

Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

1. Purpose:

The Educational Opportunity Gap Oversight and Accountability Committee was created during the 2009 legislature to continue to address the achievement gap in Washington State. The committee is charged by [Second Substitute Senate Bill 5973](#) (PDF) to:

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

2. Description of services provided:

The EOGOAC was initially facilitated by staff in the Center for the Improvement of Student Learning (CISL) until it was defunded in the 2009–2011 operating budget. The EOGOAC is currently staffed by the Special Programs office in OSPI.

The committee meets regularly to review policy and research and make recommendations as required in statute to the Legislature, Governor, and Superintendent of Public Instruction regarding strategies to close the opportunity gap.

In the 2017 legislation session, 2SHB 2449 required the EOGOAC to conduct a review and make recommendations to the appropriate committees of the legislature with respect to:

- a) The cultural competence training that community truancy board members, as well as others involved in the truancy process, should receive;
- b) Best practices for supporting and facilitating parent and community involvement and outreach; and
- c) The cultural relevance of the assessments employed to identify barriers to attendance and the treatments and tools provided to children and their families

The EOGOAC was required to submit a report and final recommendations by December 1, 2017.

In the 2018 supplemental budget, language was added requiring the EOGOAC to review the rules and procedures adopted by the superintendent of public instruction and the state board of education related to the minimum number of students to be used for public reporting and federal accountability

purposes. The EOGOAC must report to the OSPI, SBE, and the appropriations committees of the legislature by October 30, 2018.

[Educational Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#) website.

3. Criteria for receiving services and/or grants:
Not applicable.

Beneficiaries 501

in 2017-18 School Year:

# of School Districts:	00
# of Schools:	00
# of Students:	00
Other:	00

# of OSPI staff associated with this funding (FTEs):	.58
# of contractors/other staff associated with this funding:	00

FY 18 Funding:	State Appropriation:	\$61,000
	Federal Appropriation:	\$0.0
	Other fund sources:	\$0.0
	TOTAL (FY18)	\$61,000

4. Are federal or other funds contingent on state funding? If yes, explain. No.
5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY18	\$61,000	\$53,099
FY17	\$50,000	\$36,986
FY16	\$50,000	\$42,555
FY15	\$50,000	\$48,992
FY14	\$50,000	\$46,635
FY13	\$50,000	\$6,295
FY12	\$50,000	\$712
FY11	\$50,000	\$95
FY10	\$50,000	\$14,262

6. Number of beneficiaries (e.g., schools, students, districts) history: **Not applicable.**
7. Programmatic changes since inception (if any): None – except for staffing of the committee transferred from the Center for the Improvement of Student Learning to the Office of Student and School Success and then to office of Title II, Part A and Special Programs within OSPI.
8. Evaluations of program/major findings:
The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is required to report annually to the Legislature, Governor and Superintendent of Public Instruction. EOGOAC's work has led to the creation and continuation of the Transitional Bilingual Instructional Program Accountability Task Force in 2014 and the Race and Ethnicity Student Data Task Force in 2016.

In addition to the annual report, the committee is on track to submit an additional report to the OSPI, SBE, and the appropriations committees about minimum n-size and student privacy in October of 2018.

Closing the Opportunity Gap, [2015 Annual Report](#)

Annual Report and Recommendations from the Educational Opportunity Gap Oversight and Accountability Committee, [2016 Annual Report](#)

Closing the Opportunity Gap in Washington's Public Education System, [2017 Annual Report](#)

Cultural Competence Training and Family and Community Engagement Needs for Community Truancy Boards, [December 1, 2017](#)

Annual Report and Recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), [2018 Annual Report](#)

9. [Major challenges faced by the program:](#)

The EOGOAC is unable to organize more than 1 regional meeting on the eastside of the state due to budget constraints, which limits the amount of public representation and participation of different ethnic communities affected by the opportunity gap.

10. [Future opportunities:](#)

The Educational Opportunity Gap Oversight and Accountability Committee is the only committee within Washington that is solely focused on closing the opportunity gap, and its recommendations have been instrumental in shaping legislation and policy decisions. The Committee's continued work will provide additional perspectives and strategies to close the opportunity gap. In particular, the EOGOAC will play an important role in ensuring that statewide endeavors—such as educator cultural competency training, implementation of new student discipline rules and procedures, and the formation of community truancy boards—develop in a culturally competent and responsive manner.

11. [Statutory and/or Budget language:](#)

Budget Proviso: ESSB 6032 Section 501(6)(a) \$61,000 of the general fund—state appropriation for fiscal year 2018 and \$61,000 of the general fund—state appropriation for fiscal year 2019 are provided solely for the ongoing work of the education opportunity gap oversight and accountability committee.

(b) Within amounts appropriated in this subsection (6), the committee shall review the rules and procedures adopted by the superintendent of public instruction and the state board of education related to the minimum number of students to be used for public reporting and federal accountability purposes. By October 30, 2018, the committee shall report to the office of the superintendent of public instruction, the state board of education, and the appropriations committees of the legislature with its recommendations for the state to meet the following goals: Increase the visibility of the opportunity gap in schools with small subgroups of students; hold schools and school districts accountable to individual student-level support; and comply with federal student privacy laws

12. [Other relevant information:](#) None.

13. List of schools/districts receiving assistance: Not applicable.

14. Program Contact Information:

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