGOAC provided in feedback were:
 - Would like to know how the critical questions will inform accountability.
 - Would like to know if the education system for the purpose of these questions will include private and charter institutions.

- ⊖ Would like clarification on how the ERDC will restate these questions when reaching out to communities of color.
 - Would like to recognize that the critical questions are missing student voices.
 - Would like to recommend that the ERDC reflect on their partnership list and consider expanding it.
 - Would like clarification on question number one around the word “opportunity.” The group would like to know who is going to decide whether there was access and whether there was opportunity.
 - Furthermore, the group would like to know how they will address those community members who have not had access opportunities.
 - Would like the ERDC to consider whether the questions are meaningful enough to drive change.
 - Recommended that the ERDC look at the achievement gap studies to see how to center these questions around communities and students of color.
 - Would like to stress the importance of comprehensive data needing to be disaggregated data.
 - Would like to recommend that when looking at retention, the health of individuals is also being looked at, to elevate a public understanding of the experience of communities of color.
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Agenda item: Drafting EOGOAC Recommendations Continued

Presenters:

- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Discussion:

- Drafting Recommendations on school climate, social and emotional learning, and mastery-based learning
- Recommendations for future work

Comments:

EOGOAC Stated:

- *See attached recommendation notes sheet for discussion*
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Agenda item: Public Comment

- *No public comment.*
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Agenda item: Review Workplan and Conclude Meeting

- **Facilitator:** Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Discussion:

- Overview of the workplan for the end of the year
- Next Meeting: January 17, 2022
- Topic:
 - Finalize Report
 - 2023 Workplan
- Guests:
 - SEL Assessment SELAC subcommittee

Meeting concluded at [4:00 pm]

Minutes Taken By: Lauren Gilmore, Research Analyst, OSPI

EOGOAC Recommendation Notes - 2021

March – Topic: School Boards

Overall focus: recruitment, support, retention of board members of color

The problem/challenge/issue	The possible solution	The possible recommendation
<p>Lack of support for School Board Members</p> <p>Board members aren't representative of communities of color</p>	<p>Sustaining and supporting our BIPOC School Board Members</p>	<p>WSSDA – support BIPOC caucus</p>
<p>Board members of color feel isolated</p>	<p>Bring BIPOC members together</p>	<p>Support from organizations willing to support them</p> <p>Build support systems</p> <p>Build relationships-allies in community</p> <p>To support current board member and to recruit new board members of color</p>
<p>The system is set up to expect families to advocate for themselves, they don't have the tools – to connect with school boards</p> <p>Lack of access to school boards</p>	<p>a. Training, resources – that are accessible</p> <p>b. Board meetings need to be more accessible and boards need to reach out to the community</p>	<p>a. Collaboration with WSSDA, OEO, OSPI, SBE Public info on WSSDA site</p> <p>b. Investment in advocates and organizers to engage families. Boards need training on how to make their meetings more accessible and how to engage with communities</p>

The problem/challenge/issue	The possible solution	The possible recommendation
WSSDA staff not representative	Commitment to equity in hiring	Demonstrate policy and progress
The lack of collecting data: Demographics Don't have statewide information	Need required collection and reporting Include: disaggregated race/ethnic categories, tenure	Needs to be required by Leg? – Implementation by WSSA and SOS
Board members need to understand the demographics of their communities	Make sure it includes disaggregated race/ethnicity categories	WSSDA work with OSPI and EOGOAC on guidance on collecting and displaying data
Board members pushing back against training on anti-racism and equity	Require equity training for board members (1541 didn't require) DEI/cultural competency training is now required for board members – WSSDA creating 5044	Bring back legislative requirement Need accountability – EOGOAC will want continued updates on implementation
Lack of family engagement with boards and WSSDA	Training? Joint community forum, include board members of color	
Lack of access due to low/no compensation for the work Disproportionately affects individuals of color who might be interested in being board members	Adequately compensate board members for the work (previous bill on this died)	Recommend Legislative action – adequate and appropriate compensation – not defining

The problem/challenge/issue	The possible solution	The possible recommendation
Lack of Accountability	Collect feedback in order to see progress	<p>WSSDA evaluate trainings and support, get feedback from members</p> <p>Focus groups</p> <p>Exit interviews for members not running again</p> <p>Report training participation</p> <p>Actively solicit external family and community input on trainings</p> <p>WASSDA Working with superintendents through WASA to understand trainings and accountability</p>

