

SEL Advisory Committee

Meeting Agenda

9:00AM–12:00PM
 October 22, 2024
[Zoom](#)

Attendee List

	Name		Name		Name
1	Anna Smith (SELAC)	13	Fiasili Savusa (EOGOAC)	25	Monika Schuller (SELAC)
2	Carola Brenes (SELAC)	14	Frieda Takamura (EOGOAC)	26	Nigar Suleman (SELAC)
3	Caryn Park (SELAC)	15	Heather Rees (Staff)	27	Rayann Silva (SELAC)
4	Christopher Belisle (Guest)	16	Justin Bradford (SELAC)	28	Representative Lillian Ortiz-Self (EOGOAC)
5	Danielle Eidenberg (SELAC)	17	Kris Harper (SELAC)	29	Representative Sharon Tomiko Santos (EOGOAC)
6	Debra Parker (SELAC)	18	Lauren Day (SELAC)	30	Sarah Butcher (SELAC)
7	Demetricia Hodges (SELAC)	19	Lauren Macdonald (SELAC)	31	Senator Lisa Wellman (EOGOAC)
8	Dr. James Smith (EOGOAC)	20	Laurie Dils (SELAC)	32	Senator Bob Hasegawa (EOGOAC)
9	Dr. Mona Johnson (SELAC)	21	Leiani Sherwin (SELAC)	33	Suzie Henning (SELAC)
10	Emily Santiago (SELAC)	22	Maddy Vonhoff (SELAC)	34	Tennille Jeffries-Simmons (EOGOAC)
11	Emme Williamson (Staff)	23	Makenzie Dyer (SELAC)	35	Xyzlora Brownell (SELAC)
12	Erin Okuno (EOGOAC)	24	Maria Flores (Staff)		

Time	Item
9:00–9:15AM	Welcome & Introductions
9:15–9:30AM	Goals for the Meeting & Protocols
9:30–9:45AM	EOGOAC and SELAC History
9:45–10:25AM	Culturally Responsive & Cultural Competency Discussion
10:25–10:35AM	Break
10:35–11:35AM	Recommendations Discussion
11:35AM–12:15PM	Whole Group Discussion
12:15–12:30PM	Next Steps & Wrap-up
12:30PM	Meeting End

Social Emotional Learning Advisory Committee (SELAC) & Educational Opportunity Gap Oversight & Accountability Committee (EOGOAC)

October 22, 2024 Joint Meeting Notes

Welcome, Introductions, Protocols, Goals for the Meeting

In response to a member sharing a challenge they were facing, Anna Smith offered a healing song. Maria Flores and Heather Rees, our facilitators for this session, led us in our Land, Water, and People Acknowledgement, and then facilitated a quick welcome activity where attendees joined breakout rooms and answered "What brought you to this work? What experiences have shaped your commitment to education?"

Protocols for the meeting:

- Premise that the work we do is for the benefit of students
- Ground ourselves in what cultural responsiveness is, what it feels like, sounds like
- Collaboration going forward-sharing goals and clarity
- Be intentional in our language, say what we mean
- Own uncertainty

Goals for the meeting:

- Premise that the work we do is for the benefit of students
- Collaborative discussion on SELAC recommendations that intersect with EOGOAC's recommendations

EOGOAC & SELAC History

EOGOAC

The Educational Opportunity Gap Oversight & Accountability Committee (EOGOAC) was established in 2009 with the objective of closing K-12 opportunity gaps in Washington state. EOGOAC publishes annual reports to the legislature, Governor, House and Senate Education Committees, Office of Superintendent of Public Instruction (OSPI), Professional Educator Standards Board (PESB), and the State Board of Education (SBE). The EOGOAC has thirteen (13) members and a full list of current members and alternates is [on the Committee's webpage](#). As



outlined in [RCW 28A.300.136](#), the EOGOAC is charged with recommending policies and strategies regarding: parent and community involvement, educator cultural competence, educator workforce of color, programs that narrow gaps, data elements that monitor progress, innovative school models, and school and school district improvement processes.

