

## EOGOAC

September 15, 2020

9:30 a.m. – 3:00 p.m.

Theme/Goal: General discussion on workplan topics and Youth Voice Day planning

**Members in Attendance:** Fiasili Savusa, Commission on Asian Pacific American Affairs  
Frieda Takamura, Commission on Asian Pacific American Affairs  
Dr. James Smith, Commission on African American Affairs  
Senator Lisa Wellman, Senate  
Carrie Basas, Office of Education Ombuds  
Representative Sharon Tomiko Santos, House of Representatives  
Senator Bob Hasegawa, Senate  
Dr. Rodrigo Renteria, Commission on Hispanic Affairs  
Jamila Thomas, 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  
Lydia Fatalia, alternate for Fiasili Savusa  
Nicole Sutton, alternate for Bill Kallappa  
Representative Bob McCaslin, House of Representatives  
American Affairs  
Julie Kang, alternate for Frieda Takamura  
Senator Hans Zeiger, Senate  
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

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Facilitator: Maria Flores

Discussion:

- New platform for meeting documents in Padlet
  - Introduction of new committee member Dr. Rodrigo Renteria who represents the Commission on Hispanic Affairs
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Agenda item: Career Connect Washington Equity Goal and Data

Presenters:

- Maud Daudon, Executive Leader, Career Connect Washington
- Julia Reed, Senior Consultant, Kinetic West
- Angela Jones, CEO, Washington STEM
- Jenee Myers Twitchell, Chief Impact Officer, Washington STEM

Discussion:

- Executive team that works with all state agencies to connect work
- Career Connect Washington was created to address the lack of sufficient pathways to great careers for students.
- In some sectors there is still the same amount of demand as pre-pandemic, especially STEM.
- Created a common vocabulary about what work based learning is. Hope this will expand to the whole education system.
- Three steps taken: career explore, career prep, and career launch.
- Heard about disconnection from the community, parents, and families between education and employment.
- EOGOAC – How are you partnering with district transition programs for students with disabilities, particularly students of color with disabilities and students with disabilities who are receiving ELL services?
  - Don't currently have a specific implementation plan but are currently in conversations with the rehabilitation council and department of services for the Blind to create or integrate the career launch plan for them.
- EOGOAC – There should be a broader call out in the equity statement for all students of color being impacted by systemic racism.
  - There was a focus to call out black and indigenous students because they have the worst outcomes currently due to systemic racism. This is a way in which we call out specific and intentional harms to black and indigenous communities.
- EOGOAC – How do you work with K-12 districts and how do you work with two-year colleges?

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- Currently work is siloed and small. In order to have it efficiently work it needs to be interconnected and easy to understand in and out of the educational system. That's why we created the regional networks and program intermediaries as a part of the career connected process. This is how the districts and two-year colleges get integrated.
- Core focus is that race, income, geography, gender, citizenship status, other demographics and student characteristics will no longer predict the outcomes for Washington's students.
- Five work streams: data, technology, student supports, provide best practices, and system accountability.
- Data is necessary as a metric to hold everyone involved accountable.
- Student supports: narrowing down by region, industry sector, and program of where opportunity gaps are. Focusing particularly on those who are furthest from educational justice.
- Working to ensure every student experiences career explore and career prep.
- Looking at disaggregated data not only by disaggregation but also by intersectionality of data.
- Work still needs to be done on accessibility for the public to the disaggregated data.
- Reviewed outcomes of those students who have gotten enrolled or registered in apprenticeship programs as well as newly endorsed career launch programs. Over the past year since the initial infusion of funding in 2018 into 2019 there were 10,000 students who were under the age of 30 who also came from the k-12 program. 220 students in the most recent enrolling of programs.
- Enrollment by race data was gathered from OSPI and Labor and Industries. Better collection of information is not available yet but will be integrated as it becomes available.
- EOGOAC - HB 1541 created the change in the collection of race data, had a 4 year roll out for becoming compliant for the data collection change. 2020 is the last year for school districts to be fully compliant. Other state agencies do not all follow this because this is specific to the K-12 education system, but there is work being done to integrate this data collection language for other state agencies.
- EOGOAC – Do the apprenticeship training programs report disaggregated data? Is there push back from unions?
  - There are some new programs that are focusing on recruiting those that have been left out of the apprenticeship process.
  - The issue has been less about providing data but rather being better on collecting data.
- Baseline data shows big gains needed among low-income students, students with disabilities, ELL students, and students experiencing homelessness. Some groups were smaller than 10 and could not be reported on in the data set.
- There has been an increase in healthcare and technology apprenticeships since 2015.

