

The logo consists of a large, light blue circle that is partially cut off by the right edge of the slide. The background of the slide is a dark blue gradient with a vertical black bar on the right side.

Language Access Advisory Committee

October 12, 2022

Welcome

- Maria Flores, Executive Director, CISL, OSPI
- Representative Tina Orwall

Agenda

9:00 – 9:10	Welcome and agenda overview <i>Maria Flores, Executive Director, CISL, OSPI</i> <i>Representative Tina Orwall</i>
9:10 – 9:15	Announcements/Housekeeping <i>Leonard Alvarez, Language Access Program Supervisor, CISL, OSPI</i>
9:15 – 9:20	Considerations for interpreters <i>Helen Eby, Certified Interpreter and Translator</i>
9:20 – 9:25	Communications protocols <i>Maria Flores</i>
9:25 – 9:55	Breakout rooms
9:55 – 10:00	Break
10:00 – 10:10	Background - HB 1130 to HB 1153 <i>Heather Rees, Research and Policy Development Program Manager, CISL, OSPI</i>
10:10 – 10:20	Aims and scope of the committee: Topics in legislation <i>Maria Flores</i> <ul style="list-style-type: none">• Poll: Subcommittees
10:20 – 10:25	Key themes from previous reports, presentations <i>Leonard Alvarez</i>
10:25 – 11:00	Overview of decision making <i>Maria Flores</i> <ul style="list-style-type: none">• Poll: Decision making
11:00 – 11:30	Breakout rooms
11:30 – 12:00	Closing/Next steps <ul style="list-style-type: none">• Scheduling• Interpreter feedback• Exit survey

Announcements/Housekeeping

CISL Administrative
Assistant –
Kiva Parkhurst

Pacing – for
speakers

Using Chat function
and Raised Hand




Considerations for Interpreters

Helen Eby
Certified Interpreter and Translator

Communication Protocols

- Please remain muted during presentations
- Members and panelists may unmute themselves
- Please use the “raise hand” function to indicate that you have a comment or question
- Public attendees may submit comment during public comment periods

Thank you!

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- If you were in either of the past Language Access workgroups, what would you like this new group to know or consider? What takeaways do you have to share?
 - If you are joining this state-level work now, what questions do you have and what considerations would you bring to this group?

Breakout Activity 1

Break

9:55 – 10:00



Background Refresher

Heather Rees

Research and Policy Development
Program Manager, CISL, OSPI

Timeline



Original Language Access Workgroup

- Created by Engrossed Substitute House Bill 1130 ([ESBH 1130](#))
- Started meeting in Oct. 2019
- Recommendations on specific strategies meant to improve meaningful, equitable access for public school students and their family members who have language access barriers.
- Report submitted Oct. 15, 2020

LAW 1.0 Recommendation Topics

1. Language access program
2. Program for technical assistance
3. Glossary of educational terminology
4. Tiered system of interpreter standards
5. Interpreter testing system
6. Scheduling spoken-language interpretation
7. Code of professional responsibility and standards of practice
8. Data collection and use
9. Updates to WSSDA model policies and procedures

Budget Proviso

- Started as HB1153 – did not pass
- Implementation of recommendations from Language Access Workgroup (HB1130)
- Two parts:
 - Language Access Workgroup 2.0
 - Language Access Technical Assistance Program

LAW 2.0

- Report to the appropriate committees of the legislature recommendations for:
 - standards, training, testing, and credentialing for spoken and sign language interpreters for students' families and
 - for collecting information related to language access services in schools and school districts.
- Published December 1, 2021

Engrossed 2nd
Substitute
House Bill
1153

- Passed Spring 2022
- Based on recommendations from both Language Access Workgroups
- Advocated for by the community

E2SHB 1153

- Sec. 2 Definitions – “interpreter” & “qualified interpreter”
RCW [28A.183.010](#)
- Sec. 3 Principles – RCW [28A.183.020](#)
- Sec. 4 Technical Assistance Program at OSPI RCW [28A.183.030](#)
 - Training modules
 - Toolkit
 - Bilingual glossaries
 - Language access data
 - Advisory committee

