

Closing the Opportunity Gap in Washington's Public Education System



2017 Annual Report

By the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

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Executive Summary

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is a bicameral, bipartisan legislative and community workgroup committed to closing racial opportunity gaps in Washington's K-12 public education system. The term 'opportunity gap' refers to systemic inequity in education that structurally disadvantages certain demographics of students (e.g. students of color, low-income students, and students with disabilities). The EOGOAC's 2017 report provides policy and strategy recommendations for decreasing pervasive racial disparities in education.

The overall objectives of the EOGOAC's 2017 report include the following:

- [Reduce disproportionalities in school discipline by increasing school and school district accountability measures.](#)
- [Recruit, hire, and retain a diverse and effective educator workforce.](#)
- [Expand Washington's capacity to offer dual language instruction.](#)
- [Develop and expand cultural competence professional development and training for all educators.](#)
- [Increase state funding and support for family and community engagement.](#)
- [Develop continuity and credibility in how school districts collect, use, and engage with disaggregated student data.](#)
- [Support the development of the Washington Integrated Students Supports Protocol.](#)
- [Develop and implement social emotional learning into Washington's public education system.](#)

Positive systemic change that diminishes educational opportunity gaps requires a complete shift in the system. It is the hope of the EOGOAC that the research and recommendations in this report bring to light policies and programs that, together, create such a shift.



Acronym Glossary

Title	Acronyms
Asian American and Pacific Islander	AAPI
Center for Improvement of Student Learning	CISL
Compensation Technical Working Group	CTWG
Educational Gap Oversight and Accountability Committee	EOGOAC
Educational Service District	ESD
Every Student Succeeds Act	ESSA
Fourth Substitute House Bill 1541	4SHB 1541
Office of Education Ombuds	OEO
Office of Superintendent of Public Instruction	OSPI
Professional Educators Standards Board	PESB
Race and Ethnicity Student Data Task Force	RESD Task Force
Social Emotional Learning	SEL
Social Emotional Learning Benchmarks Workgroup	SELB Workgroup
Transitional Bilingual Instructional Program	TBIP
Washington Integrated Student Support Protocol	WISSP
Washington School Directors Association	WSSDA



BACKGROUND



Background

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is a bicameral and bipartisan committee devoted to closing racial opportunity gaps in Washington’s K-12 education system. Opportunity gap refers to systemic inequity in the education system that structurally disadvantages certain demographics of students, such as students of color. The EOGOAC is committed to alleviating these structural inequities, institutionalized racism, and disparate educational opportunities faced by students of color.

The committee was established in 2009 by [Second Substitute Senate Bill 5973](#)¹ and is charged by [RCW 28A.300.136](#)² to:

*“synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan, and to recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board, and the State Board of Education.”*³

Recommendations by the EOGOAC must, at minimum, encompass the following areas:

- Enhance the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expand pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommend current programs and resources that should be redirected to narrow the gap.
- Identify data elements and systems needed to monitor progress in closing the gap.
- Make closing the opportunity gap part of the school and school district improvement process.
- Explore innovative school models that have shown success in closing the opportunity gap.
- Use a multidisciplinary approach (e.g. family engagement and social emotional learning).



Since its inception, the EOGOAC has published annual reports to the Legislature, the Governor, the House and Senate Education Committees, the Office of Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and the State Board of Education. Fourth Substitute House Bill 1541 (4SHB 1541), which passed in 2016, is based on recommendations made by the EOGOAC to the Legislature on strategies to close opportunity gaps in Washington public schools.

Although the EOGOAC focuses specifically on the K-12 education system, committee members are unanimous in their belief that learning is a continuum. From early childhood to higher education, equitable opportunities must exist in all facets.

¹ Washington State Legislature. (2009). Second Substitute Senate Bill 5973. Closing the achievement gap in order to provide all students an excellent and equitable education. Retrieved from: <http://lawfilesexternal.wa.gov/biennium/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf>

² Washington State Legislature. (2009). RCW 28A.300.136. Educational opportunity gap oversight and accountability committee-Policy and strategy recommendations. Retrieved from <http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.136>

³ Ibid.

Community Engagement

The EOGOAC seeks opportunities to engage with families and communities across Washington, as elevating student, family, and community voice is paramount to their work.

In 2016, the EOGOAC hosted two parent engagement panels in Seattle and Yakima, ensuring parent voices from both Western and Eastern Washington were heard. The objective was to understand how schools, school districts, and the state can better engage, communicate, and support families and students in Washington.

The panel in Seattle had four parents, all with children in different school districts. Their varied experiences with schools demonstrated the drastic differences in family and community engagement policies across neighboring school districts. While some families felt schools engaged in culturally responsive ways, others felt shut out.

In Yakima, one of the panel members was a staff member at the Office of the Education Ombuds (OEO), as well as a parent, while the other three happened to all be foster care parents with children of different races/ethnicities. The panel in Yakima shed light on the obstacles faced by foster care students of color in rural communities— a demographic often unheard in state policy work, yet in dire need of a more supportive public education system.

Additionally, the EOGOAC has always sought opportunities to share their work and recommendations with stakeholders across Washington. In 2016, the EOGOAC spoke to educators, policymakers, and community-based partners about 4SHB 1541 at the Ethnic Commissions Conference in Yakima and at the Pave the Way Conference in Tacoma.

Governance and Structure

Committee Co-Chairs

Section 7 of RCW 28A.300.136 states the chair or co-chairs of the committee shall be selected by the members of the committee. The committee co-chairs for 2016 include:

- Representative Lillian Ortiz-Self
- Senator John McCoy
- Sally Brownfield

Committee Staff

Section 7 of RCW 28A.300.136 also states staff support for the committee shall be provided by the Center for the Improvement of Student Learning (CISL). However, due to funding removed from the CISL, staffing is now provided through Special Programs within the OSPI. Committee staff include:

- Maria Flores, Director
- Kathleen Callahan, Research Analyst
- Nickolaus Colgan, Administrative Assistant

Committee Membership

Section 4 of RCW 28A.300.136 states the EOGOAC shall be composed of the following members:

- The chairs and ranking minority members of the House and Senate Education Committees, or their designees.
- One additional member of the House of Representatives appointed by the Speaker of the House and one additional member of the Senate appointed by the President of the Senate.

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- A representative of the OEO.
- A representative of the CISL in the OSPI.
- A representative of federally recognized Indian tribes whose traditional lands and territories lie within the borders of Washington State, designated by the federally recognized tribes.
- Four members appointed by the Governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Latino/a Americans, Asian Americans, and Pacific Islander Americans.

Figure I. Committee Members

Name	Representing
Carrie Basas	Office of the Education Ombuds
Sally Brownfield	Tribal Nations-Governor’s Office of Indian Affairs
Fiasili Savusa	Commission on Asian Pacific American Affairs (Pacific Islander)
Representative Lillian Ortiz-Self	House of Representatives
Frieda Takamura	Commission on Asian Pacific American Affairs (Asian American)
Wanda Billingsly	Commission on African American Affairs
Suzy Martinez	Commission on Hispanic Affairs
Superintendent Randy Dorn	Office of Superintendent of Public Instruction
Representative Kevin Parker	House of Representatives
Senator John McCoy	Senate
Representative Sharon Tomiko Santos	House of Representatives
Senator Pramila Jayapal	Senate
Senator Steve Litzow	Senate

Figure II. Committee Member Alternates

Name	Representing
Bernard Thomas	Tribal Nations-Governor’s Office of Indian Affairs
Mele Aho	Commission on Asian Pacific American Affairs (Pacific Islander)
Julie Kang	Commission on Asian Pacific American Affairs (Asian American)
James Smith	Commission on African American Affairs
Deputy Superintendent Gil Mendoza	Office of Superintendent of Public Instruction
Ricardo Sanchez	Commission on Hispanic Affairs
Yasin Abshir	Office of the Education Ombuds

Fourth Substitute House Bill 1541

[Fourth Substitute House Bill 1541](#)⁴ passed during the 2016 legislative session. This bill outlines strategies to close opportunity gaps in Washington and is based on recommendations made by the EOGOAC. Topics addressed in 4SHB 1541 include: (1) student discipline; (2) educator cultural competence; (3) instructing English language learners; (4) English language learner accountability; (5) disaggregated student data; (6) recruitment and retention of educators; and (7) integrated student supports and family engagement. Figure III outlines the changes and provisions to state law due to 4SHB 1541.

Figure III. Changes due to Fourth Substitute House Bill 1541

TOPIC	New Changes due to Fourth Substitute House Bill 1541
<p style="text-align: center;">Student Discipline</p>	<ul style="list-style-type: none"> • Suspension and expulsions must have an end date of no more than the length of one academic term (as defined by the local school board). • Prohibits districts from imposing a long term suspension as a form of discretionary discipline. • School districts must provide educational services to students who have been suspended or expelled. • Educational services should be comparable, equitable, and appropriate to the regular education services. • Adds a tribal representative to the Student Discipline Task Force. • Requires school districts to annually disseminate discipline policies and procedures to students, families, and the community. • Requires school districts to use disaggregated data. • Requires school districts to periodically review and update discipline rules, policies, and procedures. • Requires the Washington State School Directors’ Association (WSSDA) to create model school discipline policies and procedures and post them by December 1, 2016. (School districts must adopt and enforce policies by 2017-2018 school year.) • The OSPI must develop a training program to support implementation of discipline policies/procedures. • School districts are strongly encouraged to provide training to all school and district staff. • School districts must convene a meeting with student and respective guardian(s) within 20 days of suspension or expulsion. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally reengagement plan. • Revises data sharing and research agreement provision for the Administrative Office of the Courts.

⁴ Washington State Legislature. (2016). Fourth Substitute House Bill 1541. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

<p>Educator and Cultural Competence</p>	<ul style="list-style-type: none"> • The OSPI, in collaboration with partner organizations, shall outline professional development and training in cultural competence that must be aligned with the PESB standards and include foundational elements of cultural competence, focusing on multicultural education, principles of English language acquisition, and best practices to implement the tribal history and culture curriculum. • Strongly encourages school districts who are under improvement status to provide culturally competent professional development and training for classified, certificated instructional, and administrative staff. • The WSSDA, in collaboration with partnering organizations, must develop a plan for the creation and delivery of cultural competency training. • OSPI shall develop and make available a professional development program to support the implementation of the evaluation systems required by RCW 28A.405.100. Training should include information regarding best practices to implement the tribal history and culture curriculum, and must be aligned with PESB and cultural competency principles. • Before implementation of revised evaluation systems, school districts must provide professional development that includes foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition.
<p>Instructing English Language Learners</p>	<ul style="list-style-type: none"> • By the 2019-2020 school year, all classroom teachers assigned using Transitional Bilingual Instructional Program (TBIP) funds must hold an endorsement in bilingual education or ELL.
<p>English Language Learner Accountability</p>	<ul style="list-style-type: none"> • Removes the requirement for the OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. • The OSPI shall identify schools in the top 5% of schools with the highest percent growth during the previous two school years in enrollment of English language learner students compared to previous enrollment trends. Schools and school districts identified are strongly encouraged to provide cultural competence professional development and training developed under RCW 28A.405.106, 28A.405.120, and Section 204 of 4SHB1541.
<p>Disaggregated Student Data</p>	<ul style="list-style-type: none"> • Requires the OSPI to convene a task force to review the U.S. Education 2007 Race and Ethnicity Reporting Guidelines and develop guidance for the state. • Starting in the 2017-18 school year, the OSPI must collect and school districts must submit all student-level data using federal guidelines. Data must also be disaggregated further for African American, White, Asian, multiracial categories.

