

EOGOAC

September 21, 2021

10:00 a.m. – 4:00 p.m.

Theme/Goal: Updates to the EOGOAC from other agencies and committees

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Senator Bob Hasegawa, Senate
Dr. Jim Smith, Commission on African American Affairs
Lydia Faitalia, alternate for Fiasili Savusa
Representative Alex Ybarra, House of Representatives
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Bill Kallappa, Governor's Office of Indian Affairs
Senator Lisa Wellman, Senate
Carrie Basas, Office of Education Ombuds
Fiasili Savusa, Commission on Asian Pacific American Affairs
Erin Okuno, alternate for Frieda Takamura
Representative Lillian Ortiz-Self, House of Representatives
Tyson Marsh, alternate for Dr. Jim Smith

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
Vacant, Commission on Hispanic Affairs
Rose Spidell, alternate for Carrie Basas

Minutes

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

Facilitator: Maria Flores, Executive Director, CISL

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Motion

[Frieda Takamura] moved [Senator Wellman] seconded

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

[X] carried [] failed

Agenda item: Edit EOGOAC Draft Protocols

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- EOGOAC – Broaden list of those who are consulted with as groups
 - EOGOAC – What is the travel policy for alternates? Should that be included?
 - Can cover the alternate traveling expenses if they are replacing the member but cannot if both are traveling.
 - Will add travel explanation into protocols
 - Look into a legislative change to cover both positions.
 - EOGOAC – Should maintain a directory of EOGOAC members who serve on other committees as designated EOGOAC representatives.
 - Possibly document anyone else who is not a member of the EOGOAC but is designated by EOGOAC to represent the EOGOAC on other committees.
 - Document groups that EOGOAC members are a part of outside their membership of the EOGOAC.
 - EOGOAC – I support the tri-partied leadership. It's important to have non-legislative co-chairs because of engagement during legislative session and making sure that the positions are representative of the broader community.
 - Need procedure to fill co-chair positions
 - EOGOAC – Is it necessary to be explicit about non-consensus? Sometimes there is implied understanding of what consensus is and that may not be understood amongst everyone.
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Agenda item: The Washington State Board of Education (SBE): Accountability Measures

Presenters:

- Andrew Parr, Ph.D., Research Director, SBE
- Jeannie Oakes, Senior Fellow, Learning Policy Institute
- Julie Woods, Senior Policy Advisor, Learning Policy Institute

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- Randy Spaulding, Ph.D., Executive Director, SBE
- Stephen Kostyo, Senior Policy Advisor, Learning Policy Institute
- Tara Kini, Director of State Policy, Learning Policy Institute

Discussion:

- Developing accountability system to support students focusing on growth and improvement.
- Engaged with the Learning Policy Institute to build work around accountability.
- Working to create a system that meets the state's educational goals for students as defined by the Legislature.
- The system needs to have comprehensive data to have improvement and evolve in an adaptable system.
- Reciprocal accountability systems where there is a shared multi-leveled approach. If we don't look at the overall system, then isolated issues are not addressed.
- There is a shared governance over accountability.
- Stakeholder engagement has started with key groups that currently participate in the work and then in a later phase we will reach out to the larger public.
- People want a system that is understandable, has clear expectations and reflects the community.
- Disaggregated data is wanted to identify gaps.
- EOGOAC – How have you defined these themes? We have made recommendations for disaggregated data. Have we discussed the definitions of these so that we are all in agreement to collapse the silos?
 - These are preliminary themes that have been pulled from a small number of folks. After reading reports from committees and activists these themes came up, but the defining must be a conversation with those that have been engaging in this work already.
 - To define these, they must be created by a wide range of the group because if not it will not be representative of the whole of Washington State.
- EOGOAC – There is a wall between statute and what the public knows. There is a separation of what the system is by statute versus what is being worked towards. Is the system at the local level supportive of the statute because what the statute is, is not always agreed on.
- EOGOAC – The work of the master-based learning committee fits in well with this. I have concerns around different silos happening again. I hope that you all aren't jumping to making recommendations without seeing the whole picture.
- EOGOAC – We have a system that punished students for things that are beyond their control especially when we start talking about an assets growth mindset. One of the things we can do is to see every student within our system. That is what I really want accountability in Washington to be able to do. I want to be able to see and support every student. It is important to have a system that sees every student.

