EOGOAC

March 21, 2023

9:30 a.m. – 4:00 p.m.

Theme/Goal: Impacts of the pandemic and OMB race and ethnicity updates

Members in Attendance: Frieda Takamura, Commission on Asian Pacific American Affairs
Erin Okuno, Office of Education Ombuds
Lydia M. Faitalia, WA CAPAA
Dr. Randy Nuñez, Commission on Hispanic American Affairs
Dr. Jim Smith, Commission on African American Affairs
Tyson Marsh, alternate for Dr. Jim Smith
Michael Peña, Alternate, Commission on Hispanic American Affairs
Fiasili Savusa, Commission on Asian Pacific American Affairs

Staff and Public Attendees:

Heather Rees, Research and Policy Development Program Manager, CISL, OSPI
Andrew Nelson, Research Analyst, OSPI
Lauren Gilmore, Research Analyst, OSPI
Randy Spaulding, Executive Director, SBE
Abigail Westbrook, WSSDA
Andrew Estep WSPTA
Jocelyn Granados, EEC
David Knight, UW
Andrew Parr
Deb Came
Devin Noel-Harrison
J. Lee Schultz
Jen Chong Jewell
Josh Apata
Leonard Alvarez
Michelle Davis
Nasue Nishida
Linh H
Michelle Rogers, OSPI
Nigel Gray
Sarah Albertson
Stephanie Nelson

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Members Not in Attendance: Superintendent Chris Reykdal, Office of Superintendent of Public   Instruction
Vacant, Senate Ranking Minority Member (*Pending*)
Representative Sharon Tomiko Santos, House of Representatives
Bill Kallappa, Governor's Office of Indian Affairs
Yordanos Gebreamlak, Office of Education Ombuds
Tennille Jefferies-Simmons, Alternate, Office of Superintendent of Public Instruction
Nicole Sutton, alternate for Bill Kallappa
Lydia Faitalia, Alternate for Fiasili Savusa
Danielle Eidenberg, alternate for Carrie Basas
Brianne Ramos, alternate for Frieda Takamura
Senator Bob Hasegawa, Senate
Representative Lillian Ortiz-Self, House of Representatives
Representative Skyler Rude, House of Representatives
Senator Lisa Wellman, Senate

Minutes

Agenda item: Introductions, Agenda Overview, Approval of Minutes and Outside Committee Updates

Facilitator:

- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Announcements

- Missing quorum to approve December, January and February minutes.
- Announcements
  - OEO will continue to support Project Education Impact
  - The Mastery Based Learning (MBL) collaborative work continues with schools and providing the resources and assistance they may need. The schools are at all different stages of implementation and continuing the work with MBL.

Discussion: Legislative Updates

- Overview of the EOGOAC Bill Tracker
- Updates on several bills, including their upcoming executive sessions

Agenda item: Covid-19 Rates Among Youth of Color

Presenters:
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Discussion:
- EOGOAC Question: Have rates of COVID-19 infection disproportionally impacted youth of color?
- Background on Race and Ethnicity Data in the K-12 system
- Disaggregated data on annual COVID-19 rates among youth
- What about students of color who lost a caregiver to COVID-19?
- Discussion

Comments:
EOGOAC stated:
- Asked for further information on how OSPI receives this information.
- Requested further information on whether schools are continuing to monitor Covid-19 case rates.
- Would like to know if this data has been shared within the ethnic commissions and requested the Covid data be sent to share with the commissions.
- Asked for further information on the reliability of the data.
- Asked for confirmation that the data are youth case counts and not adults.
- Expressed concerns with the infrastructure of the data being inconsistent. Furthermore, the committee is alarmed that key pieces are missing and why the data is so disproportionate.
- Addressed concerns that the data must be more definitive before the correct responses can be developed.
- Would like further information on what supports schools, teachers and school-based counselors need since they are closest to these impacted students.
- Would like further information on whether the COVID-19 data rates are correlated to the decline in enrollment and increase in truancy rates that are being seen in school districts across the state.
- Requested that another meeting this year follow-up with the data from this presentation to offer another opportunity for EOGOAC members to think about possible policy recommendations.

