

## EOGOAC

October 18,2022

9:30 a.m. – 4:00 p.m.

Theme/Goal: Overview of the workplan for the end of the year

**Members in Attendance:** Frieda Takamura, Commission on Asian Pacific American Affairs  
Representative Sharon Tomiko Santos, House of Representatives  
Senator Bob Hasegawa, Senate  
Dr. Jim Smith, Commission on African American Affairs  
Yordanos Gebreamlak, Office of Education Ombuds  
Tennille Jefferies-Simmons, Alternate, Office of Superintendent of Public Instruction  
Senator Lisa Wellman, Senate  
Representative Lillian Ortiz-Self, House of Representatives  
Bill Kallappa, Governor’s Office of Indian Affairs  
Michael Peña, Alternate, Commission on Hispanic American Affairs  
Danielle Eidenberg, alternate for Carrie Basas  
Tyson Marsh, alternate for Dr. Jim Smith

**Staff and Public Attendees:** Maria Flores, Office of Superintendent of Public Instruction  
Heather Rees, Office of Superintendent of Public Instruction  
Andrew Nelson, Office of Superintendent of Public Instruction  
Devin Noel-Harrison, Office of Superintendent of Public Instruction  
Lauren Gilmore, Office of Superintendent of Public Instruction  
Danielle Eidenberg, Senior Education Ombuds, OEO  
Andrew J. Parr, Ph.D., Research Director, State Board of Education  
J. Lee Schultz, Director of Advocacy and Engagement, State Board of Education  
Linda Drake, Director of Career- and College-Readiness Initiatives, SBE  
Randy Spaulding, Ph.D, Executive Director, State Board of Education  
Jenny Plaja, Executive Director, Government Relations, OSPI

**Members Not in Attendance:** Superintendent Chris Reykdal, Office of Superintendent of Public Instruction  
Vacant, Senate Ranking Minority Member

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Dr. Randy Nuñez, Commission on Hispanic American Affairs  
Nicole Sutton, alternate for Bill Kallappa  
Representative Alex Ybarra, House of Representatives  
Lydia Faitalia, Alternate for Fiasili Savusa  
Fiasili Savusa, Commission on Asian Pacific American Affairs  
Erin Okuno, Office of Education Ombuds  
Brianna Ramos, alternate for Frieda Takamura

## Minutes

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Agenda item: Introductions, Agenda Overview, and Approval of Meeting Minutes and Outside Committee Updates

Facilitator: Maria Flores, Executive Director, CISL, OSPI

### Announcements

- The new alternate for Frieda Takamura at the Commission on Asia Pacific American Affairs is Brianna Ramos,
  - Congratulate Lydia Faitalia who was made the new first vice-chair of the Commission on Asia Pacific American Affairs
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Agenda item: Governor's Office of the Education Ombuds Annual Report

Presenters:

- Danielle Eidenberg, Senior Education Ombuds, OEO

Discussion:

- 2021-2022 Data Overview of Categories of Concerns
- SEL workgroup and interviews with families

Comments:

EOGOAC stated:

- Would like to know if there is a provision for doing further disaggregation of the ethnic data when doing intakes.
- Would like to know how English language learning students and non-English speaking families are differentiated during call-ins.
- Would like to know how they are specifically identifying hazing is specifically identified within the categories of concern.
- Would like to understand if there is double counting occurring due to the large number of specific categories.

- Would like to see a further breakdown of the special education services to better understand what was needed or wanted.
  - Would like to know if private or charter schools ever contact them.
  - Would like the committee to discuss future supports for students and families who speak less-common languages within the 116 different languages spoken in the state.
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#### Agenda item: State Board of Education Updates

##### Presenters:

- Andrew J. Parr, Ph.D., Research Director, State Board of Education
- J. Lee Schultz, Director of Advocacy and Engagement, State Board of Education
- Linda Drake, Director of Career- and College-Readiness Initiatives, SBE
- Randy Spaulding, Ph.D., Executive Director, State Board of Education

##### Discussion:

- Reports due to legislature due in December
- Introducing the new seal for the Board
- Graduation Pathways Legislative Requests
- Clarifying purpose of the pathways

##### Comments:

###### EOGOAC stated:

- Would like to know if high school students participating in work integrated opportunities with a supervisor can demonstrate career readiness with a certificated teacher for performance pathways.
- Would like to recommend an added element of training on determining whether students have met graduation standards, since that is determined at the individual district level.
- Would like to recommend that performance-based pathways have measures that ensure balance and unity across school districts.
- Would like further information on how to distinguish between work related pathways and CTE.
- Would like to recommend that accountability is monitored to ensure that equity exists in the school districts and as a measure to preventing disproportionality.
- Would like to ensure that community and family engagement is part of the pathway and not just something that is being stated. Also recommend school districts understand and create space for cultural activity as a demonstration of graduation readiness.
- Would like to see the high school and beyond plan become a more consistent platform that engages families and communities and is living up to its intent, strengthening implementation from previous years.