	<ul style="list-style-type: none"> • By August 1, 2016, the only student data that should not be reported to public reporting and accountability are data where the school or school district has fewer than ten students in a grade level or student subgroup. This expires August 1, 2017.
<p>Recruitment and Retention of educators</p>	<ul style="list-style-type: none"> • The OSPI shall make certain reports available on the internet that include: <ul style="list-style-type: none"> ➤ Percent of classroom teachers per school district, disaggregated by race/ethnicity. ➤ Average length of service of classroom teachers per school district and per school, disaggregated by race/ethnicity. • Disaggregated classroom teacher data should follow the guidelines described in 28A.300.0421(1) for student level data.
<p>Transitions</p>	<ul style="list-style-type: none"> • Requires Department of Early Learning to create a community information and involvement plan that will inform home-based, tribal, and family early learning providers of the Early Achievers Program.
<p>Integrated Student Services and Family Engagement</p>	<ul style="list-style-type: none"> • Establishes the Washington Integrated Student Supports Protocol (WISSP) and outlines WISSP’s Framework. • The OSPI shall create a work group to determine how best to implement the WISSP Framework throughout the state. • Strikes the requirement that the Learning Assistance Program (LAP) expenditures be consistent with provisions of 28A.655.235. The bill also strikes the requirement that the OSPI must approve any community-based organization or local agency before LAP funds can be spent for readiness to learn. Now, school boards must approve any community-based organization or local agency in an open meeting before LAP funds may be expended for Readiness to Learn components to be included in the framework. • Reestablishes the CISL at the OSPI.



RECOMMENDATIONS



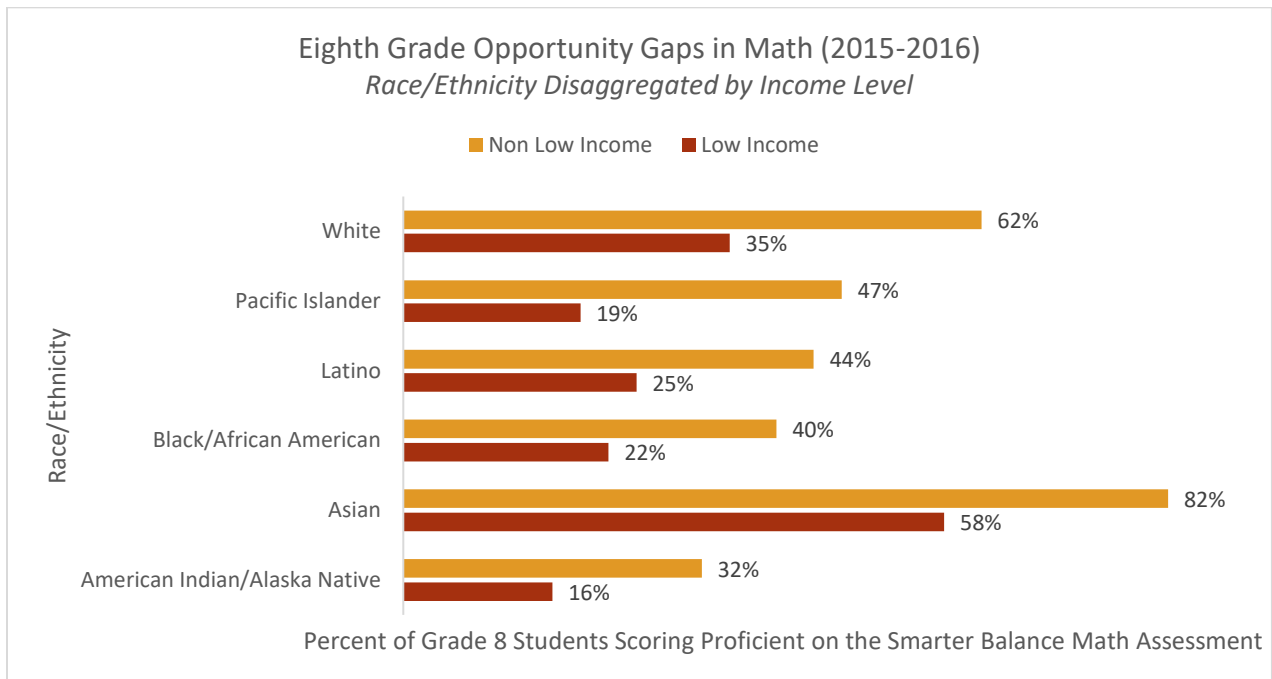
Recommendations

Introduction

The term ‘opportunity gap’ refers to the systemic inequity in the education system that structurally disadvantages certain demographics of students. When educational opportunity gaps exist, achievement gaps form. Achievement gaps have been and continue to be pervasive in Washington’s K-12 education system. Figure IV demonstrates that, regardless of income level, students of color face inequities in public education.

Achievement gaps will not close until the education system addresses and alleviates educational opportunity gaps. Until then, the public education system is failing our students.

Figure IV. Eighth Grade Opportunity Gaps in Math



*Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.

*Note: Currently, student race/ethnicity data are limited to the federally mandated race/ethnicity categories. Further disaggregation would reveal additional opportunity gaps.

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is committed to alleviating structural inequities, institutionalized racism, and disparate educational opportunities faced by students of color across Washington. Recommendations included in this report cover a wider array of topics, yet all have a common theme: Diminish opportunity gaps in Washington’s K-12 public education system. Problems in education cannot be thought about or solved in isolation. Positive systemic change requires a complete shift in the system. It is the hope of the EOGOAC that the following recommendations bring to light policies and programs that, together, create such a paradigm shift.

1. Student Discipline

Background

Disproportionalities in school discipline reveal underlying inequities and discriminatory practices within the American public education system. In Washington and across America, students of color, especially African American males and students with disabilities, have been suspended and expelled at higher rates than their peers (see Figure V).

Since its inception, the EOGOAC has sought to create culturally competent school discipline policies with the intention of reducing these persistent disproportionalities. In 2016, due to 4SHB 1541, the following recommendations by the EOGOAC have been adopted by law in Washington:¹

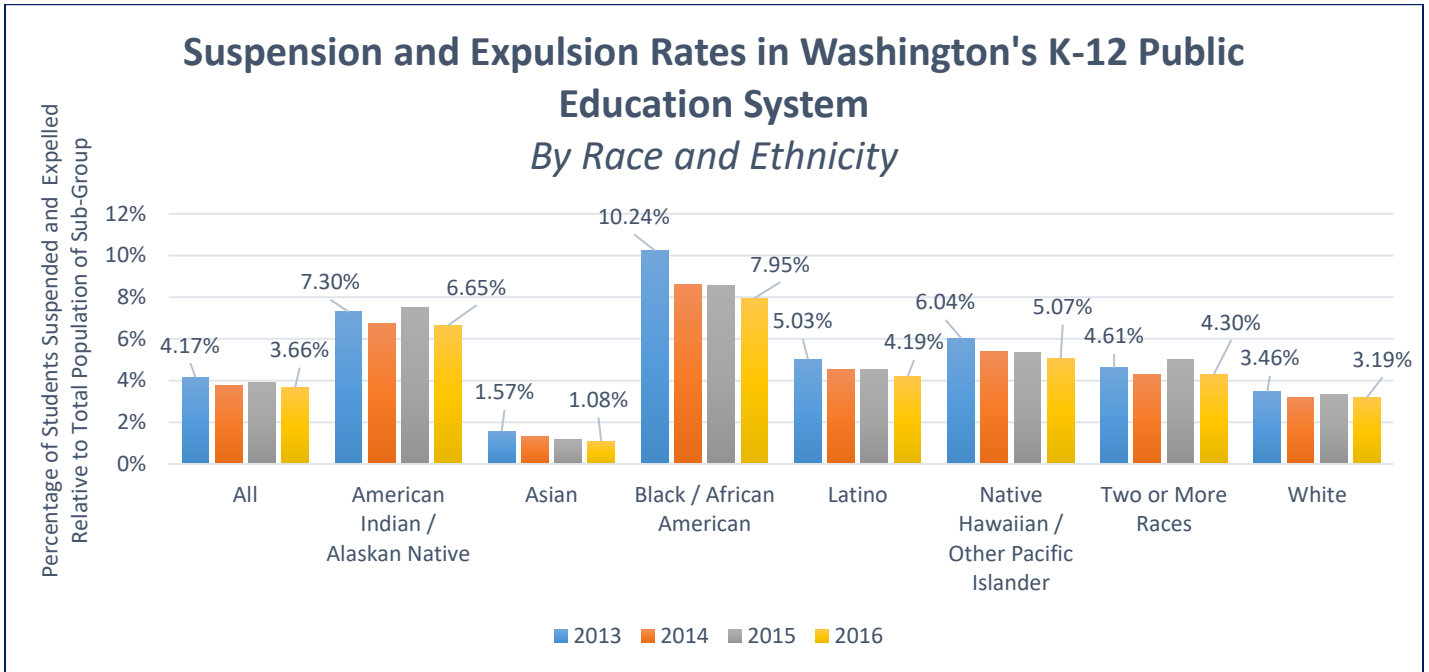
- Exclusionary discipline (suspensions and expulsions) are limited to no more than one academic term (with an exception for the offense of bringing a firearm to school).
- School districts may not impose long term suspension or expulsion as a form of discretionary discipline.
- School districts may not suspend the provision of educational services to a student as a disciplinary action, and the school district must provide an opportunity for a student to receive educational services during the period of suspension or expulsion.
- Alternative educational settings should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.
- Families must be given the opportunity to provide meaningful input on the reengagement plan of the suspended or expelled student.

Implementing the above policies and procedures is a step in the right direction for reducing disproportionalities in school discipline. As Washington progresses (see Figure V), ongoing attention, reflection, and action about how school discipline policies and practices reduce or exacerbate inequities are needed at both the state and local level.

The recommendations outlined below seek to: (1) ensure schools and school districts have successfully implemented and adhered to the school discipline policies developed from 4SHB 1541; (2) support, expand, and develop the changes to school discipline due to 4SHB 1541; and (3) dismantle the school-to-prison pipeline in Washington.

Source: Washington State Legislature. (2016). Fourth Substitute House Bill 1541. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Figure V. Disproportionalities in School Discipline by Race and Ethnicity



*Source: OSPI, Student Information Department. *Note: Currently, student race/ethnicity data are limited to the federally mandated race/ethnicity categories. Further disaggregation would reveal additional opportunity gaps. *Suspended and Expelled' include long term suspension, short term suspension, and expulsion.

Recommendations

1A. Require Annual School Discipline Reports for All School Districts.

Credible school discipline data that appropriately identifies problems are needed to hold the education system accountable for reducing disproportionalities in school discipline. **The EGOAC recommends the Legislature adopt a mandate: School districts must publish annual school discipline reports, beginning the 2016-2017 school year.** Reports must provide disaggregated school discipline data for the school district as a whole, and for each school within the district. These reports shall be submitted to the local school board, the Office of Superintendent of Public Instruction (OSPI), and parent or community governance groups within the school district. School discipline reports must include the following information:

- Number of students suspended and expelled by race and ethnicity in conjunction with the following variables: students with disabilities, foster care children and youth, English learners, homeless students, migrant children and youth, and low-income students.
- How schools and the school district are addressing the academic and social emotional needs of the students (e.g. trauma informed practices).
- What systems schools and the school district are utilizing to support suspended and expelled students (e.g. partnerships with community-based organizations).

This type of data reporting aligns with [Washington’s Consolidated Plan](#) for the Every Student Succeeds Act (ESSA). Under the ESSA, schools and school districts will be held accountable for supporting all students, particularly those that have been historically underserved.

Source:
http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?sm_a_u=iVVsfbWRSqWqcm6r (part 6)

- Learning time lost when students are sent out of classrooms for an entire period or multiple periods. (This will require school districts to create tracking and reporting systems that schools can adopt and implement.)

If [Recommendation 6C](#) is implemented, district employees responsible for creating the proposed annual school discipline report must receive annual training in data analysis. This is imperative, as school discipline reports must contain credible, consistent, and transparent data.

1B. School Improvement Plans Must Address Disproportionalities in School Discipline

The EGOAC recommends the Office of Student and School Success at the OSPI add a 'School Discipline' section to the school improvement plan document. In this section, schools and school districts shall be required to first, identify any disproportionalities in school discipline and second, create a plan for how the school will effectively address and reduce disparities and inequities in discipline. When creating action plans, schools and school districts must reference best practices that have already been established, as well as collaborate with other schools in Washington that have had success.

