



We are recording to post  
this on YouTube today!

We should be **starting in  
a few minutes!**

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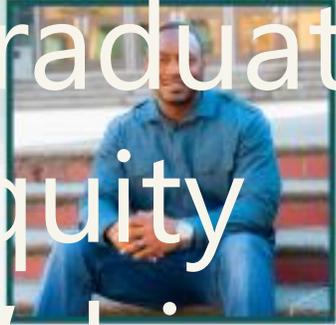
[Youtube.com/waOSPI](https://www.youtube.com/waOSPI)



# Graduation Equity Webinar

## EASING TRANSITIONS

# Graduation Equity



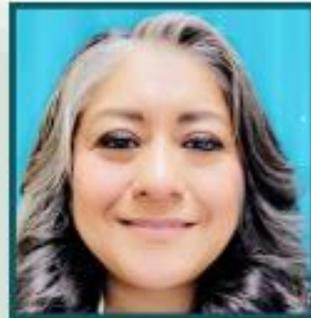
**RASHAD MORRIS**

Founder and President of Relevant Engagement, Director of Community Engagement at Highline College



**JALAYNA WATKINS**

Developmental Disabilities Region 1 Children's Transitional Coordinator and Liaison, Developmental Disabilities Agency



**AMANDA RODRIGUEZ**

Educational Advocate Coordinator, ESD 105



**MELISSA RILETTE BURNCE "BURNS"**

McKinney-Vento Training Supervisor, OSPI



**ANNIE BLACKLEDGE**

Assistant Director of Policy, OSPI



**ADA DANIELS**

Lead Institutional Schools Program Supervisor, OSPI

Register:  
[bit.ly/GradEq2023-24](https://bit.ly/GradEq2023-24)

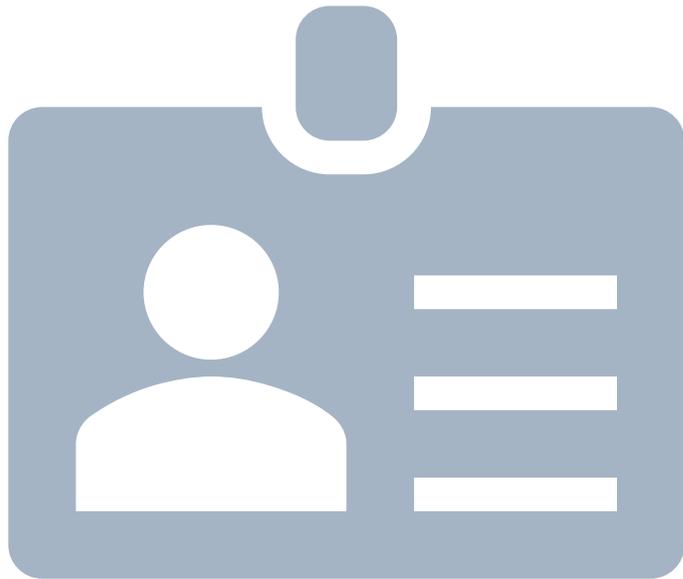


February 14, 2023



Washington Office of Superintendent of Public Instruction  
10:00 AM - 11:30 AM  
**PUBLIC INSTRUCTION**

# Introduce Yourself in the Chat



Name  
Role  
District  
What you're curious  
about today

## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



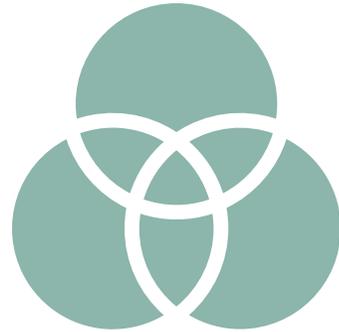
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# Equity Pause



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?

