

Oregon Multilingual Learner Strategic Plan

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Introduction

“Together, we are weaving a vibrant tapestry of cultures and languages, strengthening our communities, and enriching the lives of every Oregonian. Our commitment to transforming education for our multilingual learners is a testament to the power of diversity and inclusion. By removing barriers and supporting our students' aspirations, we honor their heritage and pave the way for a brighter, more equitable future. Let us unite in this journey of transformation, ensuring every learner's unique voice and identity are celebrated, seen, and loved. Every Oregonian has a role in embracing multilingual education, making our schools and communities stronger for each and every student.”

– Carmen Xiomara Urbina, Deputy Director of the Oregon Department of Education (2018–2024) & Dr. Charlene Williams, Director of the Oregon Department of Education

Oregon is committed to transforming the state education system to better meet the strengths and needs of multilingual learners. Oregon’s multilingual learners and their families bring a wealth of intersecting identities that enrich the fabric of our schools and communities. The hundreds of languages spoken in the state, diversity of lived experiences, and many ways of understanding the world create a vibrant tapestry that enriches the lives of all Oregonians. Multilingual learners are an asset for our state, and education agencies and community members have a collective obligation to remove barriers and support students in exercising their power to achieve their college, career, and linguistic aspirations.

Oregon’s education system has made progress in supporting multilingual learners, but there is room for improvement. The state’s funding formula awards about \$5,000 per pupil in additional funding for students classified as English learners, which is one of the highest amounts in the nation (ECS, 2021). However, Oregon’s education system has not always focused on elevating the assets of multilingual learners, and in some contexts, multilingual learners and their families have been systematically excluded from rigorous programs, courses, and opportunities to influence school decisions (Burke, 2015; Hodara & Pierson, 2018; Arneson et al., 2020; Olivos & Audrey, 2020; Umansky et al., 2024). Additionally, Oregon’s education system has contributed to the erasure of valuable cultural and linguistic assets, including American Indian cultures and languages, through instructional approaches that fail to build on the language skills and knowledge students bring with them.

“Our languages are a vital part of our identity and heritage. Ensuring their preservation and growth is essential for fostering future generations and maintaining our cultural integrity.”

– Valerie Switzler, General Manager, The Confederated Tribes of Warm Springs Reservation of Oregon

These systemic barriers—both explicit and implicit—have led to unequal access and outcomes. In the 2022–23 school year, the five-year graduation rate for multilingual learners designated as current English learners was 72 percent—12 percentage points lower than students who were never designated as English learners (Oregon Department of Education [ODE], 2024).

In the past decade, the Oregon State Legislature has taken important steps to transform outcomes for multilingual learners and address historical inequities. These include:

House Bill 3499. This bill, passed in 2015, marked a major turning point in statewide support for students designated as English learners. The bill directed ODE to develop and implement a statewide education plan for students designated as English learners. The bill also created a unique accountability system that identifies districts that are not meeting the needs of multilingual learners and provides guidance and technical assistance to identified districts.¹ The state has the power to direct district funding to English learner services if districts do not meet progress benchmarks.

Student Success Act. During the 2019 legislative session, Oregon’s leaders made a commitment to children, educators, schools, and the state with the passage of the Student Success Act. When fully implemented, the Student Success Act is expected to invest over \$2 billion in Oregon education every two years.² At the heart of the Student Success Act is a commitment to improving access and opportunities for students, with a focus on historically underserved students, including students classified as English learners.

¹ House Bill 3499 also established permanent state funding for supporting English learners and an advisory group to ensure transparency in how these funds are used by districts across the state. The bill also requires school districts to report annually (by September 1) on student demographics, all allocations and expenditures related to English language learner programs, and the academic progress of multilingual students designated as English learners.

² Of those funds, over \$1 billion is invested in early learning and K–12 education each year. Approximately \$700 million goes into the State School Fund, and the remaining funds are distributed across three accounts: the Early Learning Account, the Student Investment Account, and the Statewide Education Initiatives Account.

American Indian Tribal Language Revitalization. The Oregon Legislative Assembly acknowledged the importance of language to Oregon Tribes. Oregon statute declared the teaching of American Indian tribal languages “essential to the proper education of American Indian children (ORS 342.144).” Further, the statute directs the Teachers Standards and Practice Commission to establish a teaching license specific to American Indian language instruction.

House Bill 2056. Passed in 2021, the Access to Linguistic Inclusion bill, as it is also known, was another important step in providing greater access and opportunity for multilingual students in Oregon. First, it eliminated the requirement that most instruction be delivered in English (ORS 336.074). Second, it revised the state diploma requirements from “English” to “language arts” (ORS 329.451), which opened opportunities for students classified as English learners to earn high school language arts credits for language and literature courses taught in other languages.

Multilingual and Migrant Education Team. In 2022, the Oregon State Legislature established permanent funding for a Multilingual and Migrant Education Team at ODE. This increased ODE’s capacity to support the transformation of multilingual education programs across the state.

The Oregon Multilingual Learner Strategic Plan builds on these efforts. This plan outlines shared policy and budgeting priorities and demonstrates our ongoing commitment to addressing historical educational inequities and eliminating systemic barriers to academic success for Oregon’s multilingual learners, particularly those designated as English learners. The plan was developed with input from hundreds of students, caregivers, educators, administrators, and committed advocates from across the state and Tribes. It emphasizes the need for all educational entities and their staff members to share the responsibility of investing in the success of multilingual learners for present and future generations.