- Would like further information on how mastery-based learning includes follow-up with the students.
  - Would like to recommend that considerations are made for the challenges and the difficulty in recognizing a need for mastery-based learning.
  - Would like to recommend that mastery-based learning be recommended as a flexible and supportive way for students to meet the pressure associated with graduation requirements.
  - Would like to know how these pathways can be utilized to bridge the gap and introduce ethnic studies in a meaningful way to all students.
  - Would like further information on the open doors program and the student demographics of this program.
  - Would like further disaggregation of the data on the graphs to have a clear picture of the services different community members are seeking.
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#### Agenda item: Education Decision Packages

##### Presenters:

- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI
- Lauren Gilmore, Research Analyst, CISL, OSPI

##### Discussion:

- Education Decision Packages and EOGOAC recommendation alignment

##### Comments:

###### EOGOAC stated:

- Would like a further explanation and understanding of the chart slides and clarification on who determined the policy area alignment.
  - Would like further information on the ~~columns~~-policy area columns.
  - Would like further information ~~on~~ if data is centralized.
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#### Agenda item: Public Comment

- *No Comment*
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#### Agenda item: *Lunch Offline*

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**Agenda item:** Drafting EOGOAC Recommendations

**Presenters:**

- Maria Flores, Executive Director, CISL, OSPI
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

**Discussion:**

- Developing and reviewing recommendations for monthly meetings and topics

**Comments:**

**EOGOAC Stated:**

- *See attached recommendation sheet for discussion*
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**Agenda item:** Update from OSPI Government Relations

**Presenters:**

- Jenny Plaja, Executive Director, Government Relations, OSPI

**Discussion:**

- Legislative Update on decision packages submitted
- Overview of individual packages

**Comments:**

**EOGOAC Stated:**

- Would like further information on the funding amounts requested for the different decision packages.
  - Would like further information on the bonuses for national board certification; specifically, what is the current funding for this program is and data on its success.
  - Would like to address concerns about the term rigor and its historical context.
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**Agenda item:** Public Comment

- *No Comment*
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**Agenda item:** Drafting EOGOAC Recommendations Continued

**Presenters:**

- Maria Flores, Executive Director, CISL, OSPI
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

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Discussion:

- Developing and reviewing recommendations for monthly meetings and topics

Comments:

EOGOAC Stated:

- *See attached recommendation sheet for discussion*
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Agenda item: Review Workplan and Conclude Meeting

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Overview of the workplan for the end of the year
- Next Meeting: November 15, 2022
- Topic: Draft Report
- Guests:
  - WaSTEM
  - UW Climate Survey Report
  - CTE Follow Up

Meeting concluded at [4:00 pm]

Minutes Taken By: Lauren Gilmore, Research Analyst, OSPI

## EOGOAC Recommendation Notes

### April – Topic: Educator Workforce

- Still need to hear what the standards are and how they align, for educators and governance
- Keep an eye on fees
- Review recommendations around residency
- Go deeper into legislation in 2016, and 1139 breakdown the goals, breakdown siloes
- Go over the details of the Collaborative report
- Panel of education researchers who are people of color

The issue/challenge	The possible solution	The possible recommendation (who needs to do what)
<p>Need research on the issues from the perspective of the communities</p> <p>Using the same researchers and expecting different results</p>	<p>Funding? Contracting?</p> <p>Want researchers of color and from our community</p> <p>Put research out for bid – WIMBE? - What are other states doing?</p>	<p>Who needs to do what?</p>
<p>What issues does this address?</p>	<p>Apprenticeships Expand work integrated opportunities</p>	
<p>Mentors need support -mentor 101 -receive clock hours for training(Move these bulleted items over to next column</p>		
<p>Siloed work Incompatibility No vertical alignment</p>	<p>Consistency in CCDEI standards Compatible – statewide standards Differentiated measures</p>	

Increased challenges for board members	WSSDA provide training and coaching for school board directors on dealing with difficult discussion with the public and with messaging	
Need for accountability	Monitoring of alignment with state standards Articulate the expectations, measurements What are the outcomes that we want?	
Picking up from the work of the Collaborative (1139) for response to educator shortage <ul style="list-style-type: none"> <li>- Recruitment</li> <li>- Mentorship</li> <li>- Residency</li> <li>- Financial supports</li> </ul>	EOGOAC hear more, support this work?  What is the current status?/upcoming shortage?	

