

EOGOAC

October 19, 2021

10:00 a.m. – 4:00 p.m.

Theme/Goal: EOGOAC Review and Draft Recommendations

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
Representative Alex Ybarra, House of Representatives
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Senator Lisa Wellman, Senate
Carrie Basas, Office of Education Ombuds
Fiasili Savusa, Commission on Asian Pacific American Affairs
Erin Okuno, alternate for Frieda Takamura
Tyson Marsh, alternate for Dr. Jim Smith

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
Vacant, Commission on Hispanic Affairs
Rose Spidell, alternate for Carrie Basas
Lydia Faitalia, alternate for Fiasili Savusa
Bill Kallappa, Governor's Office of Indian Affairs
Representative Lillian Ortiz-Self, House of Representatives

Minutes

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

Facilitator: Maria Flores, Executive Director, CISL

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Motion

[Carrie Basas] moved [Senator Lisa Wellman] seconded

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

[X] carried [] failed

Agenda item: Edit and Finalize EOGOAC Protocols

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Looking into the alternate committee members travel options and budgeting for EOGOAC
 - Define reasonable conduct for meetings:
 - Do not distinguish between settings on the rules because it is based on decorum and not where the meeting is being held.
 - Broad categories of what is reasonable for rules and behaviors
 - Solidify that there is a set time for public comment and enforcing it
 - Banners and sign waving or disruptive items for breaking up meetings are not allowed.
 - Should consult and stay close to the attorney general's standards around these because of current definitions in place.
 - Minutes are a summary of the meeting and not verbatim
 - What happens to the comments made and how are they captured?
 - Online portal for comments
 - Submit comments as an attachment to minutes
 - Members hear comments verbally during meetings
 - Hybrid meetings: Do we want to have separate periods for online versus in person?
 - Will come back to this in the future
 - Will work on this again and bring it back at the November meeting to finalize.
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Agenda item: Joint Meeting with the Social Emotional Learning Advisory Committee – Forum Planning

Discussion:

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- Introductions
- Joint Forum
 - November 4, 2021 from 5-7pm PST
 - Via Zoom
 - Language access options available
- How should the committees be presented during the forum?
 - Definition of SEL slide
 - How much are we educating the public on this during the forum? There may be misunderstandings walking into the meeting.
 - Need an explanation of why SEL and EOGOAC are a part of this, the reasoning.
 - Add slide for EOGOAC explanation
- Breakout Room Questions
 - Public and family: What do they want to hold the groups accountable for, what data do they want collected; and how to measure whether the groups are accomplishing objectives or not.
 - Talk about race more explicitly and the experience of students of color
 - Participation regardless of the level of knowledge on SEL or EOGOAC
 - What cultural responsiveness needs to be recognized in social emotional learning?
- How do families and community respond if they don't understand the basis of SEL?
- Focus on the value aspects that families have rather than being lost in the jargon of SEL.
- What does codesigning, coordination and communication with families and communities for building and integrating SEL look like?
 - What would you like the role of families and communities to look like for SEL?
- What do you think teachers need to learn to be prepared to implement SEL?
 - What do you feel are essential skills and traits teachers should know to make students feel safe and included?
- What is the role of leadership in SEL?
- What are other concerns about SEL?
- How often (number of years) should there be a formal program evaluation to inform program improvements? Who should conduct the program evaluation? What are some questions to consider for the program evaluation?
- Does SEL in a multi-cultural environment make a difference in student outcomes?

Agenda item: Public Comment

Comments:

- Trenise Rogers: SEL lead to reduction in violence, absences, and for African American students a voice and positive cultural environment. There is a need to look into how ACES works with SEL. This is important so black students don't have to be resilient in the classroom. Affirmations have proven to be useful for child improvement.

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- Andrew Estep: I would like the invitation for the forum and will distribute but there needs be language about who you would like to attend. I appreciate the language access that you are providing.
- Charlotte Lartey: Ensuring that the education committee understands SEL especially now with unprecedented levels of behaviors and the inability to meet their needs because of a lack of resources. This results in pushing out black and brown students. Collectively, our students are not well and returning to school does not mean that it is automatically going back to normal. The greatest impact is on our youngest children. The behaviors they are showing are indicative of what they have been impacted by over the last two years due to the pandemic.
- Victoria Moreland: PESB approved essential eLearning computer science endorsements, administered the CCEDI evaluation, and provided a report on community involvement.
- Katie Dong: The language access bill for the upcoming legislative session that creates a language access workgroup working on recommendations, was introduced last year but did not pass Appropriations. This bill is about access, rights, and students and families having a sense of self and culture and being able to participate in their child's education. Asking for EOGOAC to support this bill.
- Terique Scott: During these virtual times students feel that they have lost time of being able to be students and have those experiences. We need to make space for students to talk after school and understand what that space is.

