

Washington State
Governor's Office of the

Education ombuds

We listen. We inform. We help solve problems.



Annual Report

2015-2016

Promoting equity in education by working with families and schools to remove barriers so that every student can fully participate in and benefit from public education in the State of Washington.

September 1, 2016

LETTER FROM THE STATE EDUCATION OMBUDS

TO: The Honorable Jay Inslee, Governor

Randy Dorn, Superintendent of Public Instruction

Members of the Legislature

Washington State Board of Education

On June 7, 2016, OEO marked its 10th legislative anniversary. Two weeks later, I celebrated my nine-month anniversary as its new director. But the truth is that OEO had been a part of my life much earlier. As an adoptive parent new to Washington four years ago, I had struggled to understand the school system, particularly in finding English Language Learner and special education supports for my child. With the help of other families and the tools provided by OEO, I found a warm welcome to our state and parenthood.

That is the kind of experience that each of our 5 ombuds and intake specialist strives to provide to families around the state. Our founding legislators, two former directors, and all current and former staff have created the agency that we have today after ten years. They each shared a vision of public schools that challenged discrimination, whatever its form; provided resources to families and community advocates to ensure that every student's trajectory could be bolstered by information and collaboration; and held schools to a standard of transparency for being equitable and honoring the experiences of every student and family.

As a small agency, we are challenged to do more with limited resources. As I have gotten to know OEO from the inside this year, I have seen the impact of the message that we share with families, schools, and community groups. The three-pronged mission of OEO: direct service through collaborative, impartial, and informal conflict resolution; information creation and dissemination about issues and resources within our schools; and data-driven policy advising and recommendations—fits well with how we define our values as ombuds:

- Educators, families, and community professionals bring critical insights that can resolve conflicts and make schools inclusive and equitable.
- Each of us working in education shares a capacity to address injustices and breakdowns in processes if we can rely on one another to be creative and trusted problem-solvers.
- Not all conflict is bad or to be avoided, but rather teaches us about what we have left to learn and how we can each grow.

We are a unique organization—the first of its kind in the United States and a model nationally and statewide. In its ten year history, OEO has continuously sought feedback from our stakeholders and adjusted our service model to be more responsive to families and educators, even as staffing levels have had to be cut back with budget reductions.

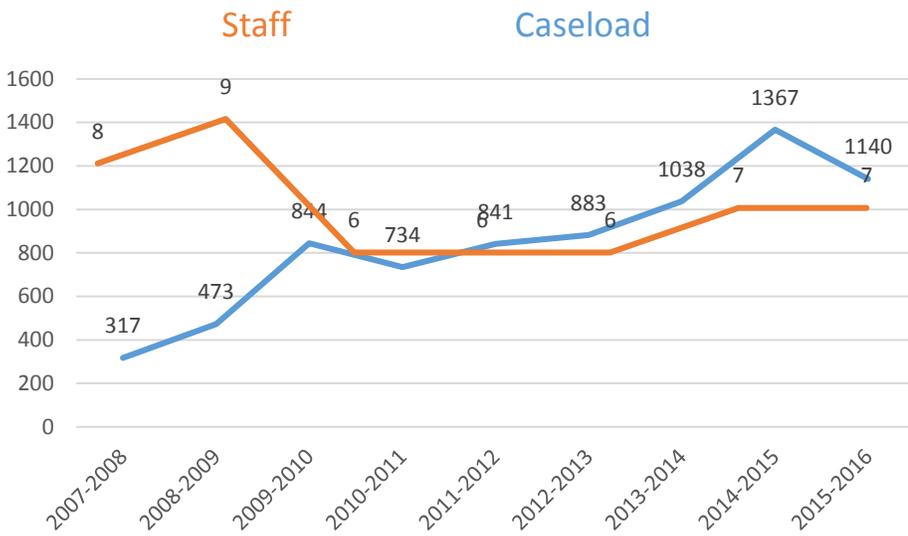
In this report, you will see how we have shifted our work this year consistent with recent strategic planning to be even more data-driven and proactive in family and community collaboration. My hope for our future is that we will continue to be a voice for families and students, that our reach will broaden, and that families, students, and educators will feel empowered and supported in serving as creative problem-solvers for others in their communities.

Thank you for your continued support,

Carrie Griffin Basas, J.D., M.Ed.

Director

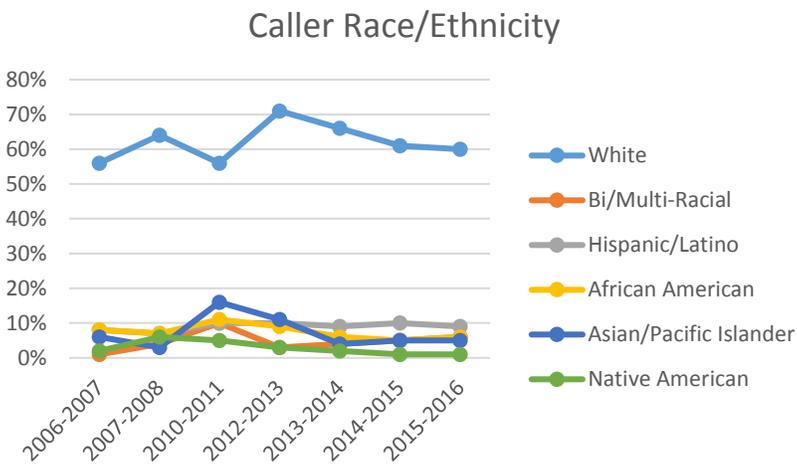
OEO: 10 Years in Review



Ratio of Staff to Cases:

