



December ELL Work Group Meeting

December 7, 2016

Kent School District

Steering Committee

Alexandra Manuel, Director of Educator Pathways, Professional Educator Standards Board

Bernard Koontz, Language Learning Director, Highline Public Schools

Dania Nuño, Community and Youth Advocate & Student at Highline Community College

Danika Martinez, Education Advocate, Seattle Education Access

Nina “Will” Williams, Director of Multilingual Education, Kent School District

Staffer: Chelsea Whealdon, OneAmerica

Attendees:

Molly Moss, Renton School District; Veronica Gallardo, Seattle Public Schools; Alexandra Manuel, Victoria Moreland, PESB; Jason Greenberg Motamedi, Education Northwest; Chelsea Whealdon, Nimco Bulale, Roxana Norouzi, OneAmerica; Nina “Will” Williams, Kent School District; Afi Tengue, Reading Partners; Bernard Koontz, Highline Public Schools; Angelica Alvarez, Jane Robb-Linse, Molly Levis, PSESD; Nicollette Roe, Seattle Education Access; Samantha Nelson, Renton Technical College; Dania Nuño, Community and Youth Advocate

Agenda:

Time	Activity
10:00-10:25	Introductions & Goals for the Day
10:25 -11:00	Announcements + Updates <ul style="list-style-type: none"> • ESSA • Dual Language Bill • Other Updates?
11:00-11:40	Education Northwest- Uncovering Diversity- Examining the representation of ELLs in Special Education- Jason Greenberg Motamedi
11:40-12:30	New Political Context Discussion

Time: 10:00-10:25 **Activity:** Introductions

Chelsea welcomed the group and people did a round of introductions. Chelsea shifted announcements and updates to end of the meeting instead.

Time: 10:20-11:00 **Research wrap-up: Education Northwest**



Jason Greenberg Motamedi from Education Northwest started the presentation by giving an overview of the work Education Northwest has done with the ELL Work Group in the past five years. Jason started by how Education Northwest came to support CCER, to work specifically with the ELL work group with data analysis and data use, through rigorous research and technical assistance projects.

Research projects included: Time to reclassification for ELLs, ELL characteristics, Newcomer ELL graduation rates, Advanced course taking of ELLs, ELL and special education students, Early Warning Indicators for ELLs

Technical Assistance Projects included: Support for adolescent ELL newcomers, Non-English naming conventions, Interpreting foreign transcripts, Guide for Parents for ELLs, Evidence-based practices for former ELLs.

Next, in response to a request from OSPI and the ELL Work Group, Jason presented on research around ELL representation in special education. The presentation's goal was to show the diversity of ELLs with regards to: home language. Race/ethnicity, gender, English proficiency, country of birth.

Questions that the presentation explored: Are ELLs as likely to be identified as having a disability as non-ELLs? Are ELLs being overly identified more than the non-ELL population? Are they being incorrectly identified? Is there one group of kids that are being identified at a higher rate as having a disability?

23% of Washington K-12 students in 2013 were ever-ELLs. 13% of Washington students in 2013 had a disability. What is the overlap? There wasn't a difference! Ever-ELLs and never-ELLs were equally represented in special education. Gender representation was also discussed, as girls were underrepresented and boys were overrepresented. Additionally, American-Indian ever-ELLs were overrepresented in special education at 26% (versus 7% White and 7% Asian)

The group had a conversations about:

How are students classified? Students qualify by not meeting proficiency in WELPA testing.

How are we classifying black students in this research? African Diaspora only? Primarily Somali and Amharic speakers. African American students were not included.

What supports are African American students receiving?

Why are there so many Native American students in ELL? There are Native American students who English is not their native language. Provision in title 3 law that says if a child's home environment has been impacted by another language, they should qualify for language support and direct student services.



The research also found that when you disaggregate the data by home language, Somali and Spanish speakers were overrepresented (11% and 14% respectively).

Jason also mentioned that Education Northwest created a reference guide for registering students with non-English names. Currently, there are guides for 8 languages and soon there will be 11 language guides. There is also a parent guide for English Learners. The Spanish guide is currently being revised to meet the needs of students from Mexico and Central America.

Jason created a google drive for all the research projects and technical assistance projects and will share with the group.

Next steps for Education Northwest? Waiting for grants to continue to do the work. Additionally we are not sure what is going to happen with the department of Education given new president.