The plan also aligns with the federal Raise the Bar initiative, which is intended to create greater pathways for global engagement. Raise the Bar affirms the value of multilingualism in today’s global society and economy and strives to create pathways to multilingualism by providing equitable access for English learners, diversifying the multilingual educator workforce, and expanding access to bilingual education (figure 1; Education Department, n.d.).

Figure 1. Key levers to provide every student with a pathway to multilingualism

Equitable access for English learners Develop and implement processes that enhance oversight for the civil rights protections of English learner services and promote evidence-based practices to address the barriers that English learners can encounter in education	Diversified bilingual/multilingual educator workforce Provide technical assistance and funding opportunities and disseminate information about evidence-based state and other local program that are building educator workforce capacity, including Grow-Your-Own, teacher residencies, and apprenticeship programs; and support colleges and universities in prioritizing English as a Second Language and bilingual educator preparation programs for multilingual educators	Quality bilingual education for all Increase access to high-quality language programs and highlight states and districts that are implementing evidence-based dual language programs and seals of biliteracy
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“Multilingualism is a superpower. Knowing more than one language, acquiring a new language through school, or learning new languages later in life can provide tangible academic, cognitive, economic, and sociocultural advantages.”

– Miguel Cardona, U.S. Secretary of Education

Plan overview

VISION

All adults share the responsibility of contributing to educational systems that ensure multilingual learners designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations. All Oregon students graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and ready for college and career.

MISSION

To transform Oregon's education system, ensuring that all multilingual learners experience culturally and linguistically responsive and affirming learning environments, rigorous instructional programming, and pathways that equip them to pursue their current and postsecondary visions of success.



PRIORITY AREAS

The Oregon Multilingual Learner Strategic Plan is structured around four high-impact priority areas that are anchored by a set of shared beliefs. First, the plan affirms that community voice, including engagement with tribal partners, is a key ingredient for student success. Second, improvements in our educational systems, instruction, and assessments are necessary to ensure that multilingual students designated as English learners have access to grade-level content instruction and high-quality language development support, which is their civil right. To ensure sustainable progress, all adults acknowledge their contribution to and share the responsibility for the success of multilingual learners. Finally, the plan recognizes multilingualism as an asset and superpower to nurture.

Within each priority area, the plan details specific goals and the actions that will be implemented to achieve those goals. By concentrating on these priority areas, setting shared goals, and aligning policy and budget decisions, Oregon will accelerate progress toward an educational system that supports all multilingual learners in pursuing their personal vision of success.

Authentic and responsive community engagement and partnerships for decision-making and advocacy



Transformative educators and administrators who teach and lead for multilingual learner success

Systems, instruction, and assessment improvements for future-ready multilingual learners



Pathways to multilingualism through culturally and linguistically responsive programming

TIMELINE AND PROCESS

This plan was iteratively developed by the Oregon Department of Education (ODE) in partnership with Education Northwest from December 2023 to September 2024. Building on previous efforts from ODE to develop strategies that improve support for multilingual learners, the strategic plan development team drafted an initial high-level draft with a focus on areas and goals. The team then collected extensive feedback from hundreds of educators, administrators, parents, students, and community members across the state to refine the plan. At the same time, the Education Northwest team facilitated a workgroup to advise in the development and refinement of the plan. More details on the process can be found in appendix B at the end of this document.

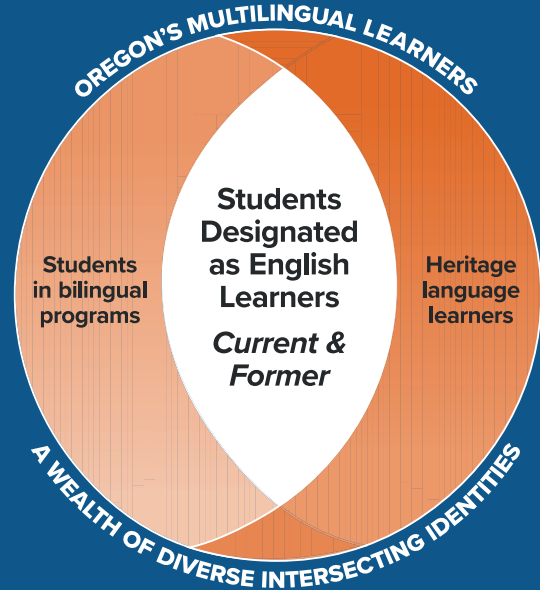
The rest of this document is organized as follows: it starts by clarifying who is at the center of the Oregon Multilingual Learner Strategic Plan. It then explains how the plan connects to other state plans mandated by the Student Success Act and how the plan envisions a partnership with the nine federally recognized Tribes of Oregon. The plan then outlines the goals of each of the four priority areas and details the specific actions that the state and education entities can take to progress toward those goals. Each action specifies education organizations that will be involved, such as ODE or individual school districts. At times, the plan uses the term education entities to be inclusive of a wider group of education organizations that serve students, such as school districts, education service districts, public charter schools, and youth correctional education programs.



Focus of the Oregon Multilingual Learner Strategic Plan

The Oregon Multilingual Learner Strategic Plan focuses on improving the educational experiences and outcomes of students designated as English learners³ while also elevating outcomes for all learners.

In this plan, we purposefully use the term multilingual learners to highlight students' linguistic assets. We center students designated as English learners, as this is a federally defined term that carries important civil rights protections (ED, 2015). Moreover, Oregon state law (ORS 336.079) requires a specific state plan for students designated as English learners. While the plan centers on multilingual learners who have been designated as English learners, it also intends to elevate the outcomes of all learners. Improving the focal group's system of supports will increase access and benefits for all multilingual learners and elevate the status of multilingualism.