# Objectives

- Learn the big ideas behind easing transitions
- Identify the big transitions that happen in schools
- Learn specific strategies you can offer to support special populations such as students experiencing foster care, students with disabilities, and youth involved in the justice system.
- Get resources to help you get started



# Presenters



**Kefi Andersen**

System Improvement Program  
Supervisor & Team Lead

OSPI

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**Annie Blackledge**

Assistant Director of Policy  
OSPI

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**Rashad Norris**

Founder and President of Relevant  
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# Questions & Polling 1



## Who's here?

- Administrator
- Counselor/  
Counselor/Psych/Community  
Liaison/Attendance Liaison / Grad  
Specialist/ Social Worker
- Teacher
- Para-educator
- Parent/Community  
Member/Community Based  
Organization
- District Office/ESD Staff/OSPI
- Continuous Improvement Partner or  
Teaching Coach
- Other

## What grade band do you work with the most?

- Elementary
- Secondary
- Both
- None/NA
- Other

## How familiar are you with our topic?

- Very
- Somewhat
- It's new!





# Easing Transition Supports from OSPI

# Questions & Polling 2

**What systems level supports  
are you currently  
implementing?**

A. List...



# OSPI: Supporting Student Success

## Attendance, Chronic Absenteeism and Truancy

- Tips, trainings and strategies for addressing anxiety, school avoidance, mental health and re-engagement and more.

## Center for the Improvement of Student Learning (CISL)

- Information and resources to improve equitable educational opportunities for all students and the of support equity-based policymaking and practice.

## Learning Assistance Program (LAP)

- Program designed to enhance educational opportunities for students who are not yet meeting academic standards through supplemental academic and nonacademic services.

## Multi-Tiered System of Supports (MTSS)

- A framework to ensure students benefit from nurturing environments and equitable access to instruction and support.



# Supporting Student Success - Continued

## Ninth Grade Success

- Information and resources to support success in 9<sup>th</sup> grade

## Building Bridges and Open Doors

- Information to support a comprehensive engagement and reengagement system.

## Social Emotional Learning

- Supporting students to build awareness and skills in managing emotions, setting goals, establish relationships and making responsible decisions.

## Talking to Young People About Race, Racism and Equity

- Resources and tools to help guide safe dialogue.



# OSPI: Access and Opportunity for **ALL** Students

OSPI recognizes there are specific student groups who need access to equitable learning opportunities to all students in the state, including:

[Migrant Education Program](#)

[Multilingual Education Program](#)

[Native Education](#)

[Students Experiencing the Juvenile Justice System and Other Institutions](#)

[Students Experiencing Homelessness](#)

[Students Experiencing Foster Care](#)

[Students in Military Families](#)

[Children and Families with Incarcerated Parents](#)



# Easing Transitions: An Educator's Role

- Address hopes, fears and myths
- Support participation in extracurriculars
- Collect and share information
- involve families and other significant adults
- Foster peer connections
- Develop intentional transition programs
- Adapt curriculum



# Polling Questions

What comes to mind when you think about the concept of transitions?

What are common types of student transitions?