Agenda item: *Break*

Agenda item: Equity in Internet Accessibility and Educational Technology

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Presenters:
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Discussion:
- EOQOGAC Question: What was the short and long-term impacts of the COVID-19 pandemic on access to educational technology and the internet for students of color?
- Types and Scope of Access
- Access at home
- Access in schools
- Question: Is distribution of funding for educational technology equitable?
- House Bill 1365
- Opportunities: data collection, funding, partnerships, and policy
- Discussion

Comments:
EOGOAC stated:
- Requested further information on how or why only 22% of eligible households have signed up.
- Requested further information on how to access the data, since it is a federally funded program.
- Would like to address the need for equal campaigning for urban students, as well as rural/remote students in getting families connected.
- Would like to address concerns that undocumented students are being undercount and not receiving the right funding and consideration for programs that they are eligible for.
- Requested further information on the program funding to understand which ones will be disappearing.
- Asked some clarification questions on reading the tableau dashboard.
- Would like further information on how much of this will be ongoing costs versus one-time expenditures.
- Asked for further clarification on the presentation of previously passed levies.
- Asked for clarification on whether the student of color data were collected from census data of OSPI student data?
- Requested further information on House Bill 1746, concerning a state broadband map.
- Asked for clarification on whether tech needs fall under the capital levies and if these purchases can be made under the maintenance budgets.
- Asked for clarification on whether these expenditures are considered at the district level.
- Would like further information on whether the implications of technology on both levies have been examined.
- Would like to express concerns that the opportunity gap is not being considered and examined with this funding.

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- Would like to hear one or two top line reccomendations that the data holders would like the group to be paying attention to and/or properly advocating for.

Agenda item: Public Comment

- A concerned parent and a director from Partnerships for Action, Voices for Empowerment (PAVE) addressed concerns around school safety for staff and students. Specifically, they addressed concerns that schools need a coordinated and responsive system for crisis prevention, de-escalation, strategies, and mental health supports. The parent spoke out against restraint and isolation practices that disproportionately traumatize students of color and other historically marginalized groups. They requested that the committee members present today examine available reports and legislation to advocate for better practices.

Agenda item: *Lunch Offline*

Agenda item: Proposed Updates to Federal Race and Ethnicity Statistical Standards

Presenters:
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Discussion:
- Overview of the Federal Race and Ethnicity Statistical Standards submitted to the public
- Addressing the overview with an official letter

Comments:
EOGOAC stated:
- ***See attached notes in Appendix 1***

Agenda item: Finalizing 2023 Workplan

Presenters:
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Discussion:
- Review 2023 EOGOAC Workplan

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- Review themes for the upcoming months to determine any topics or outside groups to invite to future meetings.

Comments:
EOGOAC Stated:
- Would like to look over the categories, but wait for more of the EOGOAC members from other commissions to finalize.
- Would like to hear more on the experiences of students of color in special education.
- Would like to hear about the impact of Covid and the recent news on missing students.
- Would like to hear more on technology and internet accessibility for students when more committee members are present.

Agenda item: Meeting Debrief

Presenters:
- Heather Rees, Research and Policy Development Program Manager, CISL, OSPI

Discussion:
- Overview of the March meeting and any recommendations for the 2024 EOGOAC report

Comments:
EOGOAC Stated:
- ***See attached notes in Appendix 2***

Agenda item: Public Comment
- Members of the language access and social emotional learning workgroups would like to have joint meetings with the EOGOAC.

Agenda item: Next Steps, Final Announcements and Conclude Meeting
- **Facilitator:** Maria Flores, Office of Superintendent of Public Instruction, CISL, OSPI

Discussion:
- Next Meeting: April 18, 2023
- Topic:
  - Student Engagement

Meeting concluded at [3:00 pm]
Minutes Taken by Lauren Gilmore, Research Analyst, OSPI.
Appendix 1: Proposed Updates to Federal Race and Ethnicity Statistical Standards

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Does the EOGOAC want to comment?
- o Yes, a written comment. State that OSPI has been doing this and already disaggregating separate categories.
- o Group would like to ensure that the letter is addressing that the most important practices must be equitable.

Category	Definition
Hispanic or Latino	Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
American Indian or Alaska Native	Origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian	Origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	Origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Native Hawaiian or Other Pacific Islander	Origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	Origins in any of the original peoples of Europe, the Middle East, or North Africa.

- • Over-all they preferred the CEDARS categories.

