

PARTICIPANTS

Taffy Carlisle
 Aurora Cedillo
 Parasa Chanramy
 Maria Delgado
 Rep. Joe Gallegos
 Don Grotting
 Cindy Hunt
 Kathleen Jenskey
 Marisol Jimenez
 Susan Kaller
 Rudyane Lindstrom
 David Loguee
 Veronica Magallanes

Kim Miller
 Adriana Miranda
 Jessica Nguyen-Ventura
 Christina Perry
 Chuck Ranson
 Ilana Umansky

Members not present:
 Carmen Rubio
 Salam Noor
 Toya Fick
 Myrna Salinas
 Ana Ramirez

Toshiko Maurizio
 Karen Thompson
 Julia Meier
 Joseph Santos-Lyon
 Mike Scott
 Ewa Campbell
 Anselmo Villanueva
 Frank Acosta
 Kayse Jama
 Rob Saxton
 Bill Rhoades

Item	DISCUSSION	Action
<p>Welcome & Introductions of New HB3499 Specialists</p> <p>Agenda Review & ARC of work of the Advisory Group</p>	<p>Cindy Hunt welcomed the group with Rudy Rivera and Taffy Carlisle Rudy said she is identifying the transformation, and target districts, making connections and coaches, discovering the needs of each district accordingly to the equity plan and English specialist culturally responsive best practice.</p> <p>Taffy Carlisle said she has worked as a Bilingual Specialist, Gen. Ed., EL, and Dual Language teacher, T-III Director and most recently the ELD Coordinator in the Spokane Public Schools District. The Oregon Equity Unit is now in the Assistant Superintendent’s Office.</p> <p><i>(Cindy Hunt summarized last meeting--Phase One HB 3499 rules target transitional districts.)</i></p>	
<p>Definition of Long Term ELL</p> <ul style="list-style-type: none"> • Review Prior Discussion 	<p><u>Today’s meeting we will look at Phase Two of HB 3499</u>—the bill directed to get to Best practices and long term ELL.</p> <ul style="list-style-type: none"> • What will school improvement look like after four years • Taffy will dive into EL Strategic Plan • Update goals and implementation work • long term ELL Definition • New ESSA last time ESSA Sec. 3121(a) (6) Reporting for state. <ul style="list-style-type: none"> ○ <i>Long Term ELL definition needs final agreement 6? Or 7? Or scored English proficiency 3 or more years?</i> <p>Rudy—Good time to bring up now to have Oregon have its own definition consensus.</p>	

Item	DISCUSSION	Action
	<ul style="list-style-type: none"> ○ <i>David Lougee--If we adopt our own definition for Oregon do we then need to report our Title 3 to the State, and have to do the Feds reporting also?</i> ○ <i>Rudy—How much reporting or double dipping will be necessary?</i> ○ <i>Karen Thompson—Clear need for a definition. Not clear conversation of State rule. Not necessarily to have two sets of reporting of technical assistance for districts.</i> <p>Hunt—not technical assistance it's part of best practices, long term ELL called out limited different than Feds.</p> <ul style="list-style-type: none"> ○ <i>Rep Joe Gallegos—As a State exceed parameters of the Feds?</i> ○ <i>Marisol—what does operational look like fuzzy?</i> <p>Hunt—labeling kids being careful how we use definition</p> <ul style="list-style-type: none"> ○ <i>Aurora--7th grade</i> ○ <i>Marisol—6 years could be Elementary</i> ● <i>Kim Miller talked about the opt in and opt out for students - parents waive out of services. Consequences and long term data that we provide English Language eligible six or more years 6-12th grade.</i> <ol style="list-style-type: none"> 1. <i>Any student classified as six or more years as 6-12th grade</i> 2. <i>Drops of developing best practices</i> ○ <i>Parasa—Eligibility for how many students 6 or more years and measure students stuck. What can we do? And then the second piece for 6-12?</i> ○ <i>Marisol—6-12 English Language maps development-6 years capturing 6-12</i> ○ <i>Karen Thompson—3 or more years fit better under best practice serviced for -6years. How many have been stuck? 6th grade 7 years -years 6th grade align</i> 	