# Statewide Trends from Washington Report Card & the Healthy Youth Survey



Transition Rate %

Feeling cared about by teachers stat

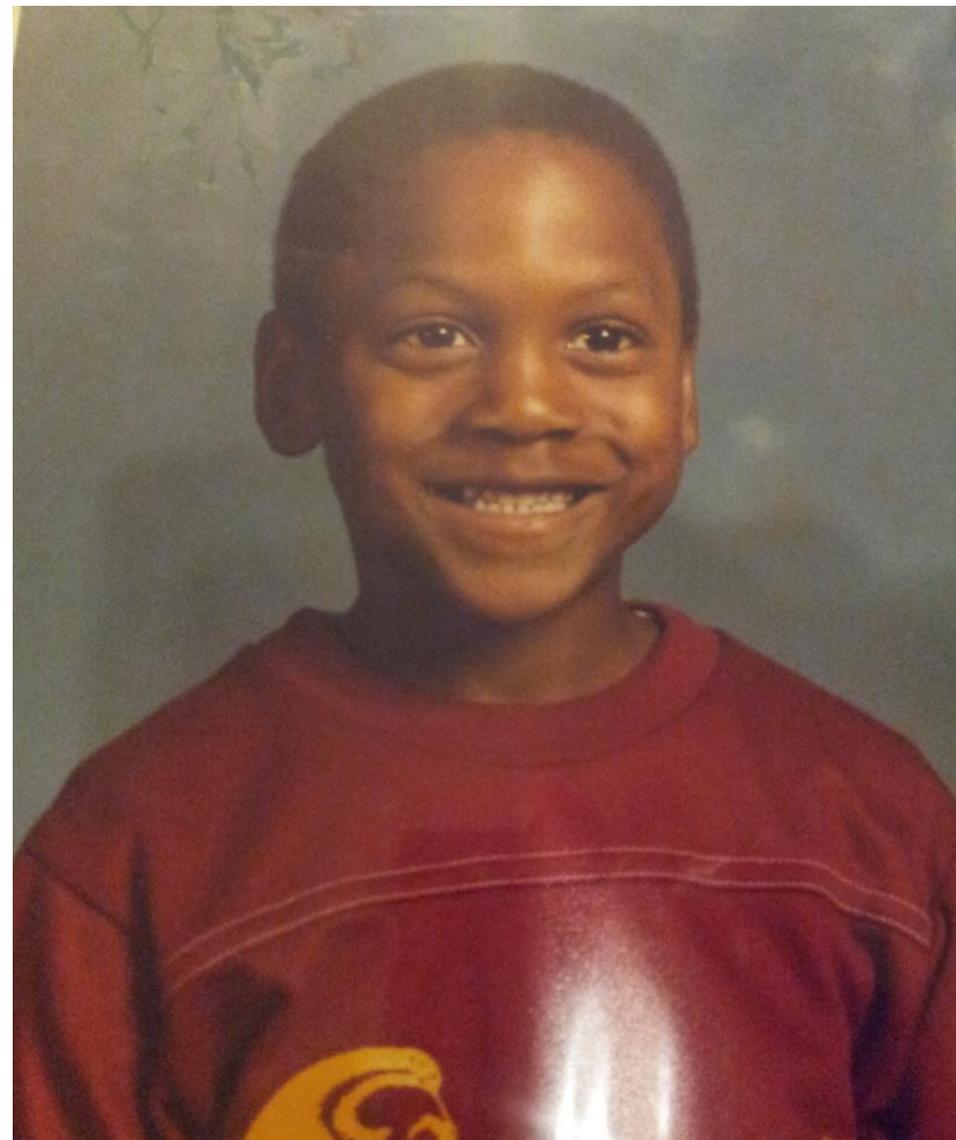
Specific stat

Specific stat



# Education as Rehabilitation

# Message from Me!



# Know Thy Name

Rashad (**Arabic**) The meaning is Thinker; Counselor.

Rashad (**Urban Dictionary**) The guy with the breathtaking first impression;

