

Washington State Bilingual Education Advisory Committee

Notes

October 15, 2021

Members Present: Stephanie Andler, Ann Lackland, Barbara del Mar Robles, Elena Velasquez, Ilene Wider, Jean-Marie Wright, Julie Perron, Karen Wilson, Kelly Moses, Kristen French, Nadya Bush, Randi Freeman, Rob Darling, Rose Liao, Thad Williams

OSPI Staff: Veronica Gallardo, Kristin Percy Calaff, Patty Finnegan, Shannon Martin, Virginia Morales, Angela Araque, Jolynn Engellant, Leslie Huff

Note Taker: Jolynn Engellant

Topic	Discussion	Action
Call to order	Stephanie Ander calls the meeting to order at 8:35 am	Action Items: N/A
Land Acknowledgement and BEAC Purpose Statement Stephanie Andler	Stephanie shares the Purpose of the BEAC: The purpose of the Bilingual Education Advisory Committee is to serve as an <i>advisory committee</i> to the Superintendent of Public Instruction on matters related to policy, effective programming, and resource allocations for <u>English learners</u> in Washington’s schools. The BEAC helps facilitate the provisions of bilingual education and related services as implemented by the Office of Bilingual Education at the Office of the Superintendent of Public Instruction (OSPI). The BEAC regularly <i>conducts research on innovative models and best practices</i> to inform the State Superintendent on topics—including, but not limited to—the importance of promoting the Seal of Biliteracy, dual language program models, testing in native languages, and equitable access to rigorous curriculum and educational opportunities to meet the unique needs of students whose primary or home language is one that is other than English. RCW 28A-180-060 and WAC 392-160 provide	Action Items: N/A



	<p>additional information regarding the educational needs of and related services for English learners.</p>	
<p>Welcome New BEAC All Members</p>	<ul style="list-style-type: none"> • Rob Darling, BEAC Exec Committee Superintendent, Yakima School District • Randi Freeman, BEAC Exec. Committee Teacher, Othello School District • Tatiana Fox, HS Grad Specialist, Washington Virtual Academies • Ann Lackland, Teacher, Mt Vernon School District • Julie Perron, Director of Equity & Dual Programs, Walla Walla School District • Bárbara del Mar Robles, Director of Equity and Inclusion, Ferndale School District • Ilene Wider, ELD/Multilingual Specialist, Tacoma Public Schools • Thad Williams, International Education Administrator, Seattle Public Schools • Karen Wilson, English Learner & Categorical Program Specialist, Vancouver Public School 	<p>Action Items: N/A</p>
<p>Vision for BEAC Stephanie Andler</p>	<p>Stephanie shares her vision for the committee. Stay Creative!</p> <p>What are we dreaming about for the kids in our state? Dream Big!</p> <p>Leadership Philosophy: Everyone can lead! From any position! It takes teamwork to make the dream work! The world needs who YOU were made to be! Think outside the box. Shared vision Dream BIG...Together</p> <p>3 E's</p> <ul style="list-style-type: none"> • Everyone Belongs – Every student and staff should feel a sense of belonging. • Empower Others – Lighting someone else's candle doesn't take away your light. • Every Child – Every child deserves the best we can give 	<p>Action Items: N/A</p>

	<p>Stephanie shares her thoughts on Equality, Equity, and Empowerment</p> <p>How do we reinvite the system?</p> <p>Invite the committee to think about what is it time to HOPE for? As a committee, we will go through the Plan-Do-Study-Act Cycle</p> <ul style="list-style-type: none"> • Focus collective efforts • Generate ideas for change • Test and build evidence • Sustain, spread, and scale • Understand the problem and the system that produces it 	
<p>OSPI Updates</p> <p>Kristin Percy Calaff</p>	<p>Kristin shares the OSPI Vision, Mission, and Values.</p> <p>Bilingual Education team goals:</p> <ul style="list-style-type: none"> • Support the development of strong research-based program models for all multilingual learners. • Support educators using the WIDA ELD Standards Framework, assessments, and professional learning resources. • Provide clear and consistent information and support for transitional bilingual instructional programs. • Support the expansion of dual language programs 	<p>Action Items: Expansion of DL programs</p> <ul style="list-style-type: none"> • Increase capacity-building grants for planning, new, and expanding dual language, heritage language, and Tribal language programs. • Continue to develop a dual language dashboard, plans for statewide expansion, and resources for program development and evaluation. • Provide frequent networking, collaboration, and professional learning opportunities for new and continuing dual language educators and leaders through monthly PLCs.

