

**EL Advisory Meeting
Minutes
October 22, 2019 9am-2pm ODE - Studio A**

PARTICIPANTS

Advisory Group Members:

Andrea Townsend
Parasa Chanramy
Wei Wei Lou
Karen Perez
Ewa Campbell
Maria Delgado

ODE Staff:

Mirela Blekic
Juan-Carlos Chavez (phone)
Taffy Carlisle
Sara Green (phone)
Kelly Kalkofen
Mary Martinez-Wenzl
Susan Mekarski
Jeremy Wells

ESD EL Specialists

Katie Agee
Brittany Deckard
Alison Mckay

- Bulleted items in the notes below capture statements/questions/sentiments from EL advisory Committee members
- Text within brackets are clarifications provided post meeting

Item	Discussion
9:10 a.m. - Land acknowledgement, introductions, and EL Advisory Group Leadership -Dr Juan Carlos Chavez	<p>Dr. Mary Martinez-Wenzl introduced the new Assistant Superintendent, Dr. Juan-Carlos Chavez to the EL Advisory Group.</p> <p>Juan-Carlos opened the meeting by welcoming participants and sharing a synopsis of his background and expertise. He emphasized the importance of service to the communities that have not had the opportunity to participate in the infrastructure and addressed the responsibility of ODE to those communities.</p>
9:30 a.m. - Target/Transformation District 2019/2020 Plan and Seal of Biliteracy Update	<p>9:33am- Taffy presented trends from this year's HB 3499 plans submitted to date (n = 36). Strategies and activities fell into these categories:</p> <ol style="list-style-type: none"> 1. Professional Development 2. Improved Instructional Strategies 3. Parent Engagement 4. Technology <p>An update was provided on the efforts to approve and finalize plans for the 2019-20 school year, work with ODE Procurement, and the Expenditure Reporting process.</p> <p>Mariana discussed the Theory of Action structure in this year's district plan template, which aligns with the Continuous Improvement Plan format.</p> <ul style="list-style-type: none"> • Andrea asked how the Districts are spending money in regards to translation as it is usually pulled from General Funds. 9:37Am. Taffy said they are in the process of making a list of what is allowable. • Ewa asked if the funding was ever meant to supplant. Taffy said because it is General Fund dollars, the supplement vs supplant rules apply. 9:38am Taffy mentioned that the goals of this bill is to robustly engage parents. Maria shared her thoughts on the ability to provide translated materials to families and the negative impacts. Jeremy asked if all the 197 Districts are included in the trends power point. Taffy responded that it includes only HB 3499 districts (n = 4) and right now only the 36 plans that have been submitted are being reflected. • Ewa spoke about the need to create a one pager that explains various funding sources and how they interact. Mary said she'd reach out once she has a new draft to review on this topic. • Parasa asked how they are concentrating funds and resources to move the needle for emergent bilingual students and their district. Taffy took note on Parasa's question.