SELAC

The [Social Emotional Learning Advisory Committee](#) (SELAC) was established in 2020 with the objective of developing statewide support, guidance, and best practices to expand and promote Social Emotional Learning (SEL). The Committee publishes annual reports to the legislature, Governor, and OSPI. SELAC membership includes four members in consultation with the state ethnic commissions, one representative from the EOGOAC, and two members representing Tribes (East and West of the Cascade mountains). Currently there are thirty members with one vacant seat representing Pacific Island Americans and one interim position representing the Commission on Hispanic Affairs. As outlined in [RCW 28A.300.477](#), SELAC is charged with: developing/implementing statewide SEL Framework; review and update Standards, Benchmarks, & Indicators; identify best practices or guidance, and professional development opportunities for educators; consider systems to collect data and monitor implementation efforts; identify strategies to improve coordination between youth organizations; engage with stakeholders and seek feedback; advise OSPI on SEL Implementation and provide an annual legislative report including SEL policy recommendations and progress to the legislature.

2012: Department of Early Learning (now the Department of Children, Youth, and Families [DCYF]), Thrive by Five Washington, and OSPI issued the [Early Learning and Development Guidelines: Birth through 3rd Grade \(April 2021 updated document\)](#).

2015–2016: SEL Benchmarks Workgroup [developed recommendations](#) regarding a comprehensive SEL Framework for Washington building upon the work done in Early Learning.

2016: SEL Module Advisory Committee developed [SEL Professional Development Online Modules](#) to enhance SEL learning for school administrators, educators, and families. These SEL modules have been updated since then and are available for free online.

2017–2019: The SEL Indicators Workgroup identifies and articulates developmental indicators for each grade-band within each SEL benchmark. [SEL Implementation Guide](#) and resources developed for schools to implement the WA State SEL Framework.

2019: [Early Learning Pathways \(Birth-3rd grade\) alignment document](#) released. The Social Emotional Learning Advisory Committee was established by the legislature through the passage of [2SSB 5082](#). Washington state Senator McCoy was one of the original sponsors of this bill. The intentional membership of SELAC represents so many different areas of the system which helps us more fully understand of the system and what is needed for SEL. Our education system was

not designed to be equitable and accessible for each student we have in our schools. We know that family and community engagement is very important. Senator McCoy recognized that both SELAC and the EOGOAC should understand what the other is doing. With a focus on protections for the students most marginalized, we want to make sure SEL is not implemented in a way that could cause harm.

2020: WA state SEL standards and benchmarks were adopted. EOGOAC and SELAC annual joint meeting convened in November.

2021: [Arts & SEL Crosswalk](#) document and [Health, Physical Education, and SEL Crosswalk](#) released, looking at the alignment of SEL standards with standards of other subjects.

2022-2023: [SEL Professional Learning Network](#) programming to build adult SEL capacity. Eligibility for Washington state's Recreation and Conservation Office's [Outdoor Learning Grant](#) requires alignment with SEL. [Academic Learning is Social and Emotional: Integration Module](#) is developed with culturally-responsive equity tools and [Indigenous Practices to Support SEL](#) resource.

2023-2024: SELAC subcommittees focus on Family and Community Engagement, SEL Assessment, and SEL Implementation Data. [Financial Education and SEL standards crosswalk](#). American School Counselor Association ([ASCA](#)) [Mindsets & Behaviors for Student Success and SEL standards crosswalk](#). SEL Professional Learning Day Guidance within the [SEL Professional Development Menu 2024-2025](#).

EOGOAC and SEL Collaboration

Senator McCoy, in his role as EOGOAC designee to the SEL Benchmark group, elevated the need for SEL standards to include self and social aspects to honor lived experiences of students, particularly students of color. An example of this is under the SEL standard of self-efficacy and social awareness, including language about lived experience and cultural identity. Senator McCoy also advocated for joint meeting between EOGOAC and SEL

Cultural Responsiveness/Cultural Competency

Cultural Competency (CC):

- **Defined by EOGOAC (2017):** "Cultural competency is a professional and organizational development model designed to promote reflective, inclusive, and culturally relevant practices by school professionals and school systems. Training in cultural competency provides educators with a set of attitudes, respect, awareness, knowledge and skills that enable effective work in cross-racial, cross-cultural, diverse contexts."
- **Defined in state law:**

- [RCW 28A.415.443](#): (1) "Cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- [RCW 28A.300.136](#): (b) Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.