1C. Provide Educational Services to Suspended and Expelled Students

By law, school districts are required to provide students who have been suspended or expelled with an alternative education setting that is, "*comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.*"⁵

Currently, the extent to which alternative education services are offered and the quality of those services vary drastically across schools, school districts, and the state. To ensure greater uniformity across the state, the EGOAC recommends the Legislature specify in law what 'comparable, equitable, and appropriate' alternative education settings means. The legal definition of alternative education services should include the following criteria:

- Delivered through the duration of the administrative school discipline process.
- Aligned to the educational outcomes required for the student to complete their education.
- Provides necessary support materials and resources that allow for continued learning (e.g. laptop, book, wifi, access to community-based organizations, and additional staff time)
- Provides reasonable accommodations enabling academic and social-emotional success (e.g. [trauma informed practices](#)⁶ and principles of [Universal Design for Learning](#)⁷).

⁵ Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 106. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

⁶ Helping Traumatized Children. (nd). Six Elements of School Operations Involved in Creating a Trauma-Sensitive School. Retrieved from <https://traumasensitiveschools.org/trauma-and-learning/the-flexible-framework/>

⁷ National Center on Universal Design for Learning. (2014). Universal Design for Learning Guidelines. Retrieved from http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice

1D. Ensure Families Have the Opportunity to Provide Meaningful Feedback Regarding Suspension and Expulsion

By law, school districts are required to convene a meeting with the student and their parents or guardians immediately after long term suspension or expulsion.⁸ As stated in [RCW 28A.600.022](#), “Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan.”⁹

The EGOAC recommends the OSPI hold school districts accountable for adhering to this state requirement. To be in compliance, school districts must, first and foremost, ensure students and families understand school discipline procedures and due process rights. Additionally, the OSPI must enforce and school districts must adopt family engagement practices already in place. For example, if a family speaks a language other than English at home, the school must provide a translator at the time of the meeting(s). Likewise, school discipline meetings need to be scheduled at a time and place convenient and accessible to the family.

1E. Reengagement Plans for Every Student who has Been Suspended or Expelled

In alignment with the [Student Discipline Task Force](#)¹⁰, the EGOAC recommends all schools be required to create and implement individualized reengagement plans for every student who has been suspended or expelled through the duration of the administrative discipline process. These plans must include the following information: (1) the alternative education setting that will be offered to the student for the duration of the suspension or expulsion; (2) the academic and social emotional supports and interventions (e.g. trauma informed practices) the alternative education setting will provide the student; (3) the academic and social emotional supports and interventions the school will provide the student upon return; (4) academic and non-academic goals for the student to work towards; and (5) how educators and family will support the student in achieving these goals. Every aspect of the reengagement plan should be culturally responsive and address the specific needs of the student.

Schools must create reengagement plans in collaboration with the student and his/her family. As stated in [Recommendation 1C](#), this will require schools to provide opportunities for families to provide meaningful input, including translation services when necessary.

One person per school district will be responsible for overseeing the creation and implementation of reengagement plans for all suspended and expelled students within a school district. This job duty must be given to the district family engagement coordinator or someone well versed in family engagement practices. Whoever is selected shall guarantee the following: (1) comparable, equitable, and appropriate educational services are offered to all suspended or expelled students in the school district; (2) all families have the opportunity to provide meaningful input throughout the entire administrative discipline process; (3) all schools are providing translation services when appropriate; and (4) all schools create, follow, and track reengagement plans.

⁸ Note: Meeting must occur within 20 days of long-term suspension or expulsion, and no later than 5 days before the student's enrollment.

⁹ Washington State Legislature. (2013). RCW 28A.600.002. Suspended or expelled students- Reengagement plan. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.600.022>

¹⁰ The Office of Superintendent of Public Instruction. (2017). Student Discipline Task Force. Retrieved from <http://www.k12.wa.us/StudentDiscipline/TaskForce.aspx>

1F. Break the School-to-Prison Pipeline

“Young people who drop out of high school, many of whom have experienced suspension or expulsion, are more than eight times as likely to be incarcerated as those who graduate.”¹¹

The school-to-prison pipeline refers to school policies and practices that push students out of classrooms and into the juvenile and/or criminal justice system.¹² One study found that, of incarcerated youth in a state facility, 80% had been suspended and 50% had been expelled from school prior to incarceration.¹³

In Washington, students of color (especially African American and American Indian/Alaska Native males) are suspended and expelled at a much higher rate than their White peers (see [Figure V](#)). In effect, students of color are at a greater risk of falling victim to the school-to-prison pipeline. Dismantling the persistent school-to-prison pipeline is dependent upon improving the reintegration process for students who have been suspended or expelled.

A comprehensive and integrated support system specifically designed for students who have been suspended or expelled will increase reengagement rates and decrease dropout rates, thus dismantling the school-to-prison pipeline. **Therefore, the EGOAC recommends the Center for the Improvement of Student Learning (CISL) at the OSPI work in collaboration with the juvenile justice system, local truancy boards, and alternative high schools and institutions to create comprehensive and integrated student supports that reengage youth who have been suspended, expelled, and/or are at risk of dropping out of school.** [Recommendation 7C](#) advocates for this work to be included in the Washington Integrated Student Support Protocol (WISSP).



¹¹Dignity in Schools. (2011). Fact Sheet on School Discipline and the Pushout Problem. Retrieved from http://www.dignityinschools.org/files/Pushout_Fact_Sheet.pdf

¹² National Council on Disability. (2015). Breaking the School-to-Prison Pipeline for Students with Disabilities. Retrieved from https://www.ncd.gov/sites/default/files/Documents/NCD_STPP_Report.docx

¹³ Leone and Weinberg. (2010). Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems, p. 11.

2. Teacher Recruitment, Hiring, and Retention

Background

The teacher workforce in Washington does not reflect the racial and ethnic diversity of students in Washington. As of the 2015-2016 school year, about 90% of teachers identified as White, yet only 56% of the student body identified as White.¹ In opposition, only 4% of teachers identified as Latino/a, while 22% of Washington students identified as Latino/a (see Figure VII).² There is also a large gender gap among Washington teachers: In 2015-2016, only 23% of teachers identified as male, while 73% identified as female.³ These differences have led to a teacher workforce that significantly lacks male teachers of color.

As the student body in Washington grows more diverse, Washington must recruit, hire, and retain more teachers of color and male teachers. The capacity for schools to understand the broad range of experiences that students bring into the classroom and how those experiences impact student learning could be increased by creating an educator workforce that is more representative of the diverse students served. Educators of color can often contribute a deeper cultural understanding of families and students of color. This knowledge can inform practices of their colleagues and address institutionalized racism often overlooked by schools and school districts.

Additionally, time and energy must be spent on retaining effective educators of all races. Currently in Washington, new teachers working in school districts with higher proportions of Black/African American students, Latino/a students, Native American students, and/or students living in poverty are more likely to leave teaching.⁴ Increasing teacher retention rates will depend upon equipping all educators with the skills and resources necessary to be effective in front of diverse classrooms.

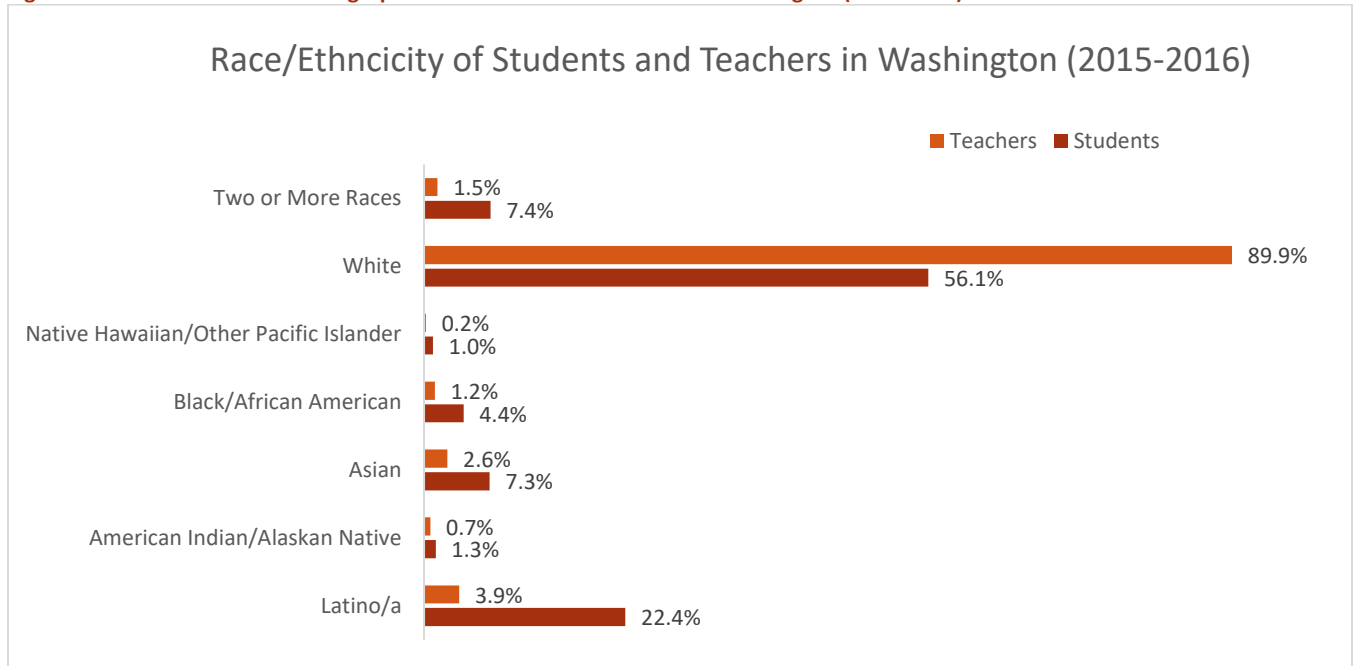
Successfully recruiting, hiring and retaining a diverse educator workforce is also dependent upon increasing teacher salaries and reducing teacher debt. Among other financial shortfalls, Washington is not fully funding staff salaries and benefits. Article IX of the Washington State Constitution says, "*It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.*"⁵ In 2012, due to *McCleary vs. Washington*, the State Supreme Court ruled that Washington is not sufficiently funding basic education, and thus is violating the State Constitution.

To uphold this constitutional amendment, Washington must recruit, hire, and retain a more diverse educator workforce, prepared to teach every child effectively and equitably. As outlined in the recommendations below, this will require policies that: (1) increase teacher salaries and reduce teacher debt; (2) expand and refine teacher certification pathways; and (3) better prepare teachers for diverse classrooms.

Sources: ¹OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&yrs=2015-16&year=2015-16>); ²*ibid*; ³*ibid*; ⁴Professional Educator Standards Board. (2016). PESB Annual Report. Retrieved from <http://data.pesb.wa.gov/retention/leavers/new/ethnicity>;

⁵Constitution of the State of Washington. (1889). Article IX Education. Retrieved from <http://leg.wa.gov/LawsAndAgencyRules/Pages/constitution.aspx>

Figure VII. Racial and Ethnic Demographics of Students and Teachers in Washington (2015-2016)



*Source: OSPI Washington State Report Card. (2015-2016).

Recommendations

2A. Expand Pathways to Teacher Certifications

The EGOAC supports the Professional Educator Standards Board (PESB) and the OSPI budget request to expand teacher certification pathways and recommends the Legislature approve this budget request.

Recruiting a diverse teacher workforce will require more pathways to teacher certification. Community colleges in Washington must be able to offer credible coursework that allows students to become para-educators or certified teachers. Moreover, transferring credits from community colleges to teacher preparation programs needs to be less restrictive.

The EGOAC has made these recommendations previously: Section 502 of Fourth Substitute House Bill 1541 (4SHB 1541) tasked the PESB with creating new pathways to teacher certification. Since then, the PESB has been working on expanding and refining these pathways. To continue their work, the PESB in collaboration with the OSPI submitted a budget proposal (2015-2017 biennium) entitled '[Request for Expanded Alternative Route for Teachers Funding](#)'¹⁴ (see [Appendix A](#)).¹⁵

If approved, the PESB will increase the Alternative Route program and the Educator Retooling program. Both programs seek to address the requirement for equitable access to educators under the Every Student Succeeds Act (ESSA) and the state Equity Plan¹⁶ as well as address the current teacher shortage by developing a strong career ladder for para-educators and certified teachers.

