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Multilingual and Migrant Education Team

UPDATES FROM THE OREGON DEPARTMENT OF EDUCATION

1. TITLE III OFFICE HOURS: SURVEY LINK AND INVITATION TO COLLABORATE

In fall of 2022, ODE's Multilingual and Migrant Education (MME) team conducted a survey to evaluate the effectiveness and enhance the delivery of Title III Office Hours. 25% of invited participants responded to the survey. As part of the survey, participants were asked to indicate priority areas as they relate to multilingual learners. Participants placed Alt ELPA and understanding the latest updates to the Language Use Survey at the top of their priorities when receiving technical assistance during Office Hours.

In the 2023-24 academic year, the MME team will transition into a topic-based approach to Office Hours and other virtual meeting opportunities guided by the high-priority topics, as informed by your input. To that end, we seek your input on priority topics. Though the most recent iteration of the survey gave us a list of priority topics, we ask you to take a few minutes to indicate your continued interest or lack of continued interest in the priority topics to ensure our offerings are aligned with your needs. If you were unable to respond to the survey previously, we welcome you to respond to the abbreviated survey below. Further, we invite you to collaborate with us on Multilingual/English Learner Office Hours. We recognize that many districts are

offering exemplary services to multilingual students, families, and communities. We believe participants in EL/ML Office Hours can benefit from hearing about your district's offerings and we strongly encourage you to consider sharing out with your colleagues. This version of the survey offers a space to indicate your interest in collaborating and sharing out at Multilingual/English Learner Office Hours.

[Link to survey](#)

For additional information or questions regarding the Title III Office Hours Survey, please contact [Kim Miller](#) or [Tiffany Palaniuk](#).

2. ASSESSMENT OF ESSENTIAL SKILLS GRADUATION REQUIREMENT SUSPENSION EXTENDED THROUGH 2027-28

The [Senate Bill 744](#) suspension of the Assessment of Essential Skills graduation policy was extended through 2027-2028 by the Oregon State Board of Education on Thursday, October 19, 2023.

This adoption by the Oregon State Board of Education allows further time for the Oregon Legislature to address the SB 744 Report, Community-Informed Recommendations for Equitable Graduation Outcomes, published by ODE on September 1, 2022.

Additionally, the current extension will allow for community engagement to better support operationalizing the two determinations and the remaining seven recommendations on graduation requirements.

Note: The Oregon State Board of Education's extension of SB 744 applies to the Assessment of Essential Skills requirements for receiving a Regular or Modified Diploma and does not suspend the local performance assessment requirements for students in grades 3 through 8, and at least once in high school.

- Though not related directly to assessment, it is important to note that Oregon's challenging credit requirements and the Personalized Learning Requirements (education plan & profile, career-related learning, and extended application graduation) remain in place, as well.

For additional information or questions regarding the Assessment of Essential Skills policy, please contact ODE.SenateBill744@ode.oregon.gov

3. ALT ELPA SCORE REPORTING UPDATE

On October 19, 2023, the Oregon State Board of Education adopted proposed cut scores and achievement level descriptors for the Alternate English Language Proficiency Assessment (Alt ELPA). With this adoption, it is now possible to determine proficiency for Alt ELPA tests taken in 2022-23. Unofficial scores for the Alt ELPA are available in the Centralized Reporting System (CRS) as of October 23, 2023. Official scores will be available on ODE-created Individual Student Reports (ISRs) that will be delivered directly to districts beginning December 1, 2023. Any decision to exit a student who participated in the Alt ELPA from EL status needs to be based on official ODE score reports, not the unofficial reports posted in CRS. This exit needs to take place by December 29, 2023. Such exits should be reported in the EL Data Collection with an exit date in the 2023-24 school year, using code 1-E (if participating in the EL program) or 4-O (if services are waived). Please contact the ODE Assessment Team with questions or concerns regarding assessment.

Please contact [Kim Miller](#) and [Tiffany Palaniuk](#) with questions or concerns regarding Title III or reporting students in the EL Data Collection.

NEWS AND RESOURCES FOR MULTILINGUAL AND MIGRANT EDUCATION

1. PRACTICE SHARING: TITLE IC MIGRANT ED 2023 SUMMER PROGRAM

Dear Multilingual and Migrant education advocates, do not miss the recording of a recent session called Spotlight on Migrant Education Summer Program.

This video features some aspects of Migrant Ed Title IC summer program and planning process. This video is helpful for Migrant Ed Title IC directors planning for summer programming.

Two main panelists, Sandie Price and Kayla Hefling, shared their committed practices:

- Sandie (Salem-Keizer SD) presented on student progress and program evaluation practices.
- Kayla (High Desert ESD) presented about working with multiple partners and practices around Priority For Service enrollment.

Stay tuned, other opportunities to learn from the field would be coming in winter!

See video [here](#). Questions: [Yuliana Kenfield](#).

2. PROMOTING AWARENESS: HELP US SUPPORT THE UKRAINIAN COMMUNITY

We are sharing this information to provide support to our Ukrainian community in sharing an important flyer (see below both in English and in Ukrainian). We kindly request permission to distribute this flyer through your school districts' communication channels, such as email newsletters, websites, or physical distribution to students and families. The Ukrainian Foundation team is also available to provide additional resources and information about their community. Thank you for considering our request, and for your support!

