

Education Opportunity Gap Committee

Statutory and/or Budget Language

\$61,000 of the general fund—state appropriation for fiscal year 2024 and \$61,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the ongoing work of the education opportunity gap oversight and accountability committee.

\$703,000 of the general fund—state appropriation for fiscal year 2024 and \$703,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of chapter 72, Laws of 2016 (educational opportunity gap).

Purpose

The purpose of the proviso for the Education Opportunity Gap, (called proviso MA throughout) is to provide a public system that gives all students the opportunity to achieve personal and academic success. To this, OSPI works to close opportunity gaps between increase educational opportunities for students in Washington state who need have historically experienced barriers to educational equity.

The purpose of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) proviso (DY) is to support the work of the EOGOAC. The EOGOAC is charged by Second Substitute Senate Bill 5973 to:

- Synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan.
- Recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education in the following areas:
 - a. Supporting and facilitating parent and community involvement and outreach.
 - b. Enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
 - c. Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
 - d. Recommending current programs and resources that should be redirected to narrow the gap.
 - e. Identifying data elements and systems needed to monitor progress in closing the gap.
 - f. Making closing the achievement gap part of the school and school district improvement process.
 - g. Exploring innovative school models that have shown success in closing the achievement gap.



Description of Services Provided

MA funds were used to staff three offices within the Office of Superintendent of Public Instruction (OSPI): the Center for the Improvement of Student Learning (CISL), the Office of System and School Improvement, and the Office of Multilingual and Bilingual Education. Collectively, these three offices worked to increase educational opportunities for students identified in Chapter 72, Laws of 2016. Staff funded for this work accomplished the following:

- Supported school districts in meeting the requirements of Part III (Instructing English Language Learners)
- Increase use of disaggregated student data within OSPI, Educational Service Districts (ESDs) and school districts to understand the impact of inequitable policies on student outcomes.
- Explore and highlight intersectionality between mobile student groups, including students in foster care, students experiencing homelessness, and student outcomes as they relate to the state's federally-required accountability system.
- Increasing language access for families of students who speak a language other than English so that all parents and families can fully participate in and advocate for their children's education.
- Provided systemic support to the Office of Superintendent of Public Instruction (OSPI) to embed closing equity gaps in program initiatives throughout the agency.

DY funds were used to support OSPI staff that convene EOGOAC meetings. The committee meets monthly to review policy and research and make recommendations in its annual report as required in statute to the Legislature, Governor, and OSPI regarding strategies to close the opportunity gap: <https://www.k12.wa.us/about-ospi/workgroups-committees/currently-meetingworkgroups/educational-opportunity-gap-oversight-and-accountability-committee>

Criteria for Receiving Services and/or Grants

No grants were awarded with these funds.

Beneficiaries in the 2023-24 School Year

Number of School Districts	0
Number of Schools	0
Number of Students	0
Number of Educators	0
Other	0

Are Federal or Other Funds Contingent on State Funding?

No

State Funding History

DY – Educational Opportunity Gap Committee

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$61,000	\$59,842
2023	\$61,000	\$41,793
2022	\$61,000	\$39,738
2021	\$61,000	\$39,912
2020	\$61,000	\$37,259

MA – Educational Opportunity Gap

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$703,000	\$702,977
2023	\$703,000	\$501,898
2022	\$703,000	\$508,528
2021	\$76,000	\$39,912
2020	\$61,000	\$37,259

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

DY – Educational Opportunity Gap Committee

Fiscal Year	Number of Beneficiaries
2024	0
2023	0
2022	0
2021	0
2020	0

MA – Educational Opportunity Gap

Fiscal Year	Number of Beneficiaries
2024	0
2023	0
2022	0
2021	0
2020	0

Programmatic Changes Since Inception (If Any)

The MA proviso work has expanded since its inception to include more offices with OSPI to ensure that the work of closing opportunity gaps is not siloed to a single office or initiative. As of 2024, the work was picked up by 10 staff members within three offices associated with advancing equity.

Under proviso DY, staffing of the EOGOAC transferred from CISL to the Office of Student and School Success and then to office of Title II, Part A and Special Programs and has now returned to CISL within OSPI

Program Evaluation or Evaluation of Major Findings

Efforts to increase awareness of opportunity gaps for students that have historically met barriers are ongoing. As of 2024, informal data has shown a growing increase in using student-level data to identify and serve students based on demographic commonalities, including an expanded race/ethnicity data collection that helps understand trends between student groups and an increase in the number of English learners in the state. However, much work has to be done to continue embedding data within every day discussion and making data more readily available using the detailed race/ethnicity data collection.

The EOGOAC reports annually on its evaluations, findings, and recommendation to the Legislature, Governor, and OSPI. Reports can be found at: <https://www.k12.wa.us/about-ospi/workgroups-committees/currently-meeting-workgroups/educational-opportunity-gap-oversight-and-accountability-committee/eogoac-publications-and-reports>

Major Challenges Faced by the Program

Challenges for proviso MA can be found in the use of the data. Data collections have continued to expand and OSPI and Washingtonians now have access to more information about student demographics and the connection of those demographics to achievement than ever before. Yet, the data collections are not the same as data analysis or implementing data-driven changes to educational initiatives locally or statewide. The challenge of employing the collected data more effectively to close opportunity gaps by changing beliefs and practices remains.

The high-profile and rigorous work of the EOGOAC requires substantial staffing support, statewide community engagement, and communications efforts. The current funding level through proviso DY has not reflected this. Lack of dedicated staffing is a challenge to the accomplishing the important work of the committee.

Future Opportunities

The funding through proviso MA has increased the awareness of equity gaps in student outcomes throughout Washington. The future of this work is to continue funding internal collaboration to embed closing equity gaps in all of OPSI work. By starting with data collections, the agency can highlight or shine a light upon equity challenges. But changes to the system are complex and will take the effort of dedicated people.

The EOGOC is the only committee within Washington that is solely focused on closing the opportunity gap, and its recommendations have been instrumental in shaping legislation and policy decisions. The Committee's continued work will provide additional perspectives and

strategies to close the opportunity gap. The opportunity gap studies funded by the Legislature in 2008-09 which guided the establishment of the EOGOAC have been renewed to be published in 2025. The new reports may recommend changes in the focus and structure of the EOGOAC.

Other Relevant Information

N/A

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

Program Contact Information

Name	Matthew Frizzell
Title	Assistant Superintendent, Office of System and School Improvement
Phone	564-669-1359
Email	matthew.frizzell@k12.wa.us