

**EL Advisory Meeting  
Minutes  
April 15, 2020 9am-12pm ODE -  
Virtual Zoom Meeting**

**PARTICIPANTS**

**Scribe:** Ana Salas

**Advisory Group Members:**

- Andrea Townsend
- Parasa Chanramy
- Karen Perez
- Ewa Campbell
- Maria Delgado
- Paulina Larenas (Called In)
- Kathleen Jonathan
- Anabel Ortiz
- Chi Nguyen
- Frank Caropelo
- Wei Wei Lou

**EDI Staff:**

- Carmen Xiomara Urbina
- Mariana Prashnik-Enriquez
- Taffy Carlisle
- Kelly Kalkofen
- Mirela Blekic
- Ana Salas
- Kim Miller
- Michael Reyes Andrillon

**ESD EL Specialists**

- Katie Agee
- Brittany Deckard
- Alyson McKay
- Dottie Brown

**Guest Presenters:**

- Dr. Martinez-Wenzl
- Pacific Research and Evaluation Team (PRE)
- Melissa Mccoy
- Ashley Harsin
- Josh Rew
- Susan Mekarski

- 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
<p><b>9:00 Introduction-</b> <i>Welcome, Carmen Xiomara Urbina</i></p>	<p>Carmen started the meeting with our Land Acknowledgement. She also went over the Oregon Department of Education Equity Stance.</p> <p>Mariana introduces Susan Mekarski and Kim Miller Office of Enhancing Student Opportunities and Federal Systems, Ben Wolcott Office of teaching learned and Assessment, Josh Rew office of Child Nutrition.</p> <p>Carmen asked everyone to present him or herself and share something that made them smile.</p>
<p><b>9:15 Navigating a New Educational Terrain for Amidst COVID-19 and School Closures-</b> <i>Carmen Xiomara Urbina</i></p>	<p>Mariana shared links to additional resources related to COVID-19</p> <ul style="list-style-type: none"> <li>• Student Success Act Web Presence</li> <li>• COVID-19 Mental Health and Social Support guidance webinar and presentation</li> <li>• Distance learning for all March 2020 Guidance</li> <li>• Emergency Child Care Guidance</li> </ul>
<p><b>9:30 HB3499 Updates, Questions, and Insights-</b> <i>Mary Martinez-Wenzl and Mirela Blekic</i></p>	<p>Mary Martinez-Wenzel shared information on HB 3499 Transition Update using a power point (El Advisory Group Meeting April 2020).</p> <ul style="list-style-type: none"> <li>• We are nearing the four years of HB 3499 support in identification, and technical assistance to 40 districts.</li> <li>• All grant agreements will end by September 30, 2020</li> <li>• Measuring districts progress in improving student outcomes is critical.</li> <li>• Which student indicator is not clear               <ul style="list-style-type: none"> <li>○ The identification criteria are not aligned with grant expenditures or technical assistance activities</li> <li>○ 40 districts have focused on different goals, based on local needs</li> </ul> </li> </ul>

- Districts expect to be evaluated based on based on the goals they set at the local level
- The extent to which districts improvement efforts focus on criteria used for identification vary
  - 100% in English language proficiency (additional percentages Located on PowerPoint)
- Districts focused on additional outcomes related to instruction, environments and support
  - 83% in professional development (high)
  - 8% in immersion programs (low)(additional percentages Located on PowerPoint)
- School Closures present additional challenges
  - Limited statewide accountability indicators for 2019-20 school year.
  - Evaluation of district progress requires flexibility in criteria
- ODE recommends expansion of rules language describing outcomes
- Program outcomes, Instructional outcomes, Student outcomes

Wei Wei asked Mary if any districts reported the pre data so that we can see the post data in regards to the ESOL endorsed teachers. Mary mentioned that we could get this data from our staff data files or from TSPC. We would need to work closely with districts to see which increases could be attributed to HB3499. The next phase of the work is to get close to the benchmarks that we would like for districts to consider setting goals towards instructional outcome.

Andrea Townsend asked a question around instructional outcomes. She would like to see something in regards to administrators participating in professional development and how teaching English Learners looks, like. Eva mentioned paying attention to the language that is being used. We could think about providing support around implementation and choice.

One solution does not work for all communities. Mary mentioned getting more articulate and clear about what we recommend districts focus on under the program and instructional outcomes. Have consistency on what the focus is from year 1-4. Susan Mekarski agreed with Mary's statement.

Mirela provides updates on directed funding. ODE will be directing funding for up to three years. A concern is that funding must occur by March 1 prior to the fiscal year.