- EOGOAC – A deficit focus should be moved away from. It is not helpful, and I would never want my children to be talked about in that way.
- EOGOAC – With everything we are talking about funding is one of the accountability measures. You cannot ask people to do new things without funding. You have to fund adequately to support the work.
- This work builds off EOGOAC recommendations that have been put into reports.
- EOGOAC – I'm not understanding how LPI's stakeholder engagement is defining the community. Step 1 and 2 start with the system vs. understanding and folding in community driven input from the beginning. Respectfully, the previous slide also sounded like mostly policy shops. CEDARS is also not accessible nor used by most organizations. I'm mentioning this because data access and data privilege need to be recognized here.

Agenda item: Update from Professional Educator Standards Board (PESB) on Cultural Competency, Diversity, Equity, and Inclusion Standards

Presenters:

- Alexandra Manuel, Executive Director, PESB
- Dr. Eric Hernandez-Scott, DEI Leadership and Learning Director, PESB
- Victoria Moreland, Associate Director, System Integration, Equity and Educator Workforce Development, PESB
- Ben Ibale, Member, CCDEI Technical Workgroup
- Christine Katayama, Member CCDEI Technical Workgroup
- Pamella Johnson, Member, CCDEI Technical Workgroup

Comments:

- Advisory group created draft standards and now we are moving to phase two to collect community and stakeholder feedback.
- Technical Advisory Workgroup diversity represents anyone invested in supporting educators in order to support students.
- From your perspective how did you see the group building on the work of the past?
 - Ben – I heard the stories of how cultural competency was defined in the past by groups but while at the same time trying to update some of the definitions and language.
- How would you like to see others contribute to the further development of CCDEI+ standards?
 - Ben – The comment of “Wow you guys are really trying not to be racist.” We need to tie it to our students’ identities as cultural beings for true cultural competency. I noticed in the standards and it’s really about the cultural competency of the teacher and self. Often, we negate the students’ backgrounds and cultures. “It’s all tied into the student identity.” We are vetting the people

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who are doing the work effectively. Why not go to the schools that have had effective past programs and hear what they have to say. The equity lens we want is to hear from the most ignored voices and lifting those.

- How will you know if the new standards will enhance the educator workforce and the experiences of students, families, and communities?
 - Pam – I think simply by including the voices of the marginalized and oppressed, and increasing teacher diversity are important aspects to improve.
 - EOGOAC – Prep programs or teacher administrators in the different colleges are all over the map. What is the consistency of the implementation on monitoring?
 - The important piece is the sustainability and being able to collect the data of what they learned at the trainings and it being implemented back at the school.
 - EOGOAC – One of the things that sticks in my mind is accountability and the lack of it. We need to look around and see who has it.
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Agenda item: Public Comment

Comments:

- Victoria Moreland – Monthly September liaison report covers the CCDEI process and updating on how individuals engage with it. There is an online course to train educators on effective student, family and community engagement, and passage of SHB 1426 for teachers and administrators renewing their certificates on or after July 1, 2023 there is a FAQ and webinars for folks who have questions about new certificate renewal.
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Agenda item: Lunch Offline

Agenda item: Update from Office of Superintendent of Public Instruction (OSPI) on Truancy

Presenters: Nasue Nishida, Government Relations, OSPI

Discussion:

- Truancy should be a last resort. We are revisioning what truancy looks like in the system and understanding a variety of perspectives.
- Developing a FAQ for school districts
- Interested to work with partners to center voices of those who have experienced the system and to be supportive of restorative practices.
- We would like to partner with the EOGOAC and stakeholders to engage in this work and have developed questions to gain information.

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- EOGOAC – With the idea of a navigator between the school and communities. The use of this should be to see if there are connections to community and in community. Then also having a contact person for students in foster care who can watch out for individual students and for those that are on the border for lack of resources and support.
- EOGOAC – Given the current environment that we are in and how it could be continued to be remote and hybrid in relation to attendance. Is this being taken into consideration for truancy?
 - We are watching it closely as we go through this school year to look for connections that could lead to truancy filings.
- EOGOAC – For partners and stakeholders, this question tends to lead to a silo-ing kind of effect, so how do we take ownership for what is happening and not put it off on someone else?

