

## EOGOAC

May 18, 2021

10:00 a.m. – 3:30 p.m.

Theme/Goal: Updates from the 2021 Legislative Session

### Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs  
Representative Sharon Tomiko Santos, House of Representatives  
Senator Bob Hasegawa, Senate  
Carrie Basas, Office of Education Ombuds  
Dr. Jim Smith, Commission on African American Affairs  
Tyson Marsh, alternate for Dr. Jim Smith  
Representative Alex Ybarra, House of Representatives  
Erin Okuno, alternate for Frieda Takamura  
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  
Sean Heans, alternate for Carrie Basas  
Rodrigo Renteria Valencia, Commission on Hispanic  
Tennille Jefferies-Simmons, alternate for Chris Reykdal  
Fiasili Savusa, Commission on Asian Pacific American Affairs  
Representative Lillian Ortiz-Self, House of Representatives  
Lydia Faitalia, alternate for Fiasili Savusa

## Minutes

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Agenda item: Introductions, agenda overview, and approval of meeting minutes

Facilitator: Maria Flores, Executive Director CISL

#### Motion

[Frieda Takamura] moved [ Rep. Sharon Tomkio Santos] seconded

To: Approve EOGOAC March and February 2021 Meeting Minutes with edits submitted by Frieda Takamura.

[X ] carried [ ] failed

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Agenda item: Mastery-Based Learning Work Group & Washington's Profile of a Graduate

#### Presenter:

- Alissa Muller, State Board of Education
- Gayle Johnson, Athena Group
- Meagan Picard, Athena Group

#### Discussion:

- First phase was the cumulative 2020 report to create mastery-based credit rules.
- SB 5249 extended the workgroup – Development of the profile of the graduate.
  - 1<sup>st</sup> phase – Profile of a graduate: What a student should have for graduation.
    - EOGOAC will give information on students that have been underserved and will give feedback on the report.
  - 2<sup>nd</sup> phase – Reviews the profile and suggests recommendations for the graduation profile and implementation.
- Needs to include basic education (Goals of school districts).
- Profile of a graduate examples
  - Defining a student's success via the profile for a holistic approach of skills students need for success.
  - Academic skills as well as social emotional skills
  - Snoqualmie Valley School district has the most robust structure of this process.
- Reviewing different comparable states development processes for mastery-based learning around community engagement as a reference for Washington's buildout.
- Ongoing outreach activities
  - Contracted with The Root of Use to center voices of BIPOC students.
  - Athena group to help around the engagement of the project.
- EOGOAC – For Sonoma, there was comment about how they got where they could adopt these. For Snoqualmie, did you find anything on how they got to where they are?

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- Response: They developed quickly over 5 months. They used a thought exchange exercise which is an online way to contribute phrases and upload for viewing. They also had two community forums.
- EOGOAC – How do we engage this work in the large diverse school districts? When there are many different types of learning styles, that could create issues of having a one size fits all tactic.
  - Athena Group is about transformation. This transformation is to give students all a quality education.
- Pillars of transformation: Inner leadership, organizational culture, and community resilience.
- Approach is to listen to all parties involved.
- Athena will be providing skilled facilitators who will go out into the community. There is diversity in facilitators that represent the groups involved.
- Interactive research so that folks have multiple ways to engage in the work process.
- Athena has experience in engaging virtually prior to COVID. They try to engage on multiple different platforms to give a high degree of access.
- Working with the business community and trusted advocates within Washington.
- EOGOAC – What is the unknown around changes between virtual and in-person learning that may need to happen in the future? Teachers will have to deal with this in the future.
- EOGOAC – We are moving so fast on the singularity of this technology change and we need to make sure that this is something that is responsive to the changing society.
- EOGOAC – Has Athena worked with public education before?
  - Response: Yes, I have been on boards for school districts, and worked with Seattle Public Schools.
  - Have looked at the learning environment process previously when analyzing high school requirements.
- EOGOAC – Please focus on the universal values of the characteristics. EOGOAC focuses on the way that a system of education is based on inherently racist biases. Focusing on universal values means to focus on a profile that will transcend the dominate western whitewashed value system.
- EOGOAC – What compensation do we have for parents and community that participate?
  - Response- There is a \$25 gratuity for participation.
- EOGOAC – Parents often don't understand what will be needed in the future as a skill set. They don't see the changes that are happening globally and socially. This work needs to happen with a vision of where we are going not just where we are.
  - Response: Part of the process is reviewing how the world has changed in the last 25 years in order to open the minds of individuals and how it can change moving forward.