If there are specific guidelines or procedures for this type of request, please contact [Iryna Semenyuk](#), Operations Coordinator, Ukrainian Foundation.



3. ADVOCATES FOR ENGLISH LEARNERS AND THE "SCIENCE OF READING SIGN ON TO JOINT STATEMENT

The Reading League (TRL) and the National Committee for Effective Literacy (NCEL) have issued a [joint statement](#) on the early literacy needs of EL students. The statement emphasizes the importance of aligning the science of reading with EL education.

4. THE CHALLENGE OF GROWING DUAL LANGUAGE PROGRAMS

Education Week reports that while dual language immersion schools have been effective for both English learners and monolingual English-speaking students, a shortage of bilingual educators nationwide has limited access to such programs. Read the article, which includes several charts, [HERE](#).

5. CREATING A COLLEGE-GOING CULTURE FOR ENGLISH LANGUAGE LEARNERS

Colorín Colorado shares tips on how to support postsecondary enrollment among multilingual students who are classified as English language learners. Read the full article [HERE](#).

6. ED AWARDS MORE THAN \$11 MILLION TO SUPPORT MULTILINGUAL LEARNERS IN TRIBAL COMMUNITIES

The U.S. Department of Education (Department), ED announced new awards totaling more than \$11 million for the new Native American Language Resource Centers (NALRC) program, the first-ever Native American Teacher Retention Initiative (NATRI) program, and the State Tribal Education Partnership (STEP) program. Together, these awards seek to strengthen the vitality of Native American languages in schools, support Native American teachers, and ensure Tribal Educational Agencies can coordinate grant resources alongside state and local partners. NALRC grantees the Regional Center (Northwest), University of Oregon states served Alaska, Idaho, Montana, Oregon, and Washington, award amount \$349, 567. Please [read full article](#) and review the NALRC grantees.

7. NEW BLOG – NPD GRANTEE SPOTLIGHT: PROJECT SEED, PROJECT ELEVATE, PROJECT DICE PLUSS

OELA provides professional development activities and instructional guidance for educators of ELs through the National Professional Development (NPD) grant program. [Read the blog](#) to learn more about the projects and explore the work being done by Projects DICE PLUSS, ELEVATE, and SEED. The efforts of these NPD grantees are having a lasting and meaningful impact on the education of ELs. [Watch the video](#) to learn more about the program's mission and its efforts to enhance support for multilingual students.

UPCOMING EVENTS, TRAINING AND CONFERENCE OPPORTUNITIES

1. 2024 NATIONAL MIGRANT EDUCATION CONFERENCE | PORTLAND, OREGON SUNDAY, APRIL 21 – WEDNESDAY, APRIL 24, 2024. PROPOSALS NEEDED!

This year, NASDME has an earlier deadline than in prior years to submit workshop proposals. We would like to remind you that the Portal for Workshop Proposals is open, and we welcome your submissions. Please work on your proposals now!

Please remember that if your position is funded by Title I, Part C Migrant Education Program funds or your travel is funded by the MEP, you must get your State MEP Director to approve your proposal prior to submitting it to NASDME. **Oregon's MEP proposals must be submitted for prior approval [here by November 10th.](#)**

Proposals are due to NASDME no later than **Friday, December 8, 2023**. This deadline will come up quickly. [Submit Workshop Proposal](#)

If you need assistance, please contact [Natalia Piar](#).

2. AAAL WEBINAR: LANGUAGE AND THE LAW: HIGHLIGHTING AAAL'S NEW STRAND

Join the new AAAL conference strand of "Language and the Law". This one-hour webinar will include presentations from esteemed scholars who have shaped this field and an interactive Q&A session. This strand brings together research at the rich nexus of language and legal studies, including forensic linguistics, judicial processes, courtroom language, legal documents, international and civil law, law enforcement, legal language policies, historical law, discourse on legal subjects, and community-driven legal initiatives centered around civic engagement, among others.

[AAAL](#) Webinar Series | Monday, November 6, 2023 [Register](#)

3. OFFICE OF ENGLISH LANGUAGE ACQUISITION (OELA) UPCOMING WEBINARS

- *Supporting Multilingualism for All: Implementing the Seal of Biliteracy Part I and Part II*

OELA will host a webinar series titled "Supporting Multilingualism for All: Implementing the Seal of Biliteracy" starting on November 6. The Seal of Biliteracy (SoBL) honors students who have completed high school and that can read, write, speak, and listen in at least two languages, one being English.

[Part 1 Registration](#) | Nov 6, 2023 09:30 AM [Part 2 Registration](#) | Nov 13, 2023 09:30 AM

- *Institute of Education Sciences REL Southwest | Regional Education Laboratory*

English Proficiency and the Pandemic: Where Are English Learner Students' Language and Literacy Skills Now? [Webinar Registration](#) | November 14, 2023 | 1:00 PM

OUR TEAM

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Migrant Ed and Title III leaders, staff, and interested members of the public may subscribe to this newsletter through ODE's QuickSubscribe portal at any time. We thank you for serving Oregon's multilingual and migrant students.	