Agenda item: Washington State School Directors' Association (WSSDA)

Presenter:

- Aurora Flores, School Director, Manson School District
- Drayton Jackson, School Director, Central Kitsap School District
- Tricia Lubach, Director of Leadership Development, WSSDA

Discussion:

- Define what SB 5044 calls the “equity training program”
- Final product is an educational equity program for school directors and school boards
 - Pieces needed for this are updated Washington board standards and an equity training program
- Updating standards for school boards - Update standards to reflect what we've learned about educational equity and the connection with school board governance.
 - Reviewing what standards do and do not have within them that can make a difference for more equitable student outcomes.
- Equity training: Provide the training and professional development to educate and support school directors within their governance roles in education related to diversity, equity, inclusion, and cultural competency.
 - Provide professional development that results in learnings and growth in these topics.
 - Meeting the legal requirements of SB 5044
- Educational equity definition: An essential condition in a school district where each and every student has access and meaningfully participates in high quality learning experiences that reduce outcome disparities and empower self-determination.
- EOGOAC – What kind of equity is the definition trying to get to?

- What we heard from partners and committee members was that if you name any type of equity we will still be leaving someone out. So, we did not include defining types of equity and left it more general.
- With our thinking in this we have to do it all and we can focus it all if everyone does their job.
- When you look at the definition it prefaces educational equity. There is a term called “calling in” when we look at equity and with this term teachers are trained in cultural competency. They are able to call them in about different groups and encompass all areas of equity.
- EOGOAC – What is important to understand is that this presentation is about the implementation of SB 5044 and I think in some ways we are seeing from WSSDA how it fits in their larger picture.
- The workload of the school board for school directors has increased over the years.
- Trainings are four 2.25 hours trainings (9 hours) per term of elected office or within two years of being elected or appointed to a first term.
- For each training after their first they would take three 2.25 hours trainings for each subsequent term.
- If this training is successful what does that look like? What outcomes would you expect?
 - Aurora – Being able to respect each other’s perspectives and have foundational knowledge and understanding of equity to be reflective and do self-work. Also, increasing interpersonal and group work to understand each other. Understanding how organizational systems work and how we can change those systems so institutional racism is acknowledged and mitigated.
 - Drayton – MLK was out there getting beat up and bitten by dogs but he was changing policies. Even when I got on the board and even now, there are policies that I had to call out because I bring a new lens. When it’s called out and something is done so that no one feels it’s a comfortable place anymore and they know that they are doing something wrong, then this starts to reframe what has not been changed for years.
- What do you think school directors need to know to serve a diverse community?
 - Auroras – We have to be willing to open our mind and heart. We have to remember to listen and respect everyone.
 - Drayton – We are not going to please everyone.
- EOGOAC – Did you say you are going to get feedback on disaggregation?
 - We are, within the training to help school directors understand disaggregated data coming before them for their students. When we do the trainings, we will collect data from the trainings, so we understand the makeup of the individuals. This will help inform what the makeup of the directors looks like because the data does not currently exist.
- EOGOAC – Did you speak to critical race theory?
 - Dayton – When it’s being used we are really talking about black history, but it is being used to say, “Don’t push that on me.” I have to deal with this country’s

history all the time. At WSSDA, “When we are not teaching true American history white kids are suffering as well.” Our students want to have the connection to each other that they don’t get by this inaccuracy. I know that this history is painful, but it is needed to move forward.

- EOGOAC – How does this training address critical race theory?
 - Dayton – When going through all of this, it has to be done in a way that our decisions and lens impact how implementation will be done in that school.
 - The bill itself does not directly bring up CRT. So, we focus the training of the called-out aspects in the bill for the trainings.
 - EOGOAC – We can train everyone but they have to abide by policies by school board directors so if they don’t understand the impact of their decision for students of color then we are off the focus of what the role of a school director is. In adopting policy and guiding the operation of school districts so all students can feel seen and supported in pursuing their education school board directors have a huge impact. Will there be space for an observer from the EOGOAC to sit in and give input for the pilot training?
 - Will follow up with this and what the right setting would be for this participation.
 - EOGOAC – If you reach out to the ethnic commissions please also reach out to GOIA.
 - EOGOAC – From the moment I was on the school board it was said, “We need to get more people of color on our school boards.” This needs to be done so that it can represent the students in the area. On CRT, as more about politics, if I say it to my constituents it means something bad but if we use other words than CRT it goes over better. Sometimes the words being used in some communities are not taken well. Having equity language though is essential.
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Agenda item: Review of WaKIDS Challenges and Recommendations

