

# Washington State Bilingual Education Advisory Committee

February 6<sup>th</sup>, 2020 | Puget Sound Skills Center | 18010 8<sup>th</sup> Ave S.

**Members Present:** Concie Pedroza, Megan Anderson Reilly, Elena Velasquez, Stephanie Andler, Machel Beilke, Nadya Bush, Kristin Day, Kristen French, Jennifer Green, Rose Liao, Teresa Mendoza-Casby, Erika Molina Lopez, Kelly Moses (attended via zoom), Jean-Marie Wright, Will Williams, Nesreen Al Muzayen, Marlene Perez, Michael Sampson, Michelle Whitney, Nina “Will” Williams

**OSPI Staff:** Veronica Gallardo, Amy Ingram, Patty Finnegan, Shannon Martin, Jolynn Engellant, Leslie Huff, Paula Kitzke

Note Taker: Jolynn Engellant

Topic	Discussion	Action	Follow Up
Call to order	Concie Pedroza calls the meeting to order at 8:41 am.	Committee reviews the agenda.	
Meeting Notes - December 13, 2019	Committee reviews the notes from the December 13, 2019 meeting.	Will Williams moves to approve the notes from December 13, 2019 meeting. Machel Beilke seconds the motion and the notes are finalized.	
Regional Updates – Some updates missed due to technical difficulty	<p><b>Kristen F.</b>, WWU - Recently testified on HB 2551, which would permit students to wear traditional tribal regalia and objects of cultural significance at graduation ceremonies and related events. They are also in discussion with WWU to build a longhouse on campus.</p> <p><b>Stephanie</b>, Selah – Missed due to technical difficulty.</p> <p><b>Megan</b>, Yakima – Missed due to technical difficulty.</p> <p><b>Teresa</b>, Selah - Excited to be here and appreciates being at the Spanish Language Proficiency meeting.</p> <p><b>Marlene</b>, North Beach - She is pushing to have teachers attend GLAD training. She is leading the English language professional development for the district and would like to pull financial resources to create a resource for all Grays Harbor District.</p>		

**Erika**, Winlock - We have a new superintendent and have hired an English language teacher. We started the Seal of Biliteracy last year and have new reading and math curriculum that is aligned with English learners.

**Nadya**, Wenatchee – Our new superintendent is developing a strategic plan. They are interested in hiring a demographer to help see the need from the eyes of who is within the district. She is planning an all-day parent conference to weigh in on the strategic plan. They are also using the Title III carry over funds to fund new summer programs.

**Jean Marie**, Longview – She is the lead for staff development. Starting clock hour training at three middle schools and is excited about the growing the English learner population. The district Federal Programs Director attended WABE and is excited to start the dialog about dual language programs.

**Kristin D.**, Central Valley – Her fellow colleague and 2019 Teacher of the Year, Mandy Manning is keeping big issues in forefront. Mandy recently visited a detention center and exposed the trauma happening in the facility. The district is going through boundary adjustment discussions which has not happened since the 70s.

**Rose**, Northshore – She is doing bilingual programs in the elementary school with no plan to expand. However, they are starting to discuss a Chinese dual language school.

**Jennifer**, WWU – Excited to share that they met with chairs and directors of Western Washington University, they all shared the strengths of their departments for ELL/bilingual. Everyone is looking for places to collaborate and evaluating, what is the minimum English learner knowledge students need to have prior to graduation.

**Michael**, Burlington-Edison – He went to the Xicano Institute for Teaching and Organizing last week and it was a great networking opportunity. Like coming to this committee. This is how we do the work, by connecting with one another and as we continue to learn it's good to hear everyone else's experience. He is currently collaborating with Special Education and has been learning how to see all students in real way.

**Machelle**, Tacoma – There are two dual language school programs, and both received a grant for professional development. Teachers are getting in full swing for ELPA21 testing and the district is getting ready for Consolidated Program Review. She will start teaching at Pacific Lutheran University for the senior seminar.