## Agenda item: Overview of Legislative Session

Presenters: Heather Rees, CISL, OSPI and Nasue Nashida, Government Relations, OSPI

### Discussion:

- HB 1113 – Agency request bill on flexibility around filing truancy
  - EOGOAC – This bill does come out of the work that this committee previously engaged in around truancy boards and trying to address issues of reconnecting with out of school youth or at-risk youth. The EOGOAC needs to know that this bill, before it went to the Senate, blew up in the House and in communities of color. This bill became wrapped up in the conversation that took place around the school to prison pipeline. We set the policy right but there is community-based work that needs to be done. The advocates who raised concerns would like to do away with truancy period. If this is done, how do we have a warning system to get support to those who are at risk of dropping out?
    - EOGOAC – Please bring this back as work for EOGOAC to take a deeper dive into as a topic.
  - HB 1214 – School resource officers, requires training, adoption of policy and procedures, and agreement with local enforcement of security contractors, who must report to OSPI or their staff.
    - EOGOAC – They were often never introduced to students and so they were unfamiliar groups. Some districts are also choosing not to have resource officers.
  - HB 1365 – OSPI will administer grant programs for technology for student devices, and media literacy. Will host two conferences related to this topic. OSPI will provide information on technology levies, initiatives, and information.
  - SB 5030 – Districts will develop a school counseling program beginning in the 2022-23 school year. Requires counselors and other Educational Service Agencies (ESA) to allocate 80% of their work time to services that benefit students. OSPI will develop and distribute guidance to school districts.
  - HB 1028 – Eliminates the requirements to pass the edTPS, and prohibits PESB from adapting rules. This bill is effective immediately.
  - HB 1426 – This looks at certificate renewal for principals and teachers.
  - HB 1363 – Addressing secondary traumatic stress
  - SB 5044 – Defines terminology around cultural competency, diversity, equity, and inclusion (DEI). A professional development day will be added for a focused DEI day for a state provided day.
  - SB 5184 – Creates a foster care point of contact for coordinating services and resources for these students. OSPI will make available best practices and training for these points of contact.

- EOGOAC – Follow up with topic around cultural competence and the foster care system. I don't want it to be another thing that the school has to do and it gets marginalized.
  - HB 1208 – Requires districts to budget and expend Learning Assistance Program (LAP) funds differently either when the governor's proclamation happens or September 2025. They need to use the Washington Integrated Student Support Protocol (WISSP) for LAP funds.
    - EOGOAC – The group will recall the WISSP was the recommendation of this group to ensure that students were in fact receiving the tailored student support they needed to be successful in school. This eliminates the menu of practices and programs as a requirement giving more flexibility of funding to meet any need of a LAP student.
  - HB 1356 – Prohibits schools from using Native American names, symbols, or images for school mascots, logos, or team names. Exception for those that consult with appropriate tribes. OSPI will handle a grant program for schools that incur costs for this change over.
  - HB 1432- Eliminate lunch co-pays beginning 2021-22SY for students who qualify for reduced priced lunch
  - HB 1295 – EOGOAC will have representation on the Institutional Education Structure and Accountability Advisory Group
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Agenda item: Lunch Offline

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Agenda item: Continued Overview of Legislative Session and Budget