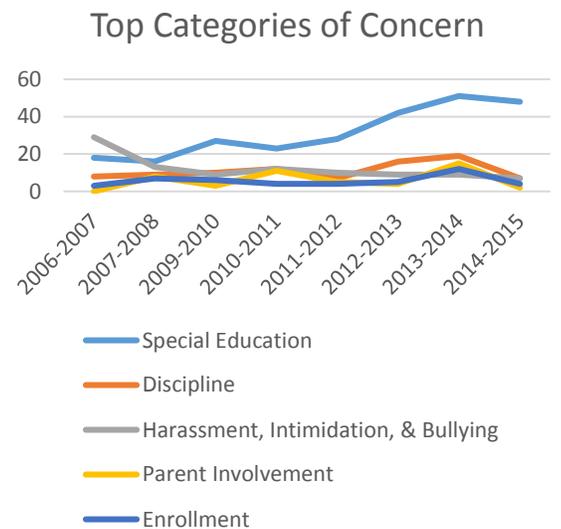
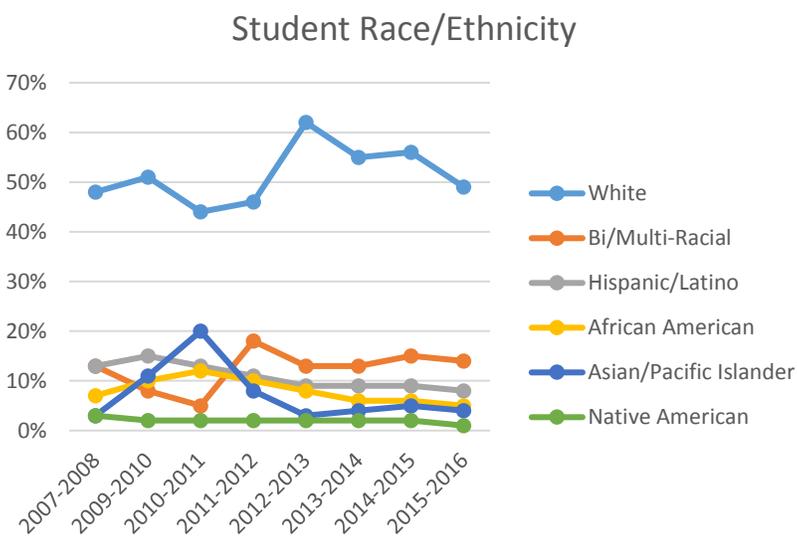
The number of calls to OEO has increased continuously. However, staffing was reduced in 2008-2009. In 2013, OEO hired a Regional Ombuds to strengthen relationships with Latino communities in Central and Eastern Washington.

In 2015-2016, OEO implemented a waitlist, which resulted in a slight decrease in total number of cases for the fiscal year.



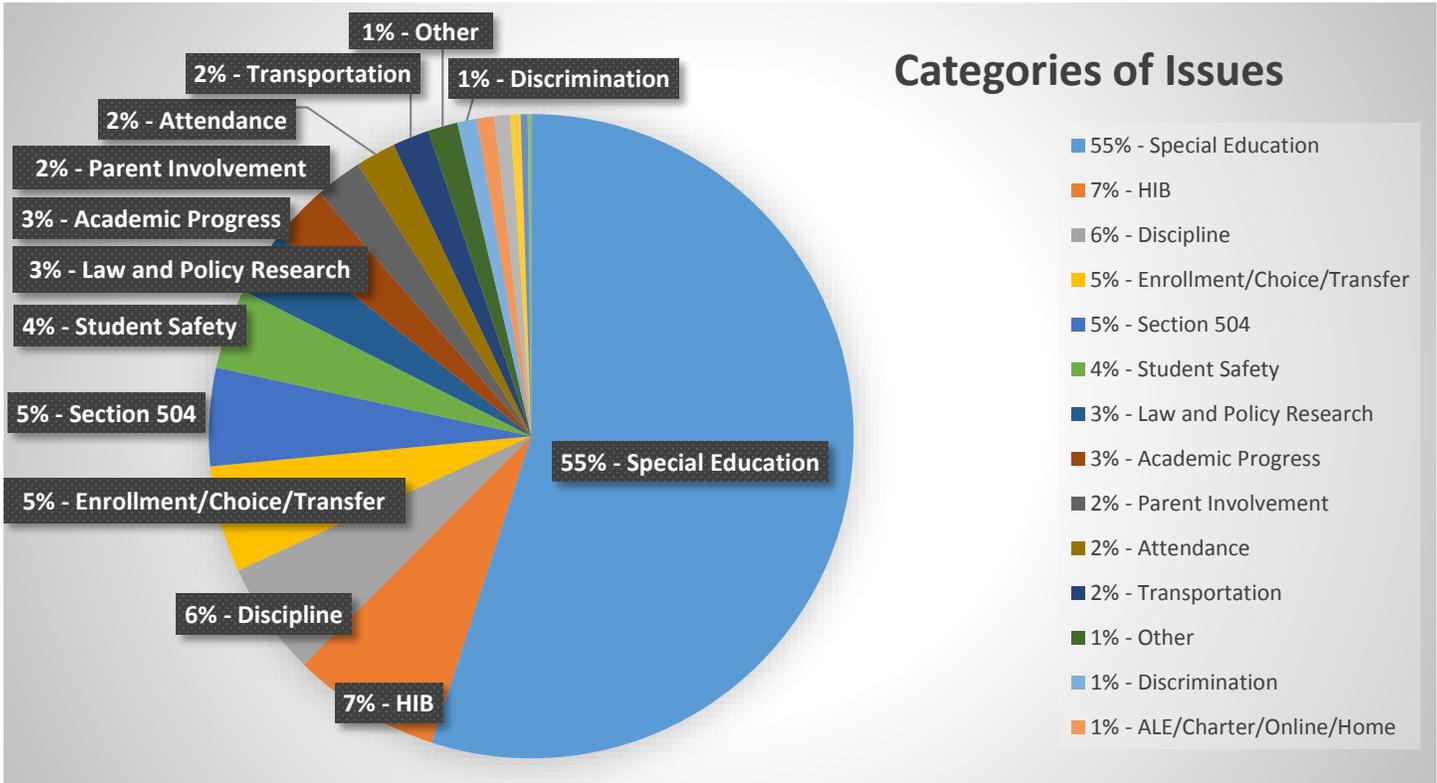
2015-2016 showed a slight increase in requests for support and information from African American callers.

Special Education continues to be the most common category of concern. Calls involving special education have increased consistently over the past ten years.



2015-2016 Data Overview

Of the 1140 concerns opened during 2015-2016, 55% regarded special education, with the most common issues being IEPs, placement, and parent participation. The most common disabilities reported for students receiving support from OEO were Multiple Disabilities, Autism Spectrum Disorder (ASD), and ADD/ADHD. Harassment, Intimidation, and Bullying (HIB) calls made to OEO primarily concerned student-to-student conflicts. Most discipline concerns involved chronic disciplinary action, ongoing behavior issues, or isolation and restraint.



Who called OEO:

- 88% - Parents
- 4% - Community Professionals
- 3% - Grandparents
- 1% - Other Relatives
- 1% - Legal Guardians
- 1% - Students
- 1% - School, District, or ESD staff
- 1% - Other

Within concerns where the OEO became involved by contacting schools or districts directly, the majority involved:

- 210—Parent Access/Poor Communication
- 72—Process was unfair or not followed
- 68—Student to Student Harassment, Intimidation & Bullying (HIB)
- 62—Chronic Disciplinary Action
- 43—Isolation/Restraint
- 34—Mental Health

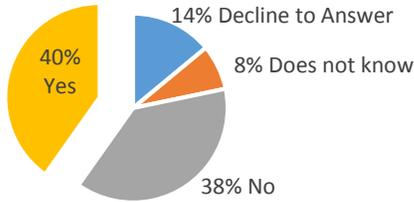
Lost learning time was a major concern reported this year:

- 22% of students were out of school up to 1 month.
- 9% of students were out of school more than 1 month, but less than 6 months.
- 2% of students were out of school more than 6 months.

