

EOGOAC

June 21, 2022

10:00 a.m. – 4:00 p.m.

Theme/Goal: Graduation Pathways

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Randy Nunez, Commission on Hispanic Affairs
Senator Bob Hasegawa, Senate
Representative Alex Ybarra, House of Representatives
Michael Pena, Alternate for Randy Nunez
Dr. Jim Smith, Commission on African American Affairs
Yordanos Gebreamlak, Office of Education Ombuds
Fiasili Savusa, Commission on Asian Pacific American Affairs
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Senator Lisa Wellman, Senate
Bill Kallappa, Governor's Office of Indian Affairs
Representative Lillian Ortiz-Self, House of Representatives

Staff and Public Attendees:

Maria Flores, Office of Superintendent of Public Instruction
Heather Rees, Office of Superintendent of Public Instruction
Tennille Jeffries-Simmons, Office of Superintendent of Public Instruction
Andrew Nelson, Office of Superintendent of Public Instruction
Lauren Gilmore, Office of Superintendent of Public Instruction
Devin Noel-Harrison, Office of Superintendent of Public Instruction
Andrew J. Parr, Ph.D., Research Director, SBE
Linda Drake, Director of Career- and College-Readiness Initiatives, SBE
Randy Spaulding, Ph.D, Executive Director, SBE
Bonnie Nelson, Senior Data Governance Coordinator, ERDC
Donya Karimi, Research Analyst, ERDC
Katie Weaver Randall, Director, ERDC
Becky Wallace, Assistant Superintendent, Secondary Education and Pathway Preparation, OSPI
Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI

Jody Robbins, Program Manager, Labor & Industries,
Apprenticeship Section
Kim Reykdal, Director, Graduation and Pathway Preparation, OSPI
Samantha Sanders, Director, CTE, OSPI
Haley Lowe DCYF, Juvenile Administration
Tracy Castro-Gill
Pamella Johnsonn
Kathleen Lawrence
Ayan Elmi
Megan Wargacki
Andrew Estep, WSPTA
Abigail Westbrook, WSSDA
Jenny Plaja
Roz Thompson, AWSP
Chanel R. Hall
Ethan Moreno - WA House of Reps/ED Committee Staff/Observer
Sally McNair
Stephanie Seto
Trenise Rogers
J. Lee Schultz
Samantha L. Sanders, OSPI CTE Director
Seema Bahl, State Board of Education
Jolynn Engellant
Alice Palosaari

Members Not in Attendance: Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Vacant, Senate Ranking Minority Member
Tyson Marsh, alternate for Dr. Jim Smith
Danielle Eidenberg, alternate for Carrie Basas
Nicole Sutton, alternate for Bill Kallappa
Lydia Faitalia, Alternate for Fiasili Savusa
Erin Okuno, alternate for Frieda Takamura

Minutes

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

EOGOAC June 21, 2022 Meeting Minutes

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Announcements

- No Announcements
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Agenda item: Review of Graduation Requirements and an Update on Graduation Pathways and Waivers - SBE

Presenters:

- Randy Spaulding, Ph.D, Executive Director, SBE
- Linda Drake, Director of Career- and College-Readiness Initiatives, SBE
- Andrew J. Parr, Ph.D., Research Director, SBE

Discussion:

- Overview of the graduation requirements
- Emergency Waiver Program during pandemic to allow individual students graduation waivers
- Board's current work on portfolio of a graduate and how graduation requirements are aligned to this
- A review of graduation waivers by student groups
- Graduation pathways research

Comments:

EOGOAC stated:

- Would like further information on how many students are at level they should be to move forward with pathways and core 24?
- Would like to know where there is accountability in the system when a school district does not provide the mandatory curriculum as part of the graduation requirements?
- Would like further information on disparities when tracking graduation requirements and the increase in graduation requirements?
- Would like to know if anyone in the state of Washington has done a study on how the reduction of class minutes has affected the core 24 requirements? How does inter-disciplinary studies help expand how you are providing time or deepen the students understanding of these new subject requirements?
- Asked if there is there a plan of mass communication on these resources to parents across the state, rather than enforcing individual school districts to take on the responsibility? How are parents and their concerns being included in the discussion?
- Would like to know if anyone is tracking the number of requests for waivers – would like to see the disaggregation of that data?