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	<p>Districts are also increasing interpretation and technology supports.</p> <ul style="list-style-type: none"> Karen asked how we support the smaller districts to provide opportunities for new arrivals and is System 44 and Read 180 employed for core credit-bearing courses in high school. Taffy said we do not currently have a menu or list of innovations for districts to implement, but we will be developing parameters to guide districts in making these decisions. <p>Someone mentioned that it starts with hiring. Jeremy mentioned being able to know how to utilize the bigger -urban districts and sharing what they use for support to our rural partners.</p> <p>Taffy presented data and information on the Oregon State Seal of Biliteracy. 15 of the 40 Districts took part in the Seal of Biliteracy. It is funded through HB 3499. There were 47 schools, 1 private school, 2 charter schools and Chemeketa Community College. There has been 679% growth since it was started in 2015. Taffy shared what Districts have done to reward students who got the Seal. 46 earned the Seal in 3 languages and 2 earned it in 4 languages. Taffy talked about the need to increase the amount of colleges and universities that recognize the seal.</p> <ul style="list-style-type: none"> Parasa asked if/how the Seal has affected employment. Taffy said they only know if students share after graduation but it is something she wants to look into. She also wants to get the information from the bilingual brain and the cognitive abilities from the bilingual student to employers. Andrea brought up how California is starting to celebrate Biliteracy early and working with districts to create guidance so the idea of a Biliteracy Seal can start much earlier.
<p>Emergent Bilingual Visioning Updates –Dr. Mary Martinez-Wenzl</p>	<p>10:08am Mary talked about the Emergent Bilingual Program on long and short term planning. Professor Edward Olivos is finishing up an external evaluation of our agency for internal coordination and consistency for EL services and supports. This will be shared at this end of October.</p> <p>Mary talked about the 3 priorities established at the Emergent Bilingual Visioning Summit:</p> <ol style="list-style-type: none"> 1) New Educator Pathways and Training 2) Training and professional learning for current educators 3) Multilingual student scholars - how do credits transfer <p>Group took a 15 minute conversation to come up with ideas on general reaction and who should be including in planning efforts related to these priorities.</p> <p>Susy said EAC (Educator Advancement Council) and bringing them in would be key to priorities area's 1 and 2.</p> <ul style="list-style-type: none"> 10:29am Maria talked about how teachers need to have Equity training and that it should be obligatory. Teachers need to put Equity into practice. Ewa agreed with Maria and that if we could capture everything teachers need to know under the banner of Equity it could solve many problems. Karen talked about partnering with universities to provide online courses and mentors to newer teachers. Also using ESD with online resources for rural areas. Chemeketa and Western are doing the bilingual teacher pathway well so how can we work with the ones doing well and expand it into rural areas? Also how can we deal with differential pay for bilingual educators and those who have done it successfully? <p>Mary talked to the EAC about doing a research project on bilingual teacher pathway programs. Taffy talked about scholarships through the Biliteracy Seal and a way to make the first payment of the assessment paid for. AP and IB are accepted as credits and that some colleges recognize the Seal for credit as well, when tied to their program.</p> <ul style="list-style-type: none"> 10:41am Andrea said how do we go about implementing the different strategies in the classroom? We need to make sure we have an EL policy review. Current EL policy needs priming, and exiting guidelines has one way they can exit. <p>Mary said that the assessment team is working on a proposal to revise the exiting guidelines. While still staying true to the Civil Rights requirements which is a big driver of the Exiting Policy.</p> <ul style="list-style-type: none"> Andrea said it needs to be added to a policy review so we have the opportunity to provide feedback.
<p>10:30 a.m. – Break</p>	