Of the 1% of calls involving discrimination, concerns related to disability (26), race and color (16), sex (5), national origin (2), religion and creed (2), gender identity (1) and sexual orientation (1).

Assisting Low-Income Students

Student qualifies for Free/Reduced-price Lunch Program



■ Decline to Answer ■ Does not know ■ No ■ Yes

OEO assisted 50 multi-system youth, most of whom were homeless or in foster care.

82% of surveys reported the Ombuds were helpful.

The top three ways Ombuds helped were:

- Listening to callers' concerns
- Providing an independent perspective on the situation
- Informing callers about laws, policies and procedures

Where OEO received the most requests for service by ESD:

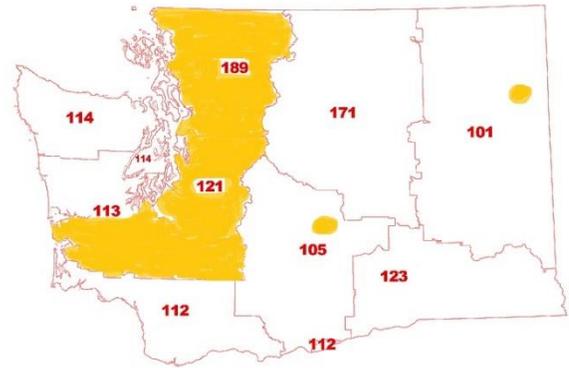
ESD 121—551

ESD 189—201

ESD 113—68

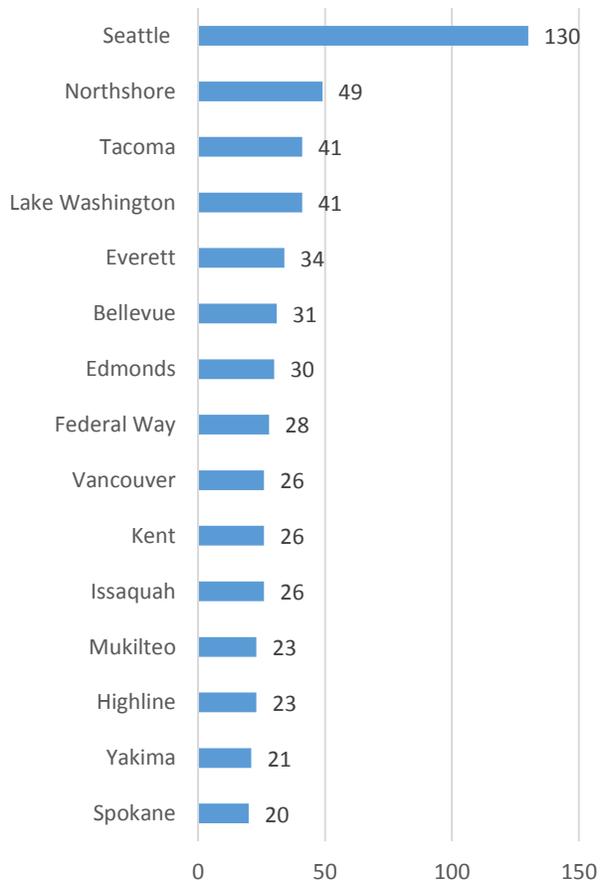
Number of Issues by Location

Areas with Highest Call Volume to OEO (Yellow)



(ESD map provided by OSPI)

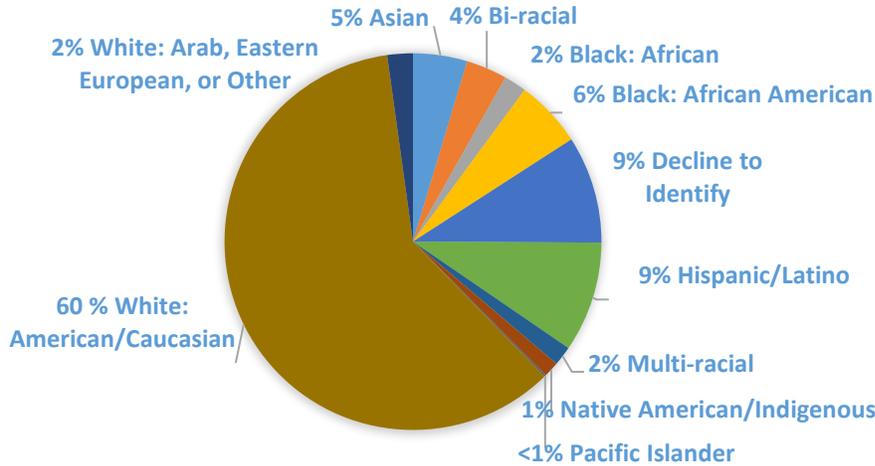
Collaboration by District in 2015-2016 (20 +)



Note: School Districts with 20 or fewer concerns were not listed due to space limitations.

Reaching Students and Families of Color in 2015-2016

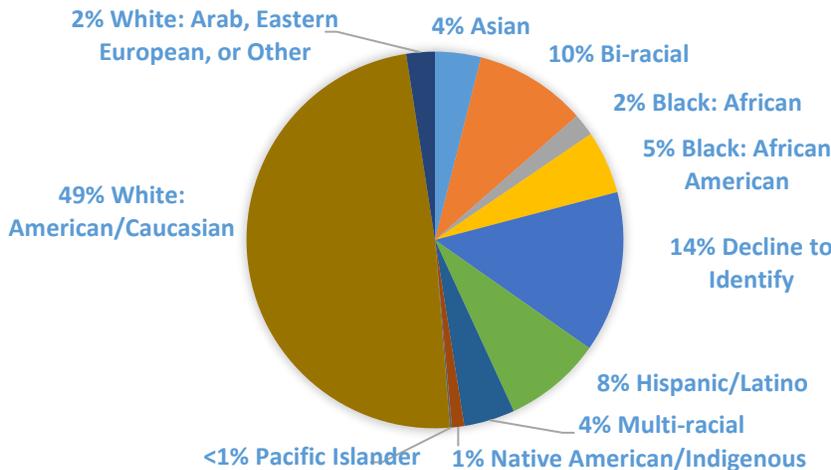
CALLER RACE/ETHNICITY 2015-2016



OEO staff speak Spanish, Somali, Portuguese, and Arabic.

In 2015-2016, families requested phone interpretation in the following languages: Cantonese, Korean, Somali, Spanish, and Vietnamese.