- Asked if there is a disproportionate amount of waiver requests from students of color? And if so, how is that being tracked?
 - Is concerned that the lack of disaggregated data on the waiver program is presenting a misrepresentation of how the program is being applied.
 - Would like to know if there is there a relationship between the fact that allowing for greater usage of the pathways/waivers doesn't seem to help the graduation of students. Expressed concern that there are still too many students failing to graduate and if this pathway has made a substantive difference in graduation rates?
 - Expressed concerns that the report does not push educators and those making decisions for education to look more deeply into the data to improve student learning.
 - Expressed concern that the data is unable to determine sub-ethnic groups performance, since it is not disaggregated.
 - Hope that in the future the disaggregated data can continue moving in the right direction and will be able to be broken down even further.
 - Did not feel that the presentation provided a clear relationship between the use of graduation waivers and students graduating where they wouldn't have otherwise.
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Agenda item: Education pathways: What do we know about students after they leave high school? - ERDC

Presenters:

- Bonnie Nelson, Senior Data Governance Coordinator, ERDC
- Donya Karimi, Research Analyst, ERDC
- Katie Weaver Randall, Director, ERDC

Discussion:

- Overview of the ERDC
- ERDC Dashboard for student outcomes after high school
- Research Reports for student outcomes after high school
- Future research and reporting opportunities

Comments:

EOGOAC stated:

- Expressed concern that the dashboard focused on graduates and not those students who do not complete graduation. Would like to remind the group that the ERDC was created as an entity that could perverse multiple systems to follow students from their earliest point through to the workforce, to figure out where there are gaps for school improvement.

- Would like to know why tracking students enrolled in special education or receiving accommodations is not on the dashboard or represented in the data. Have there been considerations in the data for this?
- Would like clarification if the information present on the report is also available to track on a student who dropped out? Is there a way to compare students?
 - They do have the information for all students enrolled in K-12, but is not displayed on the dashboard. Comparisons can be done, and targeted slides could be created for the future.
 - EOGOAC wants a comparison report of all the students who dropped out, this percentage of students were in: sped, multilingual services, did not go to early education, etc.. with racial and ethnic breakup as well.
- Members would like the EOGOAC group to start thinking about when to start holding systems accountable that are not meeting the data disaggregation provisions for the upcoming year.
- Would like to know when they can anticipate a data set that allows the group to follow students at a disaggregated level?
 - The collection will be mandatory next year and is scheduled on future agendas on creating a process to integrate and present in public displays and research. The ERDC will meet with partners, such as the SBE for recommendations on how they have used this data previously. The ERDC would appreciate support and guidance in this work.
- Would like to know the extent questions being vetted by a group of individuals, beyond OSPI, such as the EOGOAC with a particular understanding of how the data can be misleading if the question is not asked correctly from the standpoint of the perspective of people of color?
 - The ERDC is looking for opportunities to have input into the research questions they are asking and how they are using the data for some of these special topics and would appreciate the opportunity to return and present with these topics as the focus. These special topics are:
 - Statewide reporting on student longitudinal outcomes using the more detailed race/ethnicity data available from OSPI's CEDARS collection.
 - Integrating systems inputs (rigorous coursework, qualified educators, financial aid)-do all students have access to the same opportunities?
 - Exploring intersectionality in relation to specific research topics. *For example, combining gender and race/ethnicity to understand CTE participation.*

Agenda item: Public Comment

- A public commenter extended from the previous month an expressed concerns about racist attacks at school districts and that this is also being extended to black employees and educators.
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Agenda item: *Lunch Offline*

Agenda item: Preparation, Graduation, and Postsecondary Success; related initiatives High School and Beyond Plan; Graduation Pathways, and Flexible Credit Policy – OSPI and L&I
Presenters:

- Becky Wallace, Assistant Superintendent, Secondary Education and Pathway Preparation, OSPI
- Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI
- Jody Robbins, Program Manager, Labor & Industries, Apprenticeship Section
- Kim Reykdal, Director, Graduation and Pathway Preparation, OSPI
- Samantha Sanders, Director, CTE, OSPI

Discussion:

- High School & Beyond Plan
- Graduation Pathways Overview, Data and CTE Deeper Dive
- Credit Flexibility
- Apprenticeship Update from L&I - Labor & Industries Preparatory and youth programs
- WILAC Update & Recommendations

Comments:

EOGOAC:

- Would like statewide training for all educators for improved equity.
- Would like a further explanation of the requirements for the student learning plan versus student beyond plan.
- Would like the communication goal of implementation portion of the presentation further elaborated.
- Expressed concerned about the partnerships in developing these pathways and that the agencies involved in policy creation and working with the districts are not equity focused or using disaggregated data.
- Would like a better understanding of what is going on at the district level with data and disaggregation and how it is communicated and understandable to the communities that they are serving
- Would like to remind the organization about taking opportunities to bring community organizations to the table to provide opportunities for them to get the data they need.