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<p>10:45 a.m. - Update on HB 3499 district data review and directed funding process –Dr. Mary Martinez-Wenzl</p>	<p>Mary talked about two key point:</p> <ol style="list-style-type: none"> 1. How do we plan to make the decision whether or not the current 40 districts have met the requirements for making progress on student indicators 2. For the districts that have not made progress what is the directed funding process are going to look like? <p>Mary spoke about an accountability provision in the 3499 Bill, which is that ODE will direct the weighted funding for up to 3 years. Mary said Districts have been told they will be evaluated upon their individual plans across all 40 districts.</p> <p>11:09pm Mary presented 3 possible scenarios for determining which districts met the goals and which districts did not. Original criteria, revised set of criteria or goals set at the local level. There is no measure to know how many bilingual teachers are teaching in the classroom. There will be a neutral and transparent external evaluation to see if districts reached their goals. Mary spoke about a minimum of 3 reviewers per district. The key elements figuring who is going to be a reviewer, standardized format for a data portfolio for each districts, and something that can be read within an hour. Lastly what needs to be done if a district doesn't agree with the outcome of the review?</p> <ul style="list-style-type: none"> • Andrea asked if ODE or the district will provide data used for this determination <p>11:20am. Mary said for the first 2 options that include original and revised criteria, the data would come from ODE. For the third option that includes district set goals that it would be the PRE team using ODE data. Same format and template for all of the districts. Goals and outcomes vary across districts.</p> <p>How long will the process take and next steps:</p> <ul style="list-style-type: none"> - August 2020 is when most data from the review would be available. - Reviewers would start in September 2020. - Districts need to be notified of their directed funding prior to the fiscal year March 1st of 2021. <ul style="list-style-type: none"> • Ewa asked what happens when the money stops. 11:27am. <p>Mary said it stops June 30, 2020 that is when the grant agreements end. Four years of technical assistance and providing grant supports.</p> <ul style="list-style-type: none"> • Ewa asked if the label of Targeted and Transformation will be taken away after the money stops. Mary said after the time limit is up then districts will be eligible for funding direction from ODE. • Andrea asked if we can improve the OAR so we can include teacher instruction. 11:38 am. Mary said we can once the short legislature opens. • 11:43am Parasa asked how things were restructured several years ago and how that will impact the reviews. She also asked how we build it into rural areas and implementing the plan. <p>11:44am Susy said we also need to take into account the professional development (PD) for principles and administrators and them calibrating best practices.</p> <p>Jeremy said there is historical precedent for consortiums to get funding for small schools.</p> <p>Mary said we may even be able to take “ if then” structure to map out the next 5 years and look to the Federal Grant process in making those logic models.</p> <p>11:48am. Mary stated that it was decided to take all the information from the last 4 years and use the data from that process to inform the next cohort. Taking a fifth year would just delaying the process. Mary also shared that ODE is working on how to apply Equity Lens to the research and what kind of body of research informs our work. 11:51am. Directed funding is required to be tied to Student Progress Indicators.</p> <p>Kelly asked if we are going to have a year without funding going out to districts to plan for the next cohort. Mary mentioned that it was still being determined.</p> <ul style="list-style-type: none"> • Andrea asks who makes the decision. Mary said it will involve ODE leadership and legislature. • McKay asked how this will affect position of ESDs. Mary said she wasn't sure but just because districts are not be receiving their standard grants does not mean the ODE is not spending to provide technical assistance (TA) to keep programs going.

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	<ul style="list-style-type: none"> Ewa made a recommendation that ODE be mindful of its own equity policy and how it impacts districts especially student success. This speaks strongly around equitable implementation cycles and what that does to a system. <p>11:57am. Any districts receiving annual funding will have an annual review. 11:58am. Every year going forward must have a funding direction by March 1st.</p> <p>Mary shared challenges:</p> <ul style="list-style-type: none"> - Having limited capacity internally for getting things out quickly so ODE may need to contract out. - Data delay for high school graduation and post-secondary enrollment - Time to fully evaluate what has happened over the last four yrs.
<p>12:00 p.m. Working Lunch</p>	
<p>12:30 p.m. - Pacific Research/ External Evaluator – Update Q & A – Dr. Kristi Manseth, Regina Wheeler, Irene Brandt, & Andrea Rogers</p>	<p>Pacific Research Team was introduced by Mary at 12:36pm.</p> <p>The evaluation plan has been revised. The revised plan included an initial review of 10 of the districts, action plans and outcome reports along with budgets. Snapshots were created from that review. Regina went over the high-level findings and how they have helped to shape and inform the next steps in the evaluation. The teacher survey is being developed as part of the evaluation. Evaluation reports will be done for every district</p> <p>The revised research questions:</p> <ol style="list-style-type: none"> What are the approaches the districts have taken to their work? <ul style="list-style-type: none"> - How many teachers and administrators have benefited from the efforts? - How have the districts been meeting their goals and what progress was made? How ODE has supported the districts in these efforts? <ul style="list-style-type: none"> - Types of technical assistance? - How grant funds were managed during dispersed? The extent to which the school and the district capacity to serve EL students and families have improved? <ul style="list-style-type: none"> - How did they improve in engaging culturally linguistic families? What percent of EL students in the districts are on track to English Language proficiency and how does that compare to non HB3499 districts? <ul style="list-style-type: none"> - Does the pace of the HB3499 district out pace that of the non HB3499 districts? - Progress of current, former and never EL students in the HB3499 Districts. <p>The revised research activities now include:</p> <ul style="list-style-type: none"> - In depth interviews with grant directors on phone, - Interviews with internal ODE staff and Advisory Board members, and former ODE staff who were involved from the beginning (Interviews done by end of November) - EL program rubric will be used again to see where the districts fall on it - Support to help the (Education Specialist) Ed Specs with creating rubrics or create processes (Assistance meetings with Ed Specs before March) - Work with Ed Specs to send out survey to teachers <p>12:49pm. Findings [from the evaluation] will be presented at the 2020 COSA EL Alliance Conference.</p> <p>Regina presented on Grantee snapshots. It was to get a shot of current implementation of 3499. 3 transformation and 7 Target districts were chosen as well as urban, rural and geographical representation. 12:51pm. The themes that came out were:</p> <ul style="list-style-type: none"> - Junto’s curriculum, Equity trainings, etc. - Newcomer programs and support. - There was a focus on math and technology access. - After school tutoring and engaging families through translation, family nights, etc.