Presenters: Nasue Nishida, Government Relations and TJ Kelly, Chief Financial Officer, OSPI

Discussion:

- Budget provisos
  - Career Connected Learning/CTE (4 allocations of funds)
  - Grants – College readiness, SEL, and extracurriculars (5 allocations)
  - MTSS/SEL – Trauma informed practices included (3 allocations)
    - EOGOAC – Are all grants coordinated through OSPI?
      - Yes
  - Special Education (3 allocations)
  - Equity analysis has been added as a part of the implementation process for OSPI.
- Biennial budget
  - Stabilization/Emergency funds
    - Paid out before June 30<sup>th</sup> for supplemental budget

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- Biennial budget has the second portion of the stabilization funds.
  - Enrollment stabilization – Split into two payments to districts
    - Comparison of funding of last year's enrollment to this year's criteria
- EOGOAC – How did the closing of schools due to covid play into this?
  - We are using enrollment that was before changes to schools last year in March 2020.
  - Maria - There is a COVID attendance tracker on the OSPI page, and this is being analyzed and tracked. EOGOAC can look at the impact. OSPI is looking on a broader statewide impact.
- Transportation stabilization
  - The amount districts receive to get students to and from school is determined by the number of kids on the bus. This is counted at three different times in the year.
  - Districts are being provided half the difference of this year's and last year's amounts for transportation.
  - Funds are paid out this school year and to be used for this school year. If unspent will go back to the state.
- ESSER Funds
  - Communities of higher poverty got a higher share and a higher per-pupil amount
  - Takes the amount of funding provided through the federal ESSER funding in all 3 rounds and if anyone got less than \$500 per pupil base, then the state will supplement to get it to that base.
  - The federal law gives a large window for spending funds spanning three school years.
  - OSPI has authority to make these funds available to districts.
  - EOGOAC – Are these funds different for each state?
    - Yes, based on the distribution of title I, part A award.
  - Reserve funds are set aside for programs outside the school day for programs before and after school, and summer.
  - EOGOAC – What is the teacher residency study?
    - Response: To look at a teacher preparation residency where candidates have opportunities to have real life experiences rather than student teaching for a longer period. It also looks at the apportionment system for these new candidates to compensate for their time during their residency.
  - EOGOAC – As these dollars are distributed, will there be a breakdown of organizations and students of color who are using them to analyze equitable use of funds?

- Response: Yes, we will be providing information on providers that will be giving supports. We will be publishing recipients and intermediaries to get funds to communities.
  - Prototypical model
    - Counselor enhancement for elementary and middle schools
    - Guidance counselor enhancement will increase for poverty schools with poverty greater than 50%
    - \$25 per pupil added for the allocation for technology supplies
    - Compensation task force
      - Committee to review the structure of the funding model for the regionalization factor and compensation in order to support retaining multicultural and multilingual educator workforce.
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#### Agenda item: Public Comment

##### Comments:

- Victoria Moreland – DO conference on June 4, 2021. Conference about the educator career continuum. PESB is excited about collaborating with the EOGOAC for the new bills. The SB 5044 will be worked on in collaboration with other groups. We will have workgroups on cultural competency standards with student and family engagement.
  - Trenise Rogers – An idea of having a listening session for EOGOAC with parents would be good so that they can understand and tap in on the work of the committee. The College Bound Scholarship needs to be available for students across the state. If students have a GPA under 2.0 or a felony, they are unable to apply and if they don't go to college immediately after high school those funds are also not available. In terms of COVID, there is a practice in Federal Way for those who are actively in quarantine being sent to child providers even though they can't go to school. Students are ending up sitting in cafeteria because the teacher is sick, and no substitute can be found due to the lack of educators.
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#### Agenda item: EOGOAC Internal Business

Presenters: Heather Rees, OSPI

##### Discussion:

- Bills specific to EOGOAC
  - HB 1325 – Implementing policies related to children and youth behavioral health.