OREGON'S DIVERSE MULTILINGUAL LEARNERS

*In the 2022–23 school year,
Oregon served*

100,175 students

*who were currently or formerly
designated as an English learner*

Representing

18.4
percent

*of all Oregon
students*

*Multilingual learners ever
designated as English
learners spoke at least*

254
different languages

*Present in
at least*

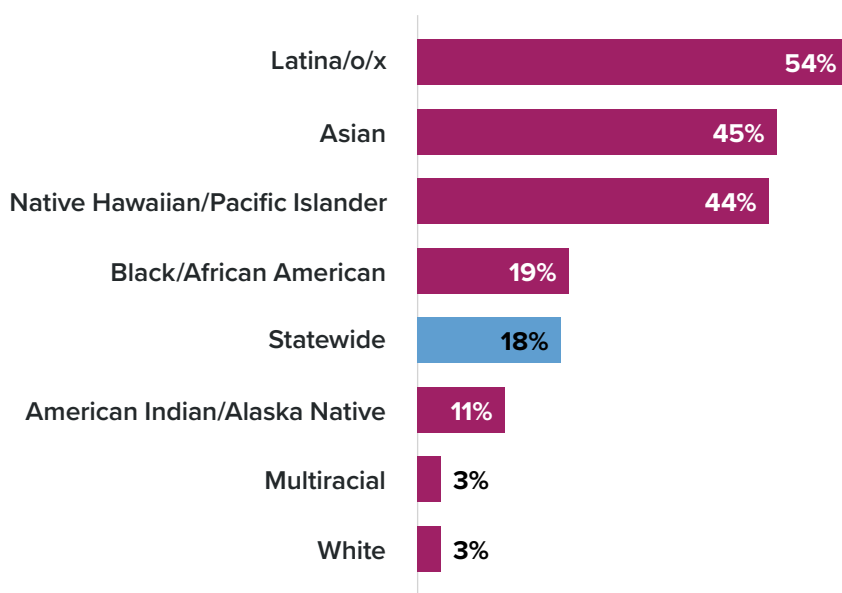
158 of the
197 districts

in Oregon

³ Federal and state definitions (ORS 327.016) describe students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009; Kanno et al., 2024). Thus, although this plan will use the English learner label in order to comply with federal and state definitions, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

Oregon's multilingual learners have a wealth of intersecting identities. They speak a wide array of languages and hold varying racial and ethnic identities. In the 2022–23 school year, Latina/o/x students made up 75 percent of the 100,175 students in the state who have ever been designated as English learners during their schooling. However, within each racial/ethnic group, there was a high representation of students who were currently or formerly designated as English learners. In the 2022–23 school year, approximately half of Asian and Native Hawaiian/Pacific Islander students had been designated as English learners at some point, while one in five Black/African American students and one in 10 American Indian/Alaska Native students have been designated as English learners. It is important to recognize that Oregon's current data collection and reporting practices do not accurately capture student's intersecting identities. The practice of reporting a singular racial or ethnic group for each student undercounts certain populations and can lead to the erasure of a group entirely from policy conversations (Urban Indian Health Institute, 2021).

Figure 2. Statewide, nearly one in five students have been designated as English learners



Note: This figure shows the percentage of students within each racial/ethnic group that have ever been designated as English learners

Source: Oregon Department of Education analysis of 2022–23 student data.

There is also incredible language diversity across Oregon. During the 2022–23 school year, 254 unique languages were identified as being spoken by students in K–12 public schools. Among this diverse linguistic landscape, students across racial and ethnic identities speak tens of different languages. Still, Oregon's current data systems are not equipped to capture all the unique languages spoken across the state.

Table 1. There is language diversity across all racial/ethnic/tribally affiliated groups

Race/ethnicity group	Number of unique home languages	Top three languages
American Indian/Alaska Native	26	English ⁴ Spanish Navajo
Asian	97	Vietnamese Chinese Korean
Black/African American	70	Somali Swahili Amharic
Latina/o/x	153	Spanish English Mam
Multiracial	85	Japanese English Chinese
Native Hawaiian/Pacific Islander	45	Chuukese Marshallese Samoan
White	103	Russian Arabic Spanish

Source: Oregon Department of Education analysis of 2022–23 student data.

Multilingual learners also bring diverse backgrounds and lived experiences. Some multilingual students have ancestry in North America that goes back to time immemorial, some have lived here their entire lives, and some are new to the country. Among the 59,263 students currently designated as English learners during the 2022–23 school year (ODE, 2024):

12,979 students

have been enrolled in English learner programs for more than seven years

4,815 students

arrived in the United States within the last three years

6,232 students

were enrolled in both English learner services and migrant education

790 students

experienced an interruption to their formal education at some point

11,675 students

students were enrolled in both English learner services and special education

Multilingual learners are diverse and have intersecting identities and experiences beyond their designation as English learners. As such, a one-size-fits-all approach to policy and services will not be enough to adequately meet the diverse needs of multilingual learners. The Oregon Multilingual Learner Strategic Plan

⁴ Data collection procedures allow students who identify as American Indian or Alaska Native to select English as their home language as well as students formerly designated as English learners. For this reason, English may show up as a top language for some groups.

is designed to align with other Student Success Plans and group-specific action steps. It aims to provide a comprehensive and customized approach to policies and services that address the diverse needs of students and acknowledge their intricate and intersecting identities.