**Nicknames** for Rashad – Shad, RaRa, Shaddy, Rash, Ray, ShadThaGod.





# Adinkra Symbols



Knowledge



Strength



Adaptability



Energy



Freedom and Emancipation



Unity



Hope



Peacemaking



Harmony



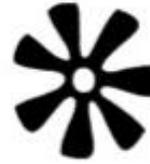
Intelligence



Power of Love



Strength



Creativity



Peace



Transformation



Unity in Diversity



Universe



Cooperation



Safety



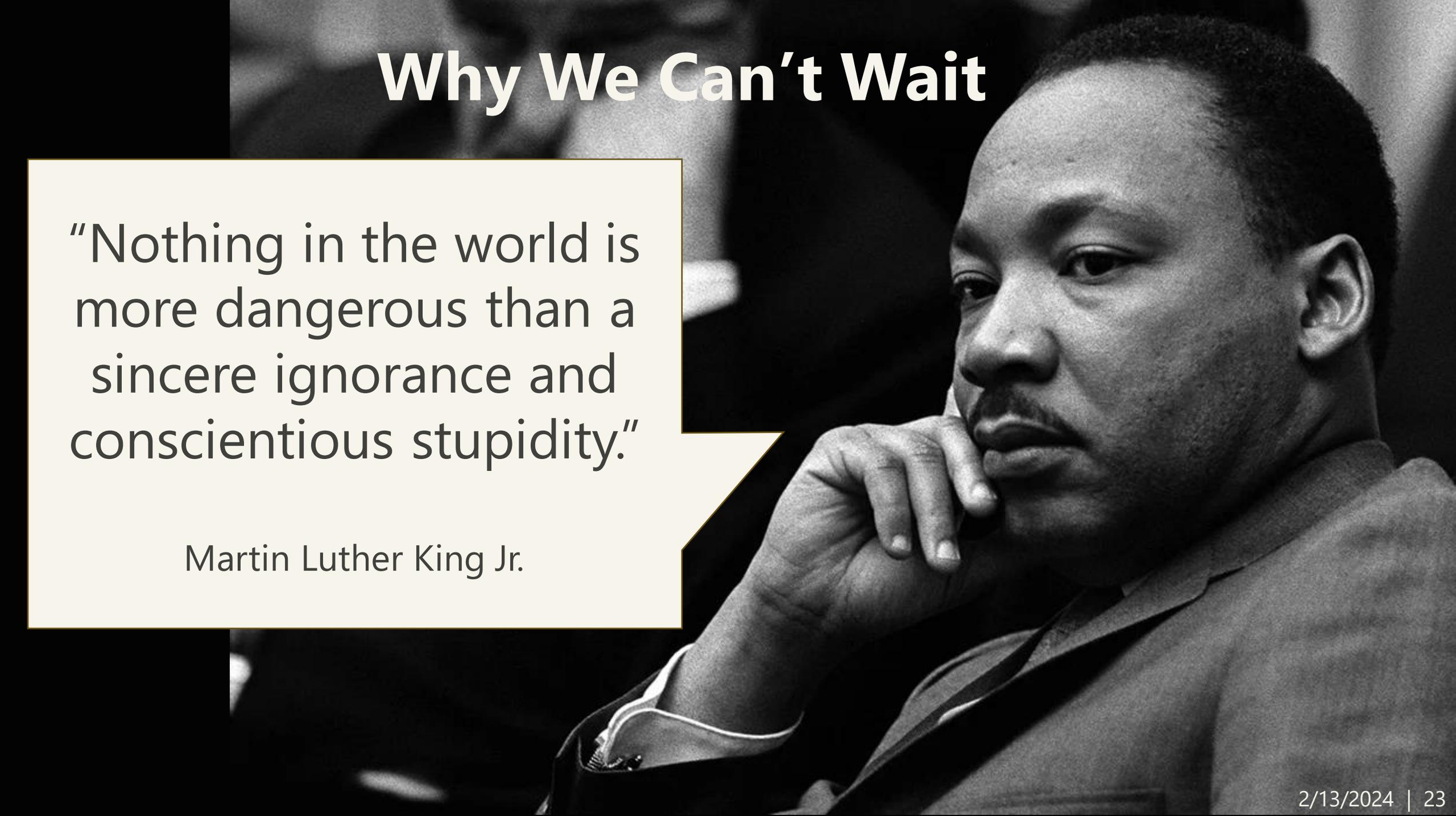
Leadership



Nature



# Why We Can't Wait



“Nothing in the world is more dangerous than a sincere ignorance and conscientious stupidity.”

Martin Luther King Jr.

