

Members
Frank Acosta
Ewa Campbell
Parasa Chanramy
Maria Delgado
Jonathan Fost
Kathleen Jeskey
Toshiko Maurizio
Adriana Miranda
Myrna Munoz

Veronica Magallanes
Ana Ramirez
Joseph Santos-Lyons
Karen Thompson
Sonta Thompson
Ilana Umansky

Members not present:
Aurora Cedillo
Toya Fick

Don Grotting
Kayse Jama
Susan Kaller
David Lougee
Julia Meier
Christina Perry
Chuck Ransom
Bill Rhoades
Carmen Rubio
Rob Saxton

Item	DISCUSSION	Action
<p>WELCOME and Lunch</p> <ul style="list-style-type: none"> Mission and Purpose of our work together 	<p>Rudy welcomed the group back and expressed that lots of changes are happening and a new school year. This is a time of renewal and reflection as to why we are here. Taffy and I feel good about this process and we are excited for our role in this process and for you to see our tangible changes that are happening. She also touched base that we have a lot of ODE staff all working together on this plan. With all the bills from legislation, we are doing a lot of cross collaboration. We have Federal Programs, Sysco metrics; School Effectiveness and School Improvement, Equity Unit & the Research Team here with us today. We are excited about the work that is happening.</p> <p>The group did a brief index card exercise and Rudy asked them to write down on their index cards the why you are doing this work and why is this important to you? Please keep in mind the number 54,471 this represents and reflect that this number represents families current and former EL's, who we are serving.</p> <p>Rudy spoke to the fact that the Equity Unit has been around for almost 4 years and we have a current staff of 11 members now. Rudy introduced Kelly Slater formally of Clackamas School District; she is our English Learner Education Specialist & Dawnnesha Lasuncet from Portland Public who is now our Equity Coordinator for our team. With Dawnnesha on board, she has set up a framework that we will assist us in or work. Rudy went over a PowerPoint Presentation to the group that she presented on.</p>	
<ul style="list-style-type: none"> Updated web page information 	<p>We have been working on updating our HB3499 page. We have been posting and updating on our page consistently and timely. We will try to get things posted ASAP and also</p>	<p>Data will be posted with the School names on it. We will also post on the website the</p>

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<ul style="list-style-type: none"> SB 1564 Acknowledgements 	<p>post what we are able to share at that moment. The District list did not get posted until every district was notified personally. Once this happened the list was then posted for public.</p> <p>Rudy acknowledge that is now law regarding EL Legislative reporting. This was posted on July 1, 2016 and the expectation is that every district will have it posted on their websites by September 1. This is available to everyone. Chelsea Clinton worked on this report and got it posted to our website. The data that was being used is everything that the districts have been turned into the state. It gives us the gage of where we are at and where we need to be moving forward.</p>	<p>whole published spreadsheet of all schools data. This is available to view now.</p>
<p>Moving Forward with School Improvement</p> <ul style="list-style-type: none"> Updates of steps taken so far 	<p>Phone calls have been made with all identified districts. Rudy was able to call every one and speak with each school. For those that she was unable to reach personally, she did leave a detailed message for them. We have received good feedback and question from districts who are excited to work with us.</p> <p>We are able to fund all 40 districts with the 5 million dollars. We were able to tier the funding. So transformation districts get a lot more stuff. If a district is Target Transformation schools they get a baseline of \$60 thousand dollars and is contingent of what their needs assessment looks like and what they can actually explain the money going to. Meanwhile Target schools get \$30 thousand dollars and don't require an actual school designation. But that does not mean they can't use it towards a school, because this is a grant & aide process, we can easily look at overall district information and see where this funding source will be more useful. Joseph asked Rudy to clarify why Grant & Aide was being used verses technical assistance? Rudy responded that she has been using Grant & Aide and told to treat it as a strategic investment and it is grant money's coming to support efforts of the school. We use Grant & Aide because technical assistance is also being used in it. Members had questions about this and Shanda Brown-ODE Staff explained Grant & Aide from a Fiscal standpoint.</p> <p>Concern was expressed that some districts are unsure as to why they have been selected. Rudy assured the group that yes, all districts have been notified they have been selected</p>	