	<p><b>Michelle W</b>, Pasco – Currently gearing up for the dual language school transition as students are going up in grade levels. The district has stopped asking the question if we are going to continue dual language programs. But now the question is, “Where are we on the map and who are we reaching?” We are in the middle of refreshing the district strategic plan. A recent survey showed that expansion of dual language and the evolution of dual language is in the top 5 priorities. She is proud of that the board evolved in a short time.</p> <p><b>Concie</b>, Seattle – We recently had a policy update, which increased a set aside for native heritage speakers. The next step is to create a definition between native and heritage speakers. There is now a stipend for an English language subject matter expert in each building. They opened a new department that will support African American males and the board adopted Black Lives Matters for all Seattle schools.</p> <p><b>Will</b>, Kent – Recently, attended WABE with some Kent teachers had a great experience, they visited two elementary schools: K-6 two-way Spanish/English. She testified on the Dual Language bill and it passed through Ways &amp; Means. Regionally, we are focused on alternate routes and grow your own programs. We are working with PSESD so that all have access to programs. Puget Sound ESD EL consortium gathering to talk about topics of interest and collaborating.</p> <p><b>Elena</b>, Quillayute Valley – We received the Recruiting Washington Teachers grant and we will start recruiting immediately. We are preparing for CPR and hope it will strengthen our program.</p> <p><b>Kelly</b>, Edmonds – We have a bond that will be voted on Feb 11<sup>th</sup>, this will potentially help to build capacity for a Newcomers Center and a dual language building. The district purchased Sam Ortiz’s PVAT Special Education Assessment, we are trying to reduce the overrepresentation of English learners in special education classes. We just topped 3,150 English learners and have consistent growth. Working with Lindsay Young, SIOP trainer, at one of our high schools to strengthen sheltered instruction.</p>		
<p>Veronica Gallardo -OSPI Director Updates</p>	<ul style="list-style-type: none"> <li>• Welcome Shannon Martin – Shannon started a few weeks ago as the Bilingual Program Supervisor for Western Washington and will work with English Language Consortium for PSESD.</li> <li>• Welcome Angela Araque – Administrative Support, she will start Monday and is a fluent Spanish speaker.</li> <li>• Staffing – We plan to repost the Bilingual Program Supervisor position soon.</li> </ul>		

	<ul style="list-style-type: none"> <li>• TBIP federal update – We are now 7th in nation for language learners.</li> <li>• OSPI Migrant Education Program will be audited in June by Office of Migrant Education. They will be reviewing migrant summer programs and plan to visit some of the districts.</li> <li>• We are in the thick of CPR reviews and we would like people to know that we are coming in as a support not a hammer. Our team will be proactive to set up conversations prior visiting schools.</li> <li>• ELPA21 Survey Update – Thank you for getting your feedback in. There have been several closed-door meetings at the Executive Cabinet level, and we hope for a decision and announcement by the end of March.</li> </ul>		
Break			
Veronica Gallardo & Laura Lynn via zoom - Title III Native American Student Guidance & Application Edits	Review Feedback from Washington State Native American Education Advisory Committee <b>Process for Identification for Title III –</b> <b>Comments:</b> <ul style="list-style-type: none"> <li>• I am excited for collaboration; this is wanted in the districts.</li> <li>• Would like to see all district administration participate in govt to govt training. Free from state. When leadership understands they have treaty obligations, it helps mediate some of these issues.</li> <li>• Critical to provide professional development for all staff.</li> <li>• Create partnerships with Heritage Language Schools/Programs.</li> <li>• Native American literature lending libraries.</li> <li>• Support Native students through collaboration and co-teaching model (Honigsfeld/Dove).</li> <li>• Administration needs to have government to government training.</li> <li>• Invite tribal elders to teach lessons and speak to classes.</li> <li>• Partner with tribes to provide mentorship.</li> <li>• Connect with higher ed institutions to ensure that prep programs have Native Education as part of teacher prep.</li> </ul> <b>Questions:</b> <ul style="list-style-type: none"> <li>• How do you best use the \$122 until we get the federal definition?</li> <li>• What is the timeline for Since Time Immemorial to be integrated in Spanish?</li> </ul>	Feedback will be given to Office of Native Education and invited back to 2020/21 BEAC for follow-up.	

