

WSNAEAC Advisement Session
 with Supt. Reykdal
 Meeting Minutes

2:30–3:30pm
 November 1, 2022
[Zoom](#)

Attendee List			
Cindy Kelly		Lolita Ceja	Jerad Koepp
Else Washines		Michelle Parkin	Sonia Barry
Jeremy Rouse		Patricia Whitefoot	Sally Brownfield
Sara Marie Ortiz		Gail Morris	Jarrood Da
Jennifer LeBret		OSPI ONE Staff	Superintendent Reykdal

Introductions & Welcome, Superintendent Reykdal

WSNAEAC member introductions led by Joan: Jennifer, Else, Patsy, Cindy, Gail, Jarrod, Jerad, Jeremy, Lola, Michelle, Sally, Sara, Sonia

OSPI Budget Priorities (2:33–2:48pm)

Committee Question:

How will AIAN learners and educators be supported through OSPI's budget priorities?

Superintendent Reykdal:

- **Total Budget Request:** *Six billion dollars*
 This request was inspired by pandemic response, and to cover things beyond ESSER funding, in part as a continuation of work we've been doing for years in our mission to expand and grow.
- **Students with disabilities:** *One billion dollars*
 - We understand the need for services that are being subsidized heavily by local levies and the inequities between local school districts and STEC schools.
 - Our hope is that this is the last phase for the state to pick it up.
- **Dual language, Seal of Biliteracy, professional development for Native youth and Tribal languages:** *Seventy million dollars*
 - Targeting grant funding.
 - We're trying to put Tribal leaders and elders in control of decisions on how to make this happen; it's always been a local relationship with districts.
 - Five or six of the dual language programs in the state are Native; if it's the sovereign interest of the tribe, they could create the two-way language program, or a one-way program if the numbers are there.
- **Dual Credit:** *Unspecified*

- This is the biggest barrier at this point.
- We're doing a big push, yet disproportional—charging high school students thousands of dollars, to access college or Running Start.
- Charges are coming out of pocket; while some wealthier districts can subsidize, others don't have the resources to do this.
- Seeking a two-year phase when the legislature buys all higher ed. fees, so the cost to families goes to zero.
- **Transportation:** *Multi-hundred million dollars*
 - Disproportionality of our reservation lands, as transportation is still subsidized by the districts; huge financial impact to rural districts, especially Eastern and Southwestern Washington.
- **Meals:** *Eighty-six million*
 - Students should not have to fill out forms to eat; so, we're asking the legislature to go to universal meals.
 - Regions that don't qualify for Federal aid due to poverty level, can get state aid to provide lunch at a minimum, and ideally, breakfast.
 - Summer program options are available.
- **Other requests:** *Unspecified*
 - Teacher residency and recruitment, hiring bonuses for teachers with disabilities, or who teach in special education.
 - Financial incentives are in place to hire teachers, paraeducators, and support staff in classrooms, who are bilingual.
 - The funding is disproportionate; we need to make policy on these issues: more counselors, nurses, mental health professionals.
 - Requests are specific to Alaskan Native/American Indian, but in other cases to Special Ed. needs, which disproportionately benefits communities; it depends on how deep you go into each of them.

Committee Q&A:

How will we continue to fund our growing ONE staff?

Reykdal:

- Bring in resources to OSPI and use 2024 session's data to ask legislature to make permanent programs.
 - One billion per year is added to a base of sixteen billion per year. Ninety-six percent went to school districts—a six percent funding increase.
- The plan, by law, is to spend through 2024–25; smart districts created sustainable 3 to 4-year recovery plans to not blow through the money the first year.
- We're ahead of the curve to get funding spent.

Regarding the need for a measurement of impact, are assessments being designed

and what data is expected to present to OSPI?

Reykdal:

- Looking at it as a bigger picture, and in the case of dual language, we want to see startup programs and enrollment impacts and growth (e.g., Seal of Biliteracy).
- Standardized testing measures eighth grade math and ELA, tenth grade exam.
- We are one of two states showing evidence of recovery already.
- We'll look at assessments by disaggregating it by student group.
- The Federal three million was based on Title data focusing on communities with greatest need; states couldn't change this method of allocation.
- Legislature needs to see additional recovery if they're going to transition money from Federal to State next Spring.

Accountability (2:48–3:05pm)

Committee Question:

What is your intent on a consultation process to develop school recovery and expenditure of ESSER dollars, focusing on SEL?

Reykdal:

- State law puts all legal expectation of educational deployment in school districts, and we want to get all districts on consultation, but it must happen locally (OSPI cannot direct ESSER funds).
- We had one consultation for the purpose of land acknowledgement and are ready to have a larger, targeted, statewide conversation.
- Use the Centennial Accord to elevate issues yet be solution oriented.
 - Find out what the state has specifically for resource, by region.
 - Find what Tribes, STECs, communities need to create relationship.

Committee Question:

How are we going to ensure accountability of districts reporting to OSPI? Will this be in a rubric form?