Cultural Responsiveness (CR):

- **In the Washington SEL Framework (2019, updated 2023):** Cultural Responsiveness draws upon students' unique strengths and experiences while orienting learning in relation to individuals' cultural context.
- **In the [SEL Implementation Guide](#):** Culturally responsive teaching and learning addresses existing issues of power and privilege and can empower all students in ways that respect and honor their intersecting cultural influences. Delivering a culturally responsive education requires ongoing attention to attitudes, environments, curricula, teaching strategies, and family/community involvement efforts.
- **In the [SEL Standards, Benchmarks, & Indicators \(adopted 2020\)](#):**
 - Environmental and instructional conditions for learning: foundational conditions to build Social Emotional competencies of diverse learners, differing abilities, culture, health, motivation, personalities, ages, sense of safety, and academic
 - The framework is meant to be adaptable and relevant to a variety of cultures
 - Social emotional development varies among individual students depending on context, culture, prior experiences, and other factors

Related Information from CCDEI Standards

For Educators - [CCDEI Standards \(2021\)](#)

1. Understanding Self and Others
 - When educators understand themselves deeply as diverse cultural beings, they can better serve others across a range of human differences.
2. Student, Family, and Community Engagement
 - Educators include students, families, and communities as valued members of and contributors to the education community.
3. Learning Partnerships
 - Educators create conditions that support partnerships and shared responsibility for learning.
4. Leading for Educational Equity
 - Educators create opportunities and remove barriers to ensure each and every student experiences the full benefit of public education.

After background information was given on these two terms (CR and CC), members went into breakout groups, with at least one member from each committee. Breakout groups each addressed the following questions:

- What are the relevant similarities and differences in the way cultural competency and culturally responsiveness are defined/described or show up in what you've heard today?
- In what way are these definitions and descriptors addressing/impacting disparities?
- What does CR/CC SEL look like?

A summary of the breakout room notes is below.

Room #1: Senator Wellman, Dr. Mona Johnson, Debra Parker, Kris Harper

This group discussed the importance of being able to bring in our humanity and emotions to these types of conversations, and meeting folks where they're at. Culture is broad and we need to keep in mind that we all bring different experiences, meaning, and thoughts to the table. Training was identified as an important piece of this work, as is considering what is shaping students' access to learning (including trauma, housing insecurity, etc.) Empathy fatigue and secondary trauma were shared as challenges, including the lingering impacts of the Covid-19 pandemic. Debra shared her experience of being a paraeducator and how she noticed that the students she taught weren't necessarily struggling with math or academics but with life, such as food insecurity. "Building relationships with families is key to understanding the kids and being able to meet them where they are."

Room #2: Maddy Vonhoff, Danielle Eidenberg, Senator Hasegawa, Leiani Sherwin

Cultural competency feels like sharing and talking and cultural responsiveness feels like listening. Cultural responsiveness feels more like it is centering students, and cultural competency could be how educators are learning. Cultural competency could be the process in building skills, and cultural responsiveness is the skill; Cultural competency could be the professional development piece to build empathy for where the student is coming from. Both CC and CR are on-going, require reflection, and take into account who the students are outside of school. These definitions help shift power to meeting students where they are at and protecting/understanding their culture, their diverse background, versus bringing a student into a set power dynamic. Real-world examples are needed; if we as public policy and educational professionals have a challenging time having this conversation, it would be quite difficult for community members. Are we too focused on the professional provider piece and not also making it a goal to create culturally competent students who can listen to each other? We are talking about system adjustment to an individual student's needs, who need different things from their instructors, is our systems even capable of addressing this? What will we be looking for to see if these are working to address disparities?

Room #3: Lauren Day, Erin Okuno, Monika Schuller, Carola Brenes

The SEL framework explicitly calls out cultural competency. CC means to have knowledge of the

culture. CR means to respond and adapt to other cultures, being inclusive, willing to learn, and holding space for others. CR as moving with the changing communities, understanding and adapting to changing cultures. This is about building empathy. Definitions feel top down, a service delivery model versus an exchange of ideas and understanding and inclusion of diverse (non-white) student communities. How do educators/teachers understand and use these terms? More straightforward language.