May – Topic: Attendance/Truancy

The issue/challenge	The possible solution	The possible recommendation
Need a measure of engagement in the SQSS measures of the WSIF	Add measure of school climate to the WSIF  Need more work on what school climate is measuring exactly  Must be culturally competent measurement	Who should do what? <ul style="list-style-type: none"> <li>- OSPI – need to update the ESSEA plan</li> <li>- SBE?/OSPI? Who should be adopting/implementing the climate survey</li> </ul>
CEB boards need to reflect the community <ul style="list-style-type: none"> <li>-Include small nonprofits</li> <li>-Tribal representatives</li> </ul>	Stipends? Allowable but need funding allocated specifically for CEB members	The Legislature specifically allocates funding for the provision of stipends for CEB members who are eligible under SB5793



The issue/challenge	The possible solution	The possible recommendation
<p>The appointment process should be broader, involve the community</p> <p>Need for student voice</p> <p>SD be involved, not just the courts (squish the siloes) – need more information about the composition, what are the best practices?</p>		
<p>Need for fully disaggregated data reported by districts</p> <ul style="list-style-type: none"> <li>- Use for board appointments</li> </ul>	<p>HB1541 only required districts to collect and OSPI to report, districts need to include in reports as well</p>	<p>Districts included how?</p>
<p>Don't have base-level information about the use and membership of CEBs</p>	<p>Need data on CEB board membership</p> <ul style="list-style-type: none"> <li>- Demographics</li> <li>- Composition – who is running them (court, SD, ESD)</li> <li>- Funding costs and source</li> </ul>	<p>Who should collect and report? One-time or ongoing?</p> <p>The CEB should collect and use disaggregated data – intersection of k-12 and judiciary should use the same categories as CEDARS and all – <del>ALL</del> state agencies adopt the disaggregated sub categories</p>
<p>Prep programs need to include how to address absenteeism (for teachers and administrators)</p> <p>Understanding cultural leave</p> <p>Example N. Thurston and Yelm with Nisqually part of gov to gov relationship. Work together locally</p>	<p>PESB incorporate into work on CCDEI standards</p> <p>Ensure the prep programs have training for educators to develop the skills to understand and address absenteeism from a place of cultural competency (understand own bias)</p>	

The issue/challenge	The possible solution	The possible recommendation
Leaves of absence for religious		
School boards need to be involved	<p>WSSDA address model policies on CEBs and attendance/truancy</p> <ul style="list-style-type: none"> <li>- Make sure they exist and are culturally competent</li> </ul>	
<p>CC of CEB working with community</p> <p>Need to consult with tribes and have representation for students – advocate for the student (native students are dual citizens)</p> <ul style="list-style-type: none"> <li>- Ensure access to an advocate (not just allowed by the SD)</li> </ul> <p>For non-tribal students/families, also allowed to include community advocate</p> <p>Advocate: chosen by family, not SD staff, extended timeline to accommodate, helps navigate the system</p> <p>Derived from constitutional positive right to basic education</p>	<p>Government to Government training for CEB members</p> <p>Working together enriches the whole system</p>	<p>Is this an update to RCW or WAC?</p> <p>Membership</p>

June – Topic: Graduation and Career Pathways

The issue/challenge	The possible solution	The possible recommendation
<p>Lack of communication to families on pathway options, system too complicated</p> <p>Need for language access – translation and interpretation</p>	<p>Incorporate student voice Work with ethnic commissions</p> <p>Multilingual staff and CBOs</p>	<p>Who needs to do what?</p>
<p>Research needs (specifically on needs and outcomes for student of color) -</p> <ul style="list-style-type: none"> <li>• Looking ahead at class of 2024 – needs and opportunities for students of color</li> <li>• Research on students of color who did not graduate</li> <li>• Disparities as a result of core 24</li> </ul>	<p>Reach out to ethnic commissions involve in conversations on research questions</p>	<p>Require consultation with commissions in developing scoping questions</p>
<p>No consistency in platforms for HSBPs – no access to data</p>	<p>Provide Statewide platform</p> <ul style="list-style-type: none"> <li>- <b>Training</b> – roles for all adults in the system (not just counselors), robust and implemented with fidelity</li> <li>- Utilize data at the state level</li> <li>- Translated for parent access and education</li> <li>- Cross-connection with postsecondary opportunities uniformity</li> </ul>	<p>Who needs to do what?</p>

