

Washington State Multilingual Education Advisory Committee Notes

May 13, 2022 | Zoom

Members Present: Stephanie Andler, Rob Darling, Ilene Wider, Jeanne-Marie Wright, Julie Perron, Karen Wilson, Kelly Moses, Kristen B. French, Kristin Day, Marlene Perez, Nadya Bush, Randi Freeman, Eric Johnson, Ann Lackland, Thad Williams, Rose Liao

OSPI Staff: Kristin Percy Calaff, Shannon Martin, Patty Finnegan, Virginia Morales, Leslie Huff, and Jovana Arvizu

Note Taker: Jovana Arvizu

Topic	Discussion	Action	Follow Up
Call to order	Stephanie Andler calls the meeting to order at 8:35 am		
Welcome & Land Acknowledgment Kristin Percy Calaff & Stephanie Andler	Kristin Percy Calaff & Stephanie Andler welcome MEAC members and invite the members to share their land acknowledgment		
WIDA ACCESS Exit Criteria Updates Leslie Huff	- Workgroup: The work group included educators from all grade bands K-12 in all ESDs, university and ESD representation. Representing native or native-like fluency in Spanish, Arabic, Turkish, and Italian. Approximately 20% of participants also participated in the Screener workgroup to establish screener eligibility criteria. - Meetings occurred virtually over three evenings in April. - Panelists had the opportunity to discuss general expectations as well as more specific grade level criteria while iterating on their judgments. This iterative judgmental process focused on the opinion of the expert		

	panelists but included review and consideration of: • Expectations by performance level • Student Performance • Exit criteria established by other states. Kindergarten Screener Scores Policy Proposal For students enrolling in kindergarten and begin attending before December 31st, only the listening and speaking portions of the WIDA Screener must be completed to determine eligibility for English language development services. For student in kindergarten who enroll or begin attending on or after January 1st, all four language domains of the WIDA Screener are required to determine ELD service eligibility. In the fall, a kindergarten student who scores at a level 4 in listening and speaking and achieves an Oral Language score of 4.5 would be ineligible for ELD services. After December 31, kindergarten students who screen will need to achieve a 4 in all four domains as well as a 4.5 on the Overall Score. In all other grades, students must test on grade level in reading, listening, speaking, and writing.		
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Purpose of MEAC Stephanie Andler	• Look at policy programming and resource allocation for multilingual learners in the state • Conduct research • Look at innovative models and best practices to inform Superintendent Reykdal on multilingual learner matters		
MEAC Listening Session Stephanie Andler	• Member positions are now open. • MEAC had a website Launch allowing MEAC to share the Multilingual Learner Strategic Statewide Plan & survey. • Review of the student voice project video. • Overview of the community and educator survey that helps our MEAC team gather those voices needed to move forward in our work.		
Unpacking the Data Groupwork – All Committee Members	<u>MEAC Focus areas</u> Our groups are looking for needs and insights from our listening session at the WABE Conference.	• Group 1 – Nadya Bush, Randi Freeman, Rob Darling, and Shannon Martin - Asset Based Mindsets (Slides 20-21) • Group 2 – Ann Lackland, Jeanne Wright, Kelly Moses - Elevating Voices (Slides 22-23) • Group 3 – Rose, Thad Williams, Virginia Morales - Integrating Programs (Slides 24-25)	

		- Group 4 – Eric Johnson, Ilene Wider, Julie Perron - Sense of Belonging (Slides 26-27) - Group 5 – Kristen French, Marlene Perez - Group 5 - What Else? (Slides 28-29)	
Strategic Plan Survey Data Groupwork – All Committee Members	- Group 1 – Nadya Bush, Randi Freeman, Rob Darling, and Shannon Martin – - Group 2 – Ann Lackland, Jeanne Wright, Kelly Moses - Group 3 – Rose, Thad Williams, Virginia Morales - Group 4 – Eric Johnson, Ilene Wider, Julie Perron Group 5 – Kristen French, Marlene Perez	Group 1 Key Priority - Provide high quality instruction and assessment for all MLs. Group 2 Key Priority – Support MLs’ physical, social, and emotional needs. Group 3 Key Priority – Provide high quality instruction and assessment for all MLs. Group 4 Key Priority - Increase the number of teachers who share MLs’ languages and cultures. All committee members: Empower and elevate families as partners in supporting MLs.	

Next Steps Groupwork – All Committee Members	• Meeting with Superintendent Reykdal in to happen in August • Express ideas and recommendations • What should we elevate?	- Keep funding for dual language - needs for basic ELD - For our state to provide more funding for district to add more FTEs at buildings to continue with all the good work that we do. - standardized assessments in native language - Continue to advocate for Title III Native Student (federal definition) for next legislative session and partner with ONE office and First Language Folks	
Closing Thoughts & Open Call – MEAC Applications Kristin Percy Calaff & Stephanie Andler	• Two executive members are needed • Four member/roles to fill • Jovana Arvizu will be the point of contact for these applications. • Newsletter will include the information needed to join MEAC.		
Meeting Adjourn All Members	Meeting adjourned at 11:50 PM Next MEAC meeting: 2023		