¹⁴ OSPI and PESB. (2015). Request for Expanded Alternative Route for Teachers Funding PA. Retrieved from <http://www.k12.wa.us/LegisGov/2016documents/PA-PESBAltRoute-Retooling.pdf>

¹⁵ Ibid.

¹⁶ OSPI (2014) Washington State’s Ensuring Equitable Access to Excellent Educators Plan. Retrieved from <http://www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx>

2B. Mandatory Teacher Certification Requirement

The EOGOAC recommends the PESB add a graduation requirement that all teacher preparation programs in Washington must adhere to: All students must take and pass the Washington State teacher certification test before graduation.



Currently, students are graduating from teacher preparation programs without the final credential that certifies them as a licensed teacher in Washington. As a result, teacher candidates are burdened with finding the time and money to take and pass Washington's [Basic Skills Test](#) and [Content Knowledge Test](#)¹⁷ (required in order to become a certified teacher) post-graduation. Making both tests a necessary requirement of all teacher preparation programs will guarantee students who graduate can immediately enter into the teacher workforce.

2C. Mentorship Programs in Higher Education

The EOGOAC recommends all teacher preparation programs in Washington provide mentorship programs to teacher candidates of color. Mentorship programs will ensure teacher candidates of color feel supported in a predominately White educator workforce. For example, the [Martinez Foundation](#)¹⁸ provides scholarships and supports for teacher candidates of color committed to equity in education and giving back to their communities.

2D. Increase State Funding for Teacher Salaries

To effectively recruit, hire, and retain a high quality and diverse educator workforce, the EOGOAC recommends the Legislature start fully funding teacher salaries and benefits. Right now, state allocated funds for teacher salaries are barely livable wages for the level, knowledge, and skills of teachers, which contributes to the teacher shortages many school districts in Washington are experiencing. [RCW 28A.400.201](#)¹⁹ recognizes that, *“providing students with opportunity to access a world-class educational system depends on our continuing ability to provide students with access to world-class educators.”*²⁰ A world-class educator workforce is, first and foremost, dependent upon fair and reasonable teacher salaries.

In 2012, the Compensation Technical Working Group (CTWG) published a report outlining how much money the state *should* be investing in teacher salaries and benefits.²¹ The top priority of the CTWG was to increase starting salaries for educators. Based on a comparative labor market analysis using Bureau of Labor Statistics, the CTWG recommended salaries for beginning teachers and educational staff associates increase from \$33,401 to \$46,687. This means the state would pay an additional \$15,286 per beginning educator. In 2015, the

¹⁷ OSPI. (2016). Certification: Teacher Assessments. Retrieved from <http://www.k12.wa.us/certification/Teacher/teachertesting.aspx>

¹⁸ Washington State University. College of Education: The Martinez Foundation. Retrieved from <https://education.wsu.edu/newsroom/features/themartinezfoundation/>

¹⁹ Washington State Legislature. (2009). RCW 28A.400.201. Enhanced salary allocation model for educator development and certification-Technical working group-Report and recommendation. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.400.201>

²⁰ Ibid.

²¹ The Compensation Technical Working Group. (2012). Final Report. Retrieved from <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup.pdf>

Teacher Compensation in California

Salary Bonus Initiative

Under California's Assumption Program of Loans for Education (APLE), credentialed math or science teachers or education specialists working at a California K-12 public school ranked in the lowest 20 percent on the academic performance index are eligible to receive a bonus of \$2,000.

Source:

http://www.csac.ca.gov/pubs/aple/aple_for_credentialed_teachers_fact_sheet.pdf

Loan Forgiveness Program

California's APLE includes a state-level loan forgiveness program. Participants (must be certified teachers) of the APLE program are eligible for loan assumption payments up to \$19,000 of their outstanding educational loans in return for four consecutive years of service in a California K-12 public school ranked in the lowest 20 percent on the academic performance index.¹

Source:

<http://www.k12.wa.us/LegisGov/2016documents/AG-TeacherShortagePlaceholder.pdf>

[Washington State Equity Plan](#) published by the OSPI recommended the Legislature fund starting salaries at the rate recommended by the CTWG.²²

The EOGOAC recommends the Legislature increase teacher salaries at the level identified by CTWG and by the OSPI with the necessary adjustment due to inflation. Moreover, in order to maintain a competitive compensation package, annual adjustments must be made to educator salaries to account for inflation.

2E. Create a Differential Compensation Workgroup

In 2011, the Legislature formed a Compensation Technical Working Group (CTWG) for the purpose of developing an enhanced and collaboratively designed teacher salary allocation model. The CTWG published final recommendations in 2012. **The EOGOAC recommends the Legislature convene a workgroup tasked with identifying roles, types of bonuses, and differential compensation options that incentivize working at high needs schools.**

The workgroup must start by reviewing the work and recommendations of the previous Compensation Technical Workgroup. From there, the new workgroup shall investigate how the following can provide more equitable education services:

- Teacher salary bonus initiatives to incentivize working at high needs schools.
- Accountability measures regarding teacher salary bonus initiatives.
- Salary bonus structure to minimize teacher turnover.
- Localized compensation packages vs. statewide compensation packages.
- Distribution of statewide compensation packages.
- Research regarding the benefits and drawback of differential compensation packages.
- Ways to recruit, hire, and retain highly effective educators in our schools with the largest opportunity gaps.

2F. Fund a Washington State Loan Forgiveness Program for Teachers

The OSPI and the PESB requested funding for a loan forgiveness program as part of their teacher shortage decision package for the 2015-2017 biennium.²³ **The EOGOAC recommends the Legislature fund this loan forgiveness program.**

Currently, *federal* loan forgiveness programs are the only option available to teachers in Washington (see [Appendix B](#)). A Washington

²² OSPI. (2015). Washington State Equity Plan: Ensuring Equitable Access to Excellent Educators. Retrieved from <http://www.k12.wa.us/TitleIIA/EquitableAccess/2015EquityPlan.pdf>

²³ OSPI. (2016). Teacher Shortage AG. Retrieved from <http://www.k12.wa.us/LegisGov/2016documents/AG-TeacherShortagePlaceholder.pdf>

State loan forgiveness program could help districts to recruit, hire, and retain more educators, as well as incentivize highly qualified teachers to work at high needs schools.

2G. Increase the Capacity of the Grow Your Own Teacher Strategy

The EGOAC recommends expanding the capacity and reach of the Grow Your Own Teacher strategy in Washington. The grow Your Own Teacher strategy aims to decrease the teacher shortage and diversify the educator workforce. More specifically, the Grow Your Own Teacher strategy is a grant given to districts to create innovative partnerships with teacher preparation programs and community-based organizations. The objective is to collaborate with one another to recruit, support, and encourage students, parents, school staff, and community members in low-income areas to earn teaching credentials.

The PESB has submitted a [2017-2019 budget request](#) to expand the Grow Your Own Teacher Strategy (see [Appendix C](#)).²⁴ If approved, the PESB would administer funds as a grant program to school districts. Outcomes of the grant program include: (1) increasing local teaching capacities; (2) creating a more diverse, multi-lingual, and multi-cultural workforce; and (3) increasing the number of qualified teachers in low-income areas. The EGOAC supports the PESB's budget request to increase the Grown Your Own Teacher strategy.

2H. Mentor, Encourage, and Support the Educator Workforce of Color



In 1998, Washington State Initiative 200 passed, creating [RCW 49.60](#).²⁵ As stated in [RCW 49.60.400](#), *"The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting."* The EGOAC is

concerned with how this law has negatively affected the diversity of the educator workforce in Washington. [House Bill 1158](#) (HB 1158), proposed during the 2017 Legislative session, seeks to repeal RCW 49.60.400 for public contracting.²⁶ The EGOAC is reviewing HB 1158 and is evaluating the impact I-200 has had on the diversity of the education workforce in Washington.

Due to the limited number of educators of color, the EGOAC recommends the PESB provide guidance and statewide resources to school districts on how to develop and implement policies and programs that mentor, encourage, and support the educator workforce of color. The PESB should also advocate for policies and programs that support teachers in high needs areas of education (e.g. special education and bilingual education). Community led programs must be forefront to teacher recruitment, hiring, and retention policies.

²⁴The PESB. (2016). Grow Your Own Teacher Strategy. Retrieved from http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf

²⁵ Washington State Legislature. Chapter 49.60 RCW. Discrimination-Human Rights Commission. Retrieved from <http://apps.leg.wa.gov/RCW/default.aspx?cite=49.60>

²⁶Washington State Legislature. (2017). House Bill 1158. Restoring the fair treatment of underserved groups in public employment, education, and contracting. Retrieved from <http://lawfilesexternal.leg.wa.gov/biennium/2017-18/Pdf/Bills/House%20Bills/1158.pdf>

3. English Language Learner Accountability

Background

Statewide policies regarding bilingual education and English language learning must adapt to meet the diverse needs of Washington’s changing student demographics. The State Transitional Bilingual Instructional Program (TBIP) is a program within Washington’s Basic Education Act (RCW 28A.180) that supports students with linguistically and culturally diverse backgrounds. The OSPI provides leadership and technical assistance to schools and school districts across Washington regarding the TBIP.

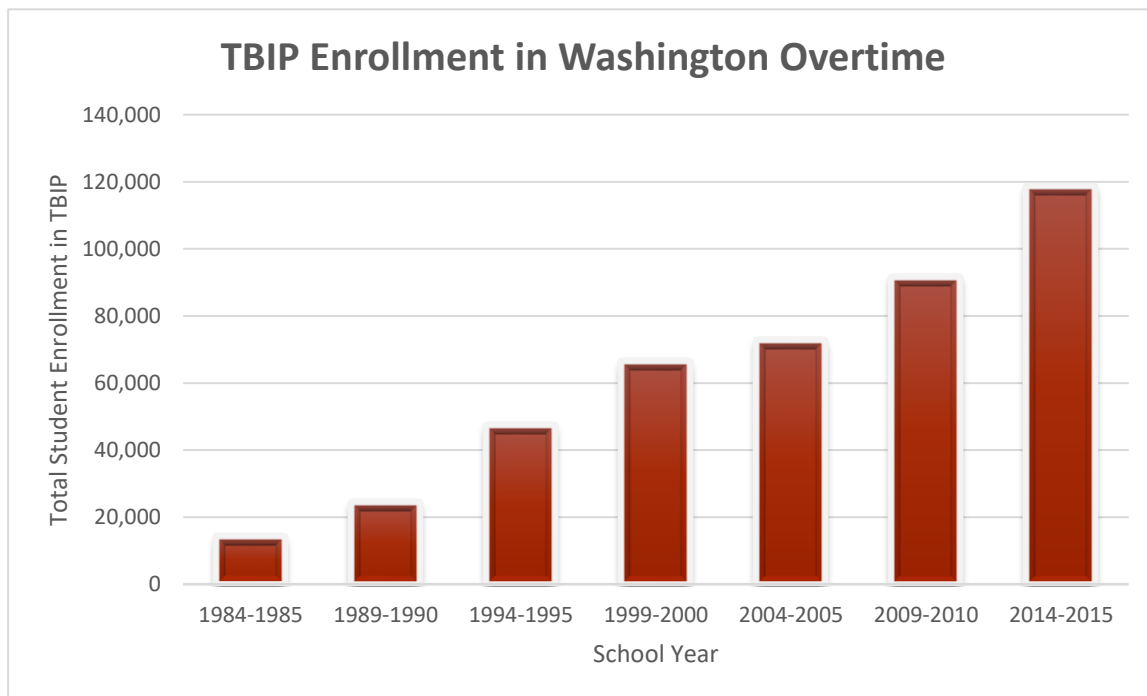
The objective of the TBIP is to develop language proficiency that enables meaningful access to grade level curricula and instruction. The effectiveness of this program has become increasingly more important in recent years because the number of students enrolling in TBIP continues to increase (see Figure VIII).

“When linguistically diverse learners enter the public school system, language supports funded through TBIP provide students with equitable access to content instruction in English.”¹

Recommendations in this section seek to: (1) revise TBIP requirements; (2) expand Washington’s capacity to offer dual language instruction; and (3) increase the number of Washington teachers endorsed in bilingual education and/or English language learning.

