

Access to Linguistic Inclusion

Compiled Q&A

The following document compiles all questions that were asked during statewide Access to Linguistic Inclusion webinars from 4/26/22 through 5/11/22.

General

1. What communication has been shared with parents of ELs regarding the legislation?
 - a. Discussions are ongoing about whether and what kind of parent/guardian-facing resources ODE should develop. In the meantime, the information most needed at the parent/guardian and student level is:
 - i. Information about the student experience in grades K-12 (such as content covered and language[s] of instruction)
 - ii. Grade 9-12 courses and credits required to obtain an Oregon high school diploma and prepare a student for their post-graduation plans
 - iii. Grade 9-12 courses and credit opportunities offered by the school/district
 - b. The information above can be conveyed by the district, who will be able to tailor the conversation to the student's specific needs. Active involvement of a school counselor in such conversations is especially recommended.
2. Will changes due to Access to Linguistic Inclusion be reflected in Oregon diploma requirements?
 - a. The academic content area "English Language Arts" in rules governing Oregon diploma requirements has been changed to "Language Arts". There are no other changes to Oregon diploma requirements.
3. Who has been informed about Access to Linguistic Inclusion? For example, have administrators or teachers from content area X or Y had training and updates?
 - a. ODE is attempting to disseminate information about Access to Linguistic Inclusion as widely as possible. Direct communications were sent via listserv to superintendents, principals, district testing coordinators, Title III / EL coordinators, ELA content educators, and others. Not every person in these roles attended a statewide Access to Linguistic Inclusion webinar, but all relevant information continues to be available on demand.
4. A great deal of the statewide presentation focused on high school credits and diploma requirements. Does Access to Linguistic Inclusion apply in grades K-8?
 - a. While special concerns at the high school level mean that much of the conversation rotates around credits and diploma requirements, the new definitions for Language Arts and World Language, as well as the ability to offer instruction in languages other than English, apply in *all* grades, K-12.
5. How can ESDs support educators regarding Access to Linguistic Inclusion?
 - a. One helpful step would be promoting awareness of the resources on the [English Language Arts page](#) on ODE's website. The most important of these resources is the [Guidance and Explanation](#) document, which is the foundational authority for Access to

Linguistic Inclusion. Other resources, such as the Overview or Statewide Webinar slides, are based on the Guidance and Explanation document.

Credits and Diploma Requirements

6. Some districts categorize world language credits as “Fine Arts.” Does the name of the category make a difference?
 - a. No. The same flexibilities apply whether the district has a separate category for World Language or identifies these credits under another label, such as Fine Arts.
7. When can we start using new flexibilities in this law? For example, do they begin with the freshman class of 2022-23?
 - a. Everything in this law is available immediately, even for courses completed prior to the effective date of the law (see next question).
8. Are new flexibilities in this law retroactive? If so, how far back?
 - a. See Access to Linguistic Inclusion, [Guidance and Explanation](#), page 6, question 6. “...it is within the equity focus of the law to award credits for *current* or *recent* students who may benefit from the expanded recognition afforded by the law, even if awarded credits come from courses that were completed prior to the effective date of Access to Linguistic Inclusion. (These courses would still need to be eligible to award credit, as described earlier in this guidance.)”
9. Just to be absolutely clear, is it possible that students could earn 2.0 credits for a single year-long course?
 - a. Yes. This will not be commonplace, but it is possible.
10. Many school districts lack the means to offer language arts in a given student’s preferred language. How can ALI help newcomer arrivals in such high schools satisfy language arts diploma requirements?
 - a. The new flexibilities under Access to Linguistic Inclusion also apply to interpretation of transcripts from abroad. For example, if the student completed language and literature courses in institutions outside the United States, Oregon schools may assign Language Arts credit for those courses.
 - b. It is true that Access to Linguistic Inclusion will be less useful for students with limited or interrupted formal education.
11. Will there be a training for registrars on Access to Linguistic Inclusion, specifically focusing on credits?
 - a. There is no plan at this time for ODE to develop or deliver a dedicated policy training specifically directed at registrars, nor a “how to” training giving registrars a tutorial in transcribing or entering credits into district data systems.
 - b. Registrars should consult on-demand resources for Access to Linguistic Inclusion if they wish to build their foundational understanding of the law.
12. In order to award new credits under flexibilities provided by Access to Linguistic Inclusion, is it necessary to adopt curricular materials that meet new criteria? For example, if a district wants to offer Language Arts credit in an ELD course, is it necessary to adopt curricular materials that meet both the ELP standards and the ELA standards?

- a. While the district must be able to demonstrate that the course appropriately covers grade-level content standards for the credit it proposes to award, there are many ways to ensure that instructional materials support standards coverage. Access to Linguistic Inclusion does not require districts to perform a new curriculum adoption for any content area.

Licensure

13. If two teachers are collaborating on a single course, and one of them lacks a necessary endorsement for credit the district proposes to offer via that course, would that teacher be considered “out of field” on the ODE Staff Assignment Report?
 - a. If two teachers are teaching the same group of students at the same time, and all needed endorsements are covered by at least one of those teachers, then both teachers are considered in-field. Please contact [Caitlin McRae and Eric Gillis](#), Research Analysts, with specific questions about the ODE Staff Assignment Report.

Colleges and Universities

14. How do colleges/universities view new flexibilities in Access to Linguistic Inclusion, such as World Language credit for ELD classes or new types of Language Arts? Will they accept these new types of credit for college admission?
 - a. While we cannot speak for colleges and universities across the United States or internationally, admissions representatives from the University of Oregon, Oregon State University, and Eastern Oregon University testified during hearings on HB 2056 (which would later be passed as Access to Linguistic Inclusion). These university representatives indicate that they understand the law as authorizing increased flexibilities in offering high school credit, explicitly mentioning Language Arts credits in languages other than English and how that interfaces with university requirements for “4 years of English”. All three universities testified either that their admissions process would be reexamined or that existing processes, such as *holistic review*, were robust enough to handle these new credit categories. All three universities confirmed that new flexibilities under Access to Linguistic Inclusion should have no deleterious effect on student admissions to their institutions.
 - b. You can listen to the above beginning at minute 47 of this [recorded HB 2056 witness testimony](#) (hosted on the [HB 2056 legislative overview page](#)).
 - c. ODE is also exploring the possibility of a college- and university-facing FAQ or guidance document to help facilitate conversations in these spaces.