Room #4: Anna Smith, Emily Santiago, Tennille Jeffries-Simmons

The group noticed different language is used in each Committee's definitions. EOGOAC's definitions used broad, formal language, and SELAC's language used more lay terminology. We find the foci of each were similar. The EOGOAC's definition specifically names what cultural competency requires from adults. Responsiveness is self-awareness and doing, and competency relates to the knowledge set.

Room #5: Frieda Takamura, Suzie Henning, Rayann Silva

How can we communicate our work in ways that are culturally responsive and inclusive to those who are not immersed in technology and use of technology? What does CC/CR look like in the context of the Committee? Thinking of data disaggregation examples. How do we develop a more asset approach to race/students of color? Both terms have a student-centered approach to learning. You must first know your students in order to serve them in the ways they need. Cultural competency focuses more on the training aspect.

Room #6: Lauren Macdonald, Xyzlora Brownell, Representative Ortiz-Self, Caryn Park

Similarities include making space for families and community partners. Both focus on adult capacities (attitudes and instructional practices), as well as curriculum & environments. There is a focus on honoring students' experiences. Some differences between the Committee's definitions include SELAC explicitly calling out power and privilege, and EOGOAC foregrounds families and communities as the source of students' cultural identities. This group noted that both CC and CR require ongoing training and ongoing personal work that is never done.

Room #7: Representative Santos, Nigar Suleman, Sarah Butcher

The conversation began with gratitude for Rep. Santos for elevating the background of the equity based and culturally responsive work during the main meeting. The group recognized the importance of actions and not just words in this area. Definitions matter and actions that align to those definitions matter more. Rep. Santos recognized the need for systemic change and addressing teacher bias. Nigar shared an experience her daughter had in school where that teacher's bias toward Islam was at the forefront. Nigar shared how teacher bias can negatively inform the evolving identities of students. Sarah shared that Washington state was early in focusing on cultural responsiveness and inclusiveness within the SEL framework. She stressed the need for accountability and highlighted the need to be aware of harm that results in SEL not being delivered in a culturally responsive or inclusive manner. Rep. Santos identified a goal that

cultural responsiveness needs to be measurable and evaluated. The group left with the question: How is cultural responsiveness demonstrated in the SEL Framework and the implementation of the SEL Framework?

Room #8: Makenzie Dyer, Demetricia Hodges, Dr. James Smith, Laurie Dils

CC is more about institutional understanding of what, why, how of a framework. CR is how we enact that on a daily basis. The group identified that a challenge with these definitions is that they don’t get to the intrinsic nature of SEL. There was concern that we can develop resources to support educators working with students, but without some level of commitment to what the framework represents there is a missing piece. It can feel like SEL is just another thing, but it is the foundation of how educators work with students. Internalizing and incorporating it along the way for effective engagement. There is an assumption that educators should have CC ingrained but what do we need to do to make sure the level of CC is ingrained in educators? New educators get SEL and/or CC in their preparatory programs, but long-time teachers may not have SEL/CC training. Mentors need to have this training as well.

Answers from each group to the question of “What does CC/CR look like?” were entered into a “Word Cloud” generator so we could see a visual representation of how breakout conversations went and what overlap there was in those discussions. In a Word Cloud, the terms that are repeated (have the most submissions) become larger. Some of the words with the most overlap were: relationship, healing, wellbeing, humanity, and listening.



Cultural Competency & Cultural Responsiveness in Committee Recommendations Discussion

In EOGOAC Recommendations:

- 2022 Recommendation 9C. The EOGOAC recommends that the Office of Superintendent of Public Instruction (OSPI) with the SEL Advisory Committee, create materials for educators on how the SEL standards, benchmarks and indicators show up in different cultures and how to engage students in a culturally responsive way.
- 2022 Recommendation 9D. The EOGOAC recommends that the Professional Educator Standards Board (PESB) work with teacher and leadership preparation programs to ensure the integration of culturally responsive social emotional learning.
- 2023 Recommendation 4A. The EOGOAC will continue to work with and monitor the Social Emotional Learning Advisory Committee (SELAC) to develop guidance on culturally responsive assessment of SEL implementation and monitoring, including student voice.
- 2024 Recommendation 7C. The EOGOAC recommends that the Legislature support development and implementation of ongoing professional development for educators, administrators, and paraprofessionals on culturally responsive implementation of SEL that is aligned to the Social Emotional Learning Standards, Benchmarks and Indicators and Cultural Competency, Diversity, Equity, & Inclusion (CCDEI) Standards for Educators.

