

EOGOAC

August 17, 2021

10:00 a.m. – 4:00 p.m.

Theme/Goal: Educator Updates, Mastery Based Learning, and Attendance

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
Lydia Faitalia, alternate for Fiasili Savusa
Representative Alex Ybarra, House of Representatives
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Rose Spidell, alternate for Carrie Basas
Bill Kallappa, Governor's Office of Indian Affairs
Senator Lisa Wellman, Senate

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

Members Not in Attendance:

Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Nicole Sutton, alternate for Bill Kallappa
Vacant, Senate Ranking Minority Member
Representative Lillian Ortiz-Self, House of Representatives
Tyson Marsh, alternate for Dr. Jim Smith
Rodrigo Renteria Valencia, Commission on Hispanic
Carrie Basas, Office of Education Ombuds
Fiasili Savusa, Commission on Asian Pacific American Affairs
Erin Okuno, alternate for Frieda Takamura

Minutes

Agenda item: Introductions, Agenda Overview, and Approval of Meeting Minutes

Facilitator: Maria Flores, Executive Director, CISL

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Motion

[Senator Lisa Wellman] moved [Frieda Takamura] seconded

To: Approved EOGOAC July 2021 Meeting Minutes with edits submitted by Frieda Takamura.

[X] carried [] failed

Agenda item: Updates on Nakia Academy

Presenter:

- Kati Casto de Ventura, BEST Program Supervisor, Educator Effectiveness, OSPI
- Shelly Hurley, Program Manager of Professional Growth and Educator Support Consulting Teacher Program, Seattle Public Schools

Discussion:

- Comprehensive induction supports for novice educators for the first three years of their profession
- BEST Mentor Training
 - Mentor Academy, roundtables, and specialty trainings
- Nakia Academy
 - Created by and for educators of color
 - In partnership with WEA
 - Statewide representation
 - Paid opportunity
- EOGOAC – When referring to educators of color is this inclusive of beginning administrators?
 - So far it has been specifically for certificated staff such as educators, teachers, counselors, nurses, and school psychologists. We are working with AWSP to integrate an administrators' option. This was done this way because of the power dynamic that would happen with both boss and employee present.
- EOGOAC – I ask because there has been isolation across various projects, we have been a part of. There has been isolation around getting administrators of color in these leadership roles. This is to make sure that efforts are not working against each other.
- Pilot Launch happened in February 2021 with 70 educators of color in 2 cohorts and 4 facilitators of color.
- Nakia Academy is where we talked about everything and anything that had to do with being a person of color and the impacts that it has in the educational field.
- Upcoming cohort application just opened last week. Two previous mentors were hired as faculty to be facilitators for the cohort.
- EOGOAC – Did you talk about added value about going to the prep schools producing teachers of color and giving them tools to work with? I wonder about the schools that

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prepare these teachers when they go into these school districts that if they had more information, tools, and agency they would be better prepared.

- We are partnering with universities to look at preservice teachers who are applying for their first job and connecting them with resources that can help with that.
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Agenda item: Native Educator Pathways

Presenters:

- Dr. Laura Lynn, Program Supervisor, Office of Native Education, OSPI
- Dr. Terese Emry, Director, OSPI Title II, Part A, OSPI

Discussion:

- Opportunities to grow native educator pathways were created through HB 1139
- Continuing to work on the gathering and reporting of data due to the under reporting and inability to identify multiple ethnicity/race categories for a single student.
- In the first five years of teaching one in three educators leave the work force.
- Partnering with other groups as part of this pilot and to collect other data that OSPI does not currently collect.
- EOGOAC – We also have tribes with ancestral lands that extend over our western notions of national boundaries. So, it is my opinion, that in many ways in respect to the American Indian and American Native relations Canada has done a better job engaging with their sovereign partners. I am wondering if there has been any effort to consult with our counterparts in Canada to understand and gain best practice knowledge?
 - At this time, we have not made that connection but there is an opportunity to do so moving forward. I think also making connections to Alaska would be good because work on this is happening there and possibly Montana.
- Convened monthly partner meetings: Building legislation, learning from elders and Native education leaders, and analyzed regional data.
- Three conditions to retain Native educators
 - Tribal consultation and collaboration are at the center of change. It is essential to listen and learn from Tribal Elders, leaders, and students.
 - Multiple pathways are necessary to recruit Native educators.
 - Access to data about Native educators and students is of the highest priority to Tribal Partners.
- EOGOAC - Is there a partnership of an institute of higher education or institutions in general that are not the state government?
 - When we talk about the analysis opportunities this is a key aspect. We must be mindful of doing our work and honoring sovereignty. There is data sovereignty

and what data that will be helpful for the tribes. Yes, there is opportunity for this type of collaboration.