- Initial conversations happened about barriers, a 2020 spring survey was made in response to ask what barriers are being faced by students, parents, and families. This was held off till the fall so as not to burden them due to COVID impacts.
- Decided to start surveying program builders to see what they are hearing from parents, families, and community members about barriers and opportunity gaps.
- Interventions to address barriers: Primary is to create authentic relationships with 1:1 interaction. Secondary is transportation, program equipment, and technology support.
  - Need flexible transportation dollars – gas cards, transit credits, ride share credits, and cost for maintenance.
  - Access to technology- not enough funds for connectivity, and none reported that they could meet all student needs for devices.
- EOGOAC – Are there opportunities to partner with OSPI data governance for data disaggregation?
  - Jenee – I have spoken with OSPI and they pull data weekly on this topic. General public access conversations will need to continue and to address the use of privacy to keep from publishing any data points with fewer than 10 students.
  - There is an internal OSPI workgroup looking into this area.
- EOGOAC – Having networks would shed a lot of light on the impact of cohorts and programs and engagement.
  - Julia- one of the things that holds students of color back is that information is not always shared with them and/or they are pushed into a certain path. The networks are key in building awareness and access to connect and build this work.
- EOGOAC - How is career connect present in the ESD positions and is utilized in the K-12 system? How does geography and availability impact awareness and program alignment?
  - Maud – CCL coordinators inform schools about what career connect is and we are currently speaking with OSPI on building up the focus of these positions. Also, we are using the career connected home for virtual options to build out access to programs.
- EOGOAC – with the notion of mastery-based learning and that learning takes place any time anywhere, does the career connect learning embrace any concept of time to acquire the skills and knowledge necessary in these metrics? Often students are put in a time crunch or limit that does not enable them to meet the expectations for high school completion.
  - Maud – Career launch itself is based on a mastery concept. It is aligned to theory in the classroom to be a practical building block for students. 60 percent of students have to do a pathway to close the gap. Career Launch experience is not bound by any prescriptive time because it is based on competencies of the students.

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Agenda item: Youth Voice – SBE Update

Presenter: Margarita Amezcua, Student Member Westside, SBE

Discussion:

- Previously participated on a panel for modern day racism with students and their experience in the K-12 system.
- Our education system right now is binary and if students don't get certain classes or don't have a certain economic status they are out of luck getting into colleges.
- Main point of the panel is to bring awareness that students are aware of what is happening.
- Students want to see themselves in the curriculum.
- Students want to know that their people and culture are valued; that equity and equal opportunity are there, real, tangible and not just some trend to hop on.
- EOGOAC – When speaking about issues it is important to have diversity in order to have conversations around the issues of racism.
- EOGOAC – The notion of incorporating the stories of people of color is the “why” to elevating contributions of communities in the tapestry of America. Colleagues on the state board have the opportunity to have their voice heard. What would you advise us, as a state committee that makes recommendations to the government branches, to do or not do as we contemplate incorporating student voice in our deliberation?
  - In student positions its very tokenized and lacks awareness of students and what they can bring to the table. A lot of the times people presume what is being thought or an opinion and a lot of times give no attention to the fact that we are a generation that has information at our fingertips. When students have a seat at the table it brings awareness of voice in conversations.
- EOGOAC – An ethnic studies framework committee is currently meeting and is working to incorporate current voices that capture not only the past but also present, and capture history in a more positive light for communities of color.
- EOGOAC – To what extent have you been asked by district and schools because of your position for feedback and expertise?
  - Most often they forget that I hold the position or what role I have to play. The conversations I have been involved in have been encouraging.
- EOGOAC – How can we support your work in connecting to districts and schools and incorporating student voice at that level?
  - Students are not going to go out of their way to make sure everyone knows they want to be involved. It is more the adult's responsibility to reach out because students will not be self-advocates. Adults' should ask students in general what change they want to see in schools and communities because we are knowledgeable of the environments we are in.