EOGOAC June 21, 2022 Meeting Minutes

- Would like to remind everyone that the sooner we have educators understand that their interests are being served in this data collection the greater improvement we can see to the system.
 - Is interested to know if L&I would like to partner with the committee for apprenticeships in state government for students that do not have opportunities?
 - L&I is focused on creating opportunities for marginalized kids and is working on creating openings with HR at different agencies.
 - Would like further information on how L&I works with vocational and 2-year colleges to understand how tuition works?
 - Would like to understand if the barriers to data are being caused by overt racism or institutional racism to discern how the legislature can receive the funding for the data to inform the policies that we need?
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Agenda item: Public Comment

- No Afternoon Comment
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Agenda item: 5-minute break

Agenda item: Debrief

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

Recommendation notes:

1. Lack of communication to families on pathway options, system too complicated
 - Incorporate student voice
 - Work with ethnic commissions
2. ERDC research needs to:
 - Look ahead at class of 2024 - needs and opportunities for students of color
 - Research on students who did not graduate
 - Disparities as a result of core 24 - No access to data
 - Reach out to ethnic commissions involve in conversations on research questions
3. No consistency in platforms for HSBPs – no access to data
 - Provide statewide platform
 - Training – roles for all adults in the system (not just counselors), robust and implemented with fidelity
 - Utilize data at the state level

- Translated for parent access and education
 - Cross-connection with postsecondary opportunities
 - Uniformity
4. Stream-line 8th to 9th transition support - Student learning plan redundant
 - Eliminate student learning plan?
 5. Counselors don't have the time to do all the reporting and meet 1: 1 with students
 - Data support role to help counselors with reporting and data entry
 6. Barriers to apprenticeships and pre-apprenticeship programs for students of color
 - L&I partner with EOGOAC and WILAC work together to address barriers for students of color
 - Opportunities and pathways in state gov. into public service
 7. Inclusion of disaggregated data on reports
 - Reminder of the "why" this is important
 - Give examples
 - Change in demographics
 8. Lack of deliberate inclusion and collaboration with ethnic commissions
 - Commissions need the resources to handle the requests
 - Reminder of past recommendations, not to tokenize but genuine inclusion and collaboration
 - EOGOAC should not have to remind every time
 - Tie to renewal of studies
 - Require agencies to work directly with the ethnic commissions

Comment:

- EOGOAC possible future recommendations:
- Require consultation with commissions in developing scoping questions
 - The Legislature require that whenever there is a change in a graduation pathway requirement, and agencies must work directly with ethnic commissions and GOIA.
 - Additional resources for the ethnic commissions to do this work

Agenda item: Review Workplan and Conclude Meeting

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Next Meeting: July 19, 2022
- Topic: Studying the gap
- Guests: ethnic commissions to discuss studies, CISL staff, Education Justice Roadmap Project

EOGOAC June 21, 2022 Meeting Minutes

Comment:

- The EOGOAC would like:
 - More information in the disparate impacts as a result of the core 24 implementation
 - July meeting will discuss an in-person/hybrid meeting for the future
 - In July bring up the recommendations of WASDA's Directors of Color and provide the share report to members for a future meeting
 - July Presentation:
 - The EOGOAC would like CISL Staff to explore:
 - If the questions are only being determined by white people, how are you really incorporating the perspectives, values and experiences of people of color?
 - If it is only one entity or individual that represents all individuals of color where is the skewing of what that study represents?
 - To look at the inherent bias of researchers and how they produce flawed studies either because they are not asking the right questions or the right people.
 - Things we can avoid as we are putting forth language
 - Looking at both the ways bias can be introduced into methodologies, or the way things are interpreted

Meeting concluded at [4:05pm]

Minutes Taken By: Lauren Gilmore, Research Analyst, OSPI