

**EL Advisory Meeting**  
**Minutes**  
**November 7, 2018 9-3 PM**

**PARTICIPANTS**

Andrea Townsend  
 Parasa Chanramy  
 Taffy Carlisle  
 Wei Wei Lou-Phone  
 Gustavo Balderas-Phone  
 Maria Delgado  
 Dawn Granger- ESD  
 Frank Caroplelo  
 Ewa Campbell  
 Argel Jimenez- Interpretar  
 Carmen Bittner-Interpreter  
 Tim Blackburn

Markisha Smith  
 Josh Rew  
 Victoria Garcia  
 Kelly Kalkofen  
 Darryl Tukufu  
 Susan Merkerski  
 Amelia Vargas  
 Ben Wolcott  
 Mirela Blekic  
 Latashia Harris  
 Mariana Praschnic-Enriquez  
 Veronica Leonard

Linda Liu  
 Chi Nguyen

**Not Present**  
 Kim Miller  
 Jennifer Gilliland  
 Kathy Cole  
 Hernan Chavez-Avalos

Item	Discussion	Action
<p><b>Introductions/Agreements/Gallery Expectations-Kelly</b></p> <ul style="list-style-type: none"> <li>• Do we want to revise agreements?</li> </ul>	<p>Kelly welcomed the group and everyone went around and introduced themselves and why they do this work on behalf of English Learners.</p> <p>Kelly went over the agreements and asked the group if we wanted to revise the agreements? These agreements are very important and wants them to be meaningful to members. Members reviewed the agreements. Tim suggested that we do need to revise the agreements around the word advisory. Chi asked if there was a statute that dictates if this is public meeting. Kelly stated that yes, and that we send out a public notice announcement. Chi suggested that we would the need to update the agreements so that it reflects this. Tim asked questions about the consensus model that is talked about in the agreements around the word advisory. Kelly stated that we would do some changes.</p> <p>Darryl talked about term limits on advisory groups. ODE will be sending out something soon.</p>	
<ul style="list-style-type: none"> <li>• Time commitment from members</li> </ul>	<p>Kelly went over commitments and emails that need responses on the work we are doing, so please respond when asked to participate. Your input is important to our work.</p> <p>Markisha talked some guidelines specific work related to Title III that we will ask this group for assistance. We'd like to bring this to this group and have some discussion around it. A special request to have this group meet in January, however, not sure yet on the specific date yet.</p>	

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	This will happen sometime in January. Please keep this in mind.	
<b>Welcome/Introductions of new staff-Dr. Tukufu, Dr. Smith</b> <ul style="list-style-type: none"> <li>• Roles and district support</li> </ul>	Welcomed the group and introduced Mirela Blekic to the group. Explained what she'll be doing.	
<b>External Evaluation Report for ESD TOSA Support-Kelly and Cheryl</b>	<p>Kelly gave a brief background on the TOSA's and their work. The six ES specialist ESD's that are housed at the five ESD's throughout the State are funded through HB3499. Their main focus is to work with districts with less than 20 English Learners Emergent Bilinguals in the district. This is certainly not all they do, however, this is their main charge. Cheryl is the external evaluator for this project.</p> <p>The Data that will be presented started in January and ended in April of 2018. The projected started last September, but the external evaluation started in January. This is why in the presentation you will notice that it is a smaller chunk of time. This evaluation is continuing on so, next year we will be able to see a year and a half.</p> <p>Kelly and Cheryl presented on the External Evaluation Report. Kelly went over each slide of the presentation. For further detail, see PowerPoint. The last PowerPoint they went over the results of the survey. The survey was sent to all the districts that had the opportunity to work with a specialist whether they denied services or not. The survey was also anonymous.</p> <p>For the question that we sent the response back from the school was What things would you like to work on for the next year is the one thing that was shared back with the school.</p> <p>Most schools that had multiple visits (12) only one didn't want services next year. 7 said yes.</p> <p>It was brought up on the importance of building trust with the Districts and a lot of time it involves finding a coalition of the willing to help make the biggest impact within a school. The difference in school structure was also brought up and how sometimes the Administrator can be the Principal and the EL Teacher.</p>	PowerPoint was email to members, ODE and ESD folks for their review.