- EOGOAC – This is a great reminder for the committee that we need to be hearing and listening to students more often. It was ten years ago; this committee is called the opportunity gap committee and it changed its name because of a student’s voice.
- EOGOAC – We are planning a student’s voice day and we are contemplating how to make space for students of color voices but at the same time not segregating groups of students. Do you have any thoughts or ideas on this?
  - On my panel I personally incorporate white students because they are important to that conversation. There is a certain power and assertion that continues with those that have the same experiences.
  - It is important to incorporate students of color and white students because it is important to see that we are the same even though we have different experiences.
- EOGOAC – We wanted to give space to students of color because there are so few spaces where it is all people of color talking.
- EOGOAC – It is very true that we have gotten very comfortable saying people of color were colonized and the conversation stops there. I’m encouraging you to say let’s get beyond this comfort zone that everyone likes to sit in. Also, let’s make the space to talk about things in a broad way, to be able to ask any question and claim the space we are in.
- EOGOAC – Do you feel that this space and the safety of the space changes when you are encountering a group that is predominantly of color versus one that may be predominantly white and potentially even predominantly white and male?
  - There definitely is a power shift and you feel yourself shrink a little bit when there is a room full of white men and white people in general. You minimize yourself and are more scrutinous of your actions as opposed to being in a room of people of color.
- EOGOAC – Applying that thinking, I am trying to dig into that wariness and caution and the decision to have a white panel in front of a predominantly group of color. Would you advise against this? The focus is more in creating a safe space for students of color to speak.
  - I understand the why behind giving students the freedom and safety to speak on their experiences. I don’t think having white students will make them feel less because they are of the same age. Those that are older white men more so have that impact. I do understand having it separate as long as they are integrated at the end. By having the moment together, it puts us all on the same level and levels the field a little bit.
- EOGOAC – Do you have a sense where the label Latinx came from? It seems like cultural appropriation if it did not actually come out of the Latino community.
  - It was more a group consensus of the younger generation of those born from immigrant parents to create the now appropriate standards. The older generations are against it or don’t understand because of traditional things in

cultures. Our generation now would not consider it cultural appropriation rather it is about inclusivity and making a minor change to accommodate more people.

- EOGOAC – Do you feel comfortable with the makeup of the state board of education with the issues that impact all students and not just a single cadre of students?
    - I think that the people that are on there now make a conscious decision to be aware of problems and even though a majority are white they are given the tools to get where we want to be. It could be bad because they are mostly whites and I felt that at the beginning as a person of color, but they are aware they are white and understand that they don't experience the same things and they value me a lot.
  - EOGOAC – We are going to make recommendations, some guidance and toolkit for schools to consider serving students of color better for the pandemic. What have you been hearing about student experiences?
    - The school districts are doing what they can but there are natural barriers that they forget exist. If you send out a newsletter and don't put it in the language that the parents know it creates a barrier. They are not aware of technology barriers and all barriers add up, making great disadvantages for students. There are students that are helping siblings or are sharing space for learning these may be minor problems but lead to greater disadvantage.
    - It's not enough to just be aware but actually trying to fix it and putting something in place that can help the student any way they can.
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Agenda item: Planning for Youth Voice Day and EOGOAC Workplan

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Finalizing back to school guidance, currently working on incorporating family forum feedback to COVID guidance.
- EOGOAC – Need to focus the subject of classroom culture and what it means moving forward. We heard from Margarita that students are woke and are engaged and if not they should be. Have them speak to us about how the large movements are impacting their education, and is their experience preparing them to be the next champions to take up this mantel given what they know?
- EOGOAC - How has your engagement with in-person school changed since going virtual? The hope is to create a question around experiences of returning to school after what has happened over the summer and having life changing moments happening. How have students of color felt supported or not by their white peers?
- Maybe further breaking down the question to include not only allies but also white allies.

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- In a white dominant culture BIPOC students rarely have the chance to safely speak. So we will first hear from BIPOC students, then white students and what it is to be white and the white supremacy they inherited, and then speak to them both together in a safe space for this conversation.
  - EOGOAC – make sure the students are aware of the context of the situation and hearing their voices and understanding the value of the conversation.
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Agenda item: Lunch Offline

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Agenda item: Public Comment

Discussion:

- Lacey Waltermeyer
    - Executive Director for Washington State Solution Tree
    - One of the authors for solution tree is offering a free no questions asked equity and achievement for dual language learners and multilingual students hour webinar of key strategies for equitable access to education resources specific to remote learning.
  - Pranaya Sathe
    - Staff for the Work Force and Training Education Board
    - Working on the youth unemployment report that is required on an annual basis.
    - Currently on the data pulling phase to help with career pathways.
    - Working on circulating a draft and getting information from stakeholders.
  - Jen Cole
    - Washington state is ranked 44<sup>th</sup> for inclusion of students with disabilities.
    - Since COVID there has been conversations of access of learning during remote learning.
    - Last spring I was ready to be flexible to get my son as much access as possible during this crisis. I watched my son on a tablet for hours with no engagement. He has never been offered curriculum in his home learning that reflects his identity as a disabled student of color.
    - The segregation of students has continued into this virtual space.
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Agenda item: WaKIDS Workplan

Facilitator: Heather Rees, Research Analyst, CISL, OSPI

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## Discussion:

- Observation assessment – provides opportunity to monitor or assess a process or situation
- Methods of assessment – time sampling, event/frequency sampling, focused or targeted child observations, and or checklists.
- Direct assessments – administrator interacts with the child and asks standardized prompts and a sequence of tasks and records the child’s response to each item
- Benefits of observation assessments – develop our own understanding of children’s current competence, reflect on the appropriateness of tasks and curriculum, inform planning, inform others, assess interactions, assess specific events, and assess staff.
- Observational assessments are seen to be more developmentally appropriate than direct assessments.
- There are limitations of what can and cannot be observed that kids do and do not know.
- Potential issues – observer reactivity, use of social comparison data, biased expectations of the observer, child’s performance can be misinterpreted, and score variation because rater is being too lenient or too severe.
- Potential issues with assessment – item construct consistency, adequate allowances, or timeline pressures.
- EOGOAC – Do the assessments take into consideration if a student has processing challenges?
  - Often the assessments are used to identify those early. There is a broad spectrum for determining those and showing whether a child is performing below or above their age range.
- EOGOAC – Are these ever done in a blind study instead of just looking at a single child versus the class? Would it be more valid if you were looking at several children and didn’t know which was being assessed?
  - Some of the assessments are done during normal class time, and teachers are likely doing multiple children at a time. The portfolio that is built for each child is built for them, but they are observed when they are interacting with each other in the classroom. There are studies where they compare the teacher and an out of classroom observer’s conclusions and see if they match or not.
- EOGOAC – An observation certainly has bias expectations from observers especially for kids of color.
- Situation specificity is a potential issue, where a child acts differently in different environments and based on their comfort level it can impact the assessment.
- EOGAOC- Did you find anything about when an assessment of the assessment occurs?
  - The development is lengthy when created. There is research done on the reliability and the accuracy of the ratings. In 2013 OSPI commissioned a review by UW for WaKIDS but there is no specific schedule of review. Since there is no schedule that is why the bill was created to review the WaKIDS assessment.

- Cultural responsiveness or unresponsiveness—benchmarks are grounded in western developmental norms and creates a power imbalance in the system.
  - Ways to increase cultural responsiveness – develop an alternative approach to assessment that values children’s and communities’ funds of knowledge
  - Observation assessment in WaKIDS – training for teachers, collect pieces of evidence of students’ demonstrated skills, and WaKIDS requires only one assessment administration at the beginning of the school year.
    - This is being adapted for COVID and online learning.
  - WaKIDS as an introduction to the K-12 system does include speaking with parents but WaKIDS is not specifically brought up as an assessment. Observational assessments in early learning settings like this do not commonly include parents in the process.
  - EOGOAC – it is the presumption of the rater and how it is built into the assessment.
  - EOGOAC – As we look at the useful assessment needs, this is what should be expected of all administrators, not just those doing the assessment; and include community and parental information. The idea is that students’ parents can help open the eyes of the educator in terms of when my child does this, this is what they are trying to communicate. This is information that is necessary for the teacher to have to cultivate curriculum for the student.
  - We are often asking what our children can and can’t do rather than, in the USSR they are asking what are our children capable of doing?
  - How to write legislative language - triangulated data, parent observation included for the at-home setting, cultural responsiveness in the assessment, and bias review.
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#### Agenda item: Debrief, and Conclude Meeting

##### Discussion:

- Reflecting on career connect: This group is comprised of individuals insisting on establishing a 24 credit graduation requirement which is a strangle hold because it puts districts on the hook constitutionally to provide the opportunity for 24 credits.
- They don’t seem to understand that by requiring the credits they reduced the amount of time in every subject area. They are not recognizing that if we moved to a mastery based system time is a variable not a constant and it is variably based on how slow or quickly a student is moving. A system like this recognizes that students have stronger aptitudes in certain areas.
- Whether we are talking about an apprenticeship model or this career launch model or if we want to talk about SPED or English learners we have to recognize that time is a variable not a constant.
- OSPI has started examining data and categories that currently have a four-year period for proper collection. The decision for this was no additional money for resurveying, vendors for the student information systems, and it’s a big change for districts. This year

is the last for transitions and now this new workgroup is checking in on the progress of changing over for categories. The analysis is not complete but does not look very good.

- One of the federal race and ethnicity guidance's is the use of observer identification. It's problematic and OSPI wrote that this is the last thing that should be done. We are hoping to put out more guidance this year that is virtual to not do observational identification to get this data collected. Instead, self-identification would be better.
- When HB 1541 was written the legislature did not completely fund it because of the huge fiscal impact. That is why it was staggered to get to 100% compliance. The idea was to catch students at enrollment and then have full data at the K-12 level after the 4-5 years.
- It should be suggested that this committee put on its 2021 workplan the data disaggregation of all school districts.
- There is a larger issue with a disconnect of data collection and connection between schools, districts, and OSPI; not to mention third party programs that intertwine with the K-12 system.

Meeting concluded at 3:00pm

Minutes Taken By: Robin Howe