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<ul style="list-style-type: none"> What is being addressed in our intervention support plan Presentation by School Effectiveness Team of process 	<p>based on Outcomes, they clearly been made aware of the Why they've been selected; this has been communicated in emails/phone calls.</p> <p>Ewa had questions about coaching and who will do this. Wants clear communication with schools. Members had questions on the coaching that will take place with the school districts. Rudy stated that these will be addressed by the School Effective Team when they present to the group.</p> <p>At this time Shanda & Tim came to talk about this and give a presentation - Tim talked about high level district into schools and our needs assessments. Shanda will talk more in depth of coaches and how we support the development of coaches as we support principals and moving the work forward.</p> <p>Real important when working with district folks. We have to be real –how do we build plans trailered to those areas. How will this impact and sustain? Kids don't have 4 years to wait for us to get things together. We will not have multiple coaches. We will make sure that the coaches we send in have the knowledge so they can go out and coach effective. Shanda has been doing a remarkable job building our network of coaches to this point working with in our priority & focus schools and bringing this project alongside so that we don't have redundancy, overlap with the work that we do.</p> <p>Shanda spoke to the group regarding the coaching piece on this. She touched on the need to build the capacity of the leader, thru coaches. We train them in coaching techniques and people skills. The coaches are retired administrators. We train them in coaching techniques on people skills. Our coaches have built relationships with principals so they can ask their principals the hard questions. Coaches are being trained over the next year, equitable lens, protocols to provide questions to the principals so they can stop and think about how they are doing this and how they can help move the work forward We work really hard to pair coaches with schools. It's not perfect and sometimes it does not work and we have feedback groups in place so that we know if it's a personality issue, skill issue etc. As we monitor how schools are doing; making sure we are focusing on those implementation of those improvement activities first. Then we can see where we are running into some of those challenges and provide additional training for those coaches along the way.</p>	<p>Joseph asked if we can get this in writing and Rudy agreed that yes, we can and shall get that to everyone.</p> <p>Rudy will get it to everyone by before the next meeting on Sept 1.</p>

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	<p>Maria expressed her concern with the children who are not being served. What happens to those students who are in schools that have small # of EL students? She has found that the school wants them to remain in the program just for the money, but don't provide services for them. Shanda responded to Maria's question. As we work with our focus and priority schools we are honing in on the small number of underserved students and saying what are you doing about all of your students? As we talk to some of the districts and have a needs assessment with them we will begin to work with the districts as far what are the identified schools and to be able to look across all the data and decide if that's a good fit. Is this really where we need to focus the money, or is there another school in more need then the school the district has suggested. This will be a discussion with ODE, Rudyane and the school district.</p> <p>Veronica had questions regarding funding. -</p> <ol style="list-style-type: none"> 1. How ridged or flexible will this funding be? Will it have the same parameters like title III? 2. Can you identify via website what framework will they be trained in? For the coaches she'd like to know what are the mentor and coaching cycles that are expected and what are their frameworks? <p>Tim responded that he'd love to answer it with a high degree of confidence, he can't. When we go into a review we will have to differentiate everything that Veronica just described as who needs what and how are we going to be able to resource this in the best to our abilities in an approval fashion. He said some place may need more than other places.</p> <p>Ewa cautioned that Technical assistance from ODE is perceived as assistance and not interruption of good work. Districts don't have resource, it was cautioned that when coaches go into districts that they are not interrupting, but enhancing.</p> <p>Joseph brought up some concerns, but acknowledged that what was presented today was good. Here are few of his concerns.</p> <ul style="list-style-type: none"> No real plan, but ideas Committee hasn't been asked what they think is needed What are indicators of progress? Revisit this in 6 months Want to know more about the plan for coaches-what are the assumptions, framework, goals, plans & practices? 	

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	<p>Not excited about the coaches as some may not have worked with EL's Contact people of color who are knowledgeable Have something to for us to consider before next meeting in September.</p> <p>Rudy addressed all the concerns that Joseph brought up. Revisited the purpose of today's meeting is to bring everyone together and get to know us and find out what is different now.</p> <p>We wanted to address the following: Coaching Needs Student Success Timeline of group/work</p> <p>Rudy outlined what Phase 1 will look like for transformation districts. Fiscal- how will accounts be set up for \$ Plan is for site visits toward the end of September. This is where we will do the analysis and get the ball rolling.</p> <p>Joseph asked for high level documentation that has the specific information on it, like budget, phases, goal & strategies. That way we can have a more realistic meaningful conversation.</p> <p>Veronica would like to know what the support will look like and what communication mechanism looks like. And how will it be used? We attempted to do the Google Doc and that didn't work out so well for sharing information to the group. We will be</p> <p>Rudy talked about bring a small group of around 8 people to get the perspectives in order to get the work done because of the short timelines, then that is something we can do. Joseph suggested that yes, small working groups are great. Give 10 page plan overview of what the plan is going to be and which things are locked in now. Rudy shared with the group that we can come together and share new things and build off a framework. We can get information to everyone 1 week in advance to our next meeting on the 1st.</p> <p>Members voiced concerns and had questions about coaching, criteria, etc. and Rudy addressed them. We are writing down all your questions that you are asking today. This group will end on December 7, 2016. Joseph asked if the group was being extended and Cindy said that No, it's not being extended. We are restarting Community Action</p>	<p>Rudyane will work on putting together what Joseph is asking for and have this ready. We do currently have a 1 pager document about 3499 that we can use.</p>

