

## EOGOAC

July 20, 2021

10:00 a.m. – 4:00 p.m.

Theme/Goal: Family Engagement

### Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs  
Representative Sharon Tomiko Santos, House of Representatives  
Senator Bob Hasegawa, Senate  
Carrie Basas, Office of Education Ombuds  
Dr. Jim Smith, Commission on African American Affairs  
Lydia Faitalia, alternate for Fiasili Savusa  
Representative Alex Ybarra, House of Representatives  
Fiasili Savusa, Commission on Asian Pacific American Affairs  
Erin Okuno, alternate for Frieda Takamura  
Tennille Jefferies-Simmons, alternate for Chris Reykdal

### Staff and Public Attendees:

Heather Rees, Office of Superintendent of Public Instruction  
Maria Flores, Office of Superintendent of Public Instruction  
Robin Howe, Office of Superintendent of Public Instruction  
Nancy Chamberlain, Washington State PTA  
Jenny Plaja, Office of Superintendent of Public Instruction  
Emily Fung, Multicultural Families  
Karma Hugo, Office of Superintendent of Public Instruction  
John Bomar  
Alice MacLean, Washington State Legislature  
Ailey Kato, Washington State Legislature  
Victoria Moreland  
Tracy Castro-Gill, Washington Ethnic Studies Now  
Shanna McBride, Department of Children, Youth and Families  
Nasue Nishida, Office of Superintendent of Public Instruction  
Cree Whelshua  
Heather Gingerich  
Kristin Hennessey  
Aaron Cavin, Washington State Legislature  
Randy Spaulding,  
Danielle Eidenberg, Department of Children, Youth and Families  
Megan Wargacki, Washington State Legislature  
Ping Ping, Commission on Asian Pacific American Affairs  
James Chambers

Vincent Vaielua  
Carolina Landa  
Christopher Johnston  
Kaitie Dong, OneAmerica  
Pamella Johnson  
Kathleen Lawrence  
Sarah Albertson, Office of Superintendent of Public Instruction  
Katherine Mahoney, Office of Superintendent of Public Instruction  
Heather Lewis-Lechner  
Abigail Westbrook, WSSDA  
Trenise Rogers

**Members Not in Attendance:**

Superintendent Chris Reykdal, Office of Superintendent of Public Instruction  
Nicole Sutton, alternate for Bill Kallappa  
Vacant, Senate Ranking Minority Member  
Sean Heans, alternate for Carrie Basas  
Bill Kallappa, Governor's Office of Indian Affairs  
Representative Lillian Ortiz-Self, House of Representatives  
Tyson Marsh, alternate for Dr. Jim Smith  
Senator Lisa Wellman, Senate  
Rodrigo Renteria Valencia, Commission on Hispanic

## Minutes

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**Agenda item:** Introductions, agenda overview, and approval of meeting minutes

**Facilitator:** Maria Flores, Executive Director CISL

**Motion**

[Frieda Takamura] moved [ Representative Sharon Tomiko Santos] seconded

To: Approved EOGOAC April, May and June 2021 Meeting Minutes with edits submitted by Frieda Takamura.

[X ] carried [ ] failed

**Announcement**

- EOGOAC – Mastery Based Learning Workgroup is moving into a phase of expanded work and is asking that a representative from this group. The sub-group will take a look at how best to implement the recommendations coming out of the larger group and

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support districts that want to implement MBL (Rep. Alex Ybarra volunteered and Dr. Smith will be an alternate).

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Agenda item: EOGOAC Meeting Format, Protocols and Travel

Presenter: Maria Flores and Heather Rees, OSPI

Discussion:

- Webinar set-up for EOGOAC meetings
- Formal document created for EOGOAC protocols
  - High level outline of what would be included in the protocol
  - Decision making protocols include the general process and report writing
- Open Public Meetings Act rules are implemented in this group.
- EOGOAC – Is there a protocol for imputing community feedback that is given outside the meeting?
  - Will add a section on written public comment. Possibly read them into the minutes when they are sent individually.
  - Staff will need to be able to collect this information to gain context from the information.
  - Considering adding this information to the report. This is already done similarly for the community forums.
- EOGOAC – There should be coverage on the record and reporting that is also required by this committee.
- EOGOAC – The idea of the commissions building out education committees for each commission is a great idea in order to keep the work centered.
- EOGOAC – There are a lot of questions of scope and responsibility of this committee when there are individualized complaints and what action needs to be taken.
- Travel Survey Results
  - Always have a remote option for meetings
  - In-person meetings to be quarterly and to start when children are vaccinated
  - Evaluate health-safety measures when meetings begin
  - First travel to be January 2022 in Olympia, WA