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	<p>The barriers varied across district. It included staffing, changes in administration, homogeneous teaching staff and some of the issues were related to PD. 12:55pm There was a fiscal summary at the end of the snapshot and they were able to pull the fiscal information out of their action plan. The feedback from the Ed Specs will help guide and identify some of the gaps. The goal of the snapshots were to point out. What did they say they were going to do? What did they report doing? 12:59pm Grantee report would include – teacher survey data, student outcome by district, and grant director interview data.</p> <p>Jeremy suggested getting the recommendations from lessons learned from the pilot.</p> <ul style="list-style-type: none"> • Andrea asked if the documents would be made public. The Advisory Group, Ed specs and Staff talked about presenting to the districts and how to go about it. <p>Jeremy said that a light version or even an executive summary could be shared with the public.</p> <ul style="list-style-type: none"> • Andrea said marking significant progress should be done too so districts know they are on track and presenting it as smart goals. <p>1:12pm Mariana shared that if you look at the way the plan is structured the strategy portion has 3 parts of the theory of action: the work that going to happen, short term outcome, and the long term outcome for students. Having this structure will help us to think through the entire planning of theory of action process will help cohort 2.</p> <p>Take away points will be develop a communication to share snapshots with districts, and what a broader dissemination might look like.</p>
<p>1:30 p.m. - Comments, questions and concerns from audience</p>	<p>Research question number 3 will be what most informs the survey.</p> <p>The Advisory group gave feedback on the 3 questions and other related items to inform the survey:</p> <ul style="list-style-type: none"> • Professional learning and development. • Key instructional elements • Parent and family engagement • Other (anything that may not fall under the other 3 question shown above will fall under other) <p>How do you support EBs in exciting EL services and creating a graduation plan? Admin training in ELD. What support do you receive from Administrators? What input do you get from students?</p>
<p>1:50 Closing of Meeting- Key points & Actions</p>	<p>Taffy said EDI is working on what is allowable with smaller districts and the general fund. Mary is working on a one pager on how various funding sources work and interact with one another that will be reviewed by the EL Advisory Group. Taffy is going to look into how bilingualism affects employment and education employers on the bilingual brain. Create list of innovations for districts to implement for new arrivals.</p> <p>Pacific Research will present their findings at the COSA EL Alliance Conference in 2020. Funding needs to be determined for after the last year of funding in the grant agreements ends June 30, 2020. The assessment team is coming up with an exit policy with EL Advisory Group feedback. Audience mentioned that it is very important that people know what’s going on with funding. One take away is that the new transition year that is being planned needs to be communicated to the districts as soon as possible.</p> <p>March meeting will also need to be rescheduled.</p>
<p>2:00 Adjourn</p>	<p>Meeting was adjourned</p>

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Next meeting: To be decided.