Presenter:

- Danielle Eidenberg, Representative for OEO
- Heather Rees, Research Analyst, CISL, OSPI
- Lydia Fatalia, Representative for CAPP (Pacific Americans)
- Susan Yang, Representative for CAPAA (Asian American)

Discussion:

- #1 – What is your greatest concern about the current assessment process?
 - Danielle – One of the main focuses about concerns is the need for family engagement in the process for young learners and to make sure families have a central voice in the conversation.
 - Susan – We feel like teachers and those present need to commit to the process and don’t currently have time to do it to fidelity and language/culture for the family.

- #2 – What do you see as the biggest area for potential bias in the observational assessment process and materials?
 - Danielle – We talked a lot about teachers misunderstanding student behavior because of seeing it through their own cultural lens. There needs to be teacher’s representative of the students to guide support for students in a productive way with ongoing feedback from family.
 - Susan – Most teachers don’t seem to have a lot of training on where they are bringing their perspective from versus what the student is actually doing in the classroom.
- #3 – What changes would you suggest to make sure the assessment is more culturally responsive?
 - Danielle – In order to see the strengths that the children bring into the classroom teachers should be representative of the communities the students are coming from. We talked about shifting the conversation and starting with families sharing the strengths that their children bring so teachers can see through their lens and support them in the classroom in a culturally responsive lens. This is a shift in the perspective.
 - Susan – The assessment tool itself has its own bias so it should not be the only tool to determine whether children are ready or not for kindergarten. Other information should be used as well to determine this, so it doesn’t become the predictor of the student’s outcomes in school and life.
- #4 – What do you see as the biggest barriers to equitable implementation?
 - Susan - Many of the teachers have time challenges and with the importance of the assessment, greater consideration needs to be given to the long-term impacts of how the school views the student’s readiness and making sure there are multiple perspectives because they only assess once a year. Possibly assessing more than once a month could remedy these constraints.
- EOGOAC – Do you have thoughts that you would be willing share about who is primarily responsible for ensuring the teachers are appropriately trained on the use of the tool and identifying student strengths?
 - The districts implementing have to own this and make sure there is follow through. It’s uneven by district and school but there has to be a commitment of resources. In K-12 it is high stakes and sometimes it impacts how it’s implemented, and leadership needs to take a role in this aspect.
- EOGOAC – What is the status of the input of EOGAOAC on WaKIDS?
 - We are processing the recommendations for the report and determining whether it is separate or part of the final EOGOAC report. This is then sent to the Legislature and OSPI for a response.
- EOGOAC – My recommendations is that the report, as soon as it’s ready, needs to move fast. I am concerned that the workgroup that represented us is not necessarily known by others and I worry about waiting till January because that’s when session begins. Second, in this budget proviso the recommendations should be sent to OSPI and the

legislative education committees and with the overlap with early learning, the report should go to the house early learning committee.

Agenda item: Public Comment

Comments: none

Agenda item: Debrief, Review Workplan and Conclude Meeting

Discussion:

- SEL/EOGOAC Forum
 - Narrowed possible dates – Doodle poll to choose the final dates
 - Invite members from ESD 113 for North Thurston who is doing SEL well.
 - EOGOAC – I would like to have clarification for this question, what would be examples of culturally responsive practices for social emotional learning and or social emotional support?
 - EOGOAC – There have been issues with teachers truly understanding SEL and applying it to students of color. There should be a part about improvement of the relationship between SEL, teachers, and community.
 - Will discuss breakout room questions at the October meeting.
- Workplan work will be most of the October meeting
 - Members, please review documents in the Padlet in connection to the workplan and some recommendations you have.

Meeting concluded at 4:00pm

Minutes Taken By: Robin Howe