



Commissioner Franklin Donahoe
Representing Snohomish County

Commissioner Sara Franklin
Representing South King County

Commissioner Al Herron
Representing King County

Commissioner De'Sean Quinn
Representing South King County

Commissioner Sheila Reed Trahan
Representing Tri-Cities

Commissioner Dr. James Smith
Representing King County

Commissioner Dorian Waller
Representing Pierce County

Commissioner Sandra Williams
Representing Eastern Washington

Commissioner Dolly England
Representing Southwest Washington

Executive Director Edward O. Prince

**Commission on African American Affairs
Meeting Minutes
Teamsters Hall Local 174
Tukwila, Washington
March 18, 2016, 1PM – 4PM**

Members Present: Chair Donahoe, Commissioners Franklin, Herron, Waller, Smith, Williams, Quinn, Executive Director Edward Prince and Executive Assistant Charlotte Kerney

Absent: Commissioners England and Reed-Trahan

1:00PM Chair Donahoe calls meeting to order

1:05PM Motion to pass January 8th meeting minutes. Motion carried.

1:10 PM Dr. Thelma Jackson - the Black Strategy Education Roundtable

Summary: The Black Education Strategy Education Roundtable founded in 2006. Their mission is to achieve systemic changes in education that result in excellence and equity for Black/African American students at all levels of the education continuum and raise the bar for all students. BESR works to ensure ways to improve equitable learning opportunities and outcomes. Their vision is for 100% of Black/African American students graduating with a meaningful high school diploma and prepared for college, work, productive citizenship and life. BESR works to make systemic changes that lead to improved educational outcomes for Black/African American students at all levels.

1:50 PM Alexandra Manuel – Professional Educator Standards Board, Education Pathways

PESB is a small state agency that focuses on the certification policy for educators and accredits all the preparation programs in the state. The state is not a leader in around educators of color; just about 9% of our educators in the entire state are educators of color and the preparation programs are only seeing a seeing moderate increase in diversity. “Grow Your Own” Teacher programs are four alternate routes to teacher certification in light of the current state-wide teacher shortage; routes for classified staff & paraprofessionals, routes for classified staff with BA degrees, alternative routes for those with subject-matter expertise in shortage areas and alternative routes for individuals teaching with conditional certificates. Education Pathways also works with school and Education Service Districts to encourage the

acquisition of culturally competent teachers. Specific information regarding grants and alternative certification methods is listed at www.pesb.wa.gov

2:10 PM Carrie Basas, Director of the Office of the Education Ombudsman, Office of the Governor, Opportunity Gap: OEO's Data & Strategies

OEO was formed in 2006 by the legislature to deal with the Opportunity Gap. Their charge is to promote equity in education and to be a lead agency on family engagement. Was originally designed to be a regional model, but the funding didn't follow. Along the way, the office has become one of the state's experts on bullying and intimidation. OEO is a small agency, based in Northgate, composed of only five Ombuds, one admin who does all the intake for the office and the director. Last year, OEO served more than 1100 families and almost 1400 cases. With 793 schools and 185 districts state-wide.

One of their responsibilities is to help schools and families resolve individual disputes that affect student achievement. A collaborative facilitation model is used. The legislature did not give them the power to go in and tell people to fix things; they do not have fact finding or legal powers, and. They provide information to families, conduct trainings for schools and communities and make annual recommendations to the legislature, and

Forty-five percent of their calls came through community professionals as referrals last year. A majority number of calls received concern special education, but a number of concerns have been communicated to OEO regarding schools being unresponsive to parents and guardians. OEO has a lot of repeat customers creating an often, long-term relationship with families. Unfortunately, due to the size of the agency and the volume of work, OEO doesn't have the means of taking a step back to evaluate their systems.

OEO is beginning to do some culturally competent training with schools regarding what the districts aren't catching, but there isn't a follow up- piece due to their limitations. OEO works with advocacy groups. However, there are limits to the organization's advocacy.

OEO is also starting listening session in areas with Seattle, Bellevue, Highline and Kent, but Federal Way SD has not been receptive regarding the restraint, isolation and discipline issue.

Districts have taken a step back regarding interventions concerning interventions with students due to the new guidance around restraint and isolation so districts are nervous about pushing kids out of the classroom or touching them. However, the problems begin when schools are calling outside police and outsourcing work to people who aren't educators. OEO are trying to do a training on how to be culturally responsive but also how to respond to those who may be special education students of color. OEO is trying to provide training and trying to make a plan to address the issue. Abilities are limited as all actions by OEO are collaborative only; they are not OSPI, and as a division of the governor's office, have to maintain impartiality. They have conducted clinics with the non-profit, Open Doors, on a monthly basis, to support families. They are eyeing the possibility of having clinics within schools to advise families of their rights.

2:55 PM – Jonathan Houston, McKinney Vento Liaison, Tukwila School District

The McKinney-Vento Act is a federal law, originally passed in 1987, but recently reauthorized as part of the No Child Left Behind Act and more recently, a part of the Every Student Succeeds Act in December 2015. McKinney-Vento ensures immediate enrollment and educational stability for homeless children and youth, even if they lack normally required documents such as immunization records or proof of residence. The act defines homeless children as individuals who lack a ‘fixed, regular and adequate nighttime residence’ that includes living in motels, hotels, trailer parks or camp grounds, the sharing of housing due to loss of housing due to economic hardship, living in public spaces, abandoned buildings, bus, and train stations, emergency or transitional shelters. Children in foster care fall within the scope of McKinney-Vento. Each time a student changes schools, there is a 4 to 6 month loss of learning according to data sets. McKinney Vento is an unfunded mandate.

During the 2013-14 school year, approximately 32,000 students statewide identified as homeless. 3,600 of these students were African American. Each school district has a [McKinney-Vento liaison](#) that facilitates access to school services including transportation.