ALIGNMENT WITH OTHER STUDENT SUCCESS PLANS







[Student Success Plans](#) are strategic improvement plans implemented within and across all ODE offices, in partnership with various state agencies, and are informed by community input collected through culturally specific state-level advisory groups. The plans are created to address three key aspects: disparities experienced by student groups, historic practices that resulted in disparities, and the unique needs of students, many of which have intersectional identities as multilingual learners. There are currently five completed plans: [American Indian/Alaska Native Student Success Plan](#), [African American/Black Student Success Plan](#), [Latinx & Indigenous Student Success Plan](#), [LGBTQ2SIA+ Student Success Plan](#), and the [Native Hawaiian/Pacific Islander Student Success Plan](#). In addition, the Immigrant/Refugee Student Success Plan is still being developed. All Student Success Plan activities are categorized into six pillars that organize strategies across all plans: (1) culture, identity, and language, (2) leadership development, (3) coordinated systems of care, (4) academic success, (5) service learning, and (6) family engagement.




Table 2. Six pillars of the Cross-Student Success Plan Framework

Pillar	Definition
● Culture, Identity, and Language	Practices are centered in students and families' invaluable reservoirs of knowledge, traditions, culture, and histories that serve as assets for positive identity development and increased sense of self-efficacy.
● ● Leadership Development	Practices focus on providing for skill-building and advancement, grounded in culturally responsive and respectful pedagogy.
● ● ● Coordinated Systems of Care	Practices foster comprehensive systems and support services that are culturally responsive and thoughtfully coordinated to center Plan students' and their families' strengths, fostering an environment that promotes student success in and out of school.
● ● ● ● Academic Success	Practices elicit thoughtful approaches to academic engagement that enhance understanding and are high-quality, data-informed, culturally relevant and empower Plan students' educational experiences.
● ● ● ● ● Service Learning	Practices expose students and families to learning, tools, and strategies to explore challenges and barriers experienced by Plan students in the community and embolden students, families, and educators to address social issues and promote change through their learning experiences.
● ● ● ● ● ● Family Engagement	Practices increase access to affirming education or education-adjacent focused engagement activities to enhance support for student success.

The Oregon Multilingual Learner Strategic Plan includes goals and action steps that align with these six pillars and intersect with other student success plans. For example, the Multilingual Learner Strategic Plan, the American Indian/Alaska Native Student Success Plan, and the Native Hawaiian/Pacific Islander Student Success Plan aim to support culture, identity, and language by supporting language revitalization efforts and increasing the prevalence of linguistically responsive services. Meanwhile, like the Multilingual Learner Strategic Plan, the African American/Black and Latinx/Indigenous Student Success Plans aim to support academic success by increasing access to culturally responsive curriculum and postsecondary readiness supports. This alignment allows for a cohesive and comprehensive approach to supporting multilingual learners across the state with diverse identities.

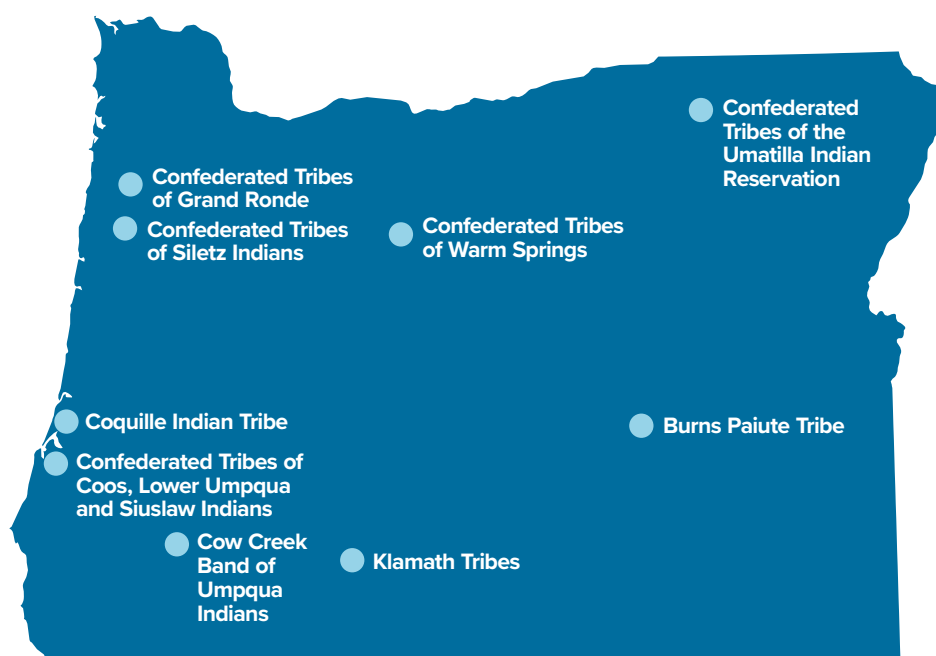
Table 3. Examples of alignment between organizing pillars of the student success plans and the Multilingual Learner Strategic Plan

Student Success Plan	Pillar	Examples of common goals and strategies in both plans
American Indian/ Alaska Native	 Coordinated Systems of Care	<ul style="list-style-type: none"> • Increase recruitment and retention of American Indian and Alaska Native educators • Enhance methods to identify American Indian and Alaska Native students through tribal affiliations
	 Culture, Identity, and Language	<ul style="list-style-type: none"> • Support the Tribal Language Advisory Committee in guiding language preservation efforts • Amplify tribal-led language revitalization efforts with resources and support
African American/Black	 Coordinated Systems of Care	<ul style="list-style-type: none"> • Increase recruitment, hiring, and retention of African American/Black educators • Develop culturally responsive targeted supports for newcomer students
	 Academic Success	<ul style="list-style-type: none"> • Improve instruction and literacy outcomes • Increase access to courses and learning opportunities that support college and career readiness
Latinx & Indigenous	 Family Engagement	<ul style="list-style-type: none"> • Strengthen family engagement and partnerships
	 Academic Success	<ul style="list-style-type: none"> • Support the expansion of culturally relevant curriculum • Increase access to courses and learning opportunities that support college and career readiness

