

EOGOAC

June 15, 2021

10:00 a.m. – 4:00 p.m.

Theme/Goal: Workgroup updates, Disaggregated data, studying “the Gap,” and Office of Equity

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Senator Bob Hasegawa, Senate
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
Representative Alex Ybarra, House of Representatives
Erin Okuno, alternate for Frieda Takamura
Senator Lisa Wellman, Senate
Fiasili Savusa, Commission on Asian Pacific American Affairs
Rodrigo Renteria Valencia, Commission on Hispanic

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
Sean Heans, alternate for Carrie Basas
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Bill Kallappa, Governor’s Office of Indian Affairs

Minutes

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

Facilitator: Maria Flores, Executive Director CISL

Agenda item: Family Engagement Framework Draft Recommendations

Presenter: Heather Rees, Maria Flores, and Mark McKechnie, OSPI

Discussion:

- SB 6168 (HB2631) passed in the 2020 legislative session to form the workgroup via budget proviso Sec. 501(3)(j)
- All meetings have been virtual and report is due June 30, 2021
- Draft framework: Definition, values and principals, elements, and recommendations.
- Values: Shared power and responsibility: Relationships are the cornerstone of family engagement, all families have strengths, and family engagement promotes equity and success for all families.
- EOGOAC – There is a strain in hiring educators of color, but when it is done, they bring alignment with the families to address the inequities in the system. Families of color can come in knowing the inequities of the system, and sometimes we need to stop and acknowledge that to address them.
- EOGOAC – Often there is a breakdown between communities of color and education. This issue can be addressed through element seven for fostering effective communication.
- Draft recommendations: OSPI and DCYF to finalize and adopt a Washington State Family Engagement framework that must be implemented. Collaborate with Office of Education Ombud's to create a toolkit for schools and districts. Create a toolkit with DCYF for family engagement for early childhood education and childcare providers. Designate needed levels for implementation of the framework. Explore a system of paid leave to attend meetings at their child's schools. Allow state agencies to provide appropriate monetary stipends to family and community members.
- EOGOAC – With 295 districts, to have each school be culturally responsible and have translation of multiple languages can be quite a burden for some. We should think about ways we can help one another instead of everyone doing their own heavy lift.
- EOGOAC - The compensation to parents, families, and community's participation in workgroups will need to be a constitutional amendment rather than a legislative amendment.

- EOGOAC – To what extent are we expecting the workgroup to examine the realities of being able to compensate family workgroup members?
- EOGOAC – Can we explore any models where the state has paid a community agency to disperse those stipend dollars for participation in committees and workgroups?
 - Staff will look into this and bring back more information.
- Draft Recommendation: Amending the law around background checks for parents and restricting their access to their child’s school. TPEP should be updated to align with the values, principals and elements of the framework.
- EOGOAC – One of the most striking omissions is that there was no mention of how to provide this level of understanding of definition of strategies in educator preparation programs. Did this come up in the conversation and why was it not included? Family engagement is too essential of a function for it to be part of an add on. This is setting us up for the continual siloing of functions within education. This needs to begin at the fundamental relationship between the educator and families.
 - The workgroup did touch on this, but they wanted it to be attached to something more explicit such as TPEP. This can be brought back to the workgroup for more consideration.
- EOGOAC – How do you measure when family engagement is being done and done well if you don’t include administration?
 - Both educators and administrators are called out in the training but staff will touch base with the workgroup on building this out more.
- EOGOAC – This should be a part of hiring, retention, and promotion. It should be attached to this work in order to address sustainability. This report is not tied to implementation. Nothing will happen after this report until someone does something with it.
- EOGOAC – It is alarming when a state agency or in staffing of a workgroup that there would be such a great difference between what the recommendations are that are coming forward and what is politically feasible. We set up our public to continue to be cynical about the government’s effectiveness discharging their duties. To that extent, to any state agency people who are listening on this call, there is a duty to temper your expectations so that recommendations are not wildly misaligned with what can actually be done.