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	<p>Kelly offered the end of year report to be sent out to everyone there.</p> <p>The EL Specialist can choose up to 4 types of TA they might have provided for each visit.</p> <p>One survey said learning English was important regardless of it being a requirement.</p> <p>On the Spanish version of the survey students desire to learn English went up when it wasn't required.</p>	
<b>Break (15 min)</b>	Break at 10:20 am	
<b>Essential Skills for English Learners- Assessment Team</b>	<p>Ben Wilcott introduced himself to the group. Will be reviewing Essential Skills for English Learners policy and a few other items he will be discussing today. Ben passed out the policy to members for review. In order to graduate Oregon students must meet certain skills in reading and writing. Provision (a) If student is unable to meet reading and writing requirement to graduate not in English if their district allows it and creates an assessment that meets academic standards. Has to be as equivalent as English level work samples of peers. Students have to be on track to graduate in all other skills. Provisions (b) and (c) under paragraph 3 says that have to be in school for 5 years or fewer and show competency in reading and writing. This is the policy up for discussion. Also may contradict Oregon's education philosophy since it could make English a hidden graduation requirement when multilingualism is part of the core importance of Oregon Education.</p> <p>Ewa also had questions as well did Tim Blackburn.</p> <p>Asking on Decision Point- enrollment requirement. Asking us this question, however we don't have to vote on it right now, but in the future we will. Retain or remove provision? See recording.</p> <p>Went on to discuss Provisions @ See recording</p> <p>The question that needs to be said before the EL Advisory Panel to make is whether the 5 years should be retained, done away with, revise and place with another number? Ben said he'll need</p>	Sent Gustavo & Wei Wei his presentation via email since they were not present.

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	<p>the committee's vote to take to the State Board. State Aboard regards the EL Advisory group, as soul font of expertise so will take recommendation seriously. Next point concerns revision C, students will need to have shown sufficient English language skills on a state supported instrument (ELBA). Do we require a minimum requirement of English skills to demonstrate skill in another language or not? Should the provision be retained or removed. No minimum score necessary or score is necessary.</p> <p>Went over the State Board timeline (see slide for exact wording) Veronica asked question on the timeline for panel recommendation. See recording</p> <p>Ben asked the group to send their feedback, they can discuss here as a group and we can email him too.</p> <p>They broke into two groups for discussion and gave feedback to Ben.</p> <p>It was agreed that they'd reach out to other related groups and see how to best get that feedback back to Ben.</p> <p>One of the thoughts is that both provisions should be removed from the OAR. Since a student may be close to graduating in another country and now have to state over. The thought was seconded as many families are mobile and this hurts them and limits their access to graduation. Parent voice was expressed as being indispensable and needed for thoughts on the provisions.</p> <p>English learners who transfer over are either new students or have transferred later in life which effects the graduation rates.</p> <p>Ben expected staff survey to have a clear verdict on the issue, it turned out to be evenly divided though and getting more opinions with the most important being students who will be effected by the survey.</p> <p>They were not able to get the finer data of students who had been in the U.S. for less than 5</p>	

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	<p>years, found EL students and that was closest they could find for the survey.</p> <p>Parent feedback was suggested as very much needed for feedback on the survey as well as culturally specific voices and ESL Directors.</p> <p>Bob asked if there were any groups, resource points or data that wasn't discussed that they wanted to be on record.</p> <p>Disability Rights Oregon, YDD and Culturally specific community members.</p> <p>Taffy asked if the timeline was adjustable? Bob said it is but the longer there isn't a decision the longer it becomes de facto policy.</p> <p>Frank and Paras asked for something(see recording)</p> <p>Please feel free to email either one of them or Kelly, Taffy and Victoria.</p> <p>Kelly introduced Dawnesha, Mirela and Latashia.</p>	
<p><b>Working Lunch-Continuous Improvement and the ORIS Framework-Mariana &amp; Shawna</b></p>	<p>Mariana presented along with Shawna. The presentation was about the difference between No Child Left Behind and ESSA in Oregon. What the Continuous Improvement will look like in Oregon and the ORIS Framework. They wanted feedback on ORIS and Continuous Improvement and the tools clearly emphasize the needs and interests of English Learners in Oregon? Ask Mariana about her PP.</p> <p>It was talked about the Continuous Improvement process and the resources they have to help with that process. The Why for continuous improvement model leads from Equity. Looks at student outcomes and different student groups and which are achieving and how can we foster more equitable outcomes given the state metrics we have access to. Approach is lead with partnership rather than top down. In new model differentiating supports. What do Districts already have in place? Who are there existing partners? Where is support needed? Where are resources lacking?</p>	