Streamline 8 <sup>th</sup> to 9 <sup>th</sup> transition support. Student learning plan redundant	Eliminate student learning plans?	
Counselors don't have the time to do all the reporting and meet 1:1 with students	Data support role to help counselors with reporting and data entry	Who needs to do what?
Barriers to apprenticeship and pre-apprenticeship programs for students of color	L&I partner with EGOAC and WILAC work together to address barriers for students of color  Opportunities and pathways in state gov. into public service	Who needs to do what?
Inclusion of disaggregated data in reports	Reminder of the "why" this is important Give examples Change in demographics	
Lack of deliberate inclusion and collaboration with ethnic commissions  Commissions need the resources to handle the requests	Reminder of past recommendations, not to tokenize but genuine inclusion and collaboration EGOAC should not have to remind every time Tie to renewal of studies  Require agencies to work directly with the ethnic commissions	Legislature require (?) that whenever there is a change in graduation or pathway requirements, agencies must work directly with the ethnic commissions and GOIA  Additional resources for the ethnic commissions to do this work

July – Topic: Research on the Gap

The issue/challenge	The possible solution	The possible recommendation
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Only system that is disaggregating the data to this level is k-12	Comprehensive approach	Who needs to do what?
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Notes from discussion on focus and framing of the “gap studies”:

**What**

- Commissioning of 5 new studies (one for each community represented)
- An analysis of what progress has been made and what there is left to do
- Examples of tangible successes (ask how)
- Crosswalk to recommendations from the EOGOAC

**Why**

- To assess where we have been and where we are, where we go next
- Communities see themselves

**Who**

- Each ethnic commission guide each study individually
- In-state researchers
- Multi-disciplinary approach

**When**

- 2023-2025 biennium

**How**

- Community driven and community voice
- Deliberate about the inclusion of immigrants and refugees of color – language access needs/costs
- Strengths-based
- Include student-voice, workforce perspective and business community
- Use mixed-methods approach
- Use member checking
- Look at narratives of the community – beyond data points
- Values: pride, solidarity, trust
- Researchers partner with each other and share best practices
- Partner with EOGOAC

1) What is the role of the EOGOAC?

- a) Should there be a synthesis report?
- b) How will the reports impact the goals of the EOGOAC?

Sept – Topic: Mental and Behavioral Health and SEL

<b>The issue/challenge</b>	<b>The possible solution</b>	<b>The possible recommendation (who needs to do what)</b>
Preparation for educators to be able to support students		
EOGOAC needs to hear more about proposed bill for analysis of community ACES and impact on students in school, environment factors, conditions – impact mental and behavioral health. Old study in 2015 (look at) (find bill)		
Don't have appropriate amount of data to monitor implementation and the impact of implementation of SEL	Need progress monitoring How it has been incorporated and impact on the space	
Missing robust ways to reach out to communities of color in this work – need to talk more about how to make this happen		
Not hearing enough about how race factors into the experience of “the issue” (SEL and others) intersection with the other factors		

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Topic: Other

The issue/challenge	The possible solution	The possible recommendation
Alignment of disaggregated data across the systems – reminder to governor’s healthcare disparities workgroup about breaking down silos and barriers. Lack of coordination creates challenges for education. (possibly collaborate)		
Unequitable access to graduation pathways	Support for SBE requirement that LEAs examine data for disproportionality in pathway use(?)	

- Words matter
  - Ex. “rigor”. What does that look like for each student and what impression does this word give?

Parking Lot/Follow-up:

- The EOGOAC should come to consensus on what we mean about how MTSS and WISSP interact

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- Need more updated data based on recently passed legislation – refresh on what has been done (staffing allocations)
- We need to think about the root causes of these issues outside of the classroom that impact students – can be outside education (with race front and center to the discussion) do a root cause analysis. Not relying on schools and educators to solve all these problems; there are other systems that have a role. Education is a part of the overall solution.
- How are we serving small and rural districts to do this work? Who is best to deliver what supports – be careful with the deployment method
- Training for parents
- Revisit EOGOAC mandates
- OEO history, purpose and charge
- Explore inclusion of early learning in definition of basic education
  - Address the opportunity and achievement gaps early as possible
  - Also change the focus of the EOGOAC to include early ed