STUDENT RACE/ETHNICITY 2015-2016



Families reported language access issues that involved:

19 - Interpretation/translation

15 - Cultural competence of schools

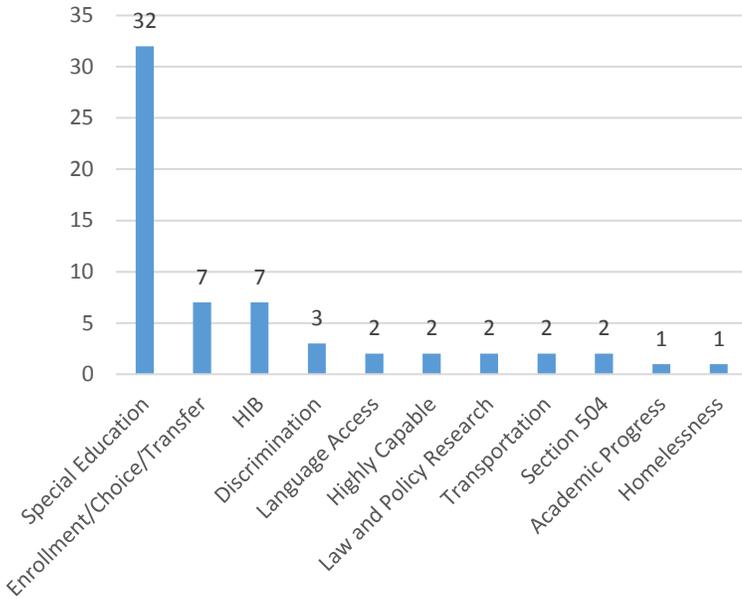
Callers and students who spoke a language other than English in the home:

Spanish – 98	Somali – 33	Korean – 14	ASL – 9
Arabic – 9	Cantonese – 7	Russian – 6	Khmer – 4
Marathi – 4	Amharic – 3	Japanese – 3	Tagalog – 3
Vietnamese – 3	Danish – 2	Farsi – 2	Hindi – 2
Italian – 2	Mandarin – 2	Rumanian – 2	Tibetan – 2
Punjabi – 1	Thai – 1	Tigrinya – 1	

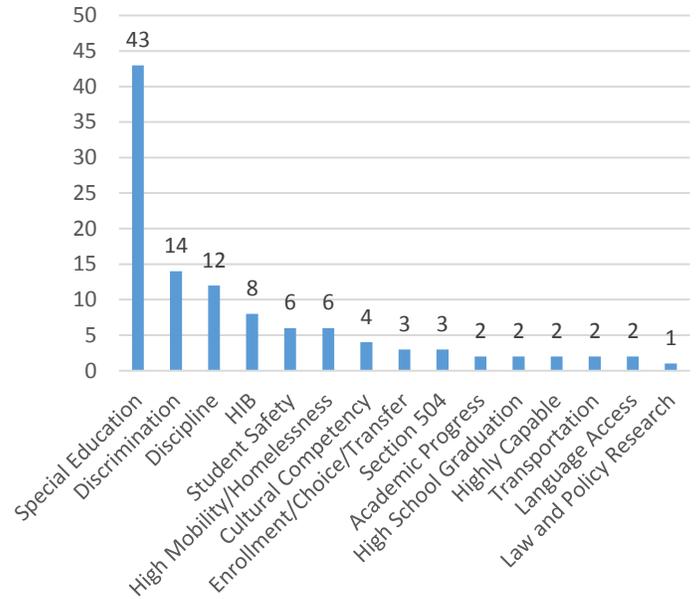
Out of 53 Asian callers, 30 spoke languages other than English at home.

Issues by Race/Ethnicity

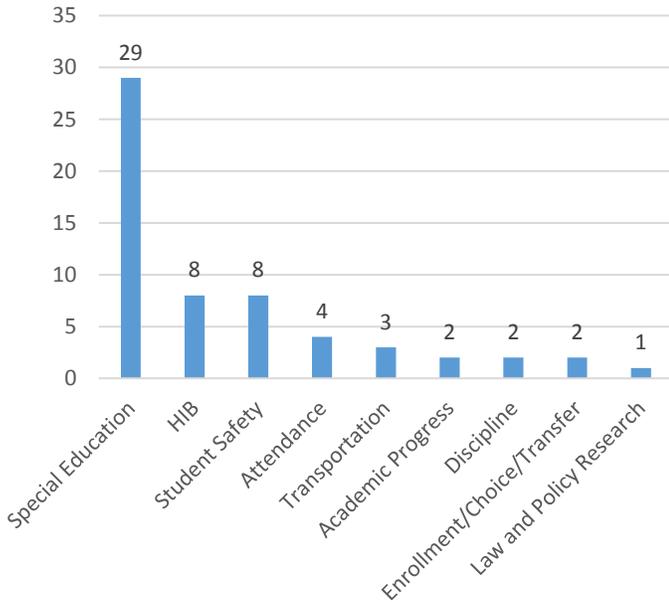
Categories of Issues for Asian American/Pacific Islander Families



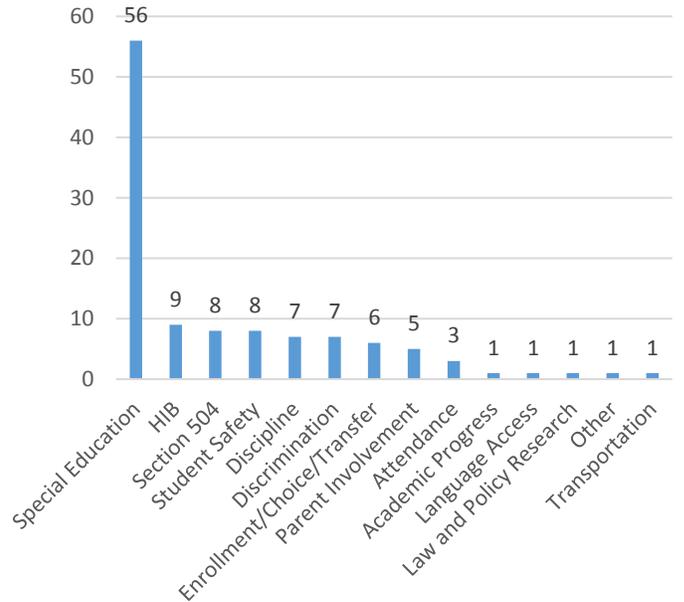
Categories of Issues for Black: African or African American Families