April & November – Topic: Ethnic Studies

Background:

- Put in the context of closing the opportunity gap
- Is a mindset not a curriculum, approach or method
- For incorporating diverse ways of knowing
- System set up to divorce children from the family
- Removes that cultural context
- Authentic community partnerships
- White history is required, our history is an elective
- Get in front of the association with CRT
- It’s about love and not hate
- Teaching our students how to love one another and themselves
- Appreciating the diverse roots of our society
- Standards:
 - Revisit the role/concept of content standards
 - Be careful about going too far from statutory obligations – where would legislative change be needed?
 - Support for HS grad requirement? – SBE effort

- SBE take the framework to the next level
- Overall support for the framework
- Increase understanding of the nature of ethnic studies as not a stand-alone curriculum and not critical race theory

Recommendation 1C.

The EOGOAC recommends that ethnic studies be embedded throughout all academic content courses in all levels K-12. The committee finds that when created and implemented in consultation with communities of color, ethnic studies can help students and families see themselves reflected and valued in the school community, increasing family engagement and addressing the roots of racism. Implementation of culturally competent ethnic studies will require training for new and current educators with the guidance of the Ethnic Studies Advisory Committee, African American Studies Workgroup and the Since Time Immemorial curriculum approaches.

The problem/challenge/issue	The possible solution	The possible recommendation
Implementation	HS grad requirement SBE take the framework to the next level on collaboration with EOGOAC and OSPI Educate on the nature of ethnic studies	HS grad requirement SBE take the framework to the next level on collaboration with EOGOAC and OSPI
Need for professional development: at all levels/roles in schools including subs	What does this look like? -mentoring?	
Individual school districts are ahead in this work. How do we capture/harness that work? Listen to the educators already doing this work	Resources that empower educators in their building	

<p>Strengthening partnerships with community</p> <p>Authentic relationships</p> <p>Family and community engagement</p> <p>-addressing negative impacts on all communities, call out including API and Native American community</p>	<p>-Utilizing ESDs for small and rural districts</p> <p>-Statewide network</p> <p>Continued conversations about how to do this with the EOGOAC</p> <ul style="list-style-type: none"> - Meet with PESB contractor creating training modules, beginning and end <p>Is this reflected in the ethnic studies training/resource materials?</p>	
<p>Accountability – raise the question, joint effort</p>		
<p>Student voice - Opportunity for students to share their truth</p> <p>Including recently graduated</p>		
<p>Moving too quickly, not creating sustainability</p>		

May: Leg updates. Profile of a graduate.
Mastery based recommendations?

- Future work: Need to hear student perspective and experience

The problem/challenge/issue	The possible solution	The possible recommendation
	<p>MBL presents an opportunity for equity – recognizes student’s cultural context</p>	<p>EOGOAC’s continues to support MBL as a driver of equity</p>

		Will need continued updates on the pilot projects – MBL Collaborative from SBE monitoring equity
Need collaboration with higher ed – acceptance of MBL – educator preparation		

June – Topic: Data disaggregation, studying “the gap”, Office of Equity, reboot of the studies of the gap

Reboot of the “achievement gap” studies

- Been over 10 years
- Conditions have changed – have access to different data sets, COVID,
- Requesting funding to conduct the studies again (recommission) to the ethnic commissions and GOIA, focused on looking at the data – examples of best practices and strategies that are working to close the gap

Any interest in recommendations related to the Family Engagement Framework?

Data disaggregation:

- How do we train teachers to use and understand the data on the student level in order to maximize the use of this data to impact student learning, so they know how to better help their students?
- Second, how do we bring this to communities so that they can digest the information?
- The reason we advocate for data disaggregation is in order to be able to see where students don’t have access to educational services and need extra support – see where they are and to support
- Future work: review the data sets with ethnic commissions – get feedback on reporting

The problem/challenge/issue	The possible solution	The possible recommendation – who needs to do what?
How do we train teachers/administrators/support staff to use and understand the data on the student level in order to maximize the use of this data to impact student learning, so they know how to better help their students?	Integrate data disaggregation in MTSS use of data – screening for identification of tiered support and services – equitable deployment. Dealing with possible adult bias	Plan from OSPI on how MTSS will utilize disaggregated race/ethnicity data to accurately identify students for tiered supports and services