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Agenda item: Review of WaKIDS Subcommittee Recommendations

Presenters: Heather Rees, OSPI

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Discussion:

- Work began in 2020 via a budget proviso
  - Workgroup Steps:
    - Reviewed assessment materials and tools
    - Heard from stakeholders on implementation
    - Reviewed professional development currently available
    - Discussed the future of WaKIDS
  - Identified problem areas and challenges
    - Bias in the process
    - Developmental appropriateness
    - Systemic barriers
    - Use of the results
  - Recommendations
    - 18 total recommendations
    - EOGOAC – These are giving OSPI a lot of work to do but not dealing with the teachers who are not doing things correctly. In the training for teachers this does not acknowledge what is not being trained within the teacher prep programs.
      - The data in Special Education is triangulated between different levels of staff in order to identify irregularities and this is wanted to be applied
    - Recommendation 5 – Should include preservice college of education for WaKIDS
    - Recommendation 7 – Is for the objectives for evaluating student skills and abilities and having supplemental items for students when English is not their first language and to address the bias in the tools.
    - EOGOAC – Is there a material difference in outcomes for students that are not enrolled in a school district that provides early education program?
      - We do know there is a gap for students who were assessed in pre-K and then again in K, they are generally evaluated lower in the K setting. This is due to each setting having different criteria for assessment..
      - A district partnership can happen with a variety of programs but there is no comparable way to determine evaluation between them.
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Agenda item: Public Comment

Comments:

- Tracy Castro-Gill: You are creating opportunity gaps by silencing the voice of people of color who show up for the public comment period.
- Trenise Rogers: Embrace is a program to battle biases and is being provided by a non-profit program. The Washington state guidelines are a tool and comprised of outdated documents. WAKIDS can use Embrace in their work. There is a huge disconnect in biases that kids are facing when they enter kindergarten. Children who are in pre k programs outside the K-12 sector are being given an amazing opportunity. They are then getting a

cultural shock when they enter the school system. There is a disconnect and academic regression that happens when they join kindergarten because of the difference between the school setting and the home environment. What are the data on the efficacy of WaKIDS and what is the recourse for those that are resistant to the work? It is not okay to send a child home and lose learning time when they have a hard time sitting like a brick.

- Victoria Moreland: CCDEI technical workgroup meeting will be around until August 20. A report will be posted around the EDTPA requirement no longer being required. Certificated equity training is being implemented for teachers to get recertified. Currently reviewing interpreter and translation roles.

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Agenda item: Lunch Offline

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Agenda item: Panel – Family Engagement of Current or Formerly Incarcerated Parents

Panel:

- Carolina Landa
- Christopher Johnston
- Jim Chambers
- Matavai Asaeli
- Vince Vaielua

Discussion:

- 37,00 Washington residents are locked up
- An estimate of 15-18,000 individuals in confinement in Washington State Department of Corrections System are parents of a minor.
- Parents who are incarcerated don't lose their parental rights.
- Issues to consider
  - Parent teacher conferences
  - Engagement of parents
  - Trauma and stigma faced by the child
  - Reentry and reunification process
  - Family engagement for formerly incarcerated parents
- Introductions
  - Carolina: Lived experience of incarceration, mother, Mexican female, and while incarcerated child was left with my parent.
  - Christopher Johnston: Representative of Civil Survival, previously incarcerated, and parent.

