Social Emotional Learning Advisory Committee Meeting Notes

November 17, 2020
Via Zoom

Members attended:
Camille Goldy, Tammy Bolen, Cindi Wiek, Bonnie McDaniel, Caryn Park, David Beard, Debbie Tully, Jordan Posamentier, Mary Fertakes, Sarah Butcher, Sharon Shadwell, Tessa McIlrath, Shannon Thompson, Mari for Laura Allen, Leiani Sherwin, Kristina Fredrick, Ric Pilgrim, Laurie Dils

Members absent:
Candace Garza, John Glenewinkel, Tracy Pennington, Mona Grife, Bill Kalappa

Vacant Member Positions
Governor's Office of Indian Affairs & Tribes
Youth-serving Organization (YDECK)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Meeting Notes	Action Items
- Welcome and Introductions - Name, Affiliation, Position and Location - Notes approved by committee - Land Acknowledgement was given - Meeting objectives shared - Learn about SEL happenings and hear subcommittee updates - Vote on co-chairs - Work with subcommittees - Discuss SEL and equity - Review of Norms - Be present - Be focused – Stay on mission - Assume best intent, ask clarifying questions - For comments/questions, turn nameplate on the side - Provide positive feedback - Be respectful - Be open to others' experiences - Make room for all voices - Land acknowledgement shared - OSPI equity statement shared	
Legislative Report Timeline - January–Subcommittee recommendations - February–Discuss and finalize recommendations - March–First draft - April–Second draft - May–Turn in Final draft to OSPI for review **Legislative report should include** - Accomplishments - An overview of the work the subcommittee has done - Stakeholder feedback - How have you gathered that and from whom? - Identification of systemic barriers - Specific policies that create barriers - Recommendations revolving around your task - Funding - Staff - Policy change **SEL advisory tasks recommendations** - Complete the google doc by the 5th of each month - Best practice: complete as a team while in subcommittee meeting	Subcommittee to complete google doc by 5th of each month

EOGOAC Joint Meeting Debrief • Collegial meeting • Biggest take away- EOGOAC offers deep distribution channels that may help us navigate the work • Opportunity to collaborate at state level around Spec Ed, SEDAR, since they overlap around equity, inclusion and SEL. How can we intersect with them and pull the 3 pieces together? • Examples of SEL indicators and what it could look like for educators would be helpful. Important to give examples of bias, and personal perceptions that may weaponize SEL and further harm students • Moving forward a good strategy would be deeply engaging a more diverse community to gather feedback. • Future engagement with EOGOAC • Feb. meeting to talk about recommendations. In mean time we can send questions and draft work products for feedback • Important that we do not rely on EOGOAC as the cultural informer, need to create our own cultural informed network • Joint meeting with EOGOAC that revolves around SEL • Send ideas and e-mails to Tammy and she can share with EOGOAC	Tammy share ideas/e-mails with EOGOAC Follow-up on Feb. meeting with EOGOAC to talk about recommendations Follow-up on possible joint meeting with EOGOAC that revolves around SEL

Subcommittee Breakouts to Discuss Stakeholder Engagement

- **Subcommittee's used the link below to access the Padlet and capture ideas**

https://padlet.com/tammybolen/StakeholderEngagement

- **Implementation Stakeholder Engagement Discussion**
  - Collaborate with Data and Evaluation Subcommittee - how to ensure we're using data-informed practices in this work.
  - How can we influence systems that may not readily engage communities at the onset of implementation?
  - What infrastructure would support that shift in behaviors and patterns
  - Some ways to do this type of needs assessment work: How to understand who needs to engage
  - Use of assessment tools that we can access to understand community needs; Univ. of WA information on resources (Housing, Jobs, Health Insurance, etc.) to learn about community need
- **Data & Eval Stakeholder Engagement Discussion**
  - Bring a concept/idea for the purposes of framing the conversation
  - Recognize the need to allow for open-ended responses so that stakeholders can contribute and influence next steps (e.g. tools, surveys, etc.)
  - Use that information to generate closed/concise follow-ups
  - Distribute via Survey, etc.
  - Data collection analysis (What are we learning?)
  - Incorporate within write-up to legislature
  - All framed within and surrounded by the dynamics of equity (technology, language, culture, etc.). Note: Mantra for wordsmithing questions, feedback, communications--"Know your audience!" Use asset-based communications. Avoid the "weaponization" of SEL
  - Less on content... more on communication, outreach, and relationships
  - CASEL data collection tool as a possible evaluation tool resource. Panorama?
  - Ask aspirational questions: "What would it look like if...?"
    - Two questions max, specific to data/eval
  - Ensure that topics of SEL are grounded in the Washington definition
    - How to identify with whom we should work? EOGOAC and community groups to build key relationships outside of the typical SEL circle
  - Think through language barriers and work with community leaders
  - To address these Work with community leaders to address language barriers. Process done successfully