- Comprehensive Native Educator Pathways OSPI ESSER Proposal
 - Three-year capacity building proposal
 - Native educator pathways advisory board
 - Innovative native educator pathways grants
 - Dedicated native educator pathways specialist
 - Regional and local facilitator contracts
 - Dedicated data specialist

Agenda item: Public Comment

Comments:

- Victoria Moreland: PESB will be presenting later, will be doing a CCDEI update, and will be passing on the PESB liaison report for EGOAC members.

Agenda item: Lunch Offline

Agenda item: Mastery Based Learning Collaborative: School District Grant Application

Presenters:

- Alissa Muller, Director of the Mastery-based Learning Collaborative, SBE
- Dr. Paul Pitre, Chancellor for Washington State University Everett, SBE member

Discussion:

- Focusing on engaging 21st century learning with students.
- MBL is the opportunity to engage more students of color and give them an opportunity to take command of their learning.
- Working on the profile of a graduate and getting feedback from all across Washington. Speaking with community to see what the role of a student should look like.
- MBL Collaborative: Grant Solicitation for Schools
 - Need feedback by August 27, 2021 close of business
 - Collaborative is created from recommendations in the 2020 MBL report
 - Created the collaborative consulting group to work as a sounding board for feedback as it is implemented
 - Superintendents were given information in July of the grant opportunity
 - Two membership levels: for new schools and for those already doing MBL

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- The core professional learning will be provided by the state and funding to the schools will be dependent on how many participate.
- Action research professional learning community will be used to build capacity.
- Community gatherings will also be used to get feedback on how the program is shaping up.
- EOGOAC – How do you plan to have a consistent understanding around the language choice in the questions of the application and the rubric?
 - We are going to take any feedback that is submitted.
 - For unpacking the terms, in the full grant we do talk about terms, but it could be good at least internally to have definitions of the terms.
- EOGOAC – I think it's good to have a defining of community engagement because often if not defined those polled don't represent all groups. If defined it can show the broader engagement.
- EOGOAC – Audience with community-based organizations is a key aspect of this process to make sure that the documents are understandable by the community and not just talking over their head by using acronyms and jargon without defining.
- EOGOAC – If it's a school from a large district, what is the expectation of the district support in this for the school? Often these schools are the ones that need the most support.
 - In the full grant solicitation, we have a question around this to show district support. We will look further into options for those schools that are not getting support from their district.

Agenda item: Accountability System Update and Attendance Changes

Presenter: Tennille Jeffries-Simmons, Chief of Staff, OSPI
 Nasue Nishida, Executive Director, Government Relations, OSPI

Discussion:

- Accountability systems talk to proficiency's, SQSS, student growth, and intersecting authority between OSPI and the state Board.
- OSPI actions
 - By the end of August OSPI will reach out to the U.S. Department of Education inquiring about their approach to states' ESSA implementation in connection to COVID.
 - This month OSPI will engage with staff at the State Board of Education to discuss their plan and approach to accountability.
 - Between now and October, OSPI will review and analyze the elements of the ESSA plan to identify areas of success and areas where progress is needed.
 - Requesting time at the October EOGOAC agenda to share the agency's ESSA plan amendments and affirm the direction it is headed.

- EOGOAC – Do you plan on re-opening the ESSA accountability group? Where is the accountability for OSPI?
 - This group is housed with the State Board so it would be under their jurisdiction to re-open it.
 - OSPI accountability is built into the plan.
 - EOGOAC – This superintendent, because he was incoming when the first ESSA plan was submitted. He affirmatively denied two aspects of accountability that the EOGOAC advanced and gained support from the accountability workgroup from the SQSS. When you come in October I will ask if you can address those three elements: student surveys, disproportionate student discipline, equitable access to teachers and dual enrollment. This was also not submitted in the update in the year before. So, when should we anticipate those being included because they were voted upon by the broad committee.
 - In October it will be more specific in the update so that there will be more key information for answers. This was more of a broad update.
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Agenda item: Conversation with OSPI on Best Practice Guidance to Reduce Absences