Student Success Plan	Pillar	Examples of common goals and strategies in both plans
LGBTQ2SIA	 Coordinated Systems of Care	<ul style="list-style-type: none"> Strengthen students' participation in decision-making and sense of belonging
Native Hawaiian/ Pacific Islander	 Family Engagement	<ul style="list-style-type: none"> Partner with families to ensure access to information and opportunities to engage with school
	 Culture, Identity, and Language	<ul style="list-style-type: none"> Increase prevalence of culturally and linguistically responsive resources and supports

Source: Oregon Department of Education.

PARTNERSHIP WITH THE NINE FEDERALLY RECOGNIZED TRIBES OF OREGON



Tribal languages have been spoken in Oregon since time immemorial and are actively being revitalized. At the time Lewis and Clark arrived in what is now Oregon 200 years ago, there was incredible language diversity, including at least 14 language families (Braun, 2009; Pacific University, n.d.). However, the legacy of settler colonialism, including policies like Tribal termination, inflicted profound damage on American

Indian and Alaska Native communities. These federal and state education policies were designed to force assimilation and erase Tribal heritage languages and cultures. Oregon, a key region for these policies, was home to numerous boarding schools that removed American Indian and Alaska Native children from their families, impacting communities from Oregon and beyond. These institutions played a major role in the near destruction of Tribal languages and cultural identities.

Despite this painful history, American Indian languages have persisted in Oregon and are still spoken today. Revitalization efforts are ongoing and supported by Tribes, Tribal communities, and state initiatives. This includes, for example, the recent formation of the Tribal Language Advisory Committee, which will provide guidance, policy, and legislative recommendations. Oregon heritage languages that are actively spoken and revitalized by the nine federally recognized Tribes of Oregon include, but are not limited to, the following languages:⁵

Burns Paiute Tribe Paiute and Wadatika Yadian

The Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians
miluk, hanis and sha'yushtl'a

The Confederated Tribes of the Grand Ronde
Chinook Wawa

The Confederated Tribes of Siletz Indians
Athabaskan

The Confederated Tribes of the Umatilla Indian Reservation Umatilla, Walla Walla and Weyiletpuu

The Confederated Tribes of Warm Springs
Kiksht, Ichishkiin and Numu

Coquille Indian Tribe Miluk, Nuw-wee-ya'
and Chinuk Wawa

Cow Creek Band of Umpqua Indians Takelma

Klamath Tribes Klamath, Modoc, and Neme

The Oregon Multilingual Learner Strategic Plan aims to support language revitalization efforts and strengthen culturally relevant support for American Indian and Alaska Native students by working closely with the nine federally recognized Tribes of Oregon while respecting their sovereignty. The plan aspires to do this, for example, by supporting efforts to increase the number of educators equipped to provide culturally and linguistically relevant and effective instruction. It also aims to refine identification and support systems so that American Indian and Alaska Native and Tribally affiliated learners can access tailored and culturally relevant language and instructional supports. Funding and supporting Tribal-led community efforts to revitalize and preserve languages is a local priority (ORS 342.144) as well as a federal recommendation (U.S. Department of the Interior, 2024). Strengthening resources, systems, and policies is vital for addressing past harms, healing, and promoting comprehensive Tribal language revitalization.

⁵ This list may not be comprehensive. For the most accurate and up-to-date information about languages being revitalized, please reach out to the individual Tribes directly.



Priority area 1.

Authentic and responsive community engagement and partnerships

“I attend every Café con Pan meeting the school offers to parents because I get to learn about how my child is doing, and they offer us opportunities to share our thoughts.”

– Parent from the Willamette Valley

Multilingual families bring a wealth of knowledge, skills, life experiences, and high aspirations that can help support the success of multilingual learners and enrich the entire school community (Flores & Springer, 2021; He & Thompson, 2022; Olivos et al., 2020; Page, 2017; Phillips, 2014). Despite their contributions, interests, and rights, multilingual families encounter barriers that limit their participation in traditional forms of school engagement nationally and in Oregon (Anthony-Newman, 2019; Hanson & Pugliese, 2020; Olivos & Lucero, 2020).

Over 100 caregivers from diverse backgrounds in Oregon contributed their perspectives to the development of this plan. They shared challenges and opportunities related to communicating with school staff members and accessing information. Participants specifically highlighted difficulties in accessing information in a language they can understand, despite having a civil right to information in an accessible language (Education Department, 2015). These barriers limit their ability to engage in important decisions.

“Nos piden que participemos pero cuando llegan a las reuniones llegan con todo preparado y decidido y no nos toman en cuenta” (They ask us to participate, but when they arrive at meetings they have already prepared and decided everything and do not take us into consideration).

– Parent from Central Oregon

“I use the Parent Square app, and the information is in both Spanish and English. It’s really nice that the schools provide this, because it tells me that they want to keep us informed, including parents who speak Spanish. I also like it because any communication they send, I can respond with a question or comment, and they will answer. It’s easier for me because I work.”

– Parent from the Willamette Valley

The community engagement and partnership goals and action steps aim to authentically engage multilingual students and families. The goals are aligned with the Oregon Department of Education’s revised [Community Engagement Toolkit](#), which creates a framework schools can use to keep families and community members informed and to engage them as partners in decision-making.

Goal 1. Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities.