Item	DISCUSSION	Action
	<ul style="list-style-type: none"> ○ <i>Maria Delgado—5th - 6th exit ELL programs based on best practice most exit in 5th</i> ● Hunt asked--Is there an argument to move to 7th grade? <ul style="list-style-type: none"> ○ <i>Maria—When I'm a parent and take my child out of the program. (We know that it is sometime more important to have the IEP). I receive phone calls and emails that my student is absent from program when already out of the program—my student is in 9th grade. Does the state give money to school even though my student is out of program?</i> ● Kim Miller said ELL funding is to the point, parent signs waiver to opt out of service. The \$140 that would go to the state, Kim and team calls districts to clean out. <ul style="list-style-type: none"> ○ <i>Susan Kaller—Refuges with no English and have trauma many not have progressed after 3 years by 6th grade not progressing.</i> ○ <i>Veronica—paying a different attention. To spot attention, concerns, labeling 4, 5, and 6th due to circumstances. Spot cases not labeling long term not progressing in English Language.</i> ○ <i>Karen—labeling projecting is damaging.</i> ○ <i>Aurora Cedillo, (Salem Keizer) 3 years registered but may not have gotten services.</i> ● Hunt—Best practicing variety of circumstances eligible, not labeling <ul style="list-style-type: none"> ○ <i>Susan Kaller—refugees come late may be measureable, but not the right tools such as the Somali kids—Label SPED or long term learners. How do they as late entry 14, 16, 18 years old, first time in a class room?</i> ○ <i>Veronica—capture what</i> ○ <i>Karen—even opts out</i> ● Hunt—Even though eligible may not be enrolled <ol style="list-style-type: none"> 1. Should students be eligible for 6 or more years? 2. 7 or more years? 	

Item	DISCUSSION	Action
<ul style="list-style-type: none"> • Final Consensus <p>Biliteracy Seal Update</p>	<p>3. Enrolled in English Language long term ELL Definition</p> <ul style="list-style-type: none"> • Rudy—Culture responsive practice—dig deep work hard! <ul style="list-style-type: none"> ○ <i>Suggested definition: Any ELL student in grades 6-12 who has been classified as an English learner for six or more years.</i> ○ <i>Karen Thompson—will answer why 7 years: 5th and 6th grade or after 7 years of dual immersion. Where you are when you come in. Some students need more time in upper level, more understanding that English Language proficiency takes a while.</i> ○ <i>Parasa—Definition: 6 years long term ELL-match their needs from Kindergarten to 7 years.</i> ○ <i>Sense of urgency for the kids.</i> ○ <i>Veronica—determines long term ELL urgency is being addressed by this bill. About students in services but not making progress.</i> ○ <i>Don't make kids learn faster than their paradigm.</i> ○ <i>Marisol—6 years urgency, (5th-7th), 6th the compromise.</i> • Hunt— We need to move ahead with best practices. It is not a mandate. <ol style="list-style-type: none"> 1. Close achievement gap. 2. How do we handle for best practice for kids? 3. Nuts & bolts conversation 4. Factor migrant in 5. Best practice 6. State ELL Plan 7. Accessing whether 6 or 7th. <p>Rudy--Talked about the Oregon State Seal of Biliteracy, Dual Language, and shared all ELL we are doing</p>	<p>Group Voted and we are going with 7th</p>

Item	DISCUSSION	Action
<p>School Improvement Update</p> <ul style="list-style-type: none"> Preliminary Identification Done 	<p>Taffy—Talked about the Board adopted our 2014-2015 criteria to establish the award and the three criteria for the seal of Bi-literacy.</p> <ul style="list-style-type: none"> 7 on 3 domains & 6 on 1 domain, California and Washington do 4, Oregon Settles on 5 on 3 AP/IB Named the Pilot schools and Salem-Keizer is also on the list. This year there is a Grandfathering in AP = 4 and IB = 4. Following years—AP = 5 and IB = 5. Language levels questions? Align assessments. The application submission process explanation Next steps assessments--Some students - multiple assessment Dual credit for our students Decision making? Why did we go to 5 is (noteworthy) instead of 4 <ul style="list-style-type: none"> <i>Veronica—commented on indigenous languages and Central American</i> Taffy—referred to the—Indigenous Folk Portfolio <ul style="list-style-type: none"> Karen Thompson—Confused, can't get any higher than AP/IB—1-5. Some colleges accept students at 4 as well qualified for college. Up until February 2014 Survey Monkey—OSU accepted Spanish at 3+ credit. Aurora—Kids born in Spanish program early exist by 3rd grade. No programs farther in those schools Is 5 asking for perfection? Isn't 4 OK? Is the desire of some teachers to get to a 5 honoring challenge or sifting and sorting kids--honoring bilingual? Holding these students to higher standards than colleges? In favor of being accessible in a wide range, not things shifted to an elite stance. Aligned holding students to different standards. 	