Proposed Changes	Background	OMB Request Public Comment On	EOGOAC
1. Collect race and ethnicity	A combined race and ethnicity question reduces respondent	1a. Please provide links or references to relevant studies	1. Challenges • Address the non-conformity how

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Proposed Changes	Background	OMB Request Public Comment On	EOGOAC
information using one combined question.	confusion and reduces Some Other Race reporting Hispanic or Latino respondents.	that examine or test any impacts of collecting race and ethnicity information using separate questions compared to a combined question. 1b. To what extent would a combined race and ethnicity question that allows for the selection of one or more categories impact people's ability to self-report all aspects of their identity? 1c. If a combined race and ethnicity question is implemented, what suggestions do you have for addressing challenges for data collection, processing, analysis, and reporting of data? 1d. What other challenges should we be aware of that respondents or agencies might face in converting their surveys and forms to a one question	agencies are collecting it now. • State how the more standardized the easier it is to look at race across different sectors and categories. • Address how this reaches far beyond the education sector, yet WA government and community groups are not participating. • Opportunity to show other agencies and community groups to show the lessons the EOGOAC has learned in using these first. • Express the need to spread this throughout all agencies and groups that work with the public. • Ensure that the districts cannot pushback or delay due to changes, since there are always changes. • Have the technical challenges and different platforms been considered for the changed to prevent delays **Data Disaggregation**

Proposed Changes	Background	OMB Request Public Comment On	EOGOAC
		format from the current two-question format?	• Will there be guidance for how this is collected and used? **Race and Ethnicity Question Format** • Some communities tend to look for their Ethnicity and are unfamiliar with the different race categories. • Ensure people have the opportunity to address how they see themselves
2. Add "Middle Eastern or North African" (MENA) as a new minimum category and remove MENA from "White" reporting category.	MENA respondents view their identity distinct from being White.	2a. Is the term "Middle Eastern or North African (MENA)" likely to continue to be understood and accepted by those in this community? Further, would the term be consistently understood and acceptable among those with different experiences, *i.e.,* those born in the U.S., those who immigrated but have lived for an extensive period of time in the U.S., and those who have more recently	**Middle Eastern and North African** • Not sure if there was research in the communities on the preferred terms. • "Middle Eastern" is more so a political term promoted following 9-11 and "Southwest Asian and North African (SWANA)" may be more culturally and geographically accurate. ○ Have you heard this, or have you heard of recommendations to use both terms together

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		immigrated to the U.S.? 2b. Do these proposed nationality and ethnic group examples adequately represent the MENA category? If not, what characteristics or group examples would make the definition more representative? 2c. Would this proposed definition allow the generation of statistics necessary to track the experience and wellbeing of the MENA population?	(MENA & SWANA)? • Would like to wait on comments from Commission on African American Affairs • Opportunity to remind commissions for feedback. • Prefer the CEDARS breakdown to the federal one. **Collecting and Reporting Data for Multiracial/Ethnic Population** • Do not like federally and non-federally recognized. • Would like feedback from the Governor's Office of Indian Affairs • White category should include groups of current immigrants to track population changes, yet broad enough to match people's identification. • Would like to suggest an addendum or supporting document for the terminology. • Would like feedback from the Commissions on the terminology used

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Proposed Changes	Background	OMB Request Public Comment On	EOGOAC
			• Would like to present the CEDARS definitions to the commissions and ask for feedback on whether they prefer the federal or Washington terminology • Inclusion of Latin(a) and not just Latino
3. Require the collection of detailed race and ethnicity categories by default.	Agencies should collect detailed categories levels of data collection for race and ethnicity (Figure 1). Minimum categories should be used (Figure 2) if the potential benefit would not justify the additional burden to the agency or public or poses additional risk to privacy/confidentiality.	3a. Is the example design seen in *Figure 1* inclusive such that all individuals are represented? 3b. The example design seen in *Figure 2* collects additional detail primarily by country of origin. What other potential types of detail would create useful data or help respondents to identify themselves? 3c. Some Federal information collections are able to use open-ended write-in fields to collect detailed	• Do not like the current single box – it limits the amount you feel you can write in AND the data collection will be messy • Have they discussed the format with the data sector to understand how data will be imported and cleaned • Should include data privacy in mind • 3g is a yes – it is not an over reach for what is dependent on better disaggregated data collection