Action 1.1 ODE authentically includes multilingual students—who are representative of the wealth of intersecting identities in Oregon—in the English Learners Advisory Group to inform state efforts to improve multilingual education.



Action 1.2 In collaboration with a student workgroup, the English Learners Advisory Group adopts a student bill of rights and creates a communication plan for students designated as English learners, outlining their civil rights as well as schools’ responsibilities as described in federal and state guidance documents.⁶



Action 1.3 Oregon educational entities⁷ include multilingual student representatives to inform funding and programmatic decisions such as strategic planning, expansion of dual language coursework, educational entities’ Integrated Guidance applications, and other key program decisions.

⁶ See the following for examples: [Office for Civil Rights 2015 Dear Colleague letter, Ensuring English Learner Student Can Participate Meaningfully and Equally in Education Programs fact sheet](#)

⁷ This term encompasses a wide group of education organizations that serve students, such as school districts, education service districts, public charter schools, and youth correctional education programs.

Goal 2. Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners.



Action 2.1 The English Learners Advisory Group and ODE adopt a bill of rights for parents/caregivers of multilingual students that is grounded in federal and state laws. ODE shares the adopted bill of rights with families, caregivers, and communities in a culturally and linguistically responsive manner.



Action 2.2 Oregon districts and ODE improve data collection and reporting practices to ensure accurate representation of home and community languages, add missing languages, and train staff members responsible for data entry.



Action 2.3 ODE provides templates for parent notification letters and communications protocols that inform parents/caregivers about critical education decisions in a culturally and linguistically responsive and family-friendly manner.



Action 2.4 Oregon educational entities purposefully include multilingual and multicultural representatives in advisory groups to inform initiatives such as strategic planning, expansion of dual language coursework, and literacy initiatives.



Action 2.5 All Oregon educational entities that serve multilingual learners provide culturally and linguistically responsive training on the technology used locally to communicate with parents and guardians (e.g., Parent View, Parent Square, Remind, Canva); review usage data; and take steps to mitigate barriers to access.

Goal 3. Students, families, and caregivers have consistent access to high-quality interpretation and translation services.



Action 3.1 ODE conducts an asset and funding stream analysis to determine the resources, needs, and opportunities of Oregon districts to fulfill their obligation to provide interpretation and translation access for linguistically and culturally diverse multilingual communities across the state.



Action 3.2 Oregon districts develop plans that describe how they will provide parents/guardians with access to their students' academic progress and educational information in their home language, as required by law, and report the plans to ODE in the community engagement section of their Integrated Guidance applications and English learner district plans.

Authentic and responsive community engagement and partnerships



Action 3.3 ODE collaborates with education service districts and other educational entities across Oregon to develop and expand professional development opportunities and career pathways for interpreters and translators in educational settings.

Progress indicators for priority area 1

Implementation measures

- State and local advisory groups include multilingual students and community members
- Oregon educational entities disseminate student and parent bills of rights
- Oregon districts' Integrated Guidance applications and English learner plans describe clear strategies to engage multilingual students and parents

Evidence of progress

- Multilingual learners' sense of belonging increases overall and for different multilingual groups as measured by the Student Educational Equity Development Survey





Priority area 2. Systems, instruction, and assessment improvements

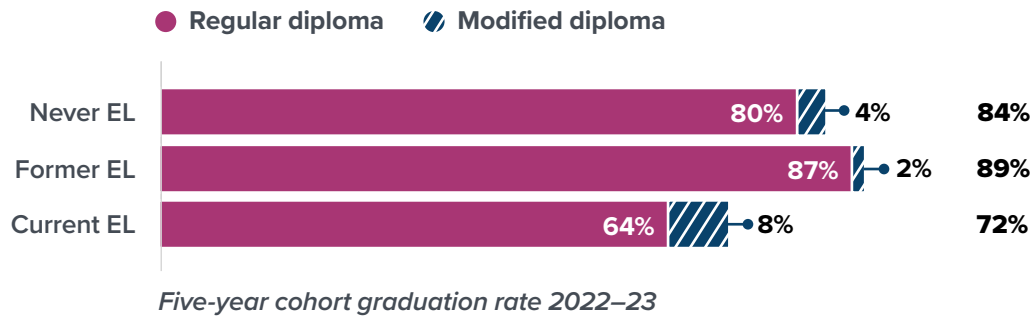
“Multilingual learners are gifted in holding and navigating multiple languages, contexts, and ideologies. They should be supported throughout their educational experiences, not just during English language development instructional time. Being multilingual is a strength, and our schools and curriculum should reflect that.”

– Oregon dual language educator

To authentically honor students’ rights (Education Department, 2015), education systems must implement research-based instruction in integrated settings that make content accessible (Greenberg Motamedi et al., 2020), use assessments that accurately measure multilingual learners’ content knowledge and linguistic progress (Sanchez et al., 2013), and fine-tune systems to provide equitable learning opportunities for college and career readiness (Vazquez Cano et al., 2019). Although many educational entities in Oregon have made progress in implementing equitable access and opportunities for multilingual learners, more work remains to achieve equitable outcomes. Advancement for multilingual learners who are newcomers, those with interrupted formal education, those with disabilities, and long-term English learners requires specific attention (Porter, 2022).

To build strong foundations and continued support for multilingual learners designated as English learners, Oregon must promote instructional practices informed by research, adopt assessments that honor students’ prior knowledge, and remove barriers to learning opportunities, especially for students most impacted by the current system.