Item	DISCUSSION	Action
<ul style="list-style-type: none"> SB1564 Reporting Process 	<ul style="list-style-type: none"> Rudy—School Improvement Criteria. Josh Rew is not here today. Framework for applying criteria goal by next month to establish the list and funding coming soon to a meeting. Hunt—if your district is on list, you will receive a phone call by Rudy. Josh Rew will plot the progress one line and demographics of student indicators. It is a fascinating document of the small and big quadrants. Geographic Map—Next Steps at district meetings. Rudy—where are we in our priority of best practices Title I conflict, cohesion and alignment? Tim Boyd—is working on cohesion, alignment overlap, and connects with school Improvement. The goal is to connect with schools, work with principles, and presentations in English and Spanish <ul style="list-style-type: none"> How many districts are selected? Hunt—looking at 15-20 in first category and go from there. (15 in each category) Hunt—Reporting SB 1564—Shift to June 30 reporting more accurate data to look back a year. On tract report by June 30, 2016 ➤ Your work on HB 3499 to Legislature—EL Strategic Plan status and update perfect timing, funding note. Is this a Bi-lingual EL Strategic Plan? Three plans—agency, teams, Kendra-African; April-Native; Taffy EL ➤ Goals of all our plans overarching to align goals and graduation rates 	
<p>El Strategic Plan Presentation</p> <ul style="list-style-type: none"> History 	<p>Take stock with quarterly reviews—goals outcomes thorough process support in Oregon. The ELL Strategic Plan is using same process</p> <ul style="list-style-type: none"> ❖ Good to know--Didn't have plan Latino—(not skipped over) very few native in plan. Rob Saxon would go back and work on ... underserved—goes into main strategic plan. Gaps and needs. 	

Item	DISCUSSION	Action
<ul style="list-style-type: none"> Progress up to date 	<p>Overview of Strategic Planning process</p> <p><u>P-20 system needs</u></p> <ol style="list-style-type: none"> Updated wording—not gone Charge mission Statewide vision for English Learners Valued statements <ul style="list-style-type: none"> What has happened in the last three years? Plan never went away, goals work done, current work in progress (57, 58 ELs) <ul style="list-style-type: none"> What is Oregon English Learner Statistics? Population of ELL population 25% are ELL <ul style="list-style-type: none"> What does that mean? Taffy—Goal #1 highlight work, is continuing. Where work is compared to goals, address goals, MOOCS (map open online course) <ul style="list-style-type: none"> I don't see ODE ELL on there Goal 2—systematic “approach to capacity building” What type of wording do we need? Say this is just for Spanish—effect is chilling for Indian native Goal 3—Engage the family/community Goal 4—Team of expert practitioners and researchers—Oregon is leading as being innovated! Goal 5—Replicate exemplar programs Goal 6 Assessment systems that include performance of both current and former EL Goal 7—Support Educators Goal 8—Universal Pre-School Program <p>(After two year, revisited-Sub-Group and Smaller Work Group</p> <p><u>Questions?</u></p> <ul style="list-style-type: none"> Aurora—Goal 3—Communication ESSA funding parent engagement? Is it built off of Washington DC? Different programs in October what does it mean? Interested in trends of student outcomes that works well in plan post 2016. <ul style="list-style-type: none"> ODE Strategic Plan send a link out What is working and what is not working, re-evaluate in Year 3 and 4. Goals could change to align to what is working and what 	

Item	DISCUSSION	Action
<ul style="list-style-type: none"> Revisions & work plan alignment 	<p>is not. Do our goals, wording align to ESSA, HB3499. Consider equity, 1013-2016 access</p> <ul style="list-style-type: none"> New plan or update old plan—Convene work group, Goals are notable and worthy—how we will measure. Convene in a smaller group—Geographic diverse Sub group—1564 data collection. And you will still be the advisor group. (do not have the investment board any longer) Two bodies to work with, and State Board. Is that a pathway this group will envision? <ol style="list-style-type: none"> Advise sub-group Student Improvement impact Next Steps Strategic <ul style="list-style-type: none"> Parasa—Inform School Adoption much earlier? Best Practices recommended in place? End of 4 years districts have not? Definition of best practice goes through State Board? Pick a starting point implementation target plan moving forward—7 years? Cindy—Best practices—How this serves as best practices Rudy—We will be diving into those districts <ul style="list-style-type: none"> Have you thought how to facilitate and we stay grounded as a group, highest leverage, and best practices for kids? Cindy—Legislature has a list and guest speakers 	
Next Steps		

Next Meeting: April 18^h, 2016