Categories of Issues for Bi/Multi-Racial Families

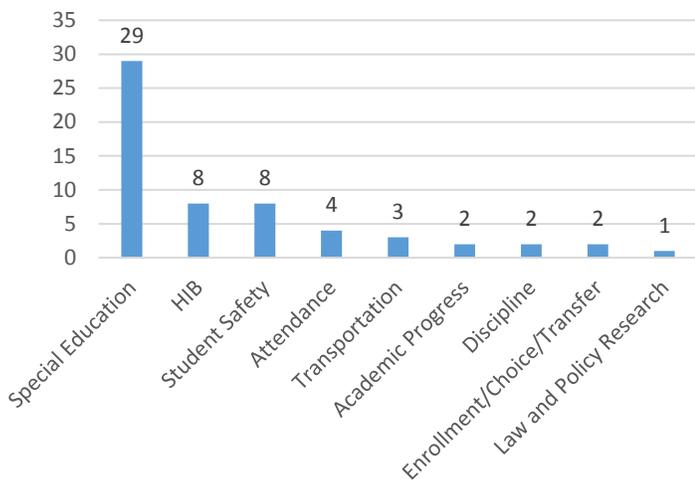


Categories of Issues for Hispanic/Latino Families

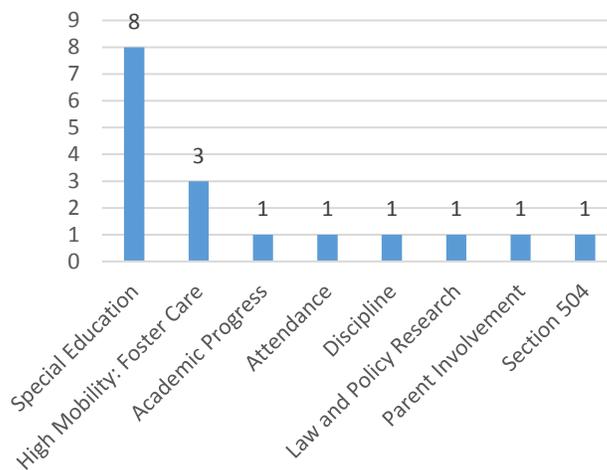


Issues by Race/Ethnicity, continued

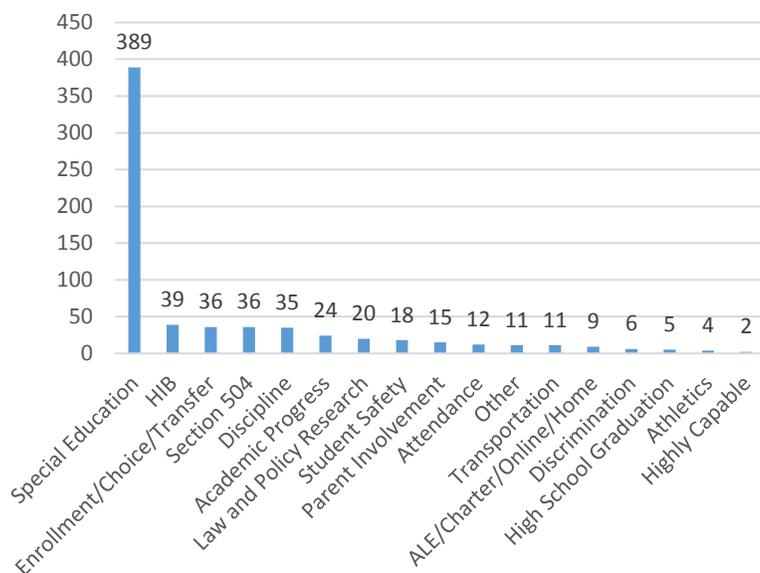
Categories of Issues for Bi/Multi-Racial Families



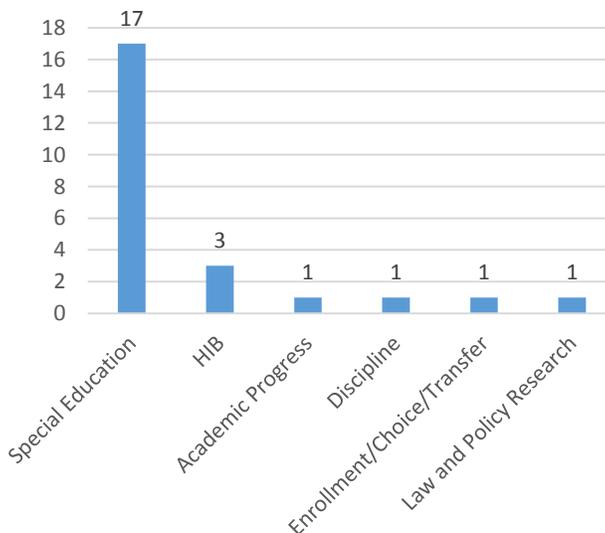
Categories of Issues for Native American Families



Categories of Issues for White: American/Caucasian Families



Categories of Issues for White: Arab or Eastern European Families



Highlights of OEO Accomplishments 2015-2016

Internal Improvements this Year to Improve Stakeholder Experience:

- Created a [strategic plan pathway](#) for cases that distinguished between high-stake complaints requiring direct intervention and those that could be resolved with consultation and information-sharing only
- Re-crafted two former positions within the organization to have [dedicated staff for media and community outreach](#) that would also serve as associate ombuds for less complex cases
- Expanded [internal language expertise](#) to include one more staff member fluent in Spanish and one staff member fluent in Somali
- Tested the feasibility of [limiting ombuds' caseload](#) to 200 concerns a year to alleviate overload and increase community outreach and policy work
- Instituted [quarterly check-ins to improve accountability](#) for progress toward strategic plan goals
- Adopted [technology improvements](#) to increase mobility and provide a platform for future webinars
- Piloted a telecommuting experience to [improve workplace flexibility and reduce environmental and traffic impact](#) of staff commuting
- Expanded [internal professional development](#) for team members by bringing in community partners (e.g., OSPI, Seattle Schools, Washington State Association of School Psychologists) and leveraging internal expertise
- Provided [mentoring experiences](#) for new team members



Created New Toolkits:

Alternative Learning Environments
Athletics and Activities
Attendance
Charter Schools
Complaints re: Staff or Programs
Enrollment, Choice, Transfers
Information re: OSPI Parent Liaison
Online Schools
Safety Plans
Transportation

Policy Recommendations

One of OEO's vital functions is to make recommendations to Washington State's policymakers on ways to reduce the opportunity gap, foster family and community collaboration, and improve outcomes for every student. This year, we have chosen to focus on **four specific areas** of policy recommendations: **cultural competence, social emotional learning, language access, and data-driven decision-making**. Implementing these systems-change strategies first *will require a foundation of:*

Funding a comprehensive, equitable system of public education that recognizes the P-20 pipeline and relies on family, student, and community feedback to improve school policies and practices.

Defining and tracking system gaps and disparities, such as discipline that results in lost learning time and disproportionately affects students of color, students with disabilities, Native students, and English Learners, for example.

