

# EL Advisory Meeting

Minutes  
April 4, 2017 9-12

## PARTICIPANTS

Andrea Townsend  
Wei Wei Lou  
Frank Caroplelo  
Hania Marien  
Jeanice Chieng  
Gustavo Balderas  
Rosie Santana  
Dawne Huckabee  
Parasa Chanramy  
Joel Cisneros  
Helen Visarraga  
Martha Martinez  
Hernan Chavez-Avalos  
Maria Delgado  
Sarah Drinkwater

Item	Discussion	Action
Welcome & Introductions	<p>Markisha welcomed everyone to our meeting today. We are really excited to share the work that is going on in terms of English Learners at the department as it relates to our English learners. We are excited to have you here engaged and to be an active part of that conversation and to serve as an advisory group for us. Today is an introduction and find our way as a groove as a group. We welcome feedback and comments from everybody as we going through this process as we want it to be beneficial for everybody here.</p> <p>Rudy welcome everyone to the new EI Advisory Group. Rudy gave a quick rundown on her work history and how long she's been with the department of Education. She also explained how she got involved with this work of supporting English Learner efforts and Title III and looking at monitoring districts and their title funding. Rudy along with Taffy and Kelly were specifically chosen for this work and they hit the ground running. We wanted to use this group as a reset renewal of efforts that is everything ELL. This new group is just not about the New English Learner Law, but it will be what carries a lot of our work and aligns to ESSA. We will be talking about the following key points list below.</p> <ul style="list-style-type: none"> <li>• The new Oregon State Plan for the federal government.</li> <li>• New Accountability</li> <li>• Dual Language</li> <li>• EL Strategic Plan overall that helps guide this work</li> <li>• Biliteracy work</li> <li>• Immigration Issues</li> </ul> <p>This will be an opportunity to talk all things English Learners that are affecting us. Everyone went around and introduced themselves to the group and talked about what they do and what their passion is for what they do.</p> <p>At this point we still have three pending members to help round out the</p>	

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	<p>multiple perspectives in the group. It is our hope to have representation out of Hb2016. We have a gentleman who we are hoping to have join our group who is from the Somali community. We are also hoping to get someone out of Jefferson County who has the largest native population of English Learner. We are also hoping to bring on a school board member to our group to have a multiple perspective.</p> <p>Rudyane went over the logistics and let everyone know that they were appointed for this role and advised the group that we will not be sun sitting a year from now. The appointment letters are only good for one year and have to be renewed yearly.</p> <p>The purpose for today's meeting is to set the norms and standards to set the state of what this work will be. We want to do a charter for this group and do a working vision of what we want to accomplish together. We will also be doing a few updates on where we are in the phase work of 3499 &amp; what is next for our districts as we move in to monitoring and progress.</p> <p>We will have Chelsea Clinton and Blake Whitson here to talk about SB1564 the legislative fiscal report and how that is working out for this next school year. We will also get a next couple of updates from Kim Miller around the ESSA work and Kelly and Taffy on the other facets of work.</p>	
Norms & Expectations	<p>Kelly talked about how we wanted the Norms and Expectations to come from the group. This will be the group's expectations and processes on who you'd like the meetings to flow. We also like to come up with the process of making a decision. Our hope is that we can come up with a process of making decisions. Kelly went over a list of ideas that we could use. We want to make sure everyone has a voice in this.</p> <p>The group did a group exercise and passed out post it notes and asked the group to make list of traits or characteristics that make a productive team member. Kelly asked the group to write down what they'd like to see from themselves and other team members. Members presented on their ideas of what they were looking for. Members posted their ideas on the larger note chart paper under where they fit in the categories.</p> <p>The desired outcome is to come up with one norm for each category listed below.</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Listening</li> <li>• Confidentiality</li> <li>• Decision Making</li> <li>• Participation</li> <li>• Expectations</li> </ul> <p>We will continue to communicate with everyone and email this to everyone. We are now a cohort and we will be communicating with everyone. Also keep in mind that we are all here because we are</p> <ul style="list-style-type: none"> <li>• Social advocates</li> </ul>	<p>Kelly will type up the Norms and email it to everyone in the group.</p>