	<ul style="list-style-type: none"> <li>• How can ESD’s provide support for professional learning?</li> </ul> <p><b><u>3 Types of Title III Collaboration</u></b></p> <p><b>Item 1: ESSA Tribal Consultation</b></p> <ul style="list-style-type: none"> <li>• Confident in this type of collaboration</li> </ul> <p><b>Item 2: If District is not required to do ESSA Tribal Consultation, but have a Title VI Coordinator:</b></p> <ul style="list-style-type: none"> <li>• Who is responsible for literacy development?</li> <li>• What are accountability measurements?</li> </ul> <p><b>Item 3: If District is not required to do ESSA Tribal Consultation and does not have a Title VI coordinator, then:</b></p> <p>Professional learning for EL teachers (supplemental)</p> <ul style="list-style-type: none"> <li>• Important for advisory board or parent community. What would it look like to have partnership when students are mixed in multiple programs?</li> <li>• Make sure students have opportunities to experience cultural excursions and have a community of support.</li> <li>• How do students get access to Since Time Immemorial curriculum?</li> <li>• What are the options for professional development?</li> <li>• Can we have training for Since Time Immemorial, with localized perspective and history?</li> <li>• Can OSPI support the three options for professional learning?</li> </ul>		
<p>Paula Kitzke &amp; Patty Finnegan English Learner - Special Education Information &amp; Resources</p>	<p><b>High Expectations for Access, Outcomes &amp; Collaboration – Providing a Continuum of Services</b></p> <ul style="list-style-type: none"> <li>• OSPI Priorities</li> <li>• Statewide Stakeholder EL-Special Ed Work Group – convened 2019 <ul style="list-style-type: none"> <li>○ 3 charges – assessment</li> <li>○ State policy</li> <li>○ Compiled resources to assist districts struggling with Els students qualified as dual</li> </ul> </li> <li>• Comparison of Dually Eligible students (slide 12) <ul style="list-style-type: none"> <li>○ Total SWD 14.1</li> </ul> </li> </ul>		

- Percentage of Els with Disabilities per school. Slide 13 – low numbers show that students are being supported in core.
- Committee member comment: Curious about what data would look like with non Els. Is this because the assessment is not done in the student primary language?
- A: SPED group is looking into that. We have questions about interpreters. Working with psychology on Implicit bias, it's a bigger problem and has to be addressed on any accommodations being done.
  - Post school outcomes for SWDs – 25% have no engagement.
- Talk with a partner about what connections you are making between state data summaries and current systems.**
- What are the stars, or points of light, in this data?
  - What are some leverage points for change?
- Committee comments:**
- I want to bring Steve Gill to Wenatchee and start an action plan for implementation.
  - Districts have a process to follow. Started 4 years ago, our director traveled to MS & HS guidance teams – goal was to have more teachers get involved in teaching all students. Some schools the psych has the final say even though feedback was more intervention.
  - It is really hard work, but it is important to keep what you are doing especially when you in the position of feeling powerless.
  - I would like to see more professional development around this topic.
  - Some teachers have students in their classroom and don't know what to do. We need to push to have MTSS in the classrooms.
  - As a teacher of newcomers, it comes back as lack of education. I see things out of my toolbox and as a teacher I need more training.
  - Administration needs to be educated. I see students being moved through grade levels without being tested.
  - Parents know the student best. But parents don't know how to advocate. What is the parent education component?

**Skills – Building Strategies**

**Accessing- EL Special Education Data**

- **Annual TBIP Report to Legislature (see appendices for data tables)**  
<http://www.k12.wa.us/MigrantBilingual/BilingualProgram/AnnualReports.aspx>
  - 2018 data:  
<https://public.tableau.com/profile/student.information4068#!/vizhome/TBIPAppendices2018/TBIPbyStudentGroups>
- **Request the “Title III” Data File for Your School and District**
  - Washington Assessment Management System (WAMS) under File Downloads> 2017 Administration> 8. Non-Assessment Files> DistrictSD\_2017SYT3TBIPRpt.
  - Access to WAMS is granted by your district’s assessment coordinator. Request access to the Title III data file and review it with your federal programs director or EL director:  
<http://www.k12.wa.us/TestAdministration/pubdocs/DistrictTestCoordinators.pdf>

**Analyzing - EL Special Education Data**

- What percentages of students with disabilities and English learners in your district or building?
  - What types of trend data do you notice over several years?
  - Start to do this building by building.
- What percentage of English learners in your system have IEPs?
  - How does that compare with the percentage of ELs in the larger student population?
- What is percentage of ELs with IEPs, by disability category?
  - How does this compare with the overall special education data by disability category?

**Designing MTSS for ALL students**

- Resources – Book: *Special Education Considerations for ELLs – Delivering a Continuum of Services*
- Six Stages of Language Acquisition – Language Differences vs Disabilities
- Peer Analysis Tool & Pre-Referral Data
- Dr. Catherine Collier’s Resources – Strategies from A to W for Multi-Tier Systems of Support
  - Effective Strategies & Interventions for ELs

<p>Patty Finnegan- Legislative Updates</p>	<p><b>SSB 5607 – Dual Language Education Bill</b></p> <p>Highlights</p> <ul style="list-style-type: none"> <li>• Removes the expiration date of the K-12 dual language grant program and expands it to early learning providers.</li> <li>• Adds grants for heritage language and Tribal language programs to support students with languages that are not (yet) represented in dual language programs.</li> <li>• Student loan repayment (\$5,000/year/up to 4 years) for each year a bilingual education endorsed teacher works in a dual language program.</li> </ul> <p><b>2020 Bill History and Legislative Process:</b></p> <ul style="list-style-type: none"> <li>• Jan. 20 – Hearing in Senate Early Learning &amp; K-12 Education Committee.</li> <li>• Feb. 6 – Hearing in Senate Ways &amp; Means Committee.</li> <li>• Feb. 7 – Bill cut-off date.</li> </ul> <p>Mid-March – Budget proviso may include DL as it has in previous years.</p>		
<p>Leslie Huff - English Language Proficiency Assessment Update</p>	<p>We are on day 4 of the testing window, so far so good.</p> <p>New items in screener for kinder testing:</p> <ul style="list-style-type: none"> <li>• CBC items changing</li> <li>• Identify pictures or words in reading/writing</li> <li>• K1 no longer has writing supplements</li> </ul> <p>We will be monitoring at 20 school districts in the coming weeks and can identify districts that are doing good things. As a division we are looking at providing technical assistance not punitive action.</p> <p>None of the ELP assessment submitted passed peer review, but none in the county passed. ELPA 21 and WIDA got partially meets. WIDA is working on amending the alternative test.</p> <p>They will be submitting for peer review again in December.</p> <p>We are potentially working on a family support video, so we can share the data faster. 6 weeks after the close of testing it gets delivered to OSPI, then released to districts at 7 weeks.</p>		
<p>Amy Ingram -</p>	<ul style="list-style-type: none"> <li>• Focus for 2020 CPRs <ul style="list-style-type: none"> <li>◦ 7.1 &amp; 7.5 which speaks to content areas being provided to ELs.</li> </ul> </li> </ul>		

<p>Consolidated Program Review (CPR) Update</p>	<ul style="list-style-type: none"> <li>○ LEP – making sure minutes are in place. People are either doing an LEP or they are not.</li> <li>● Desk reviews – districts have 3 weeks to upload</li> <li>● In-person reviews – documents uploaded in advance, then we review onsite.</li> </ul> <p>Agency of support rather than compliance. We want to be more supportive and see districts be successful.</p>		
<p>Break</p>			
<p>Concie Pedroza - BEAC Business</p>	<p>WABE Annual Conference – BEAC listening session – April 24 at 3:45pm</p> <p>WABE Sub-Committee to discuss topics offline for 2020</p> <ul style="list-style-type: none"> <li>● Volunteers to attend: <ul style="list-style-type: none"> <li>○ Elena Velasquez &amp; Kelly Moses - Lead</li> <li>○ Stephanie Andler</li> <li>○ Teresa Mendoza-Casby</li> <li>○ Machel Beilke</li> <li>○ Megan Anderson Reilly</li> <li>○ Nesreen Al Muzayen</li> <li>○ Kristin Day</li> <li>○ Marlene Perez</li> </ul> </li> </ul>	<p>Themes to consider:</p> <ul style="list-style-type: none"> <li>● Culturally responsive practices</li> <li>● Assessment for student learning</li> <li>● Smarter balance – ELPA</li> <li>● Recruitment and retention of qualified staff</li> <li>● Providing EL services – Get feedback, so we can better support</li> <li>● Funding issue – different options for staffing</li> </ul> <p>Three guiding questions for each topic and ask for successes in each topic.</p>	
<p>Recap from 2019 listening session</p>	<p>Committee reviews the follow-up action from OSPI on the 2019 BEAC Listening session at WABE. The committee gave comments on the action thus far.</p> <p><b>ESSA, EL Progress &amp; Accountability</b></p> <ul style="list-style-type: none"> <li>● Test must be vertically scaled. Needs to be based in research, not predicated on the convenience of the OSPI assessment department.</li> <li>● Transition from district. Interesting based options especially from OSPI assessment. Not based on research. It should be three years and be gone.</li> <li>● Leslie – even though it’s an assessment workgroup, it does include practitioners. It is not only opinion and only assessment.</li> </ul>	<p>The Executive Board will bring topics to Superintendent Reykdal.</p> <p>BEAC members can take the items back to their districts.</p>	

- Will -The method of determination needs to be transparent and based on research.
- Equity, Resources & Supports**
- This is something BEAC has been pushing for years and I'm proud to see OSPI making strides.
  - We need a culturally relevant teaching practice embedded and required for all teachers and school district leaders.
  - Need to increase the number of advocates for graduation specialist.
  - West B - Testing – we need clarification, is it removed?
  - We need Since Time Immemorial in Spanish. If it is required, we need to make steps to make that happen.
  - Need a statewide framework on expectations on culturally responsive practices. Including roles and responsibilities for teachers and administration.
  - This has sometimes been used to keep people of color out, if someone has an accent it can put up barriers.
- Dual Language for PreK – 12**
- Where are we with SPAT test in other languages?
    - Leslie - The tests are in Spanish; Smarter Balance is looking into translation and how appropriate it is.
    - Amy - ESSA workplan has it that we need to translate in top 5 languages. It is going to take a while.
  - People are willing to write the SBAC tests in languages, other than Spanish. Let's get on that!
- Transition from English-Only Instruction to Bilingual Education**
- Redefine program models per the 2015 TBIP Guidelines produced by many on this committee.
- ELPA21 Assessments – thoughts or priorities**
- This was a hot topic at the last WABE.
  - Needs to be correlated to content standards. We have to weigh the pieces.
  - Leslie - ELPA21 annual training is online and it opens in June. All proctors take the training and in our monitoring of districts, we make sure the proctors are on the approved list.

Agenda item for meeting with Superintendent Reykdal.

	<ul style="list-style-type: none"> <li>• Lack of Spanish Language development standards <ul style="list-style-type: none"> <li>○ We are working on now and Patty will have an update at the next meeting</li> </ul> </li> <li>• Lack of communication on development of instrument.</li> </ul>	Patty to update.	
Review and Finalize Action Items	<p>Concie Pedroza</p> <p>May agenda ítems:</p> <ul style="list-style-type: none"> <li>• Debrief WABE</li> <li>• Office of Native Education</li> </ul>	<p>Invite Office of Native Ed to next BEAC</p> <p>Jolynn:</p> <ul style="list-style-type: none"> <li>• Set up Exec meeting for next meeting</li> <li>• Set up zoom for WABE for volunteer group</li> <li>• Email Michael substitute form</li> </ul>	
	Next meeting – May 15 <sup>th</sup> , Wenatchee/Zoom option available		