# Axiology: Value System: Nichol's Model

## The Philosophical Aspects of Cultural Difference

<b>Ethnic Groups &amp; World View</b>	<b>Axiology (Values)</b>	<b>Epistemology (Knowledge)</b>	<b>Logic (Reasoning)</b>	<b>Process (Progressive Course)</b>
	<i>Member-Object</i>	<i>Cognitive</i>	<i>Dichotomous</i>	<i>Technology</i>
<b>European Euro-American</b>	The highest value lies in the object or in the acquisition of object	One knows through counting & measuring	Either/Or	All sets are repeatable & reproducible
	<i>Member-Member</i>	<i>Affective</i>	<i>Diunital</i>	<i>Niulogy</i>
<b>African Afro-American Arabs Hispanics Native-American</b>	The highest value lies in the interpersonal relationship between members	One knows through symbolic imagery & rhythm	The union of opposites	All sets are interrelated through human & spiritual networks
	<i>Member-Group</i>	<i>Conative</i>	<i>Nyaya</i>	<i>Cosmology</i>
<b>Asian Asian-American East Indian Polynesian</b>	The highest value lies in the cohesiveness of the group	One knows through striving toward the transcendence	The objective world is conceived independent of through & mind	All sets are independently interrelated in the harmony of the universe

# EDUCATION-EDUCE

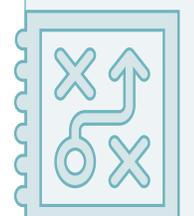
## To bring out or develop



“Identity” the basic foundation of life



“Legacy of competence” gained through education of heroes and heroines within one’s culture



“Acquired immunities” shared through education and cultural tragic events in hopes of learning how to avoid repeated behavior



“Shared vision” a historical connection creates a common social destiny including a sense of rising above existing social limitations

# Who We're Engaging

- Our K-12 Students





# What Engagement Looks Like



Authentic



Consistent  
Messaging



Culturally  
Relevant



Active



Loved



Safe



Connected



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# How to Transition into the Education Setting

Affinity groups

Leadership opportunities

Active participation in class

Field trips

Cultural events

Culturally relevant pedagogies

Extra Time



2/13/2024 | 28



# Leadership Opportunities



# Affinity Groups

Community building  
Shared Understanding  
Building Self-Advocacy Skills



Active  
Participation  
w/cultural and  
social pedagogy



Jamaica Family Olympia Grand  
Mom Family Ath  
HAKHEEM  
Basketball Som  
Education





## Field Trips That Help Build Supportive Transitions & Engagement



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# Culturally Relevant Pedagogy



# Extra Time

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- Mentoring
- Coaching
- Classwork
- Homework
- Learning Time





RIP  
Brother Sirrone Newbern

# "Culture Shifting"



## Call Out

- When we need to let someone know that their words or actions are **unacceptable** and will not be tolerated
- When we **need to interrupt** in order to prevent further harm
- Will likely feel hard and uncomfortable, but **necessary**
- Allows us to **hit the "pause" button** and break the momentum

## Call In



- When there is an **opportunity** to explore deeper, make meaning together, and find a mutual sense of understanding across difference
- When we are **seeking to understand** or learn more
- Provides for **multiple perspectives** and encourages **paradigm shifts**
- Focused on **reflection**, not reaction



# "Call In" Vs. "Call Out" Culture

"I need to stop you there because something you just said is not accurate."

"I am having a reaction to that comment. Let's go back for a minute."

"Do you think you would say that if someone from that group was with us in the room?"

"There's some history behind that expression you just used that you might not know about."

"In this class, we hold each other accountable. So we need to talk about why that joke isn't funny."





