

# EOGOAC

April 19, 2022

9:30 a.m. – 4:00 p.m.

Theme/Goal: Educator Workforce Issues

## Members in Attendance:

Representative Alex Ybarra, House of Representatives  
Senator Bob Hasegawa, Senate  
Carrie Basas, Office of Education Ombuds  
Erin Okuno, Alternate for Frieda Takamura  
Frieda Takamura, Commission on Asian Pacific American Affairs  
Dr. Jim Smith, Commission on African American Affairs  
Representative Lillian Ortiz-Self, House of Representatives  
Senator Lisa Wellman, Senate  
Michael Pena, Alternate for Randy Nunez  
Randy Nunez, Commission on Hispanic Affairs  
Representative Sharon Tomiko Santos, House of Representatives  
Tennille Jeffries-Simmons, Office of Superintendent of Public Instruction, Alternate for Chris Reykdal  
Yordanos Gebreamlak, Office of Education Ombuds

## 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

Alice Palosaari, HDC  
Andrew Estep, WSPTA  
Cindy Rockholt, OSPI  
Dr. Erica Hernandez-Scott, PESB  
Heather Lewis-Lechner  
J. Lee Schultz, SBE  
Jayne Shoun, WA STEM  
Jenny Plaja, OSPI  
Julie Salvi  
Keahna Umpstead  
Mikhail Cherniske, OSPI  
Nasue Nishida  
Randy Spaulding, SBE  
Roz Thompson, AWSP

Sally McNair  
Samantha Fogg  
Shelly Burt  
Stella Lugalia  
Suzi Wright

**Members Not in Attendance:**

Superintendent Chris Reykdal, Office of Superintendent of Public Instruction  
Vacant, Senate Ranking Minority Member  
Fiasili Savusa, Commission on Asian Pacific American Affairs  
Tyson Marsh, alternate for Dr. Jim Smith  
Bill Kallappa, Governor's Office of Indian Affairs  
Lydia Faitalia, Alternate for Fiasili Savusa  
Danielle Eidenberg, alternate for Carrie Basas  
Nicole Sutton, alternate for Bill Kallappa

## Minutes

---

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

**Facilitator:** Maria Flores, Executive Director, CISL, OSPI

**Announcements**

- Representative Santos provided the update on SB 5693 ESS:
  - Thanked legislative members for signing on to the letter and Frieda for editing. “We were successful in having the five provisos vetoed. I’m sorry that we had to go down this route, but I think it was necessary. And I think the silver lining is it gives us, the EOGOAC, a little more time to work with the commissions to be able to make sure to lay the groundwork and if necessary, I hope we could do this as lightly as possible, to prepare us for a better sense of what would be the timeline of an adequately funded and planned study.” Representative referred to 2008 as an example for proceeding forward in the future. Representative Santos further stated that, “She is hoping that at some point during our work this year as an NGO AC, we will be a little more proactive in working with the commissions on saying, ‘Okay, what does a planning schedule look like to put on a study, That would be not only worth the money that we’re putting into it, but

would be one where not only the commission's but the EOGOAC could derive great value from as well as the entire system. Yes, he vetoed the provisos.”

- EOGOAC:
    - Inform the commissions and thank them for their support
    - In the future, plan deliberate partnership with the commissions. We need to be clear about the time frames and budget.
    - If it is in the budget in 2023, we will have the whole biennium for the work
- 

#### Agenda item: Overview of Workforce Issues

#### Presenters:

- Andrew Nelson Ph.D., Research Analyst, CISL, OSPI
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

#### Discussion:

- Recent research on educators of color and different variations of how workforce issues particularly effect teachers of color
- Looking at teacher turnover in Washington State, pre and post pandemic
- The field needs more data to fully assess the pandemic’s effect on the educator workforce
- State strategies to address educator diversity and shortage
- EOGOAC previous recommendations, strategies, and implementation timeline

#### Comments:

- EOGOAC:
  - Would like to know if the NEA data offered any demographic data or if there was any data that was Washington specific.
  - Addressed that beyond fear of illness and death, educators were also facing political threats and activities that were anti-teacher, anti- education, anti-school boards, etc. and how this could affect the data
  - Addressed concerns that the data isn’t providing a clear enough picture of the greater challenges due to a lack of teachers of color and African American teachers
  - Would have liked further data desegregation of school district representation to understand who the superintendents of color are serving
  - Noted that the data doesn’t provide a picture of the challenges facing ELL teachers and classrooms

- Stated that in the future they would prefer if data was specific to Washington state and done by researchers from the communities they are discussing, preferably more from researchers of color
  - Possible recommendation: How data and teachers of color are being presented both nationally and at the state level.
    - Looking closer at how folks are extrapolating from limits in the data.
- 

Agenda item: Mitigating Educator Shortage: Workforce Support and Expansion, PESB Update

Presenters:

- Dr. Erica Hernandez-Scott, Interim Executive Director, PESB

Discussion:

- The Policies, Standards and Innovations that can be used in the areas of:
  - Educator preparation and certification
  - Workforce & Shortages
  - The 2021 Educator Shortage Report
  - Supporting Pandemic Recovery and Mitigating Educator Shortage
  - Recruiting Washington Teachers (RWT) and Bilingual Educator Initiative (BEI)
  - Teacher Shortage Recommendations

Comments:

- EOGOAC:
    - Recognized that PESB is not in this work alone and further discussed the recommendations on expanding teacher academies, grow your own programs and educator apprenticeships and how collaboration with other agencies also doing this work can fit into a larger conversation about how to expand work integrated opportunities not just for teachers, but for each and every student coming out of the K-12 public system
    - Addressed concerns that families and communities are receiving messages and understanding program offerings to
- 