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	<p>Math and reading were emphasis under old federal model with emphasis of getting off being a priority school. This lead to lack of equitable support across schools. Schools that did well had strong District Support.</p> <p>Every Student Succeeds Act is latest federal act. Gives money to recognize greatest struggling schools and support those schools. Our State is stepping back to see what the District is already doing and see where the need is in all of the schools. Focused on identifying all schools.</p> <p>Shawna talked about the old models and what Districts, teachers and staff needed and how in the past this hasn't been met. The focus was on Continuous Improvement.</p> <p>ORIS framework was reviewed. Instead of taking notes on posters Mariana said that feedback through email might be best way to get feedback given the limited time. The group agreed. Mariana explained the ORIS framework.</p> <p>The goal is to differentiate what services are given to schools and districts so that it can address need and equity. Meant to be a process rather than prescriptive. Instead of many plans, one cohesive system to address the different needs.</p> <p>The domains within the framework are tools for them to apply and create Continuous Improvement within their systems.</p> <p>It was asked how ORIS will work in relation to the data districts are collecting? Mariana said we are waiting to see how it will since it is so new as a system.</p> <p>Indasrtar is offering ORIS as another pathway to do the work.</p> <p>How do we streamline all of the supports for Districts? That is the current problem. Coaching Cohesion is also working on streamlining their processes.</p> <p>Taffy talked about doing a presentation to the Panel on what we need for the Legislature.</p>	

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	<p>Mariana said they should feel free to keep the documents and she can email one if they don't have one already. The document is also on the ODE website.</p>	
<p><b>Oregon Equity Lens-Dawnesha</b></p>	<p>Dawnesha passed out handouts that the group will be discussing today. For the next hour, we will doing a group exercise and providing feedback.</p> <p>Dawnesha went over her background, and what she does here at ODE.</p> <p>The Lens seeks to engage in a mindset of action. First part is Preamble, next are the belief statements and the final part is the vocabulary and common language around equity. Addendum was added later. People in the field needed something tangible so the Addendum was giving that tangibility and guidance around what you are involved with resource allocation and strategic investment. The honorary 9<sup>th</sup> question involves accessing and consulting with the tribes. April and Ramona were the ones who came up with the question.</p> <p>We need to modify the Equity Lens. The Lens has been adopted by, YDD, ELD, HECC, But we cannot be the only ones reviewing this. This is= why we are starting within EDI's advisory groups first to review them. Today we will only be looking at the Preamble, the case for equity and the Purpose. We will work on the other part at the next session in February. In our February meeting, it will be the belief statements. Next will be asking any clarifying questions or anything else that comes up. Last bit is your suggestion on why something should added, taken or swapped with a rationalization on why.</p> <p>Dawnesha explained decentering whiteness in regards to creating equality and safety within a space for people to be able to do what they need to do to be honest and dialogue and think about the lens.</p> <p>Group came together and shared out what they discussed or what stuck them. Dawnesha took notes on the group's feedback.</p>	

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	<p>In the discussion, the focus on the students costing the State of Oregon money and the focus on economy was discussed as being misplaced priorities and how the current lens ignores the Social-Economical impact of what the systems have done on the kids being left behind in the first place. A question came up posed by Kelly on how the lens relates to ORIS. Dawnnesha said it is important in for the modification of the Lens. It was brought up how gender was left out, specifically women and the wage gap.</p> <p>Next Dawnnesha moved onto the clarifying questions. It was asked how the next Leg. Session will inform the Equity Lens. Is graduation rate a measure of success? Support and opportunities were expressed as being more important. How are the gaps going to be fixed? Are we looking into what other states are doing on why they haven't been stagnant versus Washington on these issues? How we know the Equity Lens is being applied to our decisions? (State, District, Leg., Classroom) and accountability? The preamble being written since it no longer applies simply to the OEIB. That teachers should be trained to understand equity and deal with the fact that some teachers understand but do no put it into practice. What role should teacher prep programs play in training teachers in Equity? What are the current demographics of teachers who teach in Oregon? Should the lens address hiring practices within Districts?</p> <p>Oregon as a wonderful place to live being questioned and changed given who is it referring to. Is it a wonderful place to live? For whom? Define what disparities are. Refer to OELA toolkit as context for guidance. Expanding Equity to LGTBQ.</p>	
<b>Gallery Comments, Questions and Concerns</b>	None at this time.	
<b>Adjourn</b>	<b>Future Dates: February 14<sup>th</sup>, and May 8<sup>th</sup>, 2019</b>	

Next meeting: February 14, 2019