	<p>Program Model Development Support the development of strong research-based program models for all multilingual learners.</p> <p>Develop Statewide Strategic Plan Purpose: to develop a shared vision and goals for out state-wide work in improving educational programs for multilingual learners.</p>	<p>Action Items: Bilingual Education team</p> <ul style="list-style-type: none"> • Develop streamlined grant review and evaluation processes that support district program improvement. • Create and refine data tools and program development resources aligned with grant requirements and civil rights obligations for multilingual learners. • Develop increased opportunities for regional and state-wide collaboration and networking of district program leaders. <p>Action Items: Bilingual Education team and Stakeholders</p> <ul style="list-style-type: none"> • Identify 3-5 high-level goals/priorities • Create objectives and action plans to achieve them • Plan for how to assess progress • Align plans with OSPI Strategic Goals • Ensure wide stakeholder input <p>Action Items: Bilingual Education and Assessment team</p> <ul style="list-style-type: none"> • Provide support and follow-up for WIDA professional learning to increase completion of training and use of the WIDA standards framework.
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	<p>WIDA Professional Learning Support educators in using the WIDA English Language Development Standards Framework, assessments, and profession learning resources.</p> <p>Communication & Support Provide clear and consistent information and support for transitional bilingual instructional programs</p> <ul style="list-style-type: none"> • Ensure districts have access to timely information • Increase connections with districts to provide guidance, support, and opportunities for feedback. • Increase individualized support to districts • Language Learning Regional Networks – Purpose: to increase collaboration between districts, ESDs, and OSPI in order to support and develop improved programs for multilingual learners. 	<ul style="list-style-type: none"> • Partner with the assessment team to ensure districts have the training, guidance, and tools to implement assessments successfully and report results appropriately. • Increase opportunities for educators to develop expertise and certification in serving multilingual learners. <p>Action Items: Bilingual Education team</p> <ul style="list-style-type: none"> • Weekly e-Newsletters • Updated website, handouts, and videos • Monthly information Sessions/Office Hours <p>Action Items:</p> <ul style="list-style-type: none"> • Regular interactive sessions <p>Action Items:</p> <ul style="list-style-type: none"> • Responsive communication and in-person (live or virtual) assistance. <p>Action items:</p> <ul style="list-style-type: none"> • Regional networks of district learners (directors, specialists, etc.) who support multilingual learner services. • 90-minute virtual meetings (10-12 across the year)
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<p>Debrief Superintendent Reykdal Meeting from August 2021</p> <p>Stephanie Andler</p>	<p>Stephanie shares the highlights from the meeting with Superintendent Reykdal.</p> <ul style="list-style-type: none"> • Continued Advocacy for support and expansion of Dual Language Programming • Workforce Preparation to meet the needs of our diverse students in Washington <p>The Superintendent agrees that these are clear opportunities, and he elaborates on his passions and hopes for the future.</p> <ul style="list-style-type: none"> • Stipends for teachers • Full-residency programs • Tribal language grants • Dual-Language Initiative 	<p>Action Items: N/A</p>
<p>Identifying The Gap</p> <p>Stephanie Andler and Kristin Percy Calaff</p>	<p>The gap – A systematic approach to making changes that draws on the efforts of everyone to collectively learn their way into strong system performance and better outcomes for students.</p> <ul style="list-style-type: none"> • Starts with identifying the problem. • Define the problem • Brainstorm what should our priorities be for 2021/22 <p>What do we need to change in our system to help multilingual learners? Data as Equity for Multilingual Learners</p> <ul style="list-style-type: none"> • What data do we look at and why? • How do we interpret the data we look at? • How do we know what to focus on? What is important? • What conclusions can we draw from these data? • Who is part of the decisions we make based on the data? <p>Kristin frames the data and emphasizes that we want to use it equitably. She starts with Washington School Improvement Framework (WSIF) data</p>	<p>Action Items: N/A</p>

	<p>Current Indicators:</p> <ul style="list-style-type: none"> • Achievement • Growth • Graduation Rate • English Learner Progress <p>School Quality Student Success (SQSS) Current Indicators:</p> <ul style="list-style-type: none"> • Regular Attendance • 9th Grader on Track • Advanced Course Taking (Dual Credit) 	
<p>Defining the Problem</p> <p>All Members</p>	<p>In breakout rooms, the members brainstorm on the reflective questions:</p> <ul style="list-style-type: none"> • What is causing the gap? • What topics do we as a committee need to focus on this school year to make a change? • What is going well? <p>The breakout rooms then do an Arrows-Organizational Digraph</p> <ul style="list-style-type: none"> • Which area impacts the most? <p>BEAC Priorities:</p> <p>Aim: to help MLs excel, thrive and feel a sense of belonging in our schools by tearing down barriers.</p> <p>Primary Drivers:</p> <ul style="list-style-type: none"> • Sense of belonging • Asset Based mindsets for students and families • Elevating voices • Integrating programs <p>Change Ideas shared from small groups:</p> <ul style="list-style-type: none"> • Promote asset-based mindsets (skills and talents), growth mindset for teachers and students (PD, share advocacy with mainstream teachers) • Integrated support for kids, cross-content areas (content area teachers with EL endorsement to focus on content and language at the same 	<p>Action Items: N/A</p>

	<p>time) focus on LTEL: academic background in the native language and family support</p> <ul style="list-style-type: none"> • Professional Learning (research based for LTEL, exiting, 9th graders on track) in the mainstream for ALL school staff (i.e., counselors, paras, etc.) Relevance: The Why for all staff and job-embedded • Dual language (outcome education /data) & Transition program to ensure support for secondary, gradual release transition for exiting students (coupled with counselors and professional learning) • Compliance, priorities, commitments by educators; empower stakeholders (i.e., empower parents around supporting MLs) Asset-based thinking with parents, educators understanding barriers • Elevate voices of community members/parents/students • Overrepresentation of MLs in special education or remedial programs (i.e., training on LAQ, systemic racism, implicit bias) • Who are the decision-makers? Who is not represented? ELEVATE voices • Mindset, knowledge, awareness of assets and how to acquire language, knowing our students' strengths and barriers (Prioritize our MLs, i.e., integrate programming and initiatives. 	
Student Voice Project	<p>Stephanie rolls out the BEAC project to collect student voices.</p> <p>Please interview a Multilingual learner in your district. Write verbatim what the student shares. If you have permission granted, please upload a private link to the video of your interview.</p>	<p>Action Items: All members interview one student and submit via google form.</p>
Regional Updates	Members share highlights from their digital nameplate and the Padlet.	Action Items: N/A
BEAC Business Wrap-up	The committee members review the notes from the May 7, 2021, meeting.	<p>Action Items: Elena Velasquez moves to approve the notes from the May 7, 2021, meeting. Barbara del Mar Robles seconds the motion, and the committee vote to finalize and approve notes.</p>

	Stephanie shares the link to the meeting survey	Members encouraged to submit the meeting evaluation survey.
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