Sources: ¹The OSPI. (2016). Update: Transitional Bilingual Instruction Program (TBIP). Retrieved from <http://www.k12.wa.us/legisgov/2016documents/2016-02-TransitionalBilingualInstructionProgram.pdf>;

Figure VIII. Washington State Student Enrollment in TBIP



Data Source: OSPI Report Card and TBIP Legislative Reports by OSPI

Recommendations

3A. Adopt Dual Language Instruction as the Preferred Transitional Bilingual Instructional Model

Currently, Washington state recognizes six program models available to school districts when using TBIP funds: (1) dual language; (2) developmental bilingual education; (3) transitional bilingual education; (4) content-based instruction or sheltered instruction; (5) supportive mainstream instruction; and (6) newcomer support.²⁷

State law ([WAC 392-160](#)²⁸) gives school districts discretion to select and implement one of the six TBIP models. Research, however, has proven dual-language to be the most effective English language acquisition model, and thus should be the preferred TBIP model in Washington.²⁹

The TBIP Accountability Task Force published a [report in 2015](#),³⁰ recommending a requirement that all school districts adopt and implement the dual language TBIP model *“to the extent possible.”*³¹ If it is not feasible for a school district to implement a dual language instructional model, the TBIP Accountability Task Force recommended schools be required to justify their reasoning to the OSPI. *To facilitate this process, the OSPI must create clear guidance that identifies parameters for when dual language programs are feasible for schools, and shall provide school districts with technical assistance and guidance regarding dual language program implementation.*

In agreement with the TBIP Accountability Task Force, the EOGOAC recommends revisions be made to Washington State law to support the dual language instructional model above all other TBIP models. The OSPI shall enforce and facilitate the process of implementation after the revisions are made.

3B. Increase Funding to School Districts for the Transitional Bilingual Instructional Program

The U.S. Department of Education emphasizes that *“Paraprofessionals, aides, or tutors may not take the place of qualified teachers and may be used only as an interim measure while the school district hires, trains, or otherwise secures enough qualified teachers to serve its EL [English language] students.”*³²

Additionally, Section 303(2) of 4SHB 1541 states, *“All classroom teachers assigned using funds for the transitional bilingual instructional program to provide supplemental instruction for eligible pupils must hold an endorsement*



²⁷ OSPI. (2015). Program Models and Services. Retrieved from <http://www.k12.wa.us/MigrantBilingual/pubdocs/ProgramModels.pdf>

²⁸ Washington State Legislature. Chapter 392-160 WAC. Special Service Program-Transitional Bilingual. Retrieved from <http://apps.leg.wa.gov/WAC/default.aspx?cite=392-160>

²⁹ Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf

³⁰ Ibid.

³¹ Ibid.

³² U.S. Department of Education. (2015). Dear Colleague Letter on English Language Learners. U.S. Department of Education Office for Civil Rights and U.S. Department of Justice Civil Rights Division, p. 16-17. Retrieved from: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

in bilingual education or English language learner, or both."³³ This requirement has been adopted by law and, as stated in Section 2 of [RCW 28A.180.040](#),³⁴ school districts must be in adherence by the 2019-2020 school year.

Currently, many school districts are hiring instructional aides, such as para-educators, to fill TBIP positions due to insufficient funding. For example, in the 2014-2015 school year, instructional aides represented about 46% of all teachers assigned using TBIP funds.³⁵ Moreover, districts supplement their state TBIP funds and federal Title III funds with local levy dollars.³⁶ In the 2013-14 school year, districts reported contributing approximately \$24.7 million beyond state TBIP funding to provide English language instruction to English learners.³⁷ For school districts to realistically adopt [RCW 28A.180.040](#),³⁸ the state will need to increase the amount of TBIP funds allocated to school districts for the purpose of hiring certified instructional staff to teach TBIP.

The EGOAC recommends the Legislature increase the amount of state allocated TBIP funds. *School districts shall use the additional TBIP funds for the sole purpose of hiring TBIP staff that are certified teachers with bilingual education and/or English language learner endorsements.*

3C. Create a Bilingual Education/English Language Learner Conditional Scholarship Program

The current conditional scholarship program for K-12 educators in Washington offers teachers the opportunity to pursue, in two years or less, an additional teaching endorsement. The PESB selects scholarship recipients, while the Washington State Achievement Council administers awards and monitors service obligations.

Originally, the conditional scholarship program was only available to K-12 math and science teachers (enacted in 2007 under RCW 28A.660.045). [Engrossed Substitute House Bill 1570](#) (ESHB1570)³⁹, which passed in 2015, amended the program, extending the scholarship to educators pursuing endorsements in mathematics, science, special education, bilingual education, English language learning, computer science education, environmental and sustainability education, and any other shortage areas as defined by the PESB. The scholarship program was expanded yet again in 2016 under [Engrossed Second Substitute Senate Bill 6455](#)⁴⁰ (ESSB 6455) to include educators seeking

Bilingual Educator Initiative

Commission on Hispanic Affairs

The EGOAC advocates for grow your own initiatives seeking to increase the number of bilingual educators in Washington.

For example, the Bilingual Educator Initiative, proposed by the Commission on Hispanic Affairs, would recruit, train, and mentor bilingual high school students to become teachers and counselors.

For more information:

<https://app.box.com/s/9ju0yuxid3ogkz561w71289v1i2c28i3>

³³ Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 106. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

³⁴ Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.180.040>

³⁵ Transitional Bilingual Instructional Program Accountability Task Force. (2016). Update: TBIP, p. 3. Retrieved from <http://www.k12.wa.us/legisgov/2016documents/2016-02-TransitionalBilingualInstructionProgram.pdf>

³⁶ Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf

³⁷ Ibid.

³⁸ Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.180.040>

³⁹ Washington State Legislature. Engrossed Substitute House Bill 1570. Relating to creating flexibility for the educator retooling conditional scholarship program. Retrieved from <http://lawfilesexext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1570-S.SL.pdf?cite=2015%203rd%20sp.s.%20c%209%20C2%A7%201>;

⁴⁰ Washington State Legislature. Engrossed Second Substitute House Bill 6455. Retrieved from <http://lawfilesexext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Senate%20Passed%20Legislature/6455-S2.PL.pdf>

endorsements in elementary education and early childhood education. The EOGOAC supports the conditional scholarship program outlined in [ESSB 6455](#).⁴¹

In addition, the EOGOAC recommends the creation of another conditional scholarship program focused specifically on bilingual education and English language learner endorsements.

When awarding scholarships that support endorsements in bilingual education and English language learning, the PESB shall give preference to teachers that meet the following requirements:

1. Teachers assigned to schools required under state or federal accountability measures to implement a plan for improvement (current condition under Section 3 of [RCW 28A.660.050](#)⁴²).
2. Teachers assigned to schools whose enrollment of English language learners has increased an average of more than five percent per year over the previous three years (current condition under Section 3 of [RCW 28A.660.050](#)⁴³).
3. Teachers seeking endorsements in order to be assigned to the TBIP under the provisions of [RCW 28A.180.040\(2\)](#)⁴⁴ (proposed requirement under [SSHB 1680](#),⁴⁵ but was never enacted).

In a time of teacher shortages, school districts are struggling to find qualified teachers, especially those interested in dual language and bilingual programs. The lack of teachers with expertise in bilingual education is becoming increasingly detrimental to student learning, as the number of English language learners continues to increase. For example, during the 2013-2014 school year, the student to staff ratio (for full time equivalent staff only) is one full time equivalent teacher per 171 students served by TBIP funds.⁴⁶

The creation of a conditional bilingual and English language learner scholarship program would increase Washington's capacity to offer dual-language instruction by certified teachers that have a bilingual education endorsement and/or an English language learner endorsement.

⁴¹ *ibid*

⁴² Washington State Legislature. RCW 28A.660.055. Conditional scholarship programs-Requirements-Recipients. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?Cite=28A.660.050>

⁴³ *ibid*

⁴⁴ Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.180.040>

⁴⁵ Washington State Legislature. (2013). Second Substitute House Bill 1680. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexst.leg.wa.gov/biennium/2013-14/Pdf/Bills/House%20Bills/1680-S2.pdf>

⁴⁶ Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf

4. Cultural Competence

Background

Quality public education for *all* students requires *all* educators (e.g. school board members, superintendents, principals, teachers, and para-educators) to be effective in diverse settings. To achieve this, the educator workforce must first, be cognizant of systemic racism and the inequities of the public education system, and second, develop culturally competent skills and mindsets. Cultural competence is a professional and organizational development model designed to promote reflective, inclusive, and culturally relevant practices by school professionals and school systems.¹ Training in cultural competence provides educators with a set of attitudes, respect, awareness, knowledge, and skills that enable effective work in cross-racial, cross-cultural, diverse contexts.²

As Washington switches from the No Child Left Behind Act to the ESSA, professional development and training in cultural competency will become increasingly more important. The evaluation system under the ESSA places more value on the ability to work effectively in diverse settings. An ‘excellent educator’ in Washington will, “*Demonstrate the ability to design and plan instruction for students with diverse learning styles and cultural backgrounds*” and “*Create an inclusive and safe learning environment where all students and their families feel welcome.*”³ Moreover, “*Demonstrating commitment to closing the achievement gap,*” will be one of eight criteria used to evaluate principals in Washington.⁴

Currently, the OSPI is developing a content outline for professional development and training in cultural competence for school and school district staff (includes classified school staff, district administrators, certified instructional staff, and principals). This training must align to the cultural competence matrix that has been created by the PESB (see [Appendix D](#)). Additionally, as stated in 4SHB 1541, “*The training program must also include the foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition, including information regarding best practices to implement the tribal history and culture curriculum.*”⁵

As Washington develops and enhances professional development trainings on cultural competence, it is the hope of the EOGOAC that state law increases accountability measures to ensure schools and school districts provide their educator workforce (e.g. certified, classified, instructional, and administrative staff) with cultural competence professional development and training. The objective of the following recommendations is to increase the cultural competence of the public education system in Washington.

Sources: ¹Center for Strengthening the Teaching Profession. “Defining Cultural Competence.” *Center for Strengthening the Teaching Profession*. PowerPoint. Retrieved from: <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/07/Culturally-Responsive-PPT-4.pptx>; ²ibid; ³OSPI. (2016) Washington’s ESSA Consolidated Plan. Page 90. Retrieved from http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?sm_au=iVV5FbWRSqWqcM6r; ⁴ibid; ⁵Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 204(2). Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Recommendations

4A. Strengthen Cultural Competence Training for School Board Members and Superintendents

Fourth Substitute House Bill 1541 tasked the Washington State School Directors' Association (WSSDA) with developing a plan for the creation and delivery of cultural competence training for school board directors and superintendents in Washington. The content of the training program must align to the PESB's cultural competence matrix for educators (see [Appendix D](#)). Moreover, it must include foundational elements of cultural competence, principals of multicultural education, and best practices regarding tribal history and culture curriculum. As stated in [Recommendation 4D](#), the EGOAC recommends incorporating best practices for family and community engagement into the training as well.

The WSSDA received money from the Legislature to create an outline of this content. However, more money is needed to actually implement the training program. **The EGOAC recommends the Legislature provide the WSSDA with additional funding for the purpose of implementing the training program. Once implemented, a minimum annual cultural competence training shall be enacted for all school board directors and superintendents in Washington.**

4B. Require Cultural Competence Professional Development and Training for Schools and School Districts Under Improvement Status

Section 205 of 4SHB 1541

*"Required action districts as provided in RCW 28A.657.030, and districts with schools that receive the federal school improvement grant under the American recovery and reinvestment act of 2009, and districts with schools identified by the superintendent of public instruction as priority or focus are **strongly encouraged** to provide the cultural competence professional development and training developed under RCW 28A.405, 28.A.405.120, and section 204 of this act for classified, certificated instructional, and administrative staff of the school."*

Source: <http://lawfilesexxt.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

The EGOAC recommends the Legislature implement a state law requiring professional development and training in cultural competence for all staff working at schools and school districts under improvement status. Classified, certified, instructional, and administrative staff shall be included in this professional development and training.