# Message Approved

**Relevant Engagement LLC**  
*Rashad Norris, President/Owner*

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@Relevant\_Engagement (Instagram)

Rashad C. Norris (Linked In)



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Q & A



What Does it Look Like in Real Life?  
Foundations of Our Practices

# Moderator & Panelists



**Ada Daniels**

Lead Institutional  
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**Melissa Rilette Burnce**

McKinney-Vento  
Training Supervisor

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**Jalayna Watkins**

Developmental  
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**Amanda Rodriguez**

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# Considerations



Discuss  
your ideas  
with  
leadership



Share  
ideas with  
your PLC



Lead a  
discussion  
with  
students





# Resources

# Resources

## Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

## Tools & Videos

- [Read & Subscribe](#) to the Engage Newsletter

## Websites

- [Relevant Engagement Consulting](#)
- OSPI Foster Care
- OSPI Justice-Involved Youth
- OSPI Students with Disabilities
- OSPI Students Experiencing Homelessness
- [ESD 105](#)
- [ESD 105 Education Advocates](#)

## People

- [Connect with OSPI staff](#)



# Resources for Homeless Education



- [OSPI Students Experiencing Homelessness](#)
- [National Center for Homeless Education](#)
- [Guided Discussion Tool- NCHE](#)
- [SchoolHouse Connection- FAFSA](#)
- [Independent Student Status Form](#)
- [SchoolHouse Connection- Higher Education](#)
- [SchoolHouse Connection- Pathways to Partnership](#)
- [Passport to Careers](#)
- [SETuPS](#)



# Professional Development Opportunity

Perceptions & Opportunities: Supporting Post-Resident Youth March 5 | 12:00-1:00pm

Increase school staff awareness of the needs and experiences of their previously detained/incarcerated youth and young adults,

challenge and shift school staff stigma/bias relative to justice-impacted people and education and achievement, and

improve school staff empathy for students and young adults who have experienced incarceration or detention.

Register on [pdEnroller](#)



