

EOGOAC

February 16, 2021

10:00 a.m. – 3:30 p.m.

Theme/Goal: Build out 2021 Work Plan

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Fiasili Savusa, Commission on Asian Pacific American Affairs
Carrie Basas, Office of Education Ombuds
Dr. Jim Smith, Commission on African American Affairs
Representative Lillian Ortiz-Self, House of Representatives
Tyson marsh, alternate for Dr. Jim Smith
Lydia Faitalia, alternate for Fiasili Savusa
Tennille Jefferies-Simmons, alternate for Chris Reykdal

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
Representative Bob McCaslin, House of Representatives
Sean Heans, alternate for Carrie Basas
Bill Kallappa, Governor's Office of Indian Affairs
Rodrigo Renteria Valencia, Commission on Hispanic Affairs
Senator Lisa Wellman, Senate
Senator Bob Hasegawa, Senate

Minutes

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

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Facilitator: Maria Flores

Motion

[Frieda Takamura] moved [Dr. James Smith] seconded

To: Approved EOGOAC January 2021 Meeting Minutes with edits submitted by Frieda Takamura.

[X] carried [] failed

Agenda item: Legislative Updates

Facilitators: Maria Flores, Executive Director and Heather Rees, Research Analyst, CISL, OSPI

Discussion:

- Policy cut off on Feb. 15, 2021 in both chambers
 - Fiscal cut off is coming up
 - Package of bills from SBE
 - HB 1121 – Emergency waivers is currently over in the senate, had hearing and passed, and is under consideration for the Senate floor.
 - Attendance Bill – Putting resources in place, changing community engagement board, and adding a lot of clean up language. There is a current misunderstanding of intent of the bill to slow down the process that already exists; instead it is believed it is sending kids directly to court.
 - [EOGOAC Special Report on Community Truancy Boards](#) (2017)
 - Concern around diversity of the court and those that are being referred to court
 - HB 1426 – Understanding as an administration to engage in government to government relations
 - Indian Mascot Bill – Positive support but there may be more push back on the floor. This follows a previous bill from the last session. This bill is similar but has cultural competency aspects to it and the term anti-racism.
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Agenda item: Group Discussion: 2021 Workplan Prioritization

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Discussing the below topic areas in breakout rooms
 - Supporting and facilitating parent and community involvement and outreach.
 - Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.

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- Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
 - Recommending current programs and resources that should be redirected to narrow the gap.
 - Identifying data elements and systems needed to monitor progress in closing the gap.
 - Making closing the achievement gap part of the school and school district improvement process.
 - Exploring innovative school models that have shown success in closing the achievement gap.
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Agenda item: Public Comment

Discussion:

- Victoria Moreland – PESB
 - PESB adopted strategic plan – want to speak with EOGOAC around plan for DEI
 - Diversified educator workforce day in June
 - [Report](#) – 72% who participated want to become educators
 - Tracy Castro-Gill
 - Need to work on recruiting diverse staff currently; we have a 90% white staff population.
 - Nationally we are having success recruiting teachers of color but a problem with retaining.
 - Urge EOGOAC to do some of their own research to retain educators of color.
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Agenda item: Lunch Offline

Agenda item: Emergency Waiver Program for High School Graduation Requirements (HB1121)

Presenters: Randy Spalding, Ph.D., Executive Director, State Board of Education

Discussion:

- 3 parts of a high school diploma: high school and beyond plan, credit and subject area requirements, and graduation pathway options
- 17 foundational and 7 electives for subject area requirements
- Current law allows for up to a waiver of 2 credits

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- New bill gives SBE power to waive more credits
 - Currently working on getting public comment on the actions of the board
 - Bill Allows:
 - Waiver of credits and pathways
 - Districts have to make a good faith effort before approving a waiver
 - Student needs to demonstrate readiness for next steps
 - Districts monitor equity in the use of waivers and report data to OSPI
 - Board has to adopt rules – Seeking feedback via survey for key policy points
 - What is a good faith effort for students to meet credit and pathway requirements?
 - Student demonstration of postsecondary readiness
 - Restrictions on the number and type of credits waived.
 - Are there policies that would help ensure the waivers are used in an equitable way?
 - Will release dates of meetings along with the survey
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Agenda item: Discussion: Re-Examination of Cultural Competency Standards

Presenters:

- Alex Manuel, Executive Director, PESB
- Victoria Moreland, Associate Director, System Integration, Equity & Educator Workforce Development, PESB
- Erica Hernandez-Scott, Diversity, Equity, and Inclusion Program Manager, PESB
- Nick Gillon, Program Manager, Preparation Program Effectiveness, PESB

Discussion:

- Past: History and Context for Development
 - Ties cultural competencies and work PESB has done that was built into RCW 28.A.410.260, 28A.410.270
 - Model standards for cultural competency and application of these standards for teachers across the career continuum
 - Opportunity to apply to all educator roles
 - [Cultural competency standards](#) work began back in 2002 but was implemented in 2009-10 with Bill 5973.
 - The standards are focused on the practices of preparing educators and their preparation programs.
 - PESB Questions:
 - How many of you were a part of the original group that created the Cultural Competency Standards?
 - Frieda, Rep. Santos, Sili Savusa and Dr. Smith

- Can you provide additional context about your experience, and what took place?
 - EOGOAC – The requirements did not go through the entire teaching practice; rather it was only put into preparation programs.
 - EOGOAC – Inconsistency and lack of accountability of college programs to make sure all of their students are meeting the standards.
 - EOGOAC – Who is using the cultural competency standards in regard to teacher evaluations?
 - EOGOAC – Our committee at the time was really working from the standpoint of the deep dive from the legislature to the community about what the brokenness is and the barriers are for student success. What stood out: Adult attitudes towards students were a breaking point and barrier for students to move forward, and at the same time we had educators of color who were experiencing the same broken system and barriers and were not getting support. Embedding into the educator standards was meant to stop the flow of adults coming in with attitudes.
 - EOGOAC – How do we know what changes are happening around cultural competency standards so that the same questions are not being asked again in 10 years?
- Considerations for standards:
 - Definitions – Common language for prioritizing racial equity
 - Shared Outcomes – A common equity-minded framework for collective impact across educator roles.
 - Systemic Barriers – Identify, understand, and proactively address barriers to equity and access.
 - Opportunities – Collaborative design for improvement, further involvement, and systemic transformation.
 - Equity - Minded measures
 - Alignment – Throughout program, role, and content standards applied across settings.
 - Diversity, Equity, Inclusion – Initiatives across agencies and within programs.
 - Agency and Stakeholder Roles – Shared goals, common visions, different work and dialogues.
- EOGOAC - How do we know the instructors are culturally competent?
 - If these standards were revised we would develop a vertical alignment about cultural competency development for each involved career.
 - Currently there is no guarantee that instructors understand these practices.

- There is emphasis on resumes of the individuals but not a specific list for oversight.
 - EOGOAC – What are the consequences for programs that are not doing well?
 - Present: Context for Change
 - Pandemic is showing a greater divide than what already existed
 - A call for change from society
 - A reckoning in the field of education with loss of students, educators, and meaningful learning
 - Opportunity with return for face to face start, addressing trauma, rebuild meaningful relationships, and need an equity minded, anti-racist and responsive learning experiences.
 - PESB Questions:
 - How might we use this information to be responsive to the current context and our desire for change?
 - EOGOAC – What is the difference between equity minded and anti-racist?
 - To be equity minded means we are acknowledging the breadth of diversity and investing equitably, centering marginalized voices, deepening partnerships with community, and holding ourselves accountable.
 - Currently the structure does not support continual re-examination.
 - Re-examining the language within the standards will be part of a workgroup in future work.
 - EOGOAC – PESB was created for a narrow purpose and I am concerned that much of what is being heard is moving away from that purpose.
 - Future: Cultural Competency
 - Collaborative recommendations
 - Cultural competency standard is referenced in bills in order for other agencies to align with the standards.
 - EOGOAC – It is being put in in such a way that the alignment is across the board rather than having multiple different versions about how cultural competency is being defined.
 - EOGOAC – Cultural competency is the standard and these standards seem to have strayed from what was intended.
 - Questions for further engagement with EOGOAC:
 - EOGOAC – We are directed to be involved and it takes the form of consultation and collaboration. We are to report on the strength and weakness of the standards in partnership. Our understanding is that we are to follow what is already outlined in the legislation.
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Agenda item: Public Comment

Discussion:

- Tracy Castro-Gill: What you have done in the past is irrelevant if it does not lead to change. We are implying that students of color are being indoctrinated into whiteness to catch up. I disagree with the definition of cultural-competency standard because it is not static. When something is standardized you can't be responsive to multiple cultures. We are changing the words without changing the system.
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Agenda item: Next Steps, Final Announcements and Conclude Meeting

Discussion:

- Statutory purpose and review brainstorm
 - Reviewing Padlet
 - Members voted for their top 6 choices
- Staff will draft a workplan
- Doodle Poll will be sent for the WaKIDS Subcommittee
- Next meeting WSSDA will present about on boarding new directors, training and current directors debrief.

Meeting concluded at 3:30pm

Minutes Taken By: Robin Howe