Presenter: Krissy Johnson, Office of Superintendent of Public Instruction

Discussion:

- We are in the middle of a cultural shift around attendance and OSPI wants to keep that going.
- Attendance has been negatively used as a weapon against students and communities.
- OSPI's vision on attendance:
 - Absences are both a reflection of inequities created by our systems and can indicate that students and families might need more support
 - Absences are a signal that cue us to take an inquiry stand and get curious about why students aren't attending
 - Students and families are often our best source of information to understand how to increase attendance and engagement
 - Attendance is a steppingstone to engagement; a necessary and valuable precursor of engagement or mastery because it tells us when a student has accessed instruction
 - Responding to absence is more effective when it is positive and proactive, and not punitive.
- Law requires of districts:
 - Notify parents when students are absent
 - Convene parents and student for a conference to understand the reason for the absences
 - Do a screener to learn more about the underlying causes

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- Provide data-based interventions
- Refer student for an IEP or 504 evaluation if needed
- File a petition
- Court stays petition (a hold), continue supports and intervention
- Refer to community engagement board
- EOGOAC – I want to raise objections to the first statement of the OSPI vision. There is nothing to indicate that the system needs greater awareness. This statement sets us off on this trajectory where attendance and absence reflect some deficit in the student and the community’s life. I think when you follow through with some of the other sentences it makes sense. But by starting off this way there is no equal statement as to why that statement is even necessary to make.
- EOGOAC – Around truancy boards and the experience we have had. Are the members that will be on community engagement boards aware of the beliefs and changes that are being talked about?
 - Yes, OSPI is working with ESD 112 to create community engagement boards to create statewide modules for training them across the state.
- EOGOAC – I think it is more important to ask the decision of who is on those boards and who is making the decisions.
 - There will be clear information in the modules around this.
- Chronic absence is an early warning that positive conditions for learning are missing whether classes are in person, distance or blended.
- The reason attendance data is so impactful is the barriers that it shows in the systems and processes for students and families.
- EOGOAC – There is intersectionality with multiple issues so if there are other workgroups such as SEL and discipline it would be wise to get in touch with them.
- EOGOAC – Part of the training given to teachers should be a reflection of student engagement in the classroom and how it leads to absenteeism. I think the work also needs to be integrated into the teacher prep programs.
- EOGOAC – Community based organizations have been innovative in getting honest community feedback rather than the same people that can be seen through the old process.
- EOGOAC – Is there a plan to engage with youth, families, tribal leaders, and communities before sending out modules?

Agenda item: Cultural Competency, Diversity, Equity and Inclusion (CCDEI) Standards Update And Grow Your Own Programs and Educators of Color Experience Panel

Presenters:

- Victoria Moreland, Associate Director, System Integration, Equity & Educator Workforce Development, PESB

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- Dr. Erica Hernandez-Scott, DEI Leadership and Learning Director, PESB
- Jack Busbee, Associate Director, Educator Pathways and the Paraeducator Board, PESB

Panel:

- *Alejandro Castro-Wilson*
- *Andrea Victoria*
- *Gary Chevas*
- *Jaamar McKelvey*
- *Luby Benton*
- *Oscar Escalera*
- *Sui-lan Hookano*

Discussion:

- Washington has an acute shortage of teachers who reflect the racial, ethnic and linguistic demographics of our students.
- Grow Your Own Program
 - Initiatives designed to recruit, prepare, develop, and retain educators in and from the community
 - Partnerships between districts, preparation programs, and community organizations
 - Financial support via grants, loans, and loan forgiveness for candidates
- EOGOAC – Are you tracking the impact of the outcomes?
 - It's dependent on each program and the information that they are tracking for the report that is fiscally tied.
 - Student codes are what are being used for recruiting Washington teachers and the bilingual educator initiative programs. This was not initially collected so we are building up for better data in the future.
- Andrea Victoria: Kent school district, volunteer for four kids at their schools, para educator, teacher certificate program for the alternate program through Antioch University
- Alejandro Castro-Wilson – Renton school district, RWT program, para educator, certification through Central Washington University
- Omar Escalera – Paraeducator that was sponsored in Grow Your Own via the district
- Jaamar McKelvey – ARE program with Seattle Public Schools, para educator, 1st cohort and is two years in for teacher certificate
- Chev Gary – Community partner with YMCA, Cleveland para program, four years transitioned from tutoring to circles
- Sui-lan: Alumni of university of Hawaii, working with Enumclaw, cultural practitioner and mother and involvement in community, looked at education pathways

Panel Questions:

- What drew you to the GYO Program?