Figure 3. Graduation rates are high for learners who were formerly designated as English learners; however, students currently designated as English learners have lower graduation rates compared to those never designated as English learners



Source: [Oregon English Learners State Report](#)

Goal 1. Coordinate and align state systems and programs (Title I-A, Title III, English learner outcomes, Integrated Guidance, literacy initiatives) to ensure a unified approach to effectively serving students designated as English learners.



Action 1.1 ODE creates a cross-office team to align systems for monitoring outcomes and supporting Oregon districts and ESDs to implement services for students designated as English learners across state and federal programs.



Action 1.2 ODE enhances the scope, quality, and integration of data systems and reporting to track funding decisions, services, and outcomes based on differentiated groups of students designated as English learners (e.g., newcomers, long-term English learners, English learner students with limited or interrupted formal education, English learner students with disabilities).

Goal 2. Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities.



Action 2.1 ODE updates its guide for English learner program models and instruction with considerations for large, small, and rural districts, youth corrections and juvenile detention education programs, charter schools, virtual programs, and other alternative education settings offered across Oregon.



Action 2.2 ODE explores opportunities to review and revise the instructional materials adoption process to include the availability of high-quality, culturally and linguistically responsive curricula for dual language programs.



Action 2.3 Oregon educational entities examine the early and adolescent literacy needs of English learner-designated students and provide targeted, research-based literacy supports, leveraging High School Success grants, Early Literacy state grants, and federal programs.



Action 2.4 Oregon educational entities leverage new resources from the Office of Enhancing Student Opportunities and the [English learner resource bank](#) to implement best practices in evaluating and supporting dually identified and long-term English learners.



Action 2.5 In collaboration with the Oregon Cross-District Dual Language Cadre, ODE develops and disseminates a dual language instructional framework aligned to national standards and best practices for pre-K–12 education.

Goal 3. Assessment practices reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring.



Action 3.1 ODE ensures developmentally appropriate English learner identification processes by reviewing the standard-setting process used for the ELPA screener, reviewing items for appropriateness, and exploring the possibility of weighting test domains.



Action 3.2 ODE partners with test developers (e.g., Smarter Balanced, Cambium Assessment) to create culturally and linguistically responsive interim tests.



Action 3.3 The ODE Standards and Instructional Support (SIS) team and partners lead professional learning opportunities focused on formative assessment practices for multilingual learners.



Action 3.4 ODE works to expand the language accessibility of state summative language arts tests, including pursuing funding for test development for Spanish language arts.



Action 3.5 In partnership with the nine federally recognized Tribes of Oregon and the Office of Indian Education, ODE reviews and refines procedures for identifying American Indian and Alaska Native English learners, providing tailored services, and measuring educational outcomes.

Goal 4. Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career-connected learning opportunities, and enrichment opportunities.



Action 4.1 ODE builds on its binational partnership with Mexico to explore the feasibility of a binational partnership with the National Autonomous University of Mexico (UNAM) and other international institutions to offer credit recovery and more dual credit opportunities.



Action 4.2 Oregon educational entities increase access to grade-level content courses by increasing the availability of guidance counselors, offering additional opportunities for learning time, expanding bilingual programming, and hiring teachers with professional preparation to support multilingual learners as recommended by the [National Research and Development Center to Improve Education for Secondary English Learners](#).



Action 4.3 Oregon educational entities review [participation rates for English learner-designated students](#) in accelerated learning, career-connected learning opportunities, and advanced courses; identify barriers to entry; and implement strategies to increase access, such as expanding course offerings and broadening eligibility for enrollment with accompanying support.



Action 4.4 Staff members at Oregon educational entities (e.g., guidance counselors, administrators, teachers) use focused and intentional communication strategies to convey the academic and financial benefits of accelerated learning and career-connected learning opportunities and make this information accessible to English learner-designated students and their families.



Action 4.5 Oregon educational entities leverage High School Success grants and other federal funds to provide additional focused support to increase multilingual learners' knowledge of and access to postsecondary opportunities.

Goal 5. Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed.



Action 5.1 ODE develops and disseminates recommendations and guidance for evaluating students' non-U.S. school experiences, awarding credits, and deciding on grade and course placement.



Action 5.2 The ODE English Learners Advisory Group, ODE Student Success Plan Advisory Groups, and representatives from other relevant state student advisory groups collaborate to update the definition of students with limited or interrupted formal education (SLIFE) and identify and develop resources to help identify and serve these students.



Action 5.3 Oregon educational entities partner with resettlement agencies and community-based organizations to create and improve detailed procedures for affirming, welcoming, enrolling, orienting, and coordinating wraparound support for newcomer students and families.



Action 5.4 ODE provides non-financial support for an external implementation study of the Access to Linguistic Inclusion policy and develops guidance and professional learning opportunities to improve implementation.

Progress indicators for priority area 2

Implementation measures

- State cross-agency programs meet regularly to plan initiatives that improve instruction and support for students designated as English learners
- ODE develops and disseminates new guidance and resources focused on identifying and serving students designated as English learners
- Oregon educational entities' English learner plans and Integrated Guidance applications describe clear strategies to increase access to grade-level academic courses, accelerated learning, and career-connected learning opportunities
- Oregon educational entities implement practices to welcome, register, support, and award credits for newcomer students

Evidence of progress

- Oregon offers interim and summative assessments in languages other than English
- Math and language arts achievement increases for multilingual learners overall, and for different multilingual groups
- The participation rates of secondary multilingual learners in grade-level core content courses, accelerated learning courses, and career and technical education (CTE) courses increase
- The four and five-year cohort graduation rates of multilingual learners increases overall and for different multilingual groups
- The college enrollment rate for multilingual learners increases overall and for different multilingual groups



Priority area 3. Transformative educators and administrators

“For a culturally responsive and welcoming environment, we need bilingual and bicultural teachers that have training for multilingual students.”