Agenda item: Five Years Post 1541: Reflecting on the Progress of and Opportunities for Data Disaggregation Efforts

Presenters: Bach Mai Dolly Nguyen, Ph.D., Assistant Professor, Oregon State University and Erin Okuno, Executive Director, Southeast Seattle Education Coalition (SESEC)

Discussion:

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- HB 1541 expanded the disaggregation of data and created the Race & Ethnicity Student Data Task Force (RESF)
- The main focus was the collection of disaggregated data within district systems.
- In an effort to avoid data stagnation, a pilot project on data literacy was established.
 - 1) Building a relationship with CBOs and schools districts
 - 2) Utility of ethnic and racial data
- Pillars of project: Community-centered, pragmatic, and equity driven
 - Data are to be integrated in a way that is a natural part of the work, not something that needs to be sold to a person. The whole purpose of the disaggregated data is to have equity driven data.
- Early lessons:
 - No uniform access for disaggregated data
 - Varying levels of integration of data categories for districts
 - Need community-based organization (CBO) preparation to advocate for access and use of disaggregated data
 - Data disaggregation is a well-known concept, but most don't know how to apply it into practice.
- Improving data literacy
 - Giving districts ways to accomplish integration of data categories
 - Closing communication/knowledge gaps with CBOs
 - Scaling up and leveraging findings from pilot project
- Data Cycle Workshops to walk through different points in which the data exists and is processed.
- Strengthen Data Engagement Workshops to work with experts in the field to put into practice the use of the data.
- EOGOAC – 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?

Agenda item: Public Comment

Comments:

- Bruce Jackson: When talking about family engagement what is missing is the extent of the outreach and notifying them when things change. When you are involved in the work there is a lot of funding needed and outreach that is continually needed to get them involved.
- Roz Thompson: This all connects to the instructional frameworks. It is the work before going into the workforce and continuing to educate that makes this data literacy and

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family engagement work happen. We have to get everyone to look at these better and to understand the impact in education.

- Emijah Smith: For family engagement it is important to know who it is for and how they get engaged. It should be clear what it looks like and particularly how to engage with people of color. You can't control districts, but any time there are outside CBOs it should be required that work should be controlled by the most impacted group. I would like HB 1541 to be an access point for communities to be put into leadership roles. This can implement a process and practice that are equitable by being community led and community controlled.
- Victoria Moreland: PESB is currently responding to SB5044 and has started a multi-phased feedback process from community to reexamine current cultural competencies. Drafted diversity, equity, and inclusion standards and in October communities and families will be engaged again for feedback. Shortage report for educators shows how in different regions there are varying needs.

Agenda item: Lunch Offline

Agenda item: Conversation: Studying “the Gap” and Models of Success with Ethnic Commissions

Discussion:

- Includes specific recommendations and goals that could be re-examined.
- This conversation is about scoping what this could possibly look like if the Achievement Gap Studies from 2008 were re-engaged.
- Commissions:
 - Want to know about the enforcement of policies from 2008 and the data impacted by this.
 - Mastery based learning has had large impacts on districts. This has made a policy to build on the qualities that the students come with. It's applicable to all communities that come with a wealth of knowledge and how they will exist in the environment they belong to after they leave the educational system.
 - Commissions should be leading the studies of their communities in order to look at the structures that need to be adopted.
 - There will probably be some elements that are still the same that have not been addressed by the 2008 studies.
 - The continuity of this conversation is hard at the commission level because of turnover that happens. They should be part of it in order to bring perspective but not necessarily lead it. There needs to be a more robust model that can keep the work moving from the moment it is initiated.

- EOGOAC – This EOGOAC is the product of the studies in order to advance legislative recommendations from the studies. We need to be able to ensure the connection within history between the commissions and EOGOAC to demonstrate accountability through multiple platforms.
 - Commission: Cocreating with the community is a prime example of what needs to happen so that there is not miscommunication or non-realistic expectations of what work is being done.
 - EOGOAC – Some sort of orientation for each individual commission for a common knowledge is needed and a procedure of communication and involvement is also needed.
 - EOGOAC – This committee needs to build more of a relationship with the commissions beyond their representatives in order to engage with continual work.
 - Possible next steps will be individually reaching out to commissions to update on work that has happened, history, and start working on future work around this.
 - EOGOAC – There is often a burden put on the representatives of the commissions but the relationship to the whole commission is also important. EOGOAC needs to claim the work that we have done and present it because our work is often embedded and not seen by the public. Our broader impact to the community is dependent on sharing what we have accomplished and having our friends be amplifiers.
 - Staff – This is some of the groundwork that would be done as part of this report to build future work of the committee.
 - EOGOAC – As we look towards our actual recommendations, last time it was a budget proviso and there is an advantage to do it that way. The idea of doing a bill in order to address the public so that we can announce what has been done and what we want to do. This could address multiple problems in one go.
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Agenda item: Conversation: The New Office of Equity