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- Omar – It was necessity, after spending six years to get my AA as an English language learner. I didn't have the resources to get to a university. They were willing to help with tuition and I was already working for them, so it was a win-win.
- Sui-lan – It was out of a necessity to change the inequities and the lack of cultural relevancy that I and my children were facing. We were invisible in the educational community that we were a part of.
- Andrea – I had always intended on being a teacher but being a mother of four children I had to put that on hold. As a paraeducator I saw the inequities in the system and did not have the power to enact the changes needed for students.
- Alejandro – For me when I was in high school and was homeless, I didn't have an idea of what I wanted to do in the future. It was the incentives and having an access point to college via the program that sold me on the profession.
- Jaamar – I've always been a teacher in various roles and if they are going to offer to pay for it while I'm a paraeducator then why not.
- What type of supports helped you navigate your pathway?
 - Omar – I am lucky to be in a community that is 78% Latino and I grew up here so I had the support of my community as I was going through the program and having an induction program for teachers and those transitioning roles to teachers was helpful. I was trained before I stepped into the classroom. There were many opportunities to participate before I was teacher.
 - Jaamar – The biggest was financially because otherwise I would never have had the opportunity. To take time off or to pay for school is not realistic. Because of the partnership between Seattle Public Schools and the program, they understood how to support me while I was working. To have professors in the program who are supportive of this and my family was also helpful.
 - Sui-Lan – My community and my ability to show up authentically in my culture and my practices. I was able to do most of my education in Hawaii and to be able to navigate an institution but have the cultural piece at the core, and have my identity valued and supported by the community are what helped.
 - Chev – Community and being part of a cohort model was needed. If I were not part of this model, I would find reasons not to be taking part anymore. It is a strength now that I have those that I can lean on and all these connections via the program become a strength. It's such a difference when you take classes with those who are not working toward being teachers.
- What type of support do you wish was available?
 - Sui-lan – There was not enough mentorship in order to know what the options were to get into different roles. We had amazing facilitators but the opportunities for growth were not readily accessible or talked about.
 - Omar – I was finding that there were self-imposed restrictions by the district that kept us from hiring the students who wanted to become teachers. If the system itself puts up barriers and you are trying to navigate it, you will give up.

- Andera – I was a part of the Nakia cohort number one, but I don't think I knew I needed it until I did it. It would be beneficial to match teachers of color who have been through the program and connecting mentors. There will be times when people won't understand what you are going through unless they are like you.
 - EOGOAC – You have individually talked about the importance of the membership and the guidance about pathways and growth. I heard about people asking for more around this. One way is to follow up via email; who should be responsible for making this happen? Second, most of you talked about the financial support but when HB 1139 was established we did not only add financial incentives but also attempted to create a greater consolidation to create more. Did you hear about the Teach Program or the Teach Scholarship which was targeted to people of color to build the teacher workforce?
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Agenda item: Public Comment

Comments:

- Trenise Rogers: I would like to see more parents engaged in these meetings. Not long-ago Federal Way Public Schools had the highest truancy rate in the United States. Accountability with following up with parents needs to be addressed because often parents are not seeing follow up on attendance. There is an uptick in African American parents that want to teach from home because their student has been doing better virtually during covid and this is due to the climate. Soft suspensions are a tool that can be used. There is also no documentation that is happening around students being sent home and leadership is telling parents they don't need to legally be in school until 3rd grade. I appreciate you highlighting about those in the community who are getting the opportunity to become teachers. At some point this committee will need to be responsible and be tangible on outcomes on the information given.
 - K.O. Wilson – I wanted to give a perspective from the operation lens in terms of helping the students navigate. The ARE program is helping students move from an AA to a certificate program or to get a BA or masters. I am finding out with districts around me, there is no information for teachers of color to know of it and they are not there for that person's entire journey. Diversifying the teacher workforce is having a clear-cut project across the board because with ARE we are getting candidates, but we can have them go through the program without debt and that is not possible in other districts. I do think it should be collective and centralized.
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Agenda item: Debrief, Review Workplan and Conclude Meeting

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Discussion:

- Will cover this and all other debriefing information at the September meeting to build out the workplan and create a trajectory for the committee work.

Meeting concluded at 4:00pm

Minutes Taken By: Robin Howe