In SELAC Recommendations:

- 2022 6B. Engaging and co-designing tools and resources with diverse community partners that align with Washington's SEL guiding principles (culturally responsive, equity, universal design, and trauma-informed practices)
- 2022 6C. Partnering with OSPI and the EOGOAC to develop materials for educators on how the SEL standards, benchmarks, and indicators show up in different cultures and how to engage students in a culturally responsive way.
- 2023 5A. Require WA state school director's association (WSSDA) to create a model policy for education professionals using observable SEL Assessment to receive professional development and coaching on anti-bias, culturally responsive practices, and trauma-informed practices.
- 2023 5B. Direct OSPI, including SEL team and Office of Native Education (ONE) to work with the Committee and the EOGOAC to develop a research brief on SEL Assessment which includes research on equity, bias, delivery, and climate. The project will include community voice to guide the direction of the WA SEL Assessment brief.

2024 SELAC Recommendations

Educator Preparation & Capacity

- Provide funding to PESB to conduct a landscape analysis of SEL capacity, understanding of bias, equity, culturally sustaining, trauma-informed and universally designed practices, and SEL implementation process for faculty and candidates participating in an educator preparation program.
- Provide funding to OSPI to conduct a landscape analysis of SEL capacity, understanding of bias, equity, culturally sustaining, trauma-informed and universally designed practices, and SEL implementation process for K–12 education staff.

State SEL Infrastructure

- Increase funding to strengthen state level infrastructure for SEL implementation. To support the increased workload to champion the crucial SEL work identified by this Committee, funding is needed to:
 - Develop materials for educators on how the SEL standards, benchmarks, and indicators are present in diverse cultures and how to engage students in a culturally responsive way.

In breakout rooms with at least one member of each Committee, participants discussed the recommendations. Some conversation starter questions included:

- Would the implementation of these recommendations lead to increased cultural competency/responsiveness?
- How could these recommendations go further in advancing culturally competent/responsive SEL?
- What elements or groups might be missing from recommendations?
- What could SELAC and EOGOAC build on or improve these recommendations?

Breakout Room Share Out - Recommendations

A speaker from each breakout room reported back to the whole group.

Room 1: Debra Parker (SELAC): Discussed the question that Representative Santos had regarding the status of the recommendations. Senator Wellman walked the group through some ideas around additional disparities that are happening in our communities. Teaching SEL as a way to build some resiliency. Keeping students at the center of the work that we do. Adult SEL skills: Professional Development communities are a reinforcer and a lever to make sure that teachers are supported and prepared, for the betterment of all students. Senator Wellman spoke about the trauma that teachers go through. Last year there was a bill on Professional Learning Communities (PLCs) Had a bill last year on PLC; in Finland it's a best practices; allows teachers to have immediate reflection. It had been seen by some in the community as less teaching time. We didn't speak about this but I think it is important that "negative wokeness" – there is a war on education; I can't imagine how that would create a better America.

Room 2: Danelle Eidenberg (SELAC): we landed where Sili shared (with the need for family,

community, and student voice in these conversations). As Rep Santos shared, we need to check the status of progress that has been made. Resources and assuming limitations to what is going to support this process. Leiani: we felt like most of these recommendations would impact and lead to more cultural competency and CR. Identified barriers around Resources/funding/things to implement. 9D: would be stronger because they are already going through teacher prep program versus providing resources to districts that we are unsure if they would need/use. Implementation challenges.