Presenter: Dr. Karen A. Johnson, Director, Office of Equity

Discussion:

- Currently working on listening sessions statewide to develop the statewide equity plan.
- The vision for this office is to transform government enterprise to include equity into every action.
- Equitable policies, practices and outcomes via a five year statewide equity strategic plan, design an online performance dashboard to measure an agency's progress to equity goals, and many other factors to create systemic change.
- Key ways to accomplish: Center equity in how the government operates, maximize the system we have, and build the system we need by dismantling the root causes within the system that create barriers.

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- Working with agencies to build equitable practices that impact those that come to them for answers or support.
- EOGOAC – As you have been going through listening sessions how receptive do you think state government as a whole is going to be toward any recommendations you will incorporate? You are developing a five-year strategic plan; how do you ensure the sustainability after that timeframe?
 - State governments have been very receptive. I already had a strategic plan but just putting that out there would not have been helpful. So, an assessment was sent out with the language of equity and criteria will be used in the work as they fill it out. They should also be hearing from those they serve so they can see the equity changes they need to make. The difficulty for the office is the resources to give technical assistance for those agencies to be successful in implementation. For the other question, the true test of it surviving past the five years will be through ensuring this groundwork has been properly laid to continue the work.
- EOGOAC – There has always been a concern that the Office of Equity would take away power from commissions and that commissions would be taken away with its creation.
 - This is not the case. The Office of Equity will be working in conjunction with the commissions as partners. This will be a fight together for the needs of the community, not pitting us against each other.
- Consistently throughout the state people talk about education in every survey when addressing issues. We are using the information within the survey as a tool of these listening sessions. This then centers everything into the strategic plan.
- What is the vision of what an anti-racist and equitable Washington looks like to you?
 - EOGOAC – At a summit for educators, at the end of the day when sharing out a young lady stood up in a huge gym full of elders and said, “My family, my community, my culture, and my identity are not barriers to my education.” The system needs to open up to hear this. When asking me what I think this would look like, we would never have a reason for a young person to stand up in front of her elders to challenge her own culture to insist and assert that she belongs.
- What needs to be done in order to bridge opportunity gaps?
 - EOGOAC – Giving everyone within the education system what they need so that they can provide all opportunities for children. Making sure that they are providing pathways, tools, and focusing on how children learn. Children learn in all different ways so they need to be provided for in multiple ways.
 - Two things: They have everything they need to succeed and have the educational environment the way they need.
- What disparities must be eliminated?
 - Eliminate anti-blackness that is normalized
 - Leadership and who we see as those having expertise

Agenda item: Public Comment

Comments:

- Trenise Rogers: It's refreshing in a leadership role to say they don't know and I need help. It would be great to see this committee participate in a listening session. Dr. J posed a question of where you are in your anti-racist journey? In an anti-racist Washington, I see an equitable and safe environment for children to learn in. Parents should not have to worry about their children being sent home, being disciplined constantly, or them overall missing instruction time because a teacher won't assist their child.
 - Tracy Castro-Gill: When listening to the research on gaps there was a conversation on partnering with commissions. Why are we limiting to just partnership with commissions? Why are we not reaching out beyond because there are communities that don't trust government or don't feel they fit into those groups. To the other conversation on EOGOAC being broadcast, I think it has to do with being a part of the meeting. Often when members of the public come to the meeting they feel silenced and they are dismissed by attending and what they are saying.
 - Emijah Smith: Can we broaden the work? The work that started in 2008 was just that a starting point but now with all that has happened within society it needs to be adjusted to the times in order to address the current issues. COVID has provided an opportunity for more people to participate and it also showed that the system has been exacerbated in access to systems.
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Agenda item: Next Steps, Final Announcements and Conclude Meeting

Discussion:

- CCDEI designee – Dr. Rodrigo Renderia-Valencia, and Dr. Smith as the alternate
- Language Access Workgroup – Lydia Fatalia , and checking with Julieta about participation as previous member
- Will address scheduling future meetings and the structure of the meetings.

Meeting concluded at 4:00pm

Minutes Taken By: Robin Howe