Reykdal:

- Districts had to create spending plans for Federal funding in tight timeline; revisions made through public process, with data and accounting codes.
- Feds are now asking for activity-based data (e.g., tutoring, counseling), which states had never had to report before.
- Districts are now reengaging in third round of ESSER, most is unspent.
- Reporting will be made public this Winter.
- Allowable Expenditure Categories: Twelve ESSER cycles; some are specific, as in 'provide meals,' but most are generic in how money is spent.

Committee Comment:

- Disaggregate by activity, especially for Tribal consultation.

Committee Question:

How will this work be sustained when ESSER funds expire?

Reykdal:

- Ask big at three billion, if to just get a third of it; then, don't backfill—prioritize.

Centennial Accord (3:05–3:13pm)**Committee Question:**

What priorities emerged from tribal leaders?

Reykdal:

- Dual language is a good theme—grants to Tribal communities and how to support authentic language acquisition.
- No two students are alike; they need many pathways to succeed.
- See more growth in legislature, project-based/competency-based learning, etc.
- We need more consultation and less 'How do I have to change to fit your box?'
- It's about growth and not perfection.

White House Summit Recommendations (3:13–3:29pm)

- Day 1 and 2 feedback and recommendations.
 - Youth panel effective; 242 in person, over 140 online.
- Next steps/commitments from OSPI.
- State policy recommendation.

Committee Questions and Feedback:**Early Learning:**

- *Where should it be? Should we separate by department?*
 - Recognize Tribally designed programs, assessments, and consultation.
 - DCYF vs OSPI EL programs: *Are we competing for our kids, our teachers?*
 - *Which kids are in which kinds of programs?*

Special needs:

- Looking for tools and methods to ensure they're Tribally resourced and developed for kids.
 - Ensuring teachers are culturally informed, continuing what we're doing with STI and K–12.
 - *What are we doing to build workforce for EL teachers and getting them equitable pay?*

STECs:

- Feedback from K–12/STECs session: That all state educational agencies include Tribes in development of policies and procedures such as standards, assessments, etc., with ongoing consultation review.
- Recommendations for state policy for K–12 wellness attendance and graduation.
 - *How do we fund and support oversight of STI curriculum?*
 - *How do we fund professional development focused on understanding of intergenerational trauma and culturally informed restorative practices?*
 - *How do we advocate for course coding, mastery-based learning credits, Tribal govt., etc.?*
 - *How do we provide guidance to districts to accurately identify native learners and promote consistency in completing the ED 506 form?*
 - *How do we sustain data position at OSPI appropriately?*
 - *How do we collaborate with Tribes, the BIE, and state to align Federal and state reporting and assessment systems?*
 - BIE is coming out with uniform assessment for tribal schools, which may result in heavy, repeated testing.

Reykdal:

- No student needs the same content area tested in the same year.

Higher Ed Recommendations

- Transition in K–12, Native language, dual language credit—same thing but at higher ed. level.
 - Long-time participation of NW universities and colleges, including NWIC, providing services—globally comprehensive work.
 - *Who's doing what kinds of projects?*
 - *What are the benefits from these opportunities?*
- MOU with Education Northwest to address student identification.
- Migrant education resources to identify migratory students.
- Data collection and disaggregation.
- Meaningful partnerships and conversations with OSPI, in person
- Tribal liaisons depended upon to offer leadership and goals in all institutions.
- Tribes passed resolution #2022-32; intent is to focus on higher education and tuition waivers in WA territories.

Reykdal:

- Test scores impact funding: We need collective talks on how students are progressing. Test scores are an important indicator, yet indicators are not results.
- White House Summit student panel was effective in advocating. We need to double down on advocacy work and make it about young people.

Superintendent Reykdal Signs Off (3:33pm)

Instructions/Feedback (3:33-3:48pm)

- Recommendations for next agenda:
 - Supports to establish and maintain infrastructure of STEC schools; representative should be able to attend the meeting.
- Invite legislators to subcommittee monthly discussions.
 - Be mindful of advocacy pathways and consistency in communication.
- *Should Chris share to our representatives?*
 - Summit report will be coming out.
 - Continue moving recommendations forward.
 - Government Relations team should also be involved.
 - We want to have a louder voice with sense of urgency.
- *How do we include GOIA?*
 - Suggest adding communication with GOIA as a recommendation to Supt.
 - Districts required to provide data not tied to funding.
 - Programs understand accountability and what it looks like in report.
 - Reports need to be done through consultation via LEAs to local Tribes.
 - District doing surveys due to state's short timeline means less consultation.
- *Who are agency partners? Who is Supt. working with?*
 - Counseling services: SEL filtered.
 - School safety and threat assessments.
 - Partners: Tribal entities, police department, wellness center.
 - Bulletins added to chat: 'Allocation Requirements for Federal ESSER II Relief Funds' and short explainer.
 - Perhaps have a presentation on activity records and reporting.
- *How can we include WA state tribes Education Departments on all K-12 information that is distributed to our ESD's/LEA's? For informational purposes?*
 - Districts scrambling to report assessments: November 30 deadline.
 - Providing the same data as districts is key to securing student success.
- No closing thoughts.

Meeting Adjourned at 3:48pm