Agenda item: Mitigating Educator Shortage: Workforce Support and Expansion

Presenters:

- Cindy Rockholt, Assistant Superintendent Educator Growth and Development, OSPI

Discussion:

EOGOAC April 19, 2022 Meeting Minutes

- Educator growth and development through an examination of emergency substitute certifications and the percentages of those offered to non-white applicants
- Why are new teachers leaving? (isolation, scant feedback, poor professional development, insufficient emotional support)
- Reduce educator turnover
- BEST differentiated supports
- NAKIA Academy
- Residency Technical Advisory Workgroup

**Comments:**

- EOGOAC
  - Would like further information about what is being done to help teachers of color that want to get into the profession.
  - Would like further information on the breakdown of the distribution of the funding that is available to the different categories of potential future teachers

Agenda item: *Lunch Offline*

**Agenda item:** Update from the Washington State School Directors' Association (WSSDA) on Cultural Competency, Diversity, Equity, and Inclusion Standards and Training for School Directors

**Presenter:** Tricia Lubach, Director of Leadership Development, WSSDA

**Discussion:**

- Implementing SB 5044 with CCDEI Standards & Training for School Directors
- Status of standards and training

**Comments:**

- EOGOAC
  - Expressed concerns that, despite our earlier conversation about working in coordination and in cooperation, etc. that it is not actually happening with implementation. One of the things to have some discussion around and assurances is that:
    - One the legislation is very clear that there has to be alignment between the standards that were developed by WASDA and the standards that are being developed by PESB. We didn't hear where that happened in this process.

- Further concern that there's training that's taking place without stating what was the coordination on the actual standards.
  - Finally, ensuring that everyone understands what the vision was, at least on the House side, when we were putting forward the bill and why it was so important.
    - Good communication between school directors who are making decisions and who have the authority and the power of the purse string to understand what the requirements are that educators, are going to have to fulfill, both in terms of their certification requirements and their professional development. What is the level of cross fertilization and alignment between PESB before you start the training?
- 

**Agenda item: Public Comment**

- One individual expressed concerns about school board demographics accurately representing the communities they support, including public information on these demographics.
  - A second individual expressed concerns about their own experiences trying to navigate special education with a minority child and that general education teachers assisting in inclusive practices for special education students have not received any training. Furthermore, she expressed frustrations with her inability to access classrooms.
- 

**Agenda item: Advancing Educational Equity with CCDEI Standards *con't...***

**Presenters:**

- Cindy Rockholt, Assistant Superintendent Educator Growth and Development, OSPI

**Discussion:**

- Legislation advancing CCDEI
- Recommendations
  - Fund the infrastructure for a state-wide human resources portal
  - Fully fund BEST state-wide program for all novice educators
  - State funded paid residency

**Comments:**

- EOGOAC
  - expressed concern about ensuring buy-in on both sides for teacher mentorship programs and stated that mentors are needing support
  - expressed concerns about whether OSPI is conducting bias auditing on curriculum review

- would like further information on the extent that the educator preparation programs, school districts, ESDs, WASAC, state boards etc., are collaborating to solve these work issues
  - Expressed concerns they have heard from college prep programs, that the selection of the mentors done by the district's are not necessarily done by the College programs. There have been some situations where there is a question with regards to the capability of the mentor to be the kind of support system for the pre-service teacher that they need. Furthermore, how is diversity of mentors considered.
  - Would like further information on the extent that recommendations collaborated with PESB go even more broadly or have a greater systematic understanding
- 

Agenda item: *Break*

---

Agenda item: Debrief

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

Recommendation notes:

- Need research on the issues from the perspective of the communities
- Mentors need support (mentor 101, receive clock hours for training)
- Need for Accountability
  - Monitoring for alignment with state standards
  - Articulating the expectations and measurements
  - What are the outcomes that we want?
- How to better support the increased challenges for school board members.
- Vertical alignment in work
  - Siloed, incompatible
  - Need for consistency in measures

Comment:

- EOGOAC:
  - Circled back to curriculum, further stating that what we're measuring have to have the same standards across the board and not be measured in different ways, because there's a difference between the governing versus teaching. We need to be considering whether or not, on the issues of cultural competency, diversity, equity and inclusion if we need to have the equivalent of a nationalized or statewide standard.
  - Would like to hear more research from researchers of color and researchers that understand and live in the communities that they are measuring, "If we want to

EOGOAC April 19, 2022 Meeting Minutes

make a difference in the lives of people in communities of color than we need to start holding ourselves as legislators accountable for who were accepting. Expert advice from and whether or not they are in fact expert in their lived experiences.”

- Expressed concern that we need to be proactive about the messaging that as a group we are sending out and being aware of the current negative environment to foster a positive community amongst school board members, community members and ourselves.
  - Expressed further interests in understanding how and who measures accountability. Specifically, standards and specified curriculum utilization. Recommending accountability reporting awareness to better understand local areas decision making and how it fits into EOGOAC’s work and why it is important.
  - Would like further information clarifying PESB Standards and whether they are for governance or educators and measuring outcomes. They recommend that we start discussions on the outcomes we expect and want and to think about the partnerships that provide external research supporting internal agencies and what outcomes we can consistently expect.
- 

Agenda item: Review Workplan and Conclude Meeting

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

Comment:

- The group requested the following points be investigated for the future:
  - Explore unique funding opportunities for teachers of color
  - What are other education programs doing better to get these certifications?
  - Look at what the legislature did and did not do, look at legislation from 2016 and 1139
  - Invite researchers (UW, WA state) to hear from a panel of education researchers who are teachers of color
  - Hear the information from the collaborative report

Meeting concluded at 4:00pm

Minutes Taken By: Lauren Gilmore, Research Analyst, OSPI