Agenda item: Lunch Offline

Agenda item: Update from the Office of Superintendent of Public Instruction (OSPI) on ESSA Plan

Presenters:

- Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI
- Nasue Nishida, Executive Director, Government Relations, OSPI
- Veronica Gallardo, Assistant Superintendent, Systems and School Improvement, OSPI

Discussion:

- Shared a timeline for identification and support for ESSA items
- Possible timeline for new measures starting the 2022-23 school year with full collection in the three years after
- Actions since August:
 - OSPI and SBE met to discuss interests and next steps for accountability system

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- Will co-lead an accountability workgroup that will begin work next year in 2022
 - OSPI in the meantime will provide funds to SBE for a contractor to work alongside the workgroup in dealing with the ESSA plan on school climate measures.
 - OSPI sent a letter to the U.S. Dept. of Education seeking guidance on how to proceed with incomplete data related to WSIF
 - OSPI and SBE will make a leadership team to develop a workplan and timeline.
- Questions for EOGOAC
 - Does the EOGOAC have suggestions or recommendations for the workgroup?
 - May we come back to provide an update to EOGOAC? When?
- EOGOAC – Why is attendance not being looked at along with discipline and school climate?
 - We will be looking at attendance as part of the current measures and any added future measures.
- EOGOAC – When looking at the impact of the pandemic and virtual learning it is paramount to look at attendance and issues around it.
- EOGOAC – An EOGOAC conversation needs to be had about the desire to have consistency of representation compared to previous work. There may be value in having people represent on who and what the conversation should be. If this group is not starting till after the new year, we should use this time to determine roles and capacity. OSPI should also reach out to others who have participated in the past and reach out to groups who represent families and communities and not just the same old list of groups.

Agenda item: Review Topics of the Year and Draft Recommendations

Presenters:

- Maria Flores, Executive Director, CISL, OSPI
- Heather Rees, Research Analyst, CISL, OSPI

Discussion:

- March Content
 - WSSDA has not specified a goal of having a representative board for the community and then tracking that information.
 - Who holds the responsibility for moving this internally forward?
 - Specify that this involves information beyond being on the webpage and directions on how to be involved. Take into consideration barriers families and communities face with being involved.

- Add a recommendation for community-based organization support to back different opportunities for people of color to be a part of K-12 education, school boards, and leadership opportunities.
- There should be language about lack of access to their child's education and noting that the system is to blame not the people.
- Diversity, equity, and inclusion training for teachers is already required.
 - Do we know if data is being collected on this and whether it is working or not?
- One of the issues of having a lack of school board members of color is that people of color are not able to volunteer enough time for the position. The stipend is only a small part of compensating that time. We should use words like adequate and appropriate compensation. It is not necessarily our job to figure out where the money is going to come from but rather connect the dots between time on the board and making a livable income. A disconnect will exist if there is no proper representation and engagement with constituencies.
- Evaluation of the trainings is only done for WSSDA school members. A recommendation to move outside an echo chamber to actively solicit external family and community input in their trainings should be added.
- WSSDA should work with superintendents to increase efforts in diversifying school boards, training, and all other items.
- April Content
 - Legislation that previously created the workgroup before our recommendations feels like the cart before the horse. Would prefer to hear from the Ethic Studies Workgroup and see what elements may or may not have been picked up by them.
 - By doing so we can bring new recommendations or strengthen recommendations they put forth that we agree with.
- May Content
 - Mastery based learning and the profile of a graduate: When looking at it as student engagement, time is not the driver and learning takes place anywhere anytime. Standards are standards and students don't have to stick to an age cohort. We can recommend to the State Board of Education that the equity opportunity presented by mastery-based learning can have students demonstrate their mastery of learning standards within a cultural context and environment. The student is engaged and interested in writing their own education because of the approach.
 - Will have a better understanding after the November meeting with the MBL Workgroup.
 - Would like to get some student perspectives on a mastery-based approach in order to hear what is developing in Washington State for students.
- June Content

- Training teachers to understand the data to maximize its use to impact student learning.
- Addressing the lack of capacity for small and rural districts
- How is the MTSS roll out and its overall ISS integration going? We must not leave individual students behind because of adult bias and because there is an ineffective deployment.
- How do we disaggregate who is still invisible within the data sets?
- Look at the urging of other groups that work with families to collect disaggregated data as much as our state agencies are so that any connection with the state agencies and services are collecting the same aggregated data.
- Recommendation to reopen the achievement gap studies and covid as part of how conditions have changed since it was last done.
 - Request funding to the ethnic commissions and GOIA to do the studies
- July Content
 - On the issue of criminal background checks for formally incarcerated parents. This was legislation from two years ago and but check to see if that legislation was passed, but this should be checked.
 - One of the issues is dealing with the adult system of the parent and the child system, which is separate and who would benefit from having their parent being engaged.
 - A segment of the legislative body feels that anyone in prison should not be given any benefits. This is an obstacle that will need to be overcome.
 - If we take the view of the student and their constitutional right of schools working with families and communities it may be the way around the argument.
 - A lot of students are dealing with the emotional and behavioral impacts of their parents being incarcerated, and there needs to be training for teachers and administration on handling these environments.

Agenda item: Public Comment

Comment:

- Trenise Rogers: Listening to how difficult it is for parents who have never been in a position to be a part of their children's education especially when they are swamped with everyday life. Information that parents can give and advocate for on behalf of their kids is essential in giving children the K-12 experience they deserve. It is this knowledge of how to navigate the educational system that is key for any parent or family to be able to fully participate in their child's education.

Agenda item: Debrief, Review Workplan and Conclude Meeting

Discussion:

- Used remaining time to make recommendations
- Forwarding committee/workgroup member opportunities to commissions and GOIA

Meeting concluded at 4:00pm

Minutes Taken By: Robin Howe