Currently, schools and school districts under improvement status are 'strongly encouraged' (not 'required') to partake in cultural competence professional development and training.

The EGOAC recommends changing the language in Section 205 of 4SHB 1541 from 'strongly encouraged' to 'required'. This requirement will hold schools and school districts accountable for developing the cultural competence of their local educator workforce.

4C. School Improvement Plans Must Address Cultural Competence

The EGOAC recommends the Office of Student and School Success at the OSPI add a cultural competence section to the school improvement plan. In this section, schools and school districts must devise a plan for how they will better equip their educators with the skills and mindsets needed to be effective in diverse environments. Professional development and training to school staff in cultural competence must be included in this plan. Adding this to the school improvement plan document will serve as an accountability measure.

The Office of Student and School Success shall work in collaboration with the CISL on how the OSPI can support schools under improvement status with the delivery of cultural competence professional development and training.

4D. Incorporate Community and Family Resources into Cultural Competence Professional Development and Training.

“Teachers, administration, and governance can benefit from cultural competence, a status of a school district’s understanding of the unique place-based attributes of the communities they serve.”⁴⁷ – *EOGOAC 2009 Synthesis*

Cultural competence training programs for educators should *always* be developed in partnership with families and communities. Hence, the EOGOAC recommends school districts and the WSSDA (see [Recommendation 4A](#)) reach out to families, communities, and the CISL when creating and implementing cultural competence training programs. Moreover, all training programs shall include best practices for schools and school districts regarding family and community engagement.



⁴⁷ The EOGOAC. (2009). *Synthesis of the Recommendations from the 2008 Achievement Gap Studies*, p. 8. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/Synthesis2008Recommendations.pdf>

5. Family Engagement

Background

Since its inception, the EOGOAC has been committed to increasing family and community engagement in Washington's K-12 public education system. In 2008, the EOGOAC was tasked by the Legislature to synthesize findings from five achievement gap studies. Key takeaways from their [2009 synthesis](#)¹ include the following:

- Engage and welcome families into schools.
- Use multiple forms of communication with parents whose first language is not English.
- Strengthen school-community partnerships.
- Develop relationships between school districts and Native American tribes.

It is now 2017 and unfortunately, many of the recommendations have yet to be enacted. Increasing family engagement has been and continues to be a top priority of the EOGOAC. In 2016, the EOGOAC recommended the following: (1) increase allocation for family and community engagement coordinators; (2) require school districts to adopt a family and community engagement framework; (3) link integrated student supports to resources in the community.²

Although these previous recommendations are well thought out, none can exist without sufficient funding. Therefore, the recommendations below seek to increase state funding for family engagement.

Source: ¹The EOGOAC. (2009). *Synthesis of the Recommendations from the 2008 Achievement Gap Studies*. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/Synthesis2008Recommendations.pdf>; ²The EOGOAC. (2016). *Closing Opportunity Gaps in Washington's Public Education System*. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>

Guiding Statement by Washington's Family Engagement Workgroup for the Every Student Succeeds Act

“Devote resources and staff to ensure schools, districts, and OSPI support and grow family and community collaboration engagement. This should occur from students’ birth through graduation and onto their careers. This effort on family and community engagement is the undergirding to support the success of all students and families, reduce the opportunity gap, and develop more culturally responsive and inclusive schools. Schools, districts, and OSPI must recruit, hire, train, and retain all staff for this commitment to cultural responsiveness, inclusion, and family-community-school engagement. Families, communities, community-based organizations, civic groups, youth service groups, ethnic and racial affinity and support groups, and faith-based organizations provide vital input and wisdom about their students. All staff should leverage this knowledge to improve school policies and practices. When planning for, or implementing racially and culturally equitable and inclusive (e.g., disability, gender, faith, language) family and community engagement efforts, schools, districts, and OSPI must focus on reaching and developing ongoing relationships with families and students whose voices have been lost or not heard as well by holding diversity and inclusion as core values. Washington’s students and families come from diverse communities, life experiences, and perspectives and enrich our schools with their input and support.”

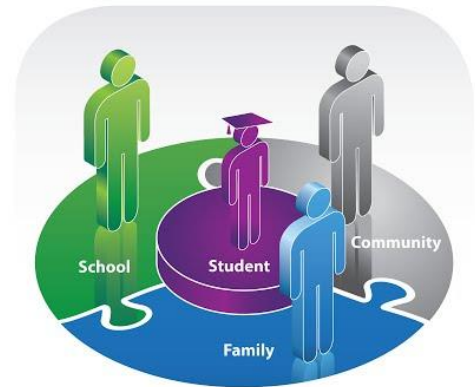
Source: <http://oeo.wa.gov/wp-content/uploads/1408Report.2016.11.30.pdf>

Recommendations

5A. Support the 2016 Family Engagement Recommendations by the Office of Education Ombuds

In December 2016, the [Office of Education Ombuds](#)⁴⁸ (OEO) provided recommendations under [Second Substitute House Bill 1408](#)⁴⁹ to the Legislature on how to develop and sustain meaningful, culturally responsive school and family partnerships. More specifically, the OEO recommended the following:

1. Adopt as the state’s commitment to family engagement the guiding statement crafted by the ESSA Family and Community Engagement Workgroup (see [Family Engagement Background](#)).
2. Form a multi-year statewide workgroup that brings direct family, educator, and community voices together to create a framework for implementing the EOGOAC’s recent family and community engagement recommendations.
3. Devote adequate resources to this state-level workgroup to conduct community-based meetings to draw on families’ experiences statewide and support cultural responsiveness, language access, and other forms of access (e.g., supporting nontraditional families and guardians, providing for disability accommodations) from the outset of planning and throughout implementation.
4. Fund a comprehensive system of education with family and community engagement as a foundation.



The EOGOAC supports the four recommendations made by the OEO, and advises the Legislature allocate additional funds to the OEO to ensure they have the capacity to facilitate and implement a multi-year statewide family engagement workgroup, effectively advancing parent and community engagement across Washington.

5B. Increase State Funding for Family Engagement

In 2014, Section 502(4) of [Engrossed Substitute Senate Bill 6002](#)⁵⁰ established the prototypical schools funding model for family engagement: 0.0825 ‘parent involvement coordinators’ shall be allocated per 400 full time equivalent students at the elementary school level (K-6th Grade). There are many problems with this current funding structure. First, it is for elementary schools only, meaning there are currently no funding models for family engagement coordinators at the middle or high school levels. Second, the funding is not restrictive, thus it is up to school district discretion to determine how state allocated family engagement funds are spent and does not necessarily have to go towards family engagement. Third, small districts, especially those with 400 or fewer students, will not be able to hire even one family engagement coordinator for the school district. For example, if a school district has 190 full time equivalent students at the elementary level, the district will only receive \$1,243, which is considerably insufficient.

⁴⁸ The OEO. (2017). Home. Retrieved from <http://oeo.wa.gov/>

⁴⁹ Washington State Legislature. (2016). Second Substitute House Bill 1408. Relating to developing a definition and model for “family engagement coordinator”. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1408-S2.PL.pdf>

⁵⁰ Washington State Legislature. (2014). Engrossed Substitute Senate Bill 6002. Relating to fiscal matters. Retrieved from <http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Senate%20Passed%20Legislature/6002-S.PL.pdf>

The EGOAC recommends the Legislature revise the statewide prototypical funding model for family engagement to ensure all school districts in Washington have at least one family engagement coordinator at the elementary, middle, and high school levels. In other words, all school districts in Washington, regardless of size, would have three family engagement coordinators. From there, a revised prototypical schools funding model shall be used to determine *how many more* family engagement coordinators will be allocated to each school district. This will ensure large school districts receive sufficient state-level funding to hire the necessary number of family engagement coordinators for their student body.

Based on this, revisions to [RCW 28A.150.261](#)⁵¹ shall include the following:

1. All school districts shall have, at minimum, one family engagement coordinator at the elementary, middle, and high school levels (3 total).
2. The following prototypical schools funding model shall be used to determine if the school district shall receive *additional funding* for family engagement coordinators:
 - 1.0 parent involvement coordinators shall be allocated per 400 full time equivalent students at the elementary school level (K to 6th Grade).
 - 1.0 parent involvement coordinators shall be allocated per 432 full time equivalent students at the middle school level (Grade 7 to 8).
 - 1.0 parent involvement coordinators shall be allocated per 600 full time equivalent students at the high school level (Grade 9 to 12).

All state funding allocated to school districts for family engagement must be restrictive, meaning school districts are required to spend this money on hiring family engagement coordinators.



⁵¹ Washington State Legislature. RCW 28A.150.260. Allocation of state funding to support instructional program of basic education-Distribution formula-Prototypical schools-Enhancements and adjustments-Review and approval-Enrollment calculation. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.260>

6. Disaggregated Student Data

Background

Careful analyses of student outcomes by race and ethnicity are critical for understanding the educational opportunity gaps that exist within classrooms, schools, school districts, and education systems. The EOGOAC advocates for better usages of data to improve student learning and school performance. Additionally, data on student outcomes need to be disaggregated by race and ethnicity to the furthest extent possible and schools/school districts must be held accountable for appropriately and effectively interpreting student level data.

Currently, the OSPI collects student racial and ethnic data in the Comprehensive Education and Data Research System in accordance with federal guidance mandated by the U.S. Department of Education. Federal race and ethnicity categories include: (1) Hispanic or Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Pacific Islander or Native Hawaiian; and (6) White. If students select more than one category, they are marked as 'two or more races'.

In 2010, the OSPI began collecting disaggregated data for Asian American and Pacific Islander (AAPI) students, providing a unique opportunity to examine the differences revealed by disaggregated data. In 2013, The National Commission on Asian American and Pacific Islander Research in Education analyzed the OSPI's data, revealing hidden educational opportunity gaps for K-12 AAPI students (see Figure X).¹ Analyses such as these enable more targeted supports to students in need, as schools, school districts, and the state can more clearly understand where educational opportunity gaps exists.

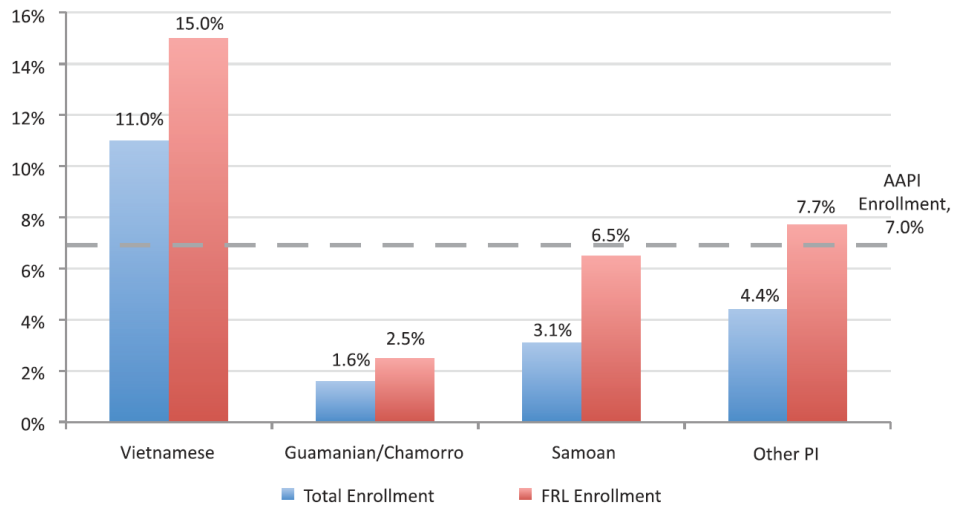
The EOGOAC has advocated for collecting and reporting disaggregated data for all the federally recognized race and ethnicity categories. Per these recommendations, 4SHB 1541 mandates, by the 2017-2017 school year, the OSPI collect and school districts submit all student-level data using the federally mandated categories with the following modifications:

“(a) further disaggregation of the Black category to differentiate students of African origin and students native to the United States with African ancestors; (b) further disaggregation of countries of origin for Asian students; (c) further disaggregation of countries of origin for Asian students; (d) For students who report as multiracial, collection of their racial and ethnic combination of categories.”²

The recommendations in this section seek to support schools, school districts, families, communities, and the OSPI in transitioning to an education system that collects, uses, and engages with disaggregated student level data for the purpose of recognizing and closing educational opportunity gaps.