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Body of work/Charter	<ul style="list-style-type: none"> <li>• We are passionate</li> </ul> <p>Taffy handed out The Project Charter to the group. This is being updated live as the group is creating this together. The following were the topics that the group discussed and added their input in.</p> <ul style="list-style-type: none"> <li>• <b>Purpose &amp; Expectations Results.</b></li> <li>• <b>Planning and Timeline-</b> Rudy suggested that at every meeting we can meet on a different topic. The meetings were set up to timing it to the begging, middle, and end of school year. Rudy asked the group if they like to add more meetings and or extend the time of the meetings. This is something that we certainly can do. Jeanice suggested meeting every other month and agrees that 3 hours is not enough time. We will communicate via email to the group in the meantime. Rudy said we can have specific topics of discussion per meeting.</li> <li>• <b>Scope of the work</b></li> <li>• <b>Risks of not doing the work is</b></li> <li>• <b>Overall Assessment</b></li> </ul> <p>We will compile all that we talked about in the charter as the agreements also.</p>	<p>Once updated Taffy will email this to the group with the most current suggestions. This will also be posted on our webpage as well. We will send it to everyone via email also.</p> <p>The group agreed to extend the times of the meetings from 9-2 and include lunch and keep the dates we already have.</p> <p>Victoria forwarded email from Kim to the group that Wei Wei was talking about.</p>
HB3499, ESSA and Legislative Updates	<p>Blake Whitson &amp; Chelsea Clinton from our Research Team- They presented on HB1564 El Fiscal Report. Chelsea advised everyone that from now on Blake would be taking over this report as today is her last day with the agency, so if anyone has any questions please direct them to Blake moving forward. Blake will be showing us the proposal of how the report will be structured this year. Chelsea is asking for member's feedback on what Blake will be presenting on.</p> <p>At this time Blake presented a PowerPoint to members on what his presentation was on.</p> <p>Blake talked about he'd like to present is the proposal for the outline of the report. 1. What is the summary from last years? Blake mentioned that it had all the information in it however it didn't have the actual tables. Blake said that what they are proposing this year is that rather then put them in the full long report that we'd have it as a separate document that would be an excel workbook with all the tables and include all the district information in it. We will make a PDF version of the excel workbook so folks can have access to it.</p> <p>Members had questions and made suggestions for Blake and Chelsea for the draft.</p> <p>Parasa asked if the research team can do match pairs like they do for the state report card. Is there something we can do with the EL specific data, so you can find districts with the similar size and demographic and essentially match them up? Parasa stated that this could be potentially</p>	<p>Parasa asked to match pairs(see recording)</p>

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	<p>beneficial to this workgroup since we are advising on the 3499 work as well on state initiative that intercepts with English Learners. Blake said that yes, it's possible, but it goes back to what Chelsea mentioned before on capacity within our unit as well within the agency and what capacity we actually have to do that.</p> <p>Chelsea states that these are great and it's wonderful to talk about them out loud and encouraged the group to email them with their ideas and they can talk about them with the leaders of the group and then figure out what to get back to the group once it's figured out and what capacity we have to do it.</p> <p><b>Rudyane 3499-</b> presented on where we are at right now-Most of the money has been allocated for the resource grant and aide to do the work. We were able to align our efforts and provide that sound framework needed for districts to embark in their journey. We are definitely interrupting mind sets and philosophical values around education.</p> <p>Where we are now in the work-we have been working on drafting the progress monitoring tool. Where ODE is right now is they are doing a lot of to try cross office collaboration to try to minimize the redundancy of reporting. We will be using Google Forms for this process and it allows us to access the information, compile the data. As we develop the tool, we are looking at having between 8-15 questions based on how their outcomes action plans are looking like.</p> <p>We will have them tell us the following</p> <ul style="list-style-type: none"> <li>• How is the spending going and not just with the resource money. Also to look at ADM funding also</li> <li>• Have them evaluate themselves in a red, green or yellow on how on track their plans are, so they can catch or change the course on how they are doing.</li> </ul> <p>Rudy is working on working on a draft for that. If the group would like, we can send it to the group also for feedback. We want to get this out to everyone by close to end of April for the first year big report submission by June 30<sup>th</sup>, so that we get a fiscal and with that their progress and everything. We've are also to do district visits and it's great with the efforts and focus of some of our districts. Everyone has been very corporative working towards the goals, so everything is going well.</p> <p>Taffy- Preliminary Data- Taffy advised the group that we got some preliminary date for our 3499 districts. The first piece of data is what districts were saying what they want in their action. What are their activities as far as their action is going to go. They wrote a narrative and the plans were analyzed and placed in three categories. They are listed below.</p> <ul style="list-style-type: none"> <li>• Trends in strategies and professional development</li> <li>1. Sheltered instruction strategies, whether it's SIOP, GLAD or constructive meaning. This is just target district; she is working on transformation district. The majority of the districts want to</li> </ul>	<p>Rudy will send the google form to the group for feedback.</p> <p>We will send it to the group.</p>