- Requirements:
  - Funding Direction should be individualized
  - Aligned with evidence-based practices
  - Direction be tied to student progress indicators
- Working with a consultant: Developing Guidelines for Directed Funding
  - Developing researched-based and Equity-Focused funding guidelines for EL Learners/Emergent Bilinguals.
  - ODE Collab with Dr. Oscar Jiménez-Castellanos, El Funding Expert
    - Report will include:
      - ✓ Oregon Context
      - ✓ National Research of EL funding policies and practice
      - ✓ Recommendations guidelines to select appropriate funding model to direct district funding etc. (refer to PowerPoint)

Mirela time for the report is the end of July. Ewa are we looking at the state general fund or the supplemental funding only. Mirela .5 ADM funding for EL that is part of the state funding

	<p>is what is called out in the law for us to direct. Out of the 40 districts that are part of the 3499 cohort, if they have not met the benchmark then we go into a process to direct their .5 ADM.</p> <p>Mariana wanted to highlight that this will not be additional funds. This is just to direct the funding that these districts already receive. We do not know how many districts will be engaged in this currently. Accountability provision means that the state is going to step in and provide guidance on funds that have already been received for many years because of goals intended that have not been achieved.</p> <p><u>Milestone Timeline:</u></p> <ul style="list-style-type: none"> <li>• <b>April &amp; May 2020</b>-State board of education review of proposed rules revision</li> <li>• <b>July 2020</b>-External Evaluation complete</li> <li>• <b>September 2020</b>-Cohort one grant agreements conclude district submit final report</li> <li>• <b>October 2020-February 2021</b>- Evaluation of Cohort 1 progress, development of funding direction for districts that did not demonstrate success</li> <li>• <b>Fall 2021</b>-Selection of Cohort 2 based on spring 2021 assessment data, technical assistance and grant to Cohort 2</li> </ul>
<p><b>10:15 Continuing Charter Revision-</b> Mariana Praschnik- Enriquez</p>	<p>Mariana mentioned that there is a <i>Collaborative Processing Document</i> where you can add questions, comments, concerns, and insights on any of that content that was being presented.</p> <p>Mariana shared what is called out in the law ORS 336.076.</p>
<p><b>10:45 El Program Updates-</b> Ben Wolcott, Susan Mekarski, and Josh Rew</p>	<p>Ben Wolcott is sharing updates on English Language Proficiency Assessment (ELPA) testing. Onsite schooling will not be resuming for the remainder of the school year.</p> <ul style="list-style-type: none"> <li>• ELPA summative test will not resume</li> <li>• ELPA Screener will not reopen</li> <li>• ELPA2 to release recommendations soon</li> <li>• April 13, 2020 Distance Learning initiated</li> </ul> <p>We do not have any official guidance to give summative testing because the U.S. Department of Education has not issued yet any guidance. U.S. ED will still be vetting on ELP testing, screening and identification, and other Title III issues.</p> <p>Ben Wolcott shared the following link for questions <i>EL Coordinators' April 2020 Update Questions</i>: <a href="https://forms.gle/9hxM2Zs51AifTCdt5">https://forms.gle/9hxM2Zs51AifTCdt5</a></p> <p>Josh Rew will be providing an update on Title III On Track to English Language Proficiency (OTELP).</p> <ul style="list-style-type: none"> <li>• OTELP is required by Every Student Succeeds Act (ESSA)</li> <li>• OTELP measure that extent to which current English learners are on track to attain English language proficiency</li> <li>• Oregon received a waiver from the U.S Department of Education (USED) to suspend assessment, accountability and reporting for the 2019-20 school year</li> <li>• ODE stopped ELA, math, science testing for the remainder of 19-20 school year</li> <li>• ODE will not identify schools in need of comprehensive and target support as part of Title I accountability</li> <li>• ODE will not issue the accountability detail report and other accountability data impacted by the waiver</li> <li>• How does this impact OTELP? Without ELPA tests and 3<sup>rd</sup> period cumulative ADM, ODE will not calculate OTELP for 2019-20</li> </ul> <p>Susan Mekarski provided updates on Title III.</p>

- Important input requested on distance learning for all, impact on graduating seniors, Impact due to schools closing. What guidance is needed around these areas?
- Civil Rights- Students who are identified to receive English language development services must be provided with language assistance services and supports that allow the student to access the academic content
- The districts must make every effort to provide services to EL students. Big part of this is getting to know your student
- Communication with families that may not speak English as a primary language
- Immediate consideration for supporting ELs with Distance Learning. It is also critical to tap into the student home language

Susan wanted to share that Oregon is now a part of Open Educational Resources (OER) hub additional resources from other states that you are able to seek.