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		racial and ethnic responses, while some collections must use a residual closed-ended category (*e.g.,* "Another Asian Group"). What are the impacts of using a closed-ended category without collecting further detail through open-ended written responses? 3d. What should agencies consider when weighing the benefits and burdens of collecting or providing more granular data than the minimum categories? 3e. Is it appropriate for agencies to collect detailed data even though those data may not be published or may require combining multiple years of data due to small sample sizes? 3f. What guidance should be included in SPD 15 or	

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		elsewhere to help agencies identify different collection and tabulation options for more disaggregated data than the minimum categories? Should the standards establish a preferred approach to collecting additional detail within the minimum categories, or encourage agencies to collect additional information while granting flexibility as to the kind of information and level of detail? 3g. Is the current "default" structure of the recommendation appropriate? Should SPD-15 pursue a more voluntary approach to the collection of disaggregated data, as opposed to having a default of collecting such data unless certain conditions are met? 3h. What techniques are	

Proposed Changes	Background	OMB Request Public Comment On	EOGOAC
		recommended for collecting or providing detailed race and ethnicity data for categories with smaller population sizes within the U.S.?	
4. Update Terminology in SPD 15	The terminology used should seek to ensure that all people are able to identify themselves within one or more of the minimum categories, the minimum and detailed categories reflect meaningful and easy understand distinctions, and that the language used is respectful to how people refer to themselves. Proposed terminology to remove: • "Negro" from Black or African American definition. • "Far East" from the Asian definition and replace with "East Asian".	4a. What term (maybe "transnational") should be used to describe people who identify with groups that cross national borders (e.g. Hmong, Roma)? What term should be used for respondents who select more than one category (multiracial, multiethnic, something else)? 4b. Do you prefer a different question from "what is your race or ethnicity?" such as: • What is your race and/or ethnicity? • What is your race/ethnicity? • How do you identify?	• Transnational is a geopolitical term that needs context to be understandable. • Prefer and/or rather than the slash between race/ethnicity

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	• "Other" from Native Hawaiian and Other Pacific Islander. • The phrase "who maintain tribal affiliation or community attachment" in the American Indian or Alaska Native definition. • "Cuban" from being listed twice in the Hispanic or Latino definition. • Use of terms "majority" and "minority".	• Something else?	
5. Guidance is necessary to implement SPD 15 revisions on Federal information	It is a large undertaking for agencies to implement changes to censuses, surveys, and administrative forms that collect race and ethnicity data.	5a. For data providers who collect race and ethnicity data that is sent to a Federal agency, is there additional guidance needed that has not been addressed in this proposal?	• Mirror what is in RES D and using that from the report • Main points – as little as possible • And not just surnames • A flag in the data system when it has been observer ID'd

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collections.		5b. With a combined race and ethnicity question and an added MENA category, what specific bridging concerns do Federal data users have? *Bridging refers to making data collected using one set of categories (e.g., two questions without MENA), consistent with data collected using a different set of categories (e.g., one question with MENA).* 5c. What guidance on bridging should be provided for agencies to implement potential revisions to SPD 15? 5d. How should race and ethnicity be collected when some method other than respondent self-identification is necessary? 5e. What guidance should be provided for the collection	• A recommendation to using the glad to identify where it is being overused and then providing training

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		and reporting of race and ethnicity data in situations where self-identification is unavailable?	

Previously tested definitions

Are these draft definitions:

- Comprehensive in coverage of all racial and ethnic identities within the US?
  - Has OSPI learned anything about race and ethnicity in their more comprehensive collection.
  - How do we ensure that this terminology is respectful to those communities that will answer these identity questions. The current definitions are not respectful, so we should not be hung up on this aspect.
- Respectful of how people refer to themselves?
  - Ensure that this is respectful, democratic and an equitable picture.

Appendix 2: Meeting Debrief Notes

March – Topic: Education Technology

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		Is funding required?	The possible recommendation (who needs to do what)
The issue/challenge describe the cause of the opportunity gaps in this area	1 in 500 is a lot and needs to be planned for could be one in each school how can educators and administrators prepare and respond? Financial resources that might be needed to support? Impending federal fiscal cliff		

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	Internet access needs to be regulated in a way that makes it accessible to all – not in the private sector. Cant be piece meal response need universal access. Needs to be a public utility Continued need in the schools staffing, software, devices Equalizing funding is important but is still just a piece.	