Highlighting innovation, such as strategies to provide teacher mentoring and engage students in real-world work experiences before they transition into adulthood.

Allocating adequate resources to pilot programs that encourage meaningful family, school, and community collaboration and shared information-creation and dissemination.



Involvement with State and Local Education Policy Improvements:

Served on:

[Every Students Succeeds Act \(ESSA\) Consolidated Plan Team](#)

[ESSA Family and Community Engagement Workgroup](#)

[Results WA: Goal 1 Council \(World Class Education\)](#)

[OSPI's Graduation: a Team Effort \(GATE\)Workgroup](#)

[OSPI Interagency Attendance Communications Workgroup](#)

[Paraeducator Workgroup](#)

[Social Emotional Learning Benchmarks Workgroup](#)

[Educational Opportunity Gap Oversight and Accountability Committee](#)

[Disability Task Force](#)

[Becca Task Force](#)

[Transitional Bilingual Instructional Program \(TBIP\) Accountability Task Force](#)

[Language Access Advisory Committee](#)

[Washington State Coalition for Language Access \(WASCLA\)](#)

[South King County Discipline Coalition](#)

[Kittitas County Transition Council](#)

[ESD 105 Youth Advocates](#)

[Kittitas County Parent to Parent](#)

#1: Cultural Competence

Washington’s diversity is a vital resource that can be leveraged for improving educational outcomes for all students. Cultural competence is about being responsive, humble, and open, and encouraging students to develop culturally meaningful identities that are founded in their families and supported and valued within a multicultural educational system. A bill enacted by the legislature this past session to close educational opportunity gaps, HB 1541, provides a critical framework for increasing cultural competence in our schools by directing the development of cultural competence training for school board directors, superintendents, and teachers.

OEO would further this work by recommending that the legislature create and fund a comprehensive, broadly-defined cultural competence program that is built on partnerships between educators and communities. The legislature should require that all district, Educational Service District, and school staff receive cultural competence training that embraces diversity as inclusive of race, ethnicity, creed, disability, sexual orientation, gender identity, national origin, socioeconomic status, language, and veteran status. This training should be incorporated into teacher education programs and all pre-service teachers and school leaders should receive cultural competence training in their university coursework. Orientation to our state’s antidiscrimination values should begin before future teachers and leaders enter K-12 classrooms and should be iterative and lifelong, rather than tackled through one-time modules or limited clock hours.

Recognizing that meaningful cultural competence is a practice, not an endpoint, educators and leaders should have access to resources to support ongoing efforts to refine their practices by incorporating feedback from diverse student and family voices. These voices are critical data elements in how effective schools have been in nurturing school climates and instructional strategies that support both academic and social emotional learning for every student.

Cultural competence is furthered and reinforced tangibly when districts, ESDs, and schools make recruiting, hiring, and retaining for cultural competence a keystone of their human resources practices. Paraeducators, family and community volunteers, former students, and retired teachers are all important resources in the pipeline of building the sustainability of a culturally responsive system. Existing efforts, such as [PESB’s Growing Future Educators](#) approach, can be expanded to be inclusive of disability, sexual orientation, and gender identity, for example. [Puget Sound ESD’s continuum on becoming an antiracist, multicultural organization](#) provides a touchstone for improving district and school culture to reflect the needs and aspirations of every student.

What the OEO will do in the next year:

- Continue to prioritize staff diversity in hiring
- Devote resources to translation and interpretation
- Revise existing resources to reflect the cultural diversity of the state and be more accessible to multiple audiences
- Highlight best practices of schools, districts, and community-based organizations embracing cultural competence

Resources needed to sustain and expand these efforts:

- Additional staff with meaningful connections to Asian and Pacific Islander communities, as well as tribal nations
- Increased budget for translation and interpretation
- Staff with expertise in educator coaching in a multicultural school system

#2: Culturally Responsive Social Emotional Learning and Supports for Students' Mental Health

Social emotional learning (SEL) is an ongoing, developmental process in which students foster awareness and management of their emotions; set and achieve important personal and academic goals; build recognition of their impact on others and their role in a community; and demonstrate responsible decision-making and strong interpersonal skills. We can understand through common sense – and see reflected in research – that these skills support students in meeting academic and behavioral expectations in school and set them up for success in college and career. We know, however, that these skills should not just be directed at students, but are rather tools for all members of school communities to develop.

There is great momentum to bring social emotional learning into schools in an intentional way. [Many schools](#) and [districts](#) have already invested in [social emotional learning programs](#), and members of a statewide [Social Emotional Learning Benchmarks Workgroup](#), including OEO, have been working through the year to define standards and benchmarks to recommend to state policymakers this fall.

As this work moves forward, we all have an opportunity to ensure that our talk about the importance of cultural competence and the value of shared-decision making with families and communities is reflected in action. Toward that end, OEO recommends that the legislature consider continuing the charge of the SEL Benchmarks Workgroup with sufficient funding to vet the proposed standards with diverse stakeholder communities across the state, including any costs of interpretation and translation. Additionally, the Workgroup should be expanded to include greater membership of community-based advocates working on racial equity.

Even as we define another set of standards for students, we must not skip over the critical work of building capacity of schools to implement those standards. Efforts to increase the capacity of schools and districts to support the “whole child” through frameworks like the [Washington Integrated Student Supports Protocol](#) must go hand in hand with social emotional learning.

With [information gathered about mental health service models currently available to students in schools and districts](#), the legislature should also continue its work on making quality mental health services available to each child that needs them, including making appropriate staffing ratio changes. OEO urges state policymakers to reach out to Washington state professional associations of school counselors, nurses, occupational therapists, psychologists, and social workers, who are coming together to define their respective expertise in supporting the social, emotional, and mental health of students. Their insights will be invaluable as districts work to implement changes in discipline, tackle chronic absenteeism, and remove barriers in school environments so that every student and family feels wholly welcome, seen, and understood.

What the OEO will do in the next year:

- Continue our participation in the Social Emotional Learning Benchmarks Workgroup
- Seek opportunities to deepen our cultural competence and create opportunities for diverse communities to share how the whole student can be supported
- Engage in discussions with various community and professional stakeholders around social emotional learning, integrated student supports, and mental health systems
- Work to increase conversations with schools and families and decrease stigma around mental health concerns to support greater access for every child who needs supports

Resources needed to sustain and expand these efforts:

- Additional staff with meaningful connections to diverse communities across the state
- Increased budget for regional ombuds, travel, and convening of diverse stakeholders and forging of partnerships with related professional organizations

#3: Language Access

When family and school partnerships are strong, students benefit academically, socially, and behaviorally. This holds as true for students whose parents speak a language other than English as for any other student, but these benefits are elusive without meaningful language access for Limited English proficient (LEP) parents.