Room 3: Carola Brenes (SELAC): implementation of SEL needs scaffolding and support to ensure that educators are implementing with fidelity. CC and CR skills should be a practice versus a one day training or in-service. Schools giving on going training and modeling those skills in classroom settings is really supporting. Survey on implementation – response is optional so data may be skewed. Not from a punitive standpoint but from a coaching/mentoring mindset. When we talk about CR/SEL, we need to bear in mind that it relates not only to culture but also neurodiversity and special education. Adaptations of SEL. Low-income students, rural, AI/AN, Latino students: a lot of the “fun” and additional activities require payment which leaves students out; how do we become more inclusive and cognizant of everyone and their financial situation. Partnering with CBOs and grassroots orgs to bring in diverse perspectives into schools and meeting folks where they are at. Creating systems for family/community engagement in service with the SEL goals; networking and socializing with these groups.

Room 4: Justin Bradford (SELAC): implementation could lead to increase CC/CR. Curious about more time if its needed for PD for implementation. Simple questionnaire about CCDEI, SEL in schools. Do we believe there is a positive impact? Collect PD calendars for schools to see when they’re doing the training? What exactly is being implemented in each district? (is it evidence based and have an equity lens?) Comprehensive school counseling program info from each school? Where does early learning fit in? Should it be P12 or TK12? Head start and ECAP and TK needs to be included in this discussion. Classified staff receiving PD is important (bus drivers, office workers, paras, custodians, coaches, cafeteria staff).

Room 5: Suzie Henning (SELAC): discussed similar things as other groups. Data across multiple stake holder groups. One thing that came out of the convo was from Frieda – thank you for sharing this – we heard about the ethnic commissions and the MET were central to these Committees and the identification of how schools are failing to serve the needs of all students, especially students of color. In December a new tenue report is being released by these ethnic commissions which could be very helpful for us; How SEL should be implemented for particular cultural groups. Maria: context, “achievement gap studies” in 2008 were commissioned to identify those opportunity gaps. Frieda: these are legislatively mandated reports; the wisdom of the legislature will bring these reports. Rep. Santos: commissioned by the Legislature and assigned to the Ethnic Commissions.

Action Item: Maria: once reports are released, we will share these out.

Room 6: Sili Savusa (EOGOAC) & Makenzie Dyer (SELAC): We spent quite a bit of time talking about the landscape analysis and what it could look like in an authentically useful way, including insight from parents, families, and communities. Spoke a lot about including community voice in the landscape analysis instead of “the same thing that’s always been done.” During the pandemic, systems engaged with families/communities. We noticed that we are returning to how things were done pre-pandemic. We want to make sure that actual change is happening. These topics are dense and loaded and institutionalized in ways that parents and communities may not know what we’re talking about. If school buildings know how communities move, they will have a better understanding of how to serve our students and families. It feels like we have to fight for community space and leadership (to be seen) in spaces like the one we’re having today. Create the space in the “alphabet soup” for parents/students’ voice and leadership; where do parent/student voice and leadership touch the decisions that are being made at the tables we sit at? When we talk about landscape analysis what are we comparing it to and how are we collecting the data? Climate survey – many people of color roll their eyes when they hear this term; it is a tool we rely on to get information. How do we have different kinds of conversations that’ll get us to a different place?

Room 7: Caryn Park (SELAC): the recommendations themselves are fine and could lead to positive change but they aren’t really being implemented or followed in any systematic way. Identified need for a regular/systematic way of ensuring recommendations are implemented and *evaluated*. Without existing family/community partnerships to leverage, SELAC is limited in its capacity to enact its charge to partner with families, students, communities. We have RCWs that are on the books and we are looking to them to ground our work. Sometimes the problems already have solutions but we don’t have the people willing to use those solutions.

Whole Group Committee Recommendations Discussion

After the breakout room shares, Maria and Heather facilitated a whole group conversation around the questions:

- What advice do you have for SELAC to meet our shared aim (closing the opportunity gap for students of color)?
- How do both Committees suggest continuous collaboration? What does it look like?
- How can we move this work forward in each of our Committees and collectively?

Senator Hasegawa: SEL implies a two-way street; our students are learning how to become good citizens in the sense that they can empathize with the people around them to hear what kinds of perspectives are coming out from everyone. All our focus has been on the provider side/ educator side, but not much coming from the student side. How do you measure the efficacy of our programs? Are the students actively engaging in their SEL? We are asking so much of educators but the question in my mind (as a member of Ways and Means in Senate) – even if

they wanted to implement recommendations, do they have the resources to do it? We ask so much of educators already—this is a top priority—the system has no way to adjust to accommodate the prioritization of SEL (as far as traditional academics). Lowering student ratio? Hiring more counselors? Not sure what the approach is.