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- HB 1373 – Promoting student access to information about behavioral health services.
    - EOGOAC – Previously there was an indicator of adding more courses. Was there any work done around this?
      - There may have been efforts that have not made it through.
    - EOGAOC – There is a question of availability of nurses for schools with a shortage already in the medical field.
      - ESSER funds can be used for nurses.
  - SB 5405 – Instructing the joint legislative audit and review committee to perform racial equity analysis.
    - EOGOAC – This was meant to be a legislative branch review not an executive.
  - EOGOAC – There are multiple groups of underserved students being un-enrolled without notice; to put it on families who were impacted by COVID to navigate the process when it can be easily seen who is not coming to school. This is unacceptable.
    - Come back to this topic in the future for the EOGOAC to cover.
  - HB 1227 – Protecting the rights of families responding to allegations of abuse or neglect of a child.
  - SB 5237 – Expanding accessible, affordable child care and early childhood development grants.
    - EOGOAC – Who will implement?
      - DCYF will take the majority. OSPI may step in around ECAP programs that are in school buildings.
  - HB 12225 – Concerning school-based health centers.
  - HB 1176 – Concerning access to higher education.
  - HB 1302 – Concerning college in the high school programs.
  - HB 1221 – Standardizing homelessness definitions.
  - HB 1186 – Concerning juvenile rehabilitation.
  - HB 1295 – Providing public education to youth in or released from institutional education facilities.
  - HB 1061 – Concerning youth eligible for developmental disabilities services who are expected to exit the child welfare system.
  - SB 5092 – Africa American Studies and Language Access Workgroup
  - EOGOAC – Regarding the language access workgroup: Are we making progress?
    - Maria – Getting dedicated staff is a huge step. The last part of the work with data collection allows for the standards and training to have certified interpreters.
    - There is a detailed report from the workgroup with tiers of interpreters for different settings.
- Questions for Office of Equity



- EOGOAC – Concern around the blurring of the lines. People know academically about the three branches of government but don't understand what that means in a practical sense. Executive function is weak in Washington by being separated across 9 positions. The Office of Equity is in the Governor's Office and the questions listed are specific to education, and the constitutional office pertaining to K-12 is the superintendent. What does the Office of Equity intend to do with the information that they are collecting? I am concerned about whether this lays out a level of public expectation that does not comport to the structure of government and our role as a statutory committee.
  - Maria – Call out the distinction in roles?
  - EOGOAC – I want to know what is intended by these questions.
  - EOGOAC - The questions pertain more to the function of the group and organization and how the people feel within it.
  - Maria – We will be sharing the context of the group and the role the committee plays in the world.
- EOGOAC – Previously at other meetings with Dr. Johnson we were discussing our role or level that we are at in the understanding of equity for the group and the system. The survey that followed was then an individual reflection.
- EOGOAC – It will be helpful to know what she believes her specific mandate is. This will help clarify the discussion to be had with the EOGOAC.
- Staff will finalize the questions after following up with Dr. Johnson.
- June presentations
  - Rebooting the original achievement gap study
  - EOGOAC – It would be interesting to see what it looked like then and what it looks like now. Also review of the recommendations and how they have or have not been implemented and the progress made.
  - EOGOAC – We might want to ask current commissions to look at the previous report as part of the reboot.
  - EOGOAC – We haven't gone to commission meetings to communicate the work EOGOAC is doing that impacts the people they are representing.
  - EOGOAC – We heard a little today from public comments and from community members around issues that would be tackled by the EOGOAC. What worked when we pulled together was that it was driven by the community. It was the community acting through the commissions. We as the EOGOAC have not gone to the commissions to maintain a relationship over the work.

Agenda item: Next Steps, Final Announcements and Conclude Meeting

Discussion:

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- After-COVID Plans: Will send proposal with survey to get feedback on options.
- Add a review of Family Engagement Framework to the June meeting.

Meeting concluded at 3:30pm

Minutes Taken By: Robin Howe