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	<p>Group (CAG) advisory group is also being formed right now as well as the EL Strategic Plan.</p>	
<p>EL Strategic Plan & Prioritizing Best Practice</p> <ul style="list-style-type: none"> Best Practice Group Activity Strategic Plan Participants and Scheduling 	<p>Taffy addressed the group. Expressed members to contact us directly if they have any questions or concerns and please don't wait until the next meeting.</p> <p>We will listen and give you that voice. We are here to assist. Karen will speak on the ESSA viewpoints then we will look at some of our best practices viewpoints.</p> <p>Karen Thompson talked about this. ESSA definition of what evidence based. She did a power point presentation. ESSA and HB3499 share similar strategies for improving outcomes for students. She shared what ESSA considers evidence based and what their definition is and what ESSA compares to 3499 model of identifying districts.</p> <p>Share similar strategy between ESSA & 3499</p> <ul style="list-style-type: none"> Identify low performance based on multiple measures Needs Assessment Consider resource allocation Measure Change <p>Evidence Based</p> <ul style="list-style-type: none"> Statistically significance effect Positive evaluation Ongoing exam of outcomes & effects <p>Draft Regulations</p> <ul style="list-style-type: none"> At least 1 not all need to meet defs evidence based Supported by evidence Selected from <p>Resource Inequities</p> <ul style="list-style-type: none"> Teacher inexperience Per pupil expenditures Review of district budgeting, allocation of resources access and availability adv coursework preschool, instructional material & tech. <p>We have a calendar of 4 meetings set up already. You will have an input on best practices research and potential exemplar models or places that are using these. Taffy handed out copies of all the comments that we made for folks as well as a blank best practices page. Members received a google doc of all the comments made on best practices.</p>	<p>Google doc's did not work</p> <p>Karen's PowerPoint and missing page will be posted to our website under 3499</p> <p>Taffy will collect and type them all up and add them to the website. Power Point will be posted on our website.</p>

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	<p>The purpose of the EI Strategic Plan will be to determine the following:</p> <ul style="list-style-type: none"> • whether something is best practice, • how do we incorporate and focus on addressing research on inequities • And what can we do to potentially inform later work related to ESSA such as developing a list of state approved interventions. <p>This is what we are hoping that our EL Strategic Plan committee will be doing is coming together with your voice. The workgroup will be doing the information and we will be reporting back to you. The work will be done in the EL Strategic Plan workgroup and will be working towards making some recommendations on a state level on what are good interventions. That is the hope of the workgroup.</p> <p>Taffy read over the topics that were called out in the bill for 3499. Taffy reminded the group that we don't have to limit ourselves to this work, this is just the beginning of our work</p> <ul style="list-style-type: none"> • Providing ongoing support to students and districts that are no longer eligible. Taffy looks at these as our monitored students • Delivering essential notifications • Identifying students who are eligible to deroll. We have early identification. Acquiring library books other than in English • Providing schools that have been identified. We have our definition for long term students. That is an area we want to develop some best practices around. <p>September 15th is our first EI Strategic Plan meeting Taffy had group activity for members to do. Work with partners. Work on 1 goal. Members broke off into groups to work on topics. Group reconvened and shared their input and what they talked about.</p>	<p>Dates of the EI Strategic Plan meetings will be listed on the website.</p> <p>Taffy will gather all the information and type them up and put them on the advisory page for everyone to review.</p>
Trajectory of the work group	Rudy thanked everyone for your amazing feedback and passion for this work. We will figure out your role in this process and we are trying to do right by the situation. We really appreciate the love and the spirit that comes into this	

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<ul style="list-style-type: none"> Determine what does "Improved" look like 	<p>room. We know this ends up being about the kids and who we are serving.</p> <p>What does improvement look like? What does it mean to exit? What are the exit criteria of the school that gets designated under these 4 years? This will be the intensity of the work we will be doing.</p>	
<p>Public Testimony</p> <ul style="list-style-type: none"> This is the space for non-appointed workgroup members to provide feedback and insight 	<p>Dory Vickery – Director of Federal Program at Central School District and we have about 500 EL's. Expressed concerned around the following:</p> <ul style="list-style-type: none"> Timeline, how is Equity, School Improvement & Title III She is curious on how those components are going to merge? Funding and coaches coming in. Has not heard any conversation about ELD instruction. That's a huge aspect of our students learning English. Improvement Plan Process for Title III-Hearing from ODE in a timely manner but writing a plan, then improvement plan due Living document-grow and change Data collection-multiple measures often Concerned that we don't have the system to track <p>Markisha closed us out with great feedback and the work we are doing. We want to stay committed on making sure we have clear and consistent communication with everyone. We are updating our website and communications being transparent with you as things go along.</p> <p>It was decided as a group that we will have an open dialogue with everyone and when we send correspondence within the advisory group that it goes to everyone and not as a BCC. Everyone liked this idea and this is now how we will communicate with the group.</p>	
4:00 Adjourn		

Next Meeting: September 1, 2016