



**OELA**  
Office of English Language Acquisition

# 2017 Project Directors Meeting *In Pursuit of Higher Education for All*

## **Amy Bae**

*Education Program Specialist*

Office of Special Education Programs

Amy Bae is an education program specialist in the Office of Special Education Programs (OSEP) at the U.S. Department of Education. In OSEP, she supports states and Part C lead agencies to ensure effective implementation of the Individuals with Disabilities Education Act Part B and Part C. She works across the Department, supporting children who are duly identified as English Learners with disabilities. Before coming to OSEP, she worked in the Office of Elementary and Secondary Education, supporting states' implementation of Title I and Title III of the Elementary and Secondary Education Act. Fifteen years ago, Ms. Bae began her career at the Department working in the Office of English Language Acquisition, supporting the National Professional Development Program. Prior to coming to the Department, Ms. Bae taught English as a Second Language.



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## **Julie Esparza Brown**

*Associate Professor, Department of Special Education*  
Portland State University

Julie Esparza Brown is an associate professor in the Department of Special Education at Portland State University, with a specialization in working with culturally and linguistically diverse exceptional learners. After a public school career of almost two decades where she was a bilingual and special educator and later a school psychologist, she joined the Graduate School of Education faculty to direct a general education teacher preparation program aimed at diversifying the teacher workforce in Oregon and successfully secured grant funding for 12 years.

Upon moving to the Department of Special Education, where she teaches courses in assessment and special education law and works with diverse exceptional learners, she has also successfully written several grants to prepare culturally and linguistically diverse special educators. Her most recent grant, funded through the federal Office of Special Education Programs, is a Model Demonstration Project to research literacy interventions within a multi-tiered system of supports for English Learners with or at risk for disabilities in grades 3–5. She has served on the National Advisory Board for the National Center of Response to Intervention and is a member of the editorial board for two journals. To broaden the impact of her work focused on creating equitable educational systems for all children, she is currently serving on the school board for the largest public school system in Oregon.

Dr. Brown is a coauthor of two national briefs, *A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learner* and *RTI for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes*.

Other publications include articles and chapters related to the screening, instruction, and assessment of culturally and linguistically diverse students; the preparation of a diverse teacher workforce; and a culturally and linguistically aligned framework for literacy interventions. Her national presentations have taken her to many states and districts as they work to provide rigorous, appropriate, and data-driven systems aimed at improving the academic and behavioral outcomes for all students.



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## **Linda Cavazos**

*Principal Investigator, English Learner Literacy Intervention Programs and Strategies:  
Ensuring Success (ELLIPSES)*

American Institutes for Research

Linda Cavazos, Ph.D., currently serves as the principal investigator for the English Learner Literacy Intervention Programs and Strategies: Ensuring Success (ELLIPSES) project at American Institutes for Research. Dr. Cavazos conducts research related to English Learners (ELs) and has provided professional development and capacity building workshops to teachers of ELs for over 20 years.

Her extensive experience has focused on working with ELs and training teachers to effectively work with and support culturally and linguistically diverse learners with and without exceptionalities. Dr. Cavazos advances knowledge on designing and implementing instructional interventions for ELs who struggle to learn. She led the English Learners Research Alliance and the New Mexico Achievement Gap Research Alliance for the REL Southwest.

Through her work in the National Center for Response to Intervention, she promotes the collection and use of data to inform instructional practices by providing professional development in data analysis and data literacy. Dr. Cavazos holds a Ph.D. in Multicultural Special Education from the University of Texas at Austin.



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## *In Pursuit of Higher Education for All*

### **Leticia Romero Grimaldo**

*Co-Principal Investigator, English Language Institute for Teaching and Learning—Project ELITE2*

University of Texas at Austin

Leticia Romero Grimaldo, Ph.D. currently serves as the co-principal investigator for the English Language Institute for Teaching and Learning (Project ELITE2) at The Meadows Center for Preventing Educational Risk at the University of Texas at Austin. The project, funded by the Office of Special Education Programs, is designed to develop, implement, and evaluate tiered intervention models for students who are English Learners (ELs).

Previously, she served as the project manager for the Texas Institute for the Acquisition of Language for Learning, which assisted schools throughout the state with their programs of instruction for ELs through technical assistance and professional development. She has extensive experience developing and providing professional development in the areas of promoting school leadership, meeting the needs of ELs, and facilitating change in schools. She is also an adjunct professor for Texas State University—San Marcos, where she teaches master's-level courses within the Education and Community Leadership Program.