

## EOGOAC

December 21, 2021

9:00 a.m. – 12:00 p.m.

Theme/Goal: EOGOAC Review and Draft Recommendations

### 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  
Tennille Jefferies-Simmons, alternate for Chris Reykdal  
Maria Siguenza, Commission on Hispanic Affairs  
Lydia Faitalia, alternate for Fiasili Savusa  
Senator Bob Hasegawa, Senate

**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:

Superintendent Chris Reykdal, Office of Superintendent of Public Instruction  
Nicole Sutton, alternate for Bill Kallappa  
Vacant, Senate Ranking Minority Member  
Rose Spidell, alternate for Carrie Basas  
Representative Alex Ybarra, House of Representatives  
Senator Lisa Wellman, Senate  
Fiasili Savusa, Commission on Asian Pacific American Affairs  
Tyson Marsh, alternate for Dr. Jim Smith  
Carrie Basas, Office of Education Ombuds  
Erin Okuno, alternate for Frieda Takamura  
Bill Kallappa, Governor's Office of Indian Affairs  
Representative Lillian Ortiz-Self, House of Representatives

## Minutes

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

Facilitator: Maria Flores, Executive Director, CISL

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- Outside Committee Updates
    - CAPP presentation from Maria and Heather, and Lydia for facilitating the meeting. Updated about the committee and the studies. CAPAA voted to have an updated study done.
      - Requests have been sent to all commissions for similar presentations.
    - Language Access Workgroup has concluded and submitted their report to the legislature.
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Agenda item: Finalize EOGOAC Protocols

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Rules of conduct verbiage is pulled from MSRC and commonly used in local governments.
  - Currently on hold for community reimbursement and travel reimbursement for alternate members due to an empty position at OSPI.
  - Will submit for edits prior to sending to members.
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Agenda item: Mastery Based Learning: Profile of a Graduate

Facilitators:

- Alissa Muller, Director of the Mastery-based Learning Collaborative, SBE

Discussion:

- Workgroup to create a profile of a graduate by December 2021 to describe the cross disciplinary skills a student should have developed by the time they graduate.
- Had multiple feedback methods from the public, stakeholders, and individual meetings with parents and families.
  - Higher rate of white participants which is not reflective of the groups that they were trying to reach. In the focus groups feed back from communities of color was the majority to balance the previous data pulled.
- Created umbrella and subcategories that encompass the graduate profile that acknowledges that there is knowledge outside of academics.
- A workgroup was recommended to create rubrics and tools to help implement the profile of the graduate to make it actionable for all schools.
- Requesting on going funding from the legislature as well as seeking private funds to continue the work.

- MBL Collaborative received feedback about doing authentic community engagement with community-based organizations.
- SBE is working to align high school graduation requirements with the profile of a graduate.
- EOGOAC: When will the names of the schools in the cohort be public?
  - Press release will hopefully be in early January of 2022.
  - EOGOAC: What is the makeup of the cohort?
    - Schools are generally smaller than the state average, some comprehensive high schools, several elementary and middle, and two very small school districts which are participating as a full district. SBE has looked at demographics and on average have higher populations of white and Hispanic students. There is a good mix of suburban and rural.
- EOGOAC: Will the Washington Achievement Council have any role with MBL?
  - They had a task with the workgroup looking at higher education involvement. They were invited to the advisory committee, but they have had some turnover as well. We will work with them for the broader alignment because of their role with higher education requirements.
- EOGOAC: Is the profile of a graduate going into higher ed versus a trade being considered different? Also, there is a silo-ing of many programs that are currently happening and this needs to be considered when items are being worked on and the impact it has. There should be a strong focus on the fact that college prep programs should revolve around the need to understand their roles in all of this and the new environment we are trying to create.
  - We are currently trying to determine from the statute whether career and college ready are supposed to be the same thing or two different things when implementing in the graduate profile.
- EOGOAC: When bringin CBO's into the process bring together professional development teams. It is important to invite actual CBO's that have experience in the area of the schools/education because not all CBO's have had the opportunity to work with a willing partner.
- EOGOAC: How does a compact school infuse this cultural information into the idea of what a traditional school culture is?
  - The restrictions for compact and charter compared to districts are different. The collaborative funding cannot be currently provided but they could use policy approaches and nothing stops them from implementing MBL.

Agenda item: Review Topics from the Year and Draft Recommendations

Facilitator: Maria Flores, Executive Director, CISL, OSPI

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Discussion:

- See the edits in the report draft on Padlet in the comment section.
- Aiming to have final report to the legislature at the beginning of January 2022.
- Reference conversation with Randy and Alissa from the 12/21/21 meeting.
  - More schools with more diverse profiles will be included for MBL
  - Engaging with communities to demonstrate family and community engagement and infuse true cultural competency into professional learning with the cohort of schools and educator preparation programs.
  - Include questions that Alissa was asking to the committee.
- Recommendation around mentors needing to learn from mentees as well in connection to NAKIA. Currently the program falls short in representation of teacher candidates of color. The mentors are still more diverse than the certificated teachers.
- A prominent topic for the next legislative session will be the teacher shortage so there will be a lot of conversations about creating stop gap strategies for students and addressing the situation.
  - The recommendation needs to speak to the “why” for a residency project and then followed up with retention past the five-year mark. With hiring shortages and the stop gap measure a detail to consider is the demographic of emergency certifications compared to traditional hiring.
  - Also, look at which students of color are being assigned to which category of teachers.
- Is attendance a proxy for engagement and what is the relation to the SQSS measures?
  - Is this a recommendation for now or future work?
- OSPI needs to work on engagement with communities that are negatively impacted by historic attendance and truancy policies.
  - A lot of schools and districts don’t understand how to implement the attendance policy which causes inaccurate implementation and causes more harm.
  - Need OSPI to make a broad publication of their attendance philosophy.
- Future work: Getting information on what cases are sent to community engagement boards.
- What would the education system look like if it better served everyone, all students, and the community? What would the research and studies be answering?
  - Need to get this on legislators’ radars this 2022 session. Also, see whether there is empirical data to show whether the gap has closed and if the EOGOAC’s work has closed the gap as intended.

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Agenda item: Public Comment

Comments:

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- Lisa Smith: Joined to learn more about the committee and introduce myself as a board member. These are all topics that I engage with daily.
  - Victoria Moreland: Updated December 2021 liaison report. We are doing role-alike meetings where the public responds to standards based on the role the person holds and to give their perspective. If they are unable to attend a meeting, there is a survey they can fill out.
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#### Agenda item: Debrief, Review Workplan and Conclude Meeting

#### Discussion:

- Report draft with specific recommendations will be shared with members for edits prior to the January 2022 meeting to vote on the final version.
  - Will work on the 2022 workplan.
  - Update on CCDEI from PESB will be given.
- Heather and Maria will give CHA a presentation about the opportunity gap studies in January 2022.

Meeting concluded at 12:00pm

Minutes Taken By: Robin Howe