Lack of consistency across districts in collecting and using data to close opportunity gaps	<p>Training for district administrators</p> <p>Tools, models – examples</p>	Mechanism to monitor collection and utilization of the data
Lack of capacity for this work in small and rural districts	Need support systems for these that don't have the staffing	
Siloed data collections that are not collectable	Need statewide system with the same data – comparable and	Encourage other agencies to also collect disaggregated data
Challenge of self-identification and misunderstanding and mistrust of the purpose of data collection		Need to communicate with communities why this data collection is needed and important

July – Topic: Family Engagement for Current and Formerly Incarcerated Parents

- Students have a right to basic education and need their parents as advocates – focus on the students
- Goal to raise this as an issue, start the conversation

The problem/challenge/issue	The possible solution	The possible recommendation
Parenting classes are not well known and not accessible the whole time – must be within 20 months of release	<p>Funding for: RCW 28A.300.520</p> <p>https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.520</p>	<p>A parent advocate at each facility to educate and provide access to resources</p> <p>Expand knowledge of parent conference program (for schools and educators) – collaboration between DOC and OSPI and OEO</p> <p>Make parenting classes available to all parents</p>

		during full incarceration period?
Cost for families, educators and advocates to contact inmates	Agencies, advocates and educators need easier and free access	Students have a right to basic education and need their parents as advocates for equitable opportunity The system must provide the resources for parent engagement, including parents who are incarcerated
Educators don't know how to work with incarcerated parents and how to prevent trauma for the child	Training for teachers – understanding the challenge for the family and the student, trauma and possible impacts on behavior	
Criminal background checks can keep formerly incarcerated parents from volunteering in schools	Possibly reference HB 2220 Support for? – A bill that does the concepts represented in HB 2220	TBD list concepts
Lack of coordination between all agencies (DOC, DCYF, OSPI) DOC lack of focus on families and disaggregated race/ethnicity data	Work together to reduce the challenges	To legislature and the Governor that DSHS, DCYF and DOC adopt the same disaggregated race/ethnicity categories – coordinate reporting

August – Topic: Recruitment and retention of educators of color

The problem/challenge/issue	The possible solution	The possible recommendation
Principals of color are few and far between and isolated	Replicate the Nakia program for principals of color	OSPI work with AWSP to train mentors of color for principals

Support for educators of color	Increase access to mentors	

Topic: Attendance and Truancy

The problem/challenge/issue	The possible solution	The possible recommendation

Month– Topic: SEL

-supporting recommendations of the SEL Advisory Committee

The problem/challenge/issue	The possible solution	The possible recommendation
Addressing school climate	Include in school improvement framework	Update WISSF(?) to include a measure of school climate
Understanding the value of SEL in education and the true definition <ul style="list-style-type: none"> - Not standalone, not a checkbox, integrated/embedded into all learning 	Integration in teacher prep programs Ongoing PD Full counseling staff	Integration in teacher prep programs <ul style="list-style-type: none"> - Includes masters programs - Early childhood Ongoing PD – current requirement for behavioral health training every other year Fully fund school counselors at recommended ratio <ul style="list-style-type: none"> - Do trainings for staff - Address critical situations, response team
Addressing the cultural competency of the SEL Standards/Benchmarks – do they reflect the values of our communities/families -and how it is being taught -curriculum needs to be vetted by POC - what do the standards look like in the context of our cultures? - see themselves reflected in the school culture (school climate)	Alignment with new CCDEI standards? Materials for educators on how the standards/benchmarks show up in different cultures and how to engage students – integrated/woven with ethnic studies Standards for curriculum beyond alignment with standards/benchmarks?	Translations – language access for families to have access to the standards/benchmarks

<p>Educators need to know how to engage with students and families – create welcoming space for child and recognize contributions of the family and community</p>	<p>Integration in teacher prep programs</p> <p>Ongoing PD</p>	<p>Integration in teacher prep programs</p>
<p>SEL for the adults in the system</p> <p>Educators – mental health</p> <p>Educators/administrators need these skills themselves and support (impact of the pandemic)</p> <p>Support for educators of color</p>	<p>Working with groups that provide support for educators</p> <p>What resources exist for educators?</p>	<p>Full funding of school counselors</p> <p>Implement secondary stress work</p> <p>Increasing the number of subs so that educators can take time off</p>

Month– Topic: General COVID Recovery

The problem/challenge/issue	The possible solution	The possible recommendation
<p>Lost students starting school will disrupt normal flow of funding to schools</p>		<p>Hold harmless on funding</p>

Month– Topic:

The problem/challenge/issue	The possible solution	The possible recommendation