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	<p>increase sheltered instruction PD. Within this PD they realized that administrators need to have PD as well. They'd also like to see conference attendance and 25% of them would like to put ESWOL endorsed staff in their buildings. Some are even creating cohorts for their staff to be ESWOL endorsed. They would also like see some equity work being done in their districts.</p> <ul style="list-style-type: none"> <li>• Trends for student support <ol style="list-style-type: none"> <li>1. Extended day, whether its classes after school for extended day. Many are augmenting or finding instructional materials for EL students.</li> <li>2. Finding hardware or software combined for 22.5%</li> <li>3. Some have transportation issue on getting many to an extended day activities.</li> <li>4. Working on a new welcome center</li> <li>5. Post-secondary is working on taking students to post-secondary institutions outside of their normal trip that they take to their high schools.</li> </ol> </li> <li>• Trends for parent engagement <ol style="list-style-type: none"> <li>1. Translation includes interpretation, but also of printed documents</li> <li>2. Several of the districts were looking at English for parents, getting English instruction for parents involved in this work.</li> </ol> </li> <li>• Activities <ol style="list-style-type: none"> <li>1. Each district was given a rubric for self-evaluation. Taffy clarified that what she presented was targeted districts only.</li> </ol> </li> <li>• Instruction and Instructional materials for EL's <ol style="list-style-type: none"> <li>1. Adoptive framework materials for EL's</li> <li>2. Providing EL's access to honors courses- 25% feel they are doing high quality work, but 50% were not or feel they are not proving this.</li> <li>3. Developing systems to meet EL's unique social and emotional needs. 55% of our districts feel they identify EL's for special ED appropriately. 70% feel they are in the mid-range for establishing a district program for newcomers.</li> <li>4. Supporting newcomer mastery above English and content. 50% feel they are doing an average job.</li> <li>5. Accessing analyzing reporting implementation outcomes. Everyone thinks they are doing a great job accessing language proficiency. But after examining patterns of reclassification for subgroups or; evaluating fidelity of implementation, we are falling behind.</li> <li>6. Professional learning outcomes for improving outcomes for EL's. We are all over the board.</li> <li>7. Training classroom teachers to use formative assessments for EL's English skills in lesson planning.</li> <li>8. Providing PD for administrators on effective strategies for</li> </ol> </li> </ul>	

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	<p>newcomers.</p> <ol style="list-style-type: none"> <li>9. Adapting and scaling up program and practices</li> <li>10. Planning and scaling up effective program and practices. 58% feel they are doing a great job while 26% say they still need to work on it.</li> <li>11. Engaging parents of EI's-District self-evaluation</li> <li>12. Providing PD for administrators for involving parents</li> <li>13. Supporting communication-many districts are doing well</li> </ol> <p>Taffy presented all this in her presentation and talked about it with the group.</p> <p>Susanne clarified that all the trends that Taffy showed in her presentation was for target districts. She asked if we can see the transformation districts, Taffy said that yes, we can provide that at our next meeting.</p> <p>Kim Miller-ESSA- group has been working over the weekend and changes have been made that Kim is still catching up on. Our ESSA plan went on out for public notice in February and March. On March 13 the US Dept. of Ed gave us a new template for our plan; it changed our format because the US Legislature Senate and House changed some requirements on March 9<sup>th</sup>, 2017. On March 13<sup>th</sup> we got the template and on the 15<sup>th</sup> we had training. We went to the State Board on March 23<sup>rd</sup>, we were going to submit it on the 23<sup>rd</sup>, but we now be submitting it on May 3<sup>rd</sup>. The Governor has to have 30 days to review our state plan. She had to have a copy of our state plan yesterday in order to review out plan in the new template so she can sign off on it. We are still considered in the April 3<sup>rd</sup> submission date by USA by this requirement.</p> <p>Next steps are that it goes to the Governor to review and sign. We should know by late August or early September and ESSA implementation will begin next year.</p>	
Adjourn	<p>Kelly passed out a quick survey to members to fill out and return.</p> <p>We will do 9-2 next time.</p>	For the folks on the phone, Kelly will email it to them.

Next meeting: August 8<sup>th</sup>, 2017 Rm 251 A&B from 9-2