E2SHB 1153 Continued

- Sec. 5 District Requirements
RCW [28A.183.040](#)
 - Adopt Language Access Policy, Procedure – Oct 1, 2022 *
 - Liaison/Coordinator *
 - Implementation of Program and Plan *
 - Exempted = Fewer than 1,000 students + less than 10% EL students, except WSSB, CDHY, and charters
- Sec. 6 Data Collection & Reporting
RCW [28A.183.050](#)
- Sec. 7 & 8 Makes the bill applicable to charter schools, CDHY and the state school for the blind

E2SHB 1153
Continued

Sec. 9 WSSDA – Model policy and procedures

Sec. 10 Advisory Committee

Sec. 11 Credentialling requirements –
RCW [28A.183.080](#)

- OSPI and PESB establish credentialing requirements for interpreters
- Redefine “qualified interpreter”
- Power to enforce established code of professional conduct
- No cost training, testing, and applications
- Update E-CERT

Sec. 12 – Rulemaking [UFZ 5;D14;613<3](#)



Aims and scope of the
committee:
Topics in legislation

Maria Flores
Executive Director, CISL, OSPI

Intent section- ESSHB 1153

“ (2) Therefore, the legislature intends to require public schools to implement a language access plan and program for culturally responsive, systemic family engagement developed through meaningful stakeholder engagement.

The legislature intends to provide training, tools, and other technical assistance to public schools to support the development, implementation, and evaluation of their language access plans and programs.

In addition, the legislature intends to direct the development and implementation of credentialing for spoken and sign language interpreters for students' families in educational settings outside the classroom, with the goal of creating a professional interpreter workforce guided by a code of ethics and standards of practice.

Finally, the legislature intends to establish an ongoing advisory committee to guide, monitor, and report on the implementation of these new policies.”

Purpose and Membership

“Sec. 10 (1) The office of the superintendent of public instruction shall establish the language access advisory committee to guide and monitor the implementation of this act and to recommend changes to requirements, policies, and procedures related to language access and language access services for students' families, students, and communities in educational settings outside the classroom.”

“(3)(a) The members of the advisory committee must include representatives from spoken and sign language services users, community organizations that provide direct services to non-English speaking families, interpreters for students' families, interpreter preparation programs, advocacy organizations, schools, and school districts.”

At a minimum, the advisory committee must guide, monitor, and make recommendations on the following topics:

1. Effectiveness of language access policies, procedures and programs
2. Family and community engagement, with a focus on multicultural families, families whose students have multiple barriers to student achievement and families least engaged with their schools
3. The definition of “qualified interpreter”
4. Supply of and demand for interpreters
5. Training for interpreters
6. Credentialing requirements for interpreters, including a code of professional conduct
7. Grants to cover nonstate controlled interpreter credentialing requirements costs
8. Language access and language access service data collection and analysis
9. Evidence-based practices regarding language access, including best practice for using state and federal funding to provide language access services

Other Existing Advisory Committees

Special Education Advisory Council (SEAC)

- Focus on statewide issues impacting special education. The SEAC believes that all students with disabilities have the right to a free and appropriate public education in a safe environment that is conducive to learning.
- SEAC is established through the [Individuals with Disabilities Education Act \(IDEA\)](#) (link is external) to advise the State Superintendent on matters pertaining to the provision of special education and related services and typically meets four times a year. The SEAC consists of members appointed by the Superintendent of Public Instruction. The SEAC is required by federal and state law. The requirement is ongoing and does not have an end date.

Washington State Native Education Advisory Committee (WSNAEAC)

- The Washington State Native American Education Advisory Committee (WSNAEAC) reconvened in March 2019 to promote leadership and the unique principles and effective practices of Native American education, which helps to assure academic success and cultural integrity at the community, school, state, and tribal levels.
- The committee consists of 21 members nominated by tribes and tribal organizations to provide consultation with OSPI on matters and issues related to the well-being and achievement of American Indian and Alaska Native students who attend public, tribal compact, and tribal schools in Washington state.