– Parent from the Willamette Valley

Educators, administrators, and school staff members have a significant impact on the academic experiences and outcomes of multilingual learners (Goldhaber et al., 2023; Liebowitz & Porter, 2019;). Students benefit from having multilingual educators who share a similar racial/ethnic identity and from educators who have the professional preparation to support them (Blazar, 2021; Gottfried, Kirksey, & Fletcher, 2022; Greenberg Motamedi & Vazquez Cano, 2022; Loeb et al., 2014; Thompson & Umansky, 2023a). The representation of ethnic and racial diversity among educators and administrators is not proportionate to that of students in Oregon, and less than one-fifth of teachers have specialized preparation to support multilingual learners (Educator Advancement Council, 2022; Thompson & Umansky, 2023a). To best serve Oregon’s 100,175 students who were ever designated as an English learner, it is imperative that our education system equip all school staff members with the skills and knowledge they need.

Our transformative educators and administrators goal aims to diversify the workforce at all levels and create systems so that all current and prospective teachers and administrators have professional preparation to teach and support multilingual learners.

Figure 4. Fewer than 1 in 5 Oregon teachers hold an English for Speakers of Other Languages (ESOL) endorsement



Source: [National Research and Development Center to Improve Outcomes for Secondary English Learners](#)

Goal 1. Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners.



Action 1.1 The Educator Advancement Council, the Teacher Standards and Practices Commission, and ODE convene a Multilingual Educator Collaborative to develop guidance on high-quality multilingual education and on recruiting, hiring, and retaining multilingual educators.



Action 1.2 ODE collaborates with the Educator Advancement Council, Teacher Standards and Practices Commission, Higher Education Coordinating Commission, Coalition of Oregon School Administrators, and other multilingual leaders to construct a definition of a multilingual educator, gather data on the number of multilingual educators in the state, and incorporate findings into the annual Oregon Educator Equity report.



Action 1.3 ODE and the Educator Advancement Council create a landing page that describes opportunities for multilingual educators to learn about programs that accelerate leadership development (e.g., Coalition of Oregon School Administrators, Educator Advancement Council, Oregon Association of Latino Administrators' Aspiring Administrator Leadership Program), in accordance with Senate Bill 182.



Action 1.4 In collaboration with the Educator Advancement Council, Teacher Standards and Practices Commission, Oregon Education Association, and others, ODE advances statewide guidance to ensure equitable compensation for multilingual staff members.



Action 1.5 ODE collaborates with the Teacher Standards and Practices Commission, school districts, other educational entities, and institutions to expand the visiting teacher exchange program and explore the opportunity for an Oregon agency to sponsor J-1 visas.



Action 1.6 The Educator Advancement Council develops a communication plan to build awareness of funding, programming, and support opportunities for multilingual candidates.

Goal 2. Preservice educators and new administrators have the capacity to support multilingual education.



Action 2.1 The Teacher Standards and Practices Commission (in collaboration with ODE, the Educator Advancement Council, Coalition of Oregon School Administrators, Higher Education Coordinating Commission, school districts, community colleges, university educator preparation programs, and state legislators) leads a process to develop recommendations for specialized training on how to support multilingual learners, to be provided to all new educators and administrators.



Action 2.2 ODE collaborates with the Teacher Standards and Practices Commission, Coalition of Oregon School Administrators, Higher Education Coordinating Commission, school districts, and postsecondary institutions to explore the possibility of offering a modified English for Speakers of Other Languages (ESOL) endorsement program that is limited to coursework.

Goal 3. In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners.



Action 3.1 ODE expands virtual professional learning community opportunities for high-quality professional development in grade-level and content-specific areas in conjunction with Oregon Open Learning and expands the list of approved vendors for ongoing professional development to support multilingual learner success.



Action 3.2 Oregon educational entities support higher education institutions in accessing federal grant funding (e.g., Office of English Language Acquisition National Professional Development Program, Office of Elementary and Secondary Education Teacher Quality Partnership program) and encourage classroom teachers to participate in current tuition-free programs.



Action 3.3 Oregon educational entities provide opportunities for educators, administrators, and school staff members to complete relevant [ODE Engaging Equity Mindset, Practices and Systems](#) professional development modules.



Action 3.4 ODE collaborates with the Educator Advancement Council's Regional Educator Networks coordinating body and education service districts to identify professional learning opportunities for in-service teachers, counselors, administrators, and other staff members with little to no extensive training in multilingual instruction or culturally and linguistically responsive practices to best serve multilingual learners and families/caregivers.

Progress indicators for priority area 3

Implementation measures

- State-level agencies establish a process to collaborate and advance recommendations for specialized training on how to serve multilingual students, to be provided to all educators and administrators
- Professional development opportunities focused on multilingual education are available across the state for educators, administrators, and school staff members

Evidence of progress

- The percentage of teachers and administrators with ESOL endorsements and dual language and bilingual specializations increases
- The percentage of teachers and administrators who identify as Black, Indigenous, or people of color increases
- The retention rates of teachers and administrators who identify as Black, Indigenous, or people of color increases
- The percentage of teachers and administrators who are multilingual increases*

*If data systems are established to track these measures.



Priority area 4. Pathways to multilingualism

“It’s important that I am bilingual because I want to be a nurse, and I want to help my community—people who may not know English well—get the help they need.”

– High school multilingual learner from Central Oregon

“There is a lot of deficit thinking around language knowing. It is different in our culture. It is an honor to know our language. We rely on people who know our language to pass on history, stories, and data.”