- James Chambers: Parent teacher conference program participant, took parenting classes in prison, and was recently released in June.
- Vince Vaielua- American Samoan, Tough Love Intervention in Tacoma, WA, working with children and families who have come in contact with the juvenile justice system.
- First Question for Panel
  - Carolina: I work at the Correction Ombud's office. I was fortunate to do parent teacher conferences from the inside. Unfortunately, this is not always the case because it is not really advertised to those who are incarcerated or previously so. A challenge has been my child has a disability, so it was important to be involved in his education and being able to talk with a teacher. When I was released since I was already engaged, I didn't face as many barriers. When I did move locations there were more challenges because it was a new school and new people.
  - James Chambers: A lot of programs were created in the department and parenting classes were originally available but have since gone away. Due to this, most didn't know what to expect and were unable to be engaged with teachers. Seven out of 10 kids of incarcerated parents end up in prison. Breaking the cycle for the next generation is the greatest thing we can do, and it happens by family engagement and involvement as parents.
  - Vince: I think about inclusion and how we build relationships with families in order to help the overall development. When working with children, when does the parent no longer be the teacher. A lot of the barrier is that parents are not getting equitable access to their children. We have a system that was not designed for us so it doesn't work for us. It becomes a barrier to even have a conversation with children and families.
  - Cristopher: There is value in engaging the parents. Marginalized parents where maybe due to political, social, and/or economic factors may have limited involvement in their child's life. Then they are spending more time in other places like schools and communities than with their parent and it is having a large impact.
- Third Question
  - Vincent: There are so many parameters around access, especially when they don't know how to access the support due to all the steps to get to the resources. Information for these parents and families is key to engagement so they know how to access resources.
  - Carolina: Sometimes there are limitations where if you are in too long of a time you will not get access to certain things. There are too many people, and not enough classes leading to only a limited amount of people getting access to them. Then often there is a restriction of time to reduce how many people can take the classes. These interrupts put a barrier for reentry programs if you haven't been able to access anything else and can be denied release.

- James: The other side is informing those that are raising these children and understanding the situation they are in. Teachers who watch them 8 hours a day need to be able to know what is happening. This way children don't feel scared to talk about their incarcerated parents. Everyone in this kids eco system needs to know what's happening and that they are at risk.
- EOGOAC – I have a strong lack of understanding of whether teachers and principals know what is going on with these incarcerated parents and their children. What can be done to have parents be engaged but also what can we do to have teachers and principals understand their role to be responsive to these families?
- EOGOAC - Could you tell us more about the access you had to other state services and info about them besides DOC while you were incarcerated. I know there's lockdown on internet and the whole j-pay system.
  - Vincent: You have to be armed with resources by going to all sorts of different places to be able to access resources for the parent that were coming out. Otherwise, they are waiting to access DOC resources that are limited.
  - Carolina: If we think of families that are not incarcerated and the system is very bureaucratic, it's hard enough for them to access resources in the system. Think of how hard it is for those that are incarcerated and their ability to access the system.
  - James: We used to have programs where kids could come and bring their homework and now the system has changed where computers are being used a lot and that is not something that would be allowed in.
- EOGOAC – To what extent do our felons have to social services at the beginning of their sentence? What are our push points within DOC services?
  - Carolina: Really at the beginning if you want to stay connected to children and family there are phone calls and visits. There are sometime restrictions initially. The only way I found out about programs was hearing it from others.
  - James: Right now, you have to have a sentence two years or less to engage in the classes. If there are strong family bonds and understanding their role it plays into recidivism and not going back into the system.
- EOGOAC – J-pay is the system across state agencies to pay for messages and services with incarcerated individuals, where payment is needed on both ends and this would also apply to schools.
- Vincent: Often people don't know of services; rather, it is learned. Teachers and educators need to be knowledgeable of these situations because it builds on the access and understanding of how the whole system operates.
- Carolina: How are educators describing these situations and how is it being explained in documents? Do you understand what the child is going through? These are questions that arise when having these conversations.
- Staff - 2008 was the last year that in depth questions were asked about an incarcerated parent's experience and their children. After that point there were missing data pieces and simplified questions.