Chelsea transitioned group to Announcements and Updates

Time: 11:30-12:20 Announcements and Updates

ESSA Update

The ELL Work Group met on Saturday, Nov. 5th with the community member, parents and youth. At the meeting, Annabel Quintero, a parent advocate and intern with OneAmerica, gave a presentation on the recommendations and process the state is undertaking, and organizing advocacy tools and gathering community input to the new law and presented to the work group. Additionally, there was a forum on Nov. 14th at the Performing Arts Center in Burien to give feedback. The community expressed frustration with the timeline and asked to slow it down.

Based on the feedback from the community, the timeline to give input has been extended for another 60 days for additional community input. Bernard mentioned that there hasn't been feedback on specific components of the content and that we shouldn't focus on just the process.

Bernard also mentioned that some content pieces to look at: Reporting/school report card, accountability system (school quality indicators), ELL recommendations (reporting current ELLs vs. including exited ELL students) for example.

Work Group asked who is making the decision about what gets integrated and what doesn't? Gil Mendoza, OSPI and State Board of Education will discuss feedback and send it to the incoming superintendent.

How can we make the process of giving meaningful input more accessible for community members?
How is OSPI reaching out to the community?

How can the ELL Work Group establish a relationship with the incoming superintendent, Chris Reykdal, both as an ally and to hold him accountable? It might help to give feedback on community's reaction to the forum.



Dania Nuno gave an update from the ESSA boot camp she attended in Texas with OA staffer Maribel Montes de Oca.

ELL Work Group will continue stay in communication about ESSA.

Dual Language Bill

Given the success and positive feedback from the 2015 DLL bill, OneAmerica has revamped the bill and plans to pass the bill in its entirety. This is going to be one of our key legislative priorities based on feedback from the ELL Work Group.

Components of 2017 Bill: Early Learning, K-12 Dual Language Conversion Grants, Bilingual Teacher Pipeline, and Formative Evaluation.

Questions the group had:

Q: How does the DLL Bill overlaps with the Gates grant for teacher diversity? A: Strategic overlap with PESB and OA working together.

Q: Is there anything that can be written on about school accountability, how funds are used, efficiency, etc. so that we can get a broader appeal? A: Have an evaluation written into bill.

DLL Advocacy Strategy: This is an expansion on something we already know is working. Philanthropy has already made investments to this work so it shouldn't be a huge risk to invest. Strong partnership with community, CBOs, districts.

Representatives Christine Rulfus and Lillian Ortiz Self are co-sponsoring the bill. Additionally, OneAmerica is hosting a series of site visits around the state for legislators to see how these programs are working and to build more understanding about the positive impacts.

If you have any questions or feedback about the language or the bill in general, contact Roxana or Chelsea.

Time: 12:20-12:30 New Political Context Discussion

In light of the new political climate, a lot of questions have come up about knowing your rights, hate crimes, and resources.

OneAmerica has developed a resource/information guide about frequently asked questions. We are also developing "Know Your Rights" trainings and will be providing a couple of trainings a month. A lot of organizations are doing these trainings!!

Veronica mentioned that a lot of families and students have shared their concerns and fears. They are afraid and need information about their rights.



Increase in incidents of students (particularly, Muslim students) being targeted on their way to school.

There is a community forum this Saturday at Denny Middle School to provide legal information, know your rights, anti-bullying, how to talk to your kids, etc.

Toolkit available for families with updated information from the University of Washington's Law School, specific to immigrant and refugee families.

Mayor Murray is working with Seattle Public Schools to provide resources for adult practitioners, community, families and youth to be more knowledgeable.

Kent School District is also hosting a legal clinic/Know Your Rights training next Wednesday, December 14, 2016.

Using the word "sanctuary" for city or school – Important to know that "sanctuary" doesn't actually mean that ICE cannot come to that space. It just means that the city/district will not actively cooperate with ICE, but ICE can still come or ask for information.

SPS is looking at the district's policies on how they can protect students in the school building with regards to ICE/ immigration enforcement.

Highline Public School has sent out memo about what to do if ICE/immigration enforcement comes to a school and requests information about students.

Angelica will forward memo to the work group, PSESD superintendent to share with other superintendents.

There is a sense of urgency, but it's important to stay calm and communicate the need to stay connected and organize.

Chelsea will send OneAmerica training schedule and resources to the Work Group.

Other Updates?

There is a Road Map Equity Group that meets on a monthly basis. There is a White Privilege Conference and the group would like to send people to attend. More info to come.