Sources: ¹National Commission on Asian American and Pacific Islander Research in Education. (2013). *The Hidden Academic Opportunity Gaps Among Asian Americans and Pacific Islanders: What Disaggregated Data Reveals in Washington State*. Retrieved from <http://care.igeucla.org/wp-content/uploads/2015/09/iCount-Report-The-Hidden-Academic-Opportunity-Gaps-2015.pdf>; ²Washington State Legislature. (2016). *Fourth Substitute House Bill 1541, Section 201(1)*. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Figure X: Disaggregated Data for Asian American & Pacific Islander (AAPI) K-12 Students in Washington (2013) By Free and Reduced Lunch (FRL) Enrollment



*Source: <http://care.iqueucla.org/wp-content/uploads/2015/09/iCount-Report-The-Hidden-Academic-Opportunity-Gaps-2015.pdf>

Recommendations

6A. Adopt Training and Guidance Proposed by the Race and Ethnicity Student Data Task Force

Fourth Substitute House Bill 1541 established the Race and Ethnicity Student Data (RESD) Task Force charged to develop race and ethnicity guidance for the state. As stated in 4SHB 1541:

“The guidance must clarify for students and families why information about race and ethnicity is collected and how students and families can help school administrators properly identify them. The guidance must also describe the best practices for school administrators to use when identifying the race and ethnicity of students and families.”⁵²

The RESD Task Force has met monthly since August 2016 and will publish race and ethnicity guidance for Washington in July 2017. The RESD Task Force is still in the process of formulating and finalizing recommendations. The EOGOAC supports their work, as they advocate for disaggregating race and ethnicity student data to the furthest extent possible. Additionally, the RESD Task Force is committed to creating guidance that: (1) promotes racial equity; (2) creates systemic change; (3) advocates for racial and ethnic underserved populations; and (4) better serves all communities in Washington.

The EOGOAC supports the work of the RESD Task Force, and recommends the Legislature adopt their proposed race and ethnicity guidance published in July 2017.

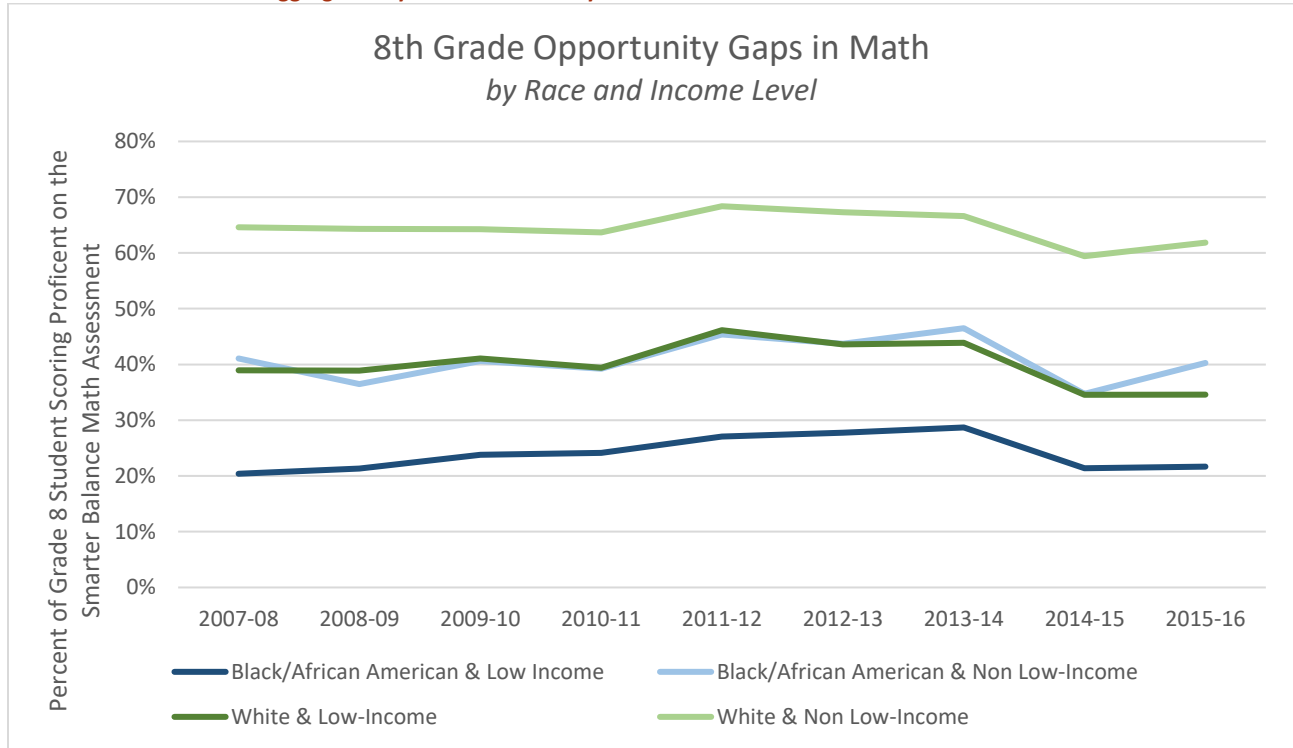
6B. Require the Use of Cross Tabulations when Analyzing Student Outcomes

The EOGOAC advocates for effective and accurate analyses of student level data. Race and ethnicity data should always be used in conjunction with other variables when analyzing student outcomes (e.g. race/ethnicity by

⁵² Fourth Substitute House Bill 1541, Section 502. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

special education status) as it can better identify where educational opportunity gaps exist. For example, Figure XI shows the intersection of race and income level that contributes to opportunity gaps faced by Black/African American non low-income students, Black/African American low-income students, and White low-income students. If income level and race were analyzed separately, opportunity gaps would be masked.

Table XI: Student Data Disaggregated by Race and Ethnicity



*Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.

Washington’s Consolidated Plan for the ESSA highlights the need to provide better support for underserved students. As stated in the plan, underserved students in Washington include the following groups: low-income students, lowest-achieving students, English learners, children with disabilities, children and youth in foster care, migrant children and youth, homeless children and youth, neglected, delinquent, and at-risk children identified under Title I, part D of the ESEA, immigrant children and youth, students in local education agencies eligible for grants under the Rural and Low-income School Program, American Indian and Alaska native students, student with low literacy levels, and students who are gifted and talented.⁵³

To effectively identify opportunity gaps, the EOGOAC recommends the Data Governance Group⁵⁴ provide guidance to schools, school districts, and the OSPI on how to use cross tabulations with the variables listed above when analyzing student outcomes. Statewide guidance is needed to ensure data protocols are consistent across all school district.

⁵³ OSPI. (2016). Washington’s ESSA Consolidated Plan. <http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>

⁵⁴ OSPI. (2016). Data Governance. Retrieved from <http://www.k12.wa.us/K12DataGovernance/Members.aspx>

6C. Annual Training on How to Collect and Analyze Student Data

To help implement [Recommendation 6B](#), the EGOAC recommends the Legislature adopt a requirement: **All school district employees and school staff that collect and/or analyze student level data must receive annual training.**

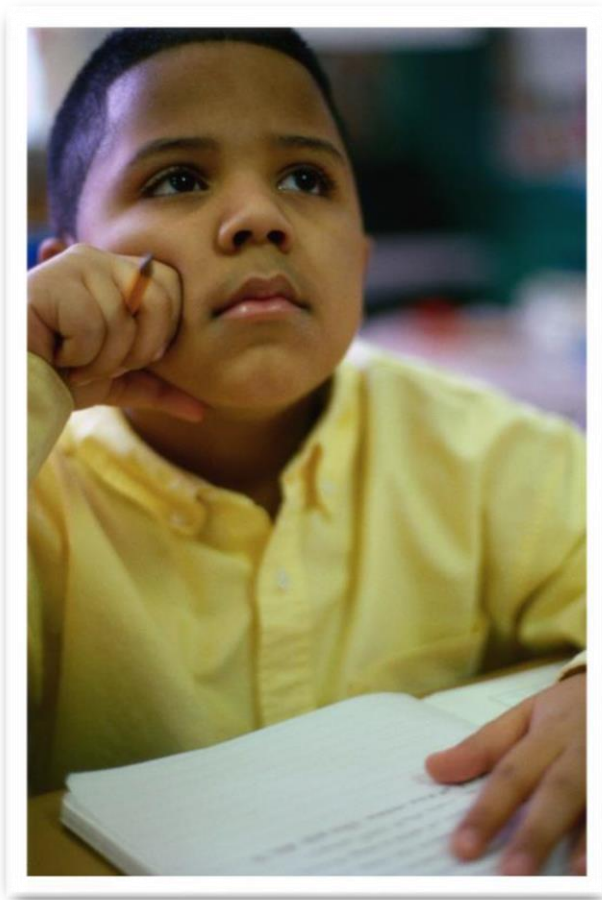
The objective would be to ensure that all school districts in Washington are accurately analyzing student data for the purpose of closing opportunity gaps and informing instructional practices. The training must include the following:

- How to collect and analyze student data.
- How to apply findings in ways that reduce opportunity gaps.
- How to disseminate student data to schools and school districts.
- How to effectively communicate with students, families, and communities about student data.

The Data Governance Group (see [Recommendation 6B](#)) shall be the entity responsible for creating the training. From there, the OSPI shall implement and monitor the annual data analysis training.

6D. Community Engagement with Student Data

Schools, school districts, and Educational Service Districts (ESDs) have an obligation to share data with communities, families, and community-based organizations on an ongoing basis. **To ensure uniformity in data sharing practices across school districts, the EGOAC recommends the OSPI use the guidance published by the RESD Task Force to create a mandatory annual training for all principals and superintendents, as well as representatives from every ESD in Washington.** Training shall include best practices for making data accessible and culturally responsive to all students, families, and communities. Content of the training should align to the public reporting requirements under the ESSA.



7. Washington Integrated Student Supports Protocol

Background

The EOGOAC has been and continues to be strong advocates of expanding integrated student supports in public education. Fourth Substitute House Bill 1541 established the Washington Integrated Student Support Protocol (WISSP), which intends to serve as a guide that schools and school districts can use when implementing integrated student supports. More specifically, the protocol will:

- Support a school-based approach to promoting the success of all students.
- Fulfill a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded.
- Encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environments of schools and school districts.
- Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors.
- Support statewide and local organizations in their efforts to provide leadership, coordination, and technical assistance for professional development, and advocacy to implement high quality, evidence-based, student-centered, coordinated approaches throughout the state.

The WISSP must focus specifically on at-risk students, and by law, must include: (1) a student needs assessment; (2) integration and coordination; (3) community partnerships; and (4) data driven decisions.¹

The Center for the Improvement of Student Learning (CISL) department at the OSPI was tasked with developing the WISSP. The CISL plans to develop the WISSP in collaboration with: (1) staff at the OSPI; (2) educators at ESDs; (3) local school districts and building staff; (4) representatives of community organizations; (5) families; and (6) experts in the field of family-school-community partnerships for learning improvement. The overall mission of the CISL is to connect people to the information and research needed to improve learning and teaching in Washington. Ensuring the WISSP is user friendly and easily accessible is a critical aspect of this mission.

The WISSP, in conjunction with the CISL's leadership, will provide schools and school districts across Washington with the resources needed to provide all students, especially those most at risk, with integrated student supports. The recommendations below aim to support the CISL's work in developing and implementing the WISSP.

Sources: ¹Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 8(2). Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Recommendations

7A. Fund the Washington Integrated Student Support Protocol

The OSPI submitted to the Legislature a ‘K12 Student Achievement Supports’ budget request for the 2017-2019 biennium (see [Appendix E](#)).⁵⁵ One of the proposed elements of the budget request is an increase in funding for the CISL department at the OSPI. **The EGOAC recommends the Legislature approve this budget request.**

7B. Collaborate with Families and Communities when Creating the Washington Integrated Student Support Protocol

The EGOAC recommends the CISL collaborates with students, families, communities of colors, and community-based organization when creating the WISSP.