# Next Month

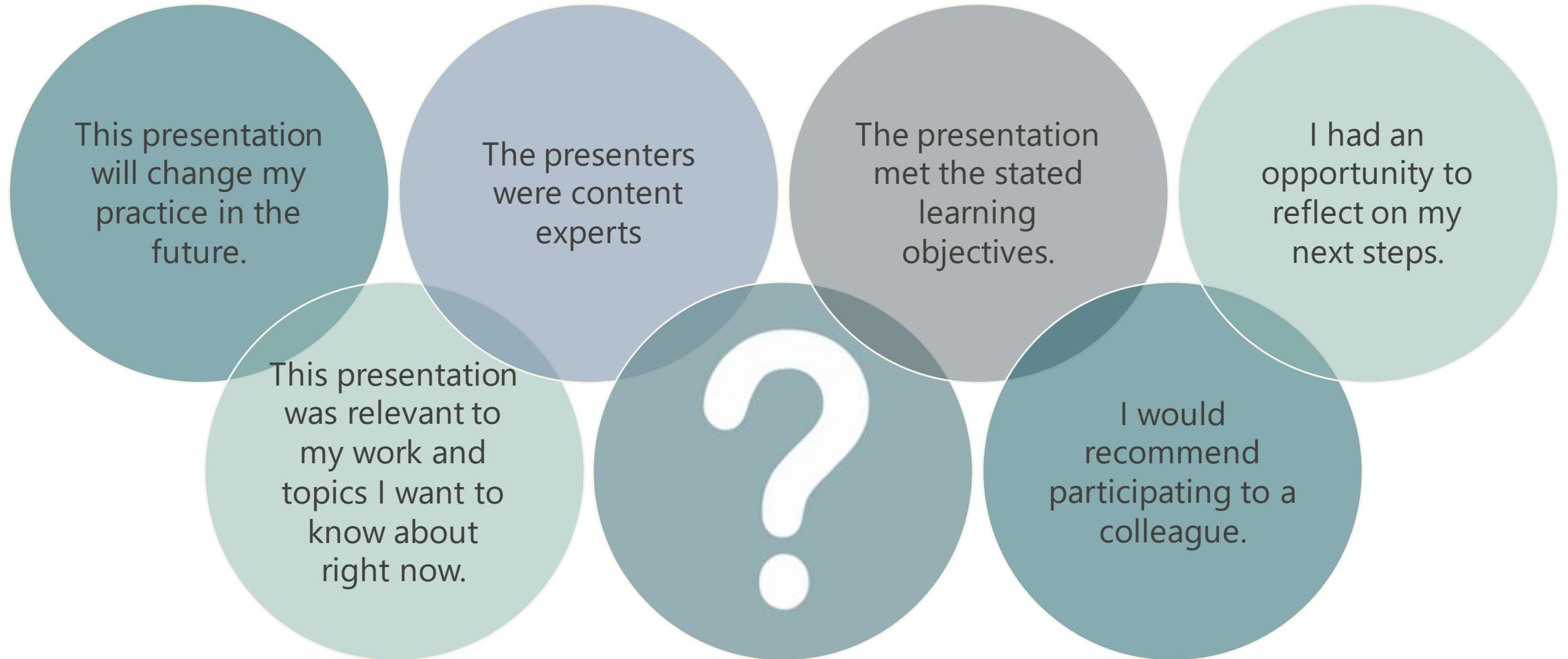
**March 13**

10:00 a.m. – 11:30 a.m.

## Financial Literacy & Asset-based Engagement

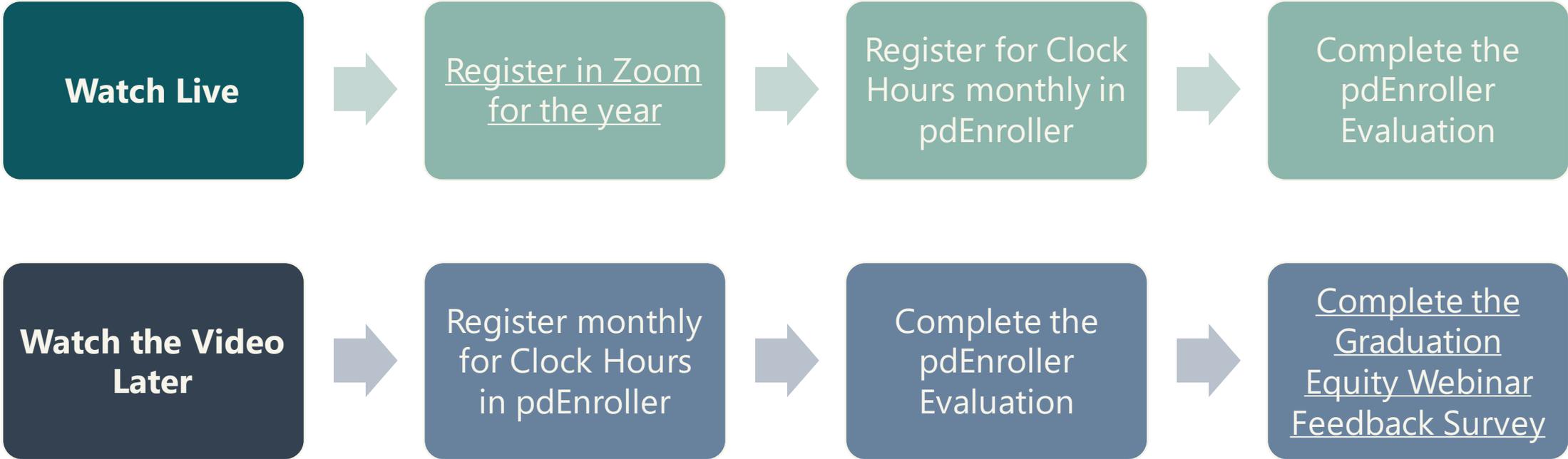


# Evaluation





# Do You Need Free Clock Hours?



Email [Ronnie.Larson@k12.wa.us](mailto:Ronnie.Larson@k12.wa.us)



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