Andrea wanted to share a link that supports English Language Learners  
<https://www.facebook.com/CAEducation/videos/148622793251941/>

**11:15 Break-** (5 Minutes)

**11:20 Planning for June Advisory Group Meeting**

Mariana mentioned that we have identified June 10<sup>th</sup> 2020 for the next upcoming meeting 9-12pm. We would also be considering having this as a virtual meeting. We will also be providing flexibility for the meeting to go on a bit longer if necessary.

Mariana also asked everyone to provide recommendations on the planning of the next meeting. Wei Wei shared that the agenda brainstorm works, but would like to see a proposal from ODE to give the bigger picture and have the advisory group add any additions. Mariana mentioned adding current and standing agenda items. Mariana also wanted to make sure that everyone got the opportunity to weigh in. In the Collaborative Document Mariana will be adding a table so that ideas and questions may be captured and addressed.

Carmen Xiomara Urbina shared that she would like to see a 15-20 minutes slot added for Michael Reyes to update the advisory group on some of the work that he has been doing around Latino/a/x Student Success. Also for some advice and rule making vetting. There may also be opportunities for alignment and enhancement.

Mariana asked how we could provide these updates where they feel participatory. Michael mentioned requesting feedback on certain areas of work. Kelly’s idea to send questions ahead of time to certain bodies of work. Andrea recommended doing a 5-minute screencast video ahead of time that way it would not take up meeting time.

Mariana mentioned the June outcome report would be pushed back to September to have some time to review the report. Mary also highlighted reviewing the draft report for the 2020 EL report to the legislature before it is finalized by July 1. Wei Wei would also like to see an updated forecast on the budget overall .5 ABM and impact of the COVID-19 crisis. Clarification update on directing funding, implementation, processes, and where we are. Mirela mentioned that some updates will be provided and will have part 1 and 2 context and literature review done. Mary mentioned inviting Brian to provide an update on the funding piece. He is very familiar with the data on .5 ADM, EL program funding, and categories.

Andrea pointed out the EL Collection being due June 10. She is wondering what the impact will be for the next year if we are not collecting the 3<sup>rd</sup> period cumulative ADM snapshot.

Kim Miller shared that the 3<sup>rd</sup> period cumulative ADM has also been used to unduplicated the EL records in the spring data collection. Kim will be attending a meeting that will be working on the process. Kim should be able to provide an update for the June meeting.

	<p>Maria wanted to highlight additional clarity around the steps that are needed in regards to when kids will start online classes, and where computers need to be picked up. Some families have only received one computer per household. Carmen mentioned that she would be having a meeting discussing technology. Carmen also highlights the five core pillars creating relationships with students, what are the basic needs, mental health, connection with parents, and learning. The different levels of communication are based on the school districts and their capacity. Carmen shared four key elements: broadband connection, service through Comcast provided to families, Chrome books backlog on ordering, literacy with parents and teachers about technology.</p> <p>Mariana asked audience members to share any questions, comments, and concerns.</p> <p>Carol mentioned that we need a chart that shows the different bucks of money and how they can be used. The Charter also needs to be fixed and made operational. Lastly, evaluation of the EL specialist at the ESD's She would like to see further discussion on this topic or an update.</p> <p>Paulina mentioned a concern about kids that are going to be ahead of others due to disability, and technology issues. Is there any data that could be shared on how this affects EL students and EL students with disabilities compared with other students?</p> <p>Mary Martinez Multnomah County Library has COVID-19 resources available in 24 languages <a href="https://multco.us/novel-coronavirus-covid-19">https://multco.us/novel-coronavirus-covid-19</a></p>
<p><b>11:50 Wrap-up- Next Steps, Carmen Xiomara Urbina</b></p>	<ul style="list-style-type: none"> <li>• HB 3499 Update <ul style="list-style-type: none"> <li>○ Evaluation of the EL specialist at the ESD's update</li> </ul> </li> <li>• SSA implementation update</li> <li>• Title III/ELPA update</li> <li>• Latino/a/x Student Success update</li> <li>• Update on directing funding, implementation, processes, and where we are</li> <li>• How can we better understand the impacts of school closures in EL students and EL students who experience disabilities</li> </ul>
<p><b>12:00 Adjourn</b></p>	

Next meeting: June 10, 2020