Representative Santos: responding to Senator Haswegawa’s comments: there is no doubt that we do need more funding in education. I want to remind everyone on this call that we have a lot of money in education that is not well spent. We can do better. Money in public health could also be spent in public education, ensuring clean water and air. From the taxpayer side, that \$1 needs to be well spent. On the spending side, we silo those dollars. We have to be more intentional on how we “braid” more dollars/grant dollars in supporting student learning, and in the workforce development side with education dollars.

Maria: How do both Committees suggest continuous collaboration? What does it look like? We will be asking this question in our separate meetings as well.

Rep. Santos: “The issue is that the ADULTS need to develop the culturally responsive knowledge and skills. The SYSTEM is the problem.” “People should become familiar with the WISSP ([Washington Integrated Student Supports Protocol](#)) and what will be required beginning next year.”

Monika Schuller: I am a teacher on special assignment (TOSA) for SEL in White Salmon School District. When we look at assessing students’ knowledge, it is really tricky to not be biased and set up assessments. You can assess if they know the standards, if they know the rules of the school, or assess to determine if they have mental health needs. As far as determining SEL needs, I keep coming back to the MTSS process. With data we can determine if we need more counselors in the school. Resources can be thrown at schools and then there isn’t follow through. What does the MTSS framework indicate for that particular school?

Anna Smith: MTSS is an awesome tool to help meet the needs of students. Some of the biggest challenges include the emphasis on administrators. If we add to that tier getting feedback from school principals and earmarking those funds to oversee. Counselors are overwhelmed. Funding positions to coordinate.

Caryn Park: “For me this has been a valuable reminder that our efforts won’t have the impact we hope for without earning the trust of historically underserved communities and those who work on their behalf every day. Unless we clearly communicate our values and can demonstrate how we have partnered with families and communities, we won’t have that trust and honestly don’t deserve it. I am interested in collaborating with EOGOAC members to increase community outreach while simultaneously pressing on our systems to prioritize building educator capacity.”

Tennille: I heard two things. 1. Reflection on how the system currently works. 2. What about the limitations of the system? What if it doesn't work the way that it needs to? We commit to the conversation, even when we don't necessarily agree with one another. Sometimes I can internalize disagreement as failure. Intersectionality. We share knowledge of the system and people representing communities of color, in particular elders, say to us "not good enough" or "not fast enough." I serve at OSPI as the Chief of Staff. I am here with both my EOGOAC hat and OSPI hat on.

Rep. Santos: Tennille, you pulled out a very powerful opportunity to have conversations about this separately and then again together. Regarding something that was shared earlier, you cannot eliminate the opportunity gaps if we don't fully embrace the importance of *adults* developing the knowledge and skills in CC/CR. It is also about the system. Really expanding so that we can bring forward the voices of those who have been marginalized and deliberately alienated and pushed out of the system historically. To me, the intersectionality of our work is a place for us to concentrate on how do we know if our work is landing/working, and we have to pay more attention to how we observe CC in action. How do we measure the efficacy of that action and evaluate them?

Monika: Agree with Rep. Santos. Secondary trauma for educators—there is a very little support as an SEL TOSA; I have to scramble on how to educate and support staff members. I can't quite pinpoint how to translate these mandates and policies when it comes to our school. The will and the want is there but it is so intense and comprehensive. Working with the emotions and mental health of staff and students. The school is capturing the ills and the wills/wants of society. We don't have a framework for it. I believe every educator wants every student to grow up and be the best individual they can be.

Rep Santos: I understand your point of view. I do know schools who have made the change. Starting next year, the WISSP is a starting point to learn. It's the system and the adults that need to change. There's so much to do and we know that there are some who have made the change. We also know that trying to force districts that haven't made that change hasn't gone well. One of the most successful schools is a very small district in South Central WA. "We adults cannot make excuses for why change is so difficult."

Next Steps

Supporting staff will send a follow-up survey for additional thoughts and will send out the notes to both committees. Once the results of the survey are shared separately in both committees, they will discuss next steps.