- o Want to make sure key voices are at the table
- o Multi-leverage approach with different strategies around meaningful outreach
- o Engagement should be a 2-way conversation
- o When receiving feedback restate to ensure accuracy of what your hearing – clarity of idea
- **Professional Development Stakeholder Engagement Discussion**
  - o We should have a stakeholder engagement plan as a committee as a whole and reach out to those who do this work well
  - o How do we help educators provide solid professional learning? How do we support them in this?
  - o After Community Engagement
    - ▪ Go to teachers, providers, and PD organizations to have a second layer of community engagement for PD
  - o Learn from the work at Community Center for Educational Results (CCER)
    - ▪ Invite the Community Center for Educational Results (CCER/Road Map Project) to discuss their family engagement work
  - o Who are the stakeholders that we need to engage with regarding PD and are they different from the stakeholder of the overall committee?
  - o Who do we engage with to determine what the 'grown ups' need? For example, implicit bias, thinking around systemic racism
  - o Engagement During COVID
    - ▪ Zoom engagement has become more normalized due to COVID. Could use as a tool for more statewide outreach and provide stipends to participants or participating organizations.
  - o Engagement strategy to determine the path forward
  - o Learn from others doing community engagement well; best practices
- **Educator Preparation Programs Subcommittee (formally PESB) Stakeholder Engagement Discussion**
  - o Deeper engagement, sustained relationship with stakeholders who can collaborate with us and provide CRITICAL feedback on drafts of actual documents
  - o Having or creating a smaller advisory group, or engagement group to collaborate on ongoing SEL resources and higher education
  - o Explain the work from the workgroup that was vetted. Elevate, or where to go from here to determine the feedback needed
  - o Current advisory committee is constructed is more about the roles. Second group to advise more about identity group, or a more diverse group

- o This will give a different lens or perspective for identity groups. Ask for critical feedback on the products created **K-12 Standards Stakeholder Engagement Discussion** - o Getting ideas for using the alignment documents - pitfalls, ideas for implementation - o If we ask for stakeholder feedback, make sure to frame the questions to let reviewers know we're not wanting feedback on the indicators, but rather feedback on how to use the alignment documents - o Is this work useful? What would make it more useful? - o Need PD to assist/support use of the documents; ask to have something about alignment of docs in the implementation guide? - o Reach out to diverse stakeholders; go beyond content cadres/advisory groups to ensure good representation of state - o Need resources to do stakeholder engagement; this is beyond our scope - o Need resources to provide PD or other support for use - o Ensure youth engagement **Suggestion for Next Steps:** - o List of stakeholders to reduce duplicative efforts	
Subcommittee Breakouts to Discuss Equity Tool Debrief **Link below to access the Padlet:** https://padlet.com/tammybolen/SELandEquity - Next Steps include: - o 1-2 days to comment and suggest changes - o Bring to SEL & Equity to devise a draft - o Then send draft for large group to share - Is this a useful tool? - o Feedback from the group is yes. Frame of reference to use this lens to look at our work - End of week for feedback? - o Make sure the framework and resources, like Race Forward, fit and can inform the work to make it more equitable. - o Use this tool as a Starting point to include racial equity lens in the work - Race forward looking at it as a critical guide that we continue to infuse in the work - Bring back to large group in January - Tool to consider or guide as thinking of SEL recommendations - Subcommittees think of recommendations this month to move forward, so important to use as a tool moving the work forward - Welcome to join the SEL & equity conversations. Let Tammy or Co-chairs know	

Legislative Updates **HB 2816** • WASSDA is working on drafting the policy for Positive School and Classroom Climate **SB 5395** • Will be working with advisory committee to support implementation with recommendation, resources, information as to what it may look like • SEL in alignment with standards and benchmark is the charge • Starts 2022 SY • If interested in working on this project, contact Laurie Dils	
Public Comment No Public Comment	
Next Steps/Action Items • Next steps for SEL and Equity: seeking Padlet feedback on proposed use of Race Forward tool. • All member invited to join the Equity Subcommittee, contact Tammy or Sara	