Often, LEP parents make do as best they can building the vocabulary and the confidence to introduce themselves and their child to the school community and navigating requests for meetings and additional information about their child's learning. Still, critical conversations about a child require a level of fluency that can take years of study to reach* and pose challenges even for native speakers. Expecting educators and families to manage these conversations without adequate interpretation wastes valuable time, damages relationships, and creates missed opportunities for supporting students and fostering families' informed decision-making.

Oral interpretation is essential – but not sufficient to ensure access for LEP families and therefore, must be accompanied by translation. Parents are expected to process a significant amount of written information as they partner with schools. We increasingly find examples of districts proactively translating handbooks, notices, and policies, but understand that translations of student-specific information in critical documents remain a rarity. The costs of interpretation and translation can be significant, but there are ways to reduce costs with advance planning, and coordination to avoid duplication of efforts.

A solid framework exists to support further progress in ensuring language access in public schools. In 2014, the legislature tasked OEO with investigating the feasibility of developing a state foreign language education interpreter training program. Progress on some of the recommendations included in the resulting [Report on Providing Language Access Services for Limited English Proficient Parents in Washington Schools](#) is already visible: a model policy and procedure for language access plans available on [WSSDA's website](#); and a growing body of materials, translated into multiple languages, available on [OSPI's website](#).

OEO would further this work by recommending that the legislature require each district to adopt a language access plan incorporating at a minimum the components in the model policy. At the same time, the state should move forward with developing professional certification standards for foreign language educational interpreters, building on lessons learned in the process of implementing certification [requirements for sign-language educational interpreters](#).

* A study from the National Association of Latino Elected & Appointed Officials Education Fund looking at challenges facing adult English as a Second Language learners notes that "it is generally accepted that it takes from 5-7 years to go from not knowing any English at all to being able to accomplish most communication tasks including academic tasks." *The ESL Logjam: Waiting Times for Adult ESL Classes and the Impact on English Learners*, Dr. James Thomas Tucker, September 2006. The same study notes that given the time-limited nature of many English as a Second Language courses for adults, "even students completing basic ESL classes have limited English proficiency ("LEP")." Accessed at: <http://files.eric.ed.gov/fulltext/ED527905.pdf>.

What the OEO will do in the next year:

- Continue to invest in translation and interpretation of OEO's outreach and informational materials
- Partner with other state agencies, districts, and community organizations to build on existing language access resources, including dictionaries of common educational terms, and inform more families of the availability of language access services through outreach and clinics
- Highlight best practices of schools and districts making language access a priority

Resources needed to sustain and expand these efforts:

- Additional staff capacity with proficiency in other languages
- Increased budget for translation and interpretation

#4: Data-Driven Decision-Making and Partnership

Due to ever-expanding requests for our services with no changes in funding, OEO spent much of this past year exploring how data could guide its practices by prioritizing where limited resources would be spent and identifying communities within the opportunity gap to target for outreach about the agency and its services. Stories from students, families, and educators have provided greater context for quantitative data that we have. Similarly, this process involved looking to external sources of data and information to revise our approaches. For example, OSPI's disaggregated data releases on graduation, discipline, and attendance rates have prompted us to ask ourselves if we are reaching students, families, and schools most affected by the opportunity gap and what our role is in forging partnerships with communities to tackle these disparities together. We are taking the first steps toward data-driven decision-making that is collaborative in recognizing the importance of multiple perspectives and the value of both numbers and narratives.

OEO recommends that the legislature consider making school boards more accountable and responsive to data by requiring them to examine data, at least quarterly, on the opportunity gap from multiple sources (e.g., OSPI, OEO, school climate surveys, and family and community focus groups) and to take action to revise district-wide policies to narrow the gap. This recommendation builds on existing requirements for districts to look at annual data on course and program enrollment and discipline, for example. To do this work, school boards will need training on how to understand data and ask questions about what is missing. As family and community engagement efforts are revisited under the Every Student Succeeds Act, school boards can leverage family and community advisory boards to ensure they have multiple sources of data about issues that affect their local communities. Similarly, school boards should analyze data on teacher diversity and make recommendations for improving their district staff diversity to reflect changing student demographics. School boards can foster valuable relationships with principals and other leaders to translate this data from high-level accountability to school reform on a daily basis. This kind of data-driven accountability is built on partnership and transparency. Entities such as OSPI, OEO, DEL, SBE, and community and family groups bring different, but equally valuable, perspectives on what it takes to shift experiences and outcomes.

Data-Driven Decision-Making and Partnership

Data-driven decision-making involves:

- Collecting appropriate data that is disaggregated
- Analyzing the data regularly and meaningfully
- Sharing the data with people that need it—from staff to families—and building their expertise to ask questions about it and make recommendations
- Using the data proactively to remove barriers to achievement and support
- Involving key stakeholders in making data-driven decisions and sharing that process transparently

What the OEO will do in the next year:

- Create additional opportunities for school districts to have data-driven facilitated listening sessions and other conversations with families, students, and community stakeholders
- Provide support for school districts to take action on the results of these listening sessions
- Foster new relationships with community organizations and schools to reduce disparities in access to information about educational processes and conflict resolution
- Highlight best practices of school boards, districts, and schools engaging in collaborative, data-driven improvement

Resources needed to sustain and expand these efforts:

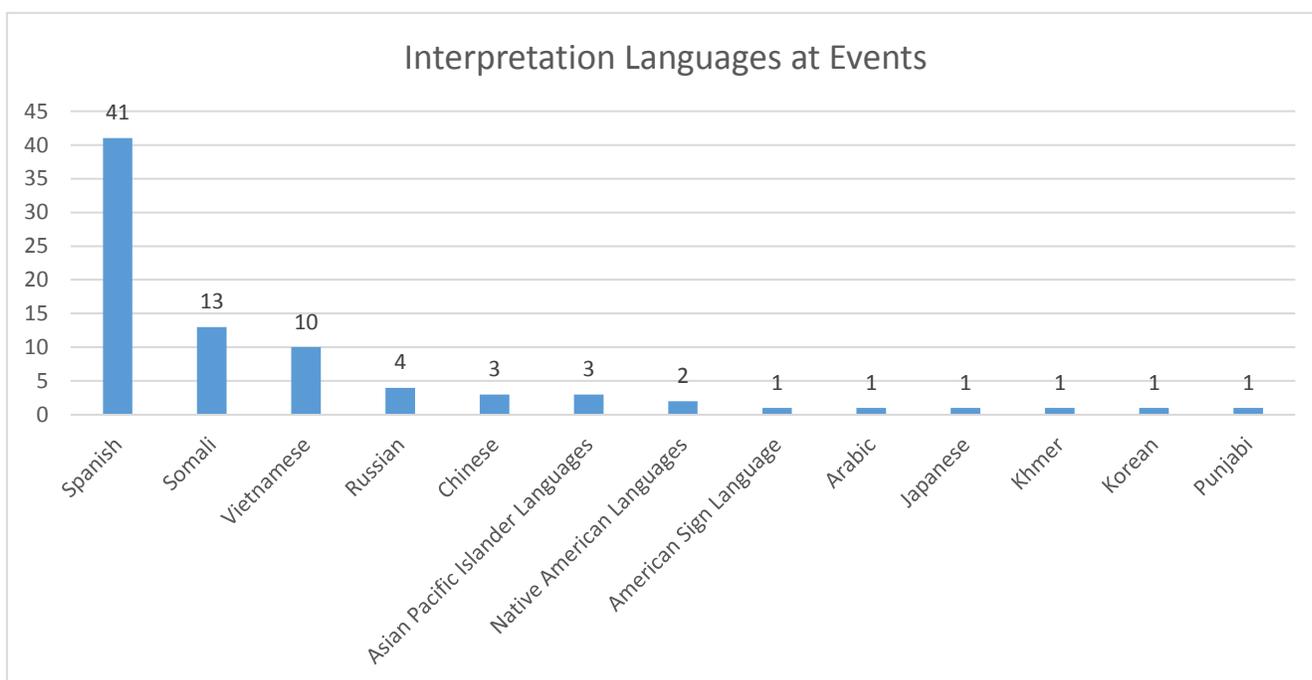
- Additional travel funds and regional staff to facilitate school board presentations, listening sessions, and other supports
- Increased budget for translation, interpretation, and media outreach
- Resources to expand geographic reach of OEO's clinics

Outreach to Families, Students, Educators, and Community Stakeholders 2015-2016



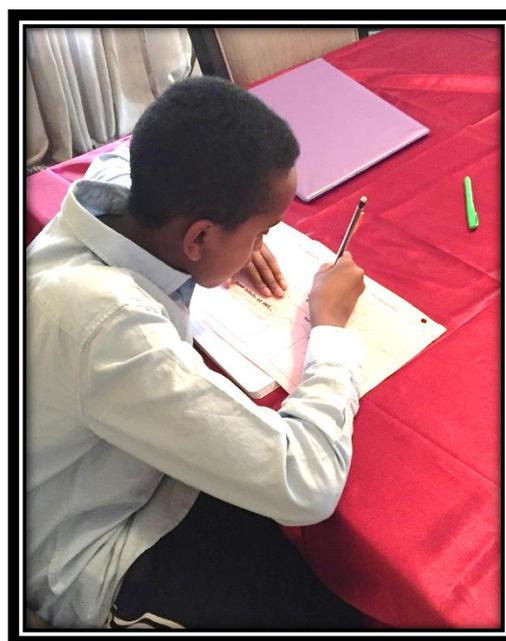
OEO conducted workshops, trainings, panels, and outreach tables for 89 events this year, reaching more than 3018 attendees.

This year, OEO participated in 50 separate events with interpretation in multiple languages. Some events offered multiple language interpretation, so there is some overlap in the graph below.



In 2015-2016, OEO forged new ways of partnering with schools and communities:

- Adopted a listening sessions model that was piloted with four districts in the Puget Sound region to facilitate families' sharing of concerns with schools and to support districts in addressing those concerns collaboratively
- Mediated a dispute between two education providers to allow both parties to continue their collaborative work while complying with state regulations
- Launched community clinics with Open Doors for Multicultural Families to bring ombuds to families for face-to-face support in their native languages
- Presented data and services to the Commission on African American Affairs, the Commission on Asian Pacific American Affairs; and the Commission on Hispanic Affairs
- Reached out to individual schools with high numbers of OEO complaints over the past two years to brainstorm collaborative approaches and information-sharing to support their strategic plans and provide information and training to families and students
- Convened a meeting of area family engagement liaisons, ombuds, and McKinney-Vento liaisons to discuss the challenges and opportunities of their work
- Reached out to educator pre-service and pathway programs and special education directors to offer our impartial and proactive assistance to teachers and school leaders in resolving conflicts and sharing information with families and students
- Piloted a mini-clinics model at the Washington State PTA convention to share information with families on various topics
- Partnered with the Southeast Seattle Education Coalition to conduct a live Facebook chat with translation available in Spanish and Somali
- Created new materials for educators, families, and community advocates to explain OEO's role and services
- Created new toolkits on 10 topic areas, and revised them based on internal and community feedback
- Crafted a 12-language outreach poster for Asian and Pacific Islander families to raise awareness of OEO's services



Examples of OEO Outreach Partners in 2015-2016

Organizations

Amara

Arc of King County

Arc of King County Latino Families Group

Arc of Snohomish County - Connecting Families

Bellevue School District

Bellevue Special Needs PTA

Black and Brown Male Summit

CADRE

Centennial Accord

Central WA Disability Resources/Outreach

Central WA University

Children's Village

CIELO

Clark County Parent Coalition

Community Connections

Central Washington University - Special Education Teacher Program

Disability Rights Washington

ELL Workgroup

Ellensburg High School

Organizations, continued

EOGOAC

Equity in Education Coalition (EEC)

ESD 105

Experimental Education Unit (EEU)

Families United for a Better Future

Family Liaisons

HeadStart/ECEAP

International Initiative for Disability Leadership

King County Housing Authority

King County Truancy Prevention Project

Language Access Advisory Committee

League of Education Voters

Lutheran Family Services

Military Compact MIC3

OneAmerica

Open Doors for Multicultural Families

Open Doors/Seattle Public Schools Parent Workshop

OSPI-Student Support

OSPI-Title 1/Part D Education Advocates

P2P Hispanic Outreach

Organizations, continued

Results WA

Rod's House

Rural Alliance for College Success

Seattle Housing Authority

Seattle Special Needs PTSA

Seattle Schools

Shoreline Special Needs PTSA

Somali Community Education Forum

Somali Family Support Meeting

Southeast Seattle Education Coalition

Transitional Bilingual Instruction Program

UPRISE

UW Bothell Special Ed Administrators Program

UW Disability Studies Program and D Center

UW Special Education Program

UW Seattle Special Ed Advisory Board

WA Mediation Association

WA PAVE

WA State PTA

WA State Coalition for Language Access

WA State Special Education Coalition

WALA

Organizations, continued

Walla Walla Disability Network

Washington Autism Alliance and Advocacy (WAAA)

Washington State Commission on African American Affairs

Washington State Commission on Asian Pacific American Affairs

Washington State Commission on Hispanic Affairs

Washington State Indian Educators Association

OEO is grateful to all of its stakeholders for a great year of collaboration to improve student achievement in Washington.

Questions and/or comments about this report can be sent to:

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