- EOGOAC - Is there an organized group, or task force working on these issues to assemble legislation to lower barriers, increase family engagement, correct racial disparities, etc. within the corrections department, especially with a focus on educational success?
    - Carolina: Two sessions ago, there was work to bring a bill to address volunteering aspects to get parents engaged. The workgroups for legislative initiatives pick up at different points of the year and it is often to keep the momentum going.
    - COIP is a workgroup that meets on similar topics
    - EOGOAC – I think with the multiple initiatives going and the siloing there should be first an assessment of the field as it is.
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Agenda item: Attendance Rulemaking: Chapter 392-401 WAC

Presenter: Krissy Johnson, Office of Superintendent of Public Instruction

Discussion:

- Historical approach/beliefs seen on attendance
  - Punitive – Truancy process used as hammer and punishment, threat of court and detention.
  - Discipline – Suspended for unexcused absences
  - Compliance mindset – You have to be here, no matter your experience in school or at home.
  - Bias – What is excused and what is not
  - Absence policy values public education over cultural experiences and learning
  - Reflection of a deficit in a student, family, and community
- OSPI vision of attendance
  - Absences are a reflection of inequities created by our systems
  - Absences are a sign that cue us to take an inquiry stance and get curious about why students are not attending
  - Attendance is a steppingstone to engagement
  - Absences should not be used in a punitive manner
- Overview of OSPI emergency absence rule (2020-21)
  - Definition of remote absence
  - Remote absences could not be unexcused; took truancy off the table
  - Added reasons for being excused for COVID and other aspects
- Changes proposed to rule
  - Refined definition of remote absence
    - Define synchronous and asynchronous absences
  - Amended excused absences
  - Expanding requirements of MTSS to include outreach and reengagement system

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- EOGOAC – I think it is necessary to consider foster kids and kids experiencing homelessness when thinking about the approach to support students and curbing absences. The frequency of these categories of students is a critical part of the population and absences tend to be left to the juvenile system.
  - EOGOAC – Can the language of synchronous activity be changed to classroom activity to be a more digestible term?
  - EOGAOAC – A lot of progress that BIPOC kids have made has been lost during COVID. I am trying to get to a place to figure out how to put humanity back into this. Districts already struggle with outreach and so the aspect of community-based organizations need to be considered integral as a resource.
  - EOGOAC – The very first line sets the tone that nothing has changed when we say that attendance is a critical building block for student learning. The second sentence is what you are trying to emphasize but instead you are leading with attendance is a critical building block. This will have the field interpreting it the way they always have. Attendance, particularly in person, especially in the context of mastery-based learning, where learning takes place anytime anywhere, the defining of attendance goes against this. There are also other things that are equally important where OSPI is trying to move towards.
  - EOGOAC – I would like to see data on increased student engagement and attendance if that is what you are working for. It is hard to reconcile the vision statement and the rules coming out in this conversation.
  - EOGOAC – Every parent should be able to look at these and be able to understand it. Instead, they have to do it for every situation and dig into the generalized rules for specificity they can understand.
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#### Agenda item: Public Comment

#### Comments:

- Trenise Rogers: Regarding the inability for formerly incarcerated parents to engage with their child at the school or field trips. What is the harm in having parents be involved on the PTA level? As a child provider I am put at a different level of access. It was off putting to have Maria state to not talk over each other and be cautious of how we are welcoming guests. I am also curious about who selected the panelists. With how many black people are incarcerated I find it concerning that we were unable to find one Black woman and one Black man to be on the panel. It is critical to hear from the African American community. We heard about how excited panelists were to show up for their community and yet there was little data on these people. We know that there is data on the black community that are impacted by incarceration.
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## Agenda item: Next Steps, Final Announcements and Conclude Meeting

### Discussion:

- Draft recommendations
  - EOGOAC – Under Gov. Grégoire, Washington Learns workgroup looked at education systems and how to create one full system. It met for a couple years and adopted recommendations around trying to create better integration. The early learning providers were loathe to give the “baby WASL” and they didn’t want to come under the regulation and supervision of OSPI because even though it was to get them access to basic education dollars they instead said K-12 is pretty messed up and so would like to keep their own system. One of the consequences between the two systems is that whatever quality measures that happen in early learning will impact the transition to the K-12 system. Two things happen: 1) Develop the early learning bench marks (ELRS) and a grading system 2) Adoption of inventory of developing skills aka WaKIDS . The actual assessment is actually being applied by kindergarten teachers. With a divided system there is going to be issues around communication and application.
  - EOGOAC – These were also created because people would go to the private providers with the best rating. This was meant to include early learning with the K-12 education to create continuity in the system and have a clear vision of basic education for a child.
- WaKIDS Review
- Would like to have another conversation around meeting protocols and the structure of meetings.

Meeting concluded at 4:00pm

Minutes Taken By: Robin Howe