All recommendations in the WISSP should be culturally responsive and reflective of community voices. Family and community engagement should be built into the WISSP protocol to ensure that feedback and engagement are ongoing and collaborative. The very communities affected by opportunity gaps and the community-based organizations that work with these communities could provide a wealth of knowledge and experience to the CISL.

7C. Address the School-to-Prison Pipeline in the Washington Integrated Student Support Protocol

In accordance with [Recommendation 1E](#), the EGOAC recommends that the CISL work with the juvenile justice system, community truancy boards, and alternative high schools and institutions to create a section of the WISSP devoted to breaking the school-to-prison pipeline.

As mentioned previously, *“Young people who drop out of high school, many of whom have experienced suspension or expulsion, are more than eight times as likely to be incarcerated as those who graduate.”*⁵⁶ Reintegrating students who have been suspended or expelled is key to breaking the school-to-prison pipeline. Sustainable policies and practices that address the unique needs of students who have been suspended or expelled must be forefront to the WISSP.



⁵⁵ OSPI. (2016). K12 Student Achievement Supports. Retrieved from http://insideospi/teams/Worksites/PMO/ITPortfolio/_layouts/15/WopiFrame2.aspx?sourcedoc=/teams/Worksites/PMO/ITPortfolio/IT%20Decision%20Packages/AG_2017-19_K12%20Student%20Achievement%20Supports.docx&action=default&DefaultItemOpen=1

⁵⁶ Dignity in Schools. (2011). Fact Sheet on School Discipline and the Pushout Problem. Retrieved from http://www.dignityinschools.org/files/Pushout_Fact_Sheet.pdf

8. Social Emotional Learning

Background

“Social emotional learning is a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions, leading to success in school and in life.”¹

Research has proven that when social emotional learning (SEL) is explicitly and effectively taught at school, social behaviors improve, academic performance increases, behavior problems are reduced, emotional distress is lessened, and attitudes towards self and others are more positive.² Comprehensive SEL programs can enhance students' connection to school, thus fostering more positive and supportive school environments.³ The following recommendations support the development and implementation of SEL into Washington's public schools.

Sources: ¹ Social Emotional Learning Benchmarks Workgroup. (2016). Addressing Social Emotional Learning in Washington's K-12 Public Schools. Retrieved from <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>; ²Durlak et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 872 (1), 1-29.; ³Zins, Weissberg, Wang, & Walberg. (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

Social Emotional Learning Standards and Benchmarks Shall...

- Elevate positive skill development.
- Indicate areas for growth and development.
- Adapt to be culturally responsive to the unique backgrounds of our students.
- Reflect diverse cultures, languages, histories, identities, abilities.
- Benefit from student and teacher diversity.
- Align to a learning continuum that is not used as an assessment tool.

Source: <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>



Recommendation

8A. Adopt Recommendations in the 2016 Social Emotional Learning Benchmarks Workgroup Report

The [Social Emotional Learning Benchmarks \(SELB\) Workgroup](#) proposed a statewide Social Emotional Learning Framework in their [2016 Report](#) to the Legislature.⁵⁷ The framework consists of social emotional learning standards and benchmarks (see [Appendix F](#)), as well as guiding principles and implementation strategies.

More specifically, the proposed SEL Framework includes:

1. *Guiding principles, established to ensure SEL in practice is equitable, culturally competent, and inclusive.*
 - **Professional Learning:** In order to implement SEL into the classroom and foster social emotional skills, professionals working in the K-12 education system must receive ongoing, job-embedded professional learning
 - **School/Family/Community Partnerships:** Two-way respectful and collaborative communication between schools, families, and community partners is essential to the development of effective, culturally responsive SEL supports in school.
 - **Cultural Responsiveness:** Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators, and staff that make up school communities.

2. *Social emotional learning standards and benchmarks that develop self and social competencies. See [Appendix F](#) for more details.*

Social Emotional Learning Standards	
Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

3. *Implementation strategies to ensure schools create environments where students can feel comfortable, confident, and supported. Implementation strategies include: (1) Universal Design for Learning principles; (2) classroom cultures rooted in equity; and (3) SEL as an integrated student support.*

The EGOAC recommends the Legislature adopt the recommendations proposed by the SELB Workgroup in their 2016 Report. When implementing this framework, the proposed guiding principles (professional learning, school/family/community partnerships, and cultural responsiveness) must be forefront to the work.

8B. Fund the Social Emotional Learning Benchmarks Workgroup

It is paramount to the EGOAC that SEL is implemented in a culturally responsive way and adapts to fit the unique and diverse needs of every student. **To ensure this happens, The EGOAC recommends the Legislature fund the SELB Workgroup for an additional year.** During this time, the SELB workgroup must focus on creating culturally responsive, researched-based implementation strategies and guidelines for schools and school districts. When creating such guidelines, the SELB Workgroup shall engage with and collect feedback from community members, students, and families across Washington. This type of community outreach will require additional funding from the Legislature.

⁵⁷ Social Emotional Learning Benchmarks Workgroup. (2016). Addressing Social Emotional Learning in Washington’s K-12 Public Schools. Retrieved from <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>

Conclusion

Since 2009, the EOGOAC has sought to dismantle the status quo of Washington's K-12 public education system. The policies and strategies recommended in this report build off 4SHB 1541 and, if implemented, will provide more equitable learning opportunities for all students of color in Washington.

The 2017 EOGOAC report comes at a unique time, as the ESSA is in the process of being implemented, effectively changing education policy in Washington. As the OSPI refines the ESSA plans, the EOGOAC will track progress and make recommendations accordingly.



APPENDIX



Appendix

Appendix A. Request for Alternative Route for Teacher Funding Pathways

<http://www.k12.wa.us/LegisGov/2016documents/PA-PESBAAltRoute-Retooling.pdf>

Appendix B. Federal Loan Forgiveness Programs

Loan Type	Description	Service Requirements	Eligibility Requirements	Amount Forgiven
Federal Perkins Loan https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher#teacher-cancellation	<p>The Federal Perkins Loan Program provides low interest loans to help needy students finance the costs of postsecondary education. Students attending any one of approximately 1,700 participating postsecondary institutions can obtain Perkins loans from the school.</p> <p>IHEs may apply for an allocation of funds to be awarded to undergraduate, vocational, and graduate students enrolled or accepted for enrollment at participating schools. The IHE’s acts as the lender using funds provided by the federal government.</p> <p>Perkins loans are subsidized, with loan interest paid while students are in school. They have no origination or default fees and the interest rate will not change.</p>	<p>15% - 1st and 2nd years of service</p> <p>20%- 3rd and 4th years</p> <p>30%- 5th year</p>	<p>-Full-time teacher in a designated educational service agency serving students from low-income families (for teaching service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time special education teacher of children with disabilities in an educational service agency (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time special education teacher of children with disabilities in an educational service agency (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time teacher of math, science, foreign languages, bilingual education, or other fields designated as teacher shortage areas</p> <p>-Full-time special education teacher of children with disabilities in a public or other nonprofit elementary or secondary school</p> <p>-Full-time speech pathologist with a master's degree working in a Title I-eligible elementary or secondary school (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>(Do not need to be certified or licensed to receive cancellation benefits)</p>	<p>“Cancellation” of up to 100 percent of loan, in service increments</p> <p>Total amount of loan may not exceed \$27,500 for undergraduates and \$60,000 for graduates (including amounts borrowed as undergraduate)</p> <p>Each amount cancelled per year includes the interest that accrued during the year.</p>
Teacher Loan Forgiveness Program for Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans and Unsubsidized Federal Stafford Loans https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher-loan-forgiveness	<p>The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, teachers who teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications, may be eligible for forgiveness of up to a combined total of \$17,500 on their <u>Direct Subsidized and Unsubsidized Loans and your Subsidized and Unsubsidized Federal Stafford Loans.</u></p>	<p>Taught for 5 consecutive, complete academic years at an eligible elementary or secondary schools or an eligible educational service agency</p>	<p>Employed in an elementary or secondary school that</p> <ul style="list-style-type: none"> -is in a school district that qualifies for funds under Title I of the Elementary and Secondary Education Act of 1965, as amended; -has been selected by the U.S. Department of Education based on a determination that more than 30 percent of the school’s total enrollment is made up of children who qualify for services provided under Title I; and <p>-is listed in the <u>Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits</u>. If this directory is not available before May 1 of any year, the previous year’s directory may be used</p> <p>\$5,000 in loan forgiveness if, as certified by the chief administrative officer of the school</p> <ul style="list-style-type: none"> -a full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or -a full-time secondary school teacher who taught in a subject area that was relevant to your academic major. <p>\$17,500 in loan forgiveness if, as certified by the chief administrative officer of the school</p> <ul style="list-style-type: none"> -a <u>highly qualified</u> full-time mathematics or science teacher in an eligible secondary school; or -a <u>highly qualified</u> special education teacher whose primary responsibility was to provide special education to children with disabilities, and you taught children with disabilities that corresponded to your area of special education training and 	<p>Up to \$17,500 of Direct Subsidized and Unsubsidized Loans and Subsidized and Unsubsidized Federal Stafford Loans</p>

Closing the Opportunity Gap in Washington’s Public Education System

<p>Public Service Loan Forgiveness Program</p> <p>https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation#public-service</p>	<p>The Public Service <i>Loan Forgiveness</i> (PSLF) Program forgives the remaining balance on your Direct Loans after you have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer.</p>	<p>120 qualifying monthly payments (not required to be consecutive) on Direct Loan while working in a qualifying organization.</p>	<p>have demonstrated knowledge and teaching skills in the content areas of the curriculum that you taught</p> <p>Employment with the following types of organizations qualifies for PSLF:</p> <p>Government organizations at any level (federal, state, local, or tribal)</p> <p>Not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code</p> <p>Other types of not-for-profit organizations that provide certain types of <i>qualifying public services</i></p> <p>Serving in a full-time AmeriCorps or Peace Corps position also counts as qualifying employment for the PSLF Program.</p> <p>Focus on Public Education- includes services that provide educational enrichment or support directly to students or their families in a school or school-like setting.</p>	<p>Remaining balance on Direct Loan, after 120 qualifying payments.</p>
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Appendix C. Grow Your Own Teacher Strategy Budget Request

http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf

Appendix D. The Professional Educator Standards Board Matrix for Cultural Competence

<https://drive.google.com/file/d/0ByG1qpe9SoFGSUd3NEliU2NxRGM/view>

Appendix E. K12 Student Achievement Supports Budget Request

http://www.k12.wa.us/LegisGov/2017documents/AG_2017-19_K12_StudentAchievementSupports.pdf

Appendix F. Social Emotional Learning Standards and Benchmarks

Source: <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>

SELF-AWARENESS

Standard 1: Individual has the ability to identify and name one's emotions and their influence on behavior.

- *Benchmark 1A* – Demonstrates awareness and understanding of one's emotions.
- *Benchmark 1B* – Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- *Benchmark 1C* – Demonstrates awareness and understanding of family, school, and community resources and supports.

SELF-MANAGEMENT

Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

- *Benchmark 2A* – Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.
- *Benchmark 2B* – Demonstrates constructive decision-making and problem solving skills.

SELF-EFFICACY

Standard 3: Individual has the ability to motivate oneself, persevere, and see oneself as capable.

- *Benchmark 3A* – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- *Benchmark 3B* – Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- *Benchmark 3C* – Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

SOCIAL AWARENESS

Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

- *Benchmark 4A* – Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
- *Benchmark 4B* – Demonstrates an awareness and respect for one's similarities and differences with others.
- *Benchmark 4C* – Demonstrates an understanding of the social norms of individual cultures.

SOCIAL MANAGEMENT

Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

- *Benchmark 5A* – Demonstrates a range of communication and social skills to interact effectively with others.
- *Benchmark 5B* – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
- *Benchmark 5C* – Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

SOCIAL-ENGAGEMENT

Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

- *Benchmark 6A* – Demonstrates a sense of social and community responsibility.
- *Benchmark 6B* – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
- *Benchmark 6C* – Demonstrates effective strategies to contribute productively to one's school, workplace, and community.