

EOGOAC

November 16, 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
Dr. Jim Smith, Commission on African American Affairs
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Carrie Basas, Office of Education Ombuds
Erin Okuno, alternate for Frieda Takamura
Maria Siguenza, Commission on Hispanic Affairs
Lydia Faitalia, alternate for Fiasili Savusa
Bill Kallappa, Governor's Office of Indian Affairs
Representative Lillian Ortiz-Self, House of Representatives

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
Rose Spidell, alternate for Carrie Basas
Senator Bob Hasegawa, Senate
Representative Alex Ybarra, House of Representatives
Senator Lisa Wellman, Senate
Fiasili Savusa, Commission on Asian Pacific American Affairs
Tyson Marsh, alternate for Dr. Jim Smith

Minutes

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

Facilitator: Maria Flores, Executive Director, CISL

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Agenda item: Finalize EOGOAC Protocols

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Added language around conducting official business
 - Add the quorum section into the general section to determine consensus
 - A preliminary vote may be taken to determine levels of agreement and then see if a vote should take place.
 - Can make an overall decision and document concerns in the document or report
 - Pulled definitions from attorney general's response to the EOGOACs protocols
 - Using OPMA standards for the EOGOAC for public attendance
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Agenda item: Update from Ethnic Studies Advisory Committee

Facilitators:

- Brooke Brown, Facilitator, ethnic Studies Advisory Committee
- Denisha Saucedo, Facilitator, Ethnic Studies Advisory Committee
- Jerry Price, Associate Director – Content, Social Studies, OSPI
- Dr. Vero Velez, Facilitator, Ethnic Studies Advisory Committee

Discussion:

- Four domains of the Washington State Ethnic Studies Portal
 - Washington Ethnic Studies Framework and Implementation Tool
 - Professional learning materials
 - Activities and lessons to build community
 - Museums and community organizations
- Leverage EOGOAC partnerships with the community to be responsive to do the work in the community.
- EOGOAC - Who has the accountability for the implementation? Has there been any thought towards a formalized mentoring system in the process? It is a given that there are many teachers in the state who are not teachers of color and have no understanding of ethnic studies. Since this is a statewide program there is a concern for smaller rural districts and how to get them partnerships to help them through the implementation.
 - The professional development creates a lot of the mentorships and grows the opportunity for learning. The advisory committee has battled with how to make sure that all students get access to ethnic studies and accessing the materials.

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- The framework is only as good as we can implement it and that is heavily dependent on funding. This is currently elective and not required.
- EOGOAC - The teachers that are currently implementing this should be weighing in on the items that did and did not work.
- EOGOAC – It is not about a specific subject matter but rather a mindset.
- EOGOAC - What is missing from the recommendations is the accountability. Who is going to do this? It will need a different set of people but who are we laying the responsibility of these elements on? How do we make sure this system is authentic in its community engagement?
 - It's complex in thinking about it systematically and thinking about what teachers need. I think we attempted to build a matrix to ask questions about scaling it up that gets to the heart about what you are asking.
 - A lot of community partnerships are built on the work rather than what the community needs. What does it mean to look at success based on how the community is being served? What does it mean to wrap services around to meet that need?
- Ethnic studies needs to be a mandatory piece that comes with professional development that will help them to feel comfortable to have these conversations. Otherwise without this knowledge base they will end up doing more harm.
- This is an ever-evolving practice that needs to be based in community to capture everything that changes. If this does not happen, we lose the evolving nature of information and implementation of ethnic studies.
- Getting student feedback, especially from those who have recently graduated may give the most honest feedback. Practitioners need to be able to take in this information without taking it personally. These two parts are needed to build an equitable system.
- The Ethnic Studies Committee is seeking EOGOAC's assistance in advocacy and advising.
 - Advocate:
 - Continued collaboration across education partners
 - Educator training and support
 - Ongoing research to identify both successful models and barriers to implementation
 - Advise:
 - Identification of strategies and additional resources, and community partners to support Ethnic Studies implementation
 - Additional considerations, approaches, details supporting the recommendations
 - Connections to EOGOAC priorities/next steps

Agenda item: Lunch Offline

Agenda item: Review Topics from the Year and Draft Recommendations

Facilitators: Heather Rees, Research Analyst, CISL, OSPI
Maria Flores, Executive Director, CISL, OSPI

Discussion:

- April and November - Ethnic Studies
 - SBE is working to elevate the framework within the 24 credit graduation requirements
 - Increase understanding of the nature of ethnic studies as not a stand-alone curriculum and not critical race theory.
 - Should the previous stance put in the last report stand or should it be amended?
 - Ethnic studies should be woven into current educational curriculum.
- July – Family Engagement for Current and Formerly Incarcerated Parents
 - Should this topic be addressed via previous legislation introduced via a bill? There is a question whether this bill will be coming back in the 2022 session and using this as a basis for this work.
 - Will review HB 2220 to see if the committee should support it.
 - This bill was adapted in the Senate which caused some to take another stance or somewhat opposed when testifying for the bill.
 - Possibly just pull language from the bill that the committee is in favor of and utilize this in the report.
 - State to the legislature that all agencies should be collecting the same race and ethnicity data categories so there is consistency and coordination for reporting.
 - Parenting classes are only available for those recently released incarcerated parents. This is a barrier.
 - Communicating between incarcerated parents and the district is limited or non-existent because of comfort level, capacity building, and lack of knowledge.
 - This is something that can be collaborated on across state agencies.
 - The peer relationships of students when one has an incarcerated parent also needs to be addressed. This can have behavioral impacts on the student.

Agenda item: Debrief, Review Workplan and Conclude Meeting

Discussion:

- Will poll members on how long or which day to have the December meeting.

Meeting concluded at 4:00pm

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Minutes Taken By: Robin Howe