Other Existing Advisory Committees, cont.

Migrant Education Parent Advisory Council

- The purpose of the Parent Advisory Council (PAC) is for Migrant Education Program staff in coordination with elected or selected parent committee members, and other interested parties to plan, implement and evaluate the local program to continue to provide quality services to migratory children. The voice of migratory parents is essential and required for all phases of the local program.

Multilingual Education Advisory Committee (MEAC)

- The Multilingual Education Advisory Committee (MEAC) supports bilingual education and its related services through the Transitional Bilingual Instruction Program ([RCW 28A.180\(link is external\)](#)) to help educators and families meet the unique needs of students whose primary language is other than English.

Other Existing Advisory Committees, cont.

- Washington State Dyslexia Advisory Committee
- K-12 Basic Education Compensation Advisory Committee
- Institutional Education Structure and Accountability Advisory Group
- Ethnic Studies Advisory Committee
- Work-Integrated Learning Advisory Committee
- School Safety and Student Well-Being Advisory Committee
- Social Emotional Learning Advisory Committee
- Online Learning Advisory Committee
- School Facilities Advisory Committee
- Washington State Advisory Committee for Gifted Education
- Children and Families of Incarcerated Parents Advisory Committee
- School District Accounting Advisory Committee

Collaboration

“(5) The advisory committee must collaborate with the Washington professional educator standards board, the Washington state office of equity established in RCW 43.06D.020, the educational opportunity gap oversight and accountability committee created in RCW 28A.300.136, and other office of the superintendent of public instruction committees that focus on ensuring equity in access to opportunities for all students.”

Report

“(6) By November 1, 2024, and periodically thereafter, the 38 advisory committee must submit, in compliance with RCW 43.01.036, a report on implementation of this chapter to the office of the superintendent of public instruction, the Washington professional educator standards board, the governor, and the appropriate committees of the legislature.”



Key themes from previous reports & presentations

Leonard Alvarez

Language Access Program Supervisor, OSPI

Office of Education Ombuds

2015 Report

Themes: Lack of capable interpreters available consistently

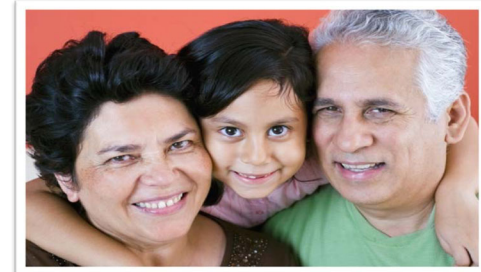
Providing Language Access Services for Limited English Proficient Parents in Washington Schools

OEO Feasibility Study for Foreign Language Educational Interpreter Training and Certification

January 2015

Office of the Education Ombuds

Stacy Gillett, Director



Family Feedback Report 2021

Themes:

Lack of capable
interpreters


Special Education



Family Feedback Report on Language Access in Schools


January 2021



- 
- Difficult to secure enough qualified ASL interpreters for students
 - Conditions: Relatively low pay; lack of training programs
 - Some better-qualified interpreters leave schools to work through agencies as Community Interpreters, also referred to as Agency Interpreters (medical, social services, education, others)
 - Reality of agency interpreters: Can be sent to community interpreting appointments without field-specific training

Decision Making Protocol

- Consensus
 - Seeks to secure the support of the whole group for decision at hand
 - “everyone can live with and support this decision”
- Hybrid Consensus
 - Use “strawman” polling to gauge levels of consensus and agreement, identify points of disagreement and amend position to get to consensus
 - If consensus cannot be reached, outline options for decision
- Voting
 - Method of each seat having a vote on a decision
 - Can be simple majority or super majority



What info we would all like to have to begin/continue the work of this committee?

What do you feel like you don't know that you would like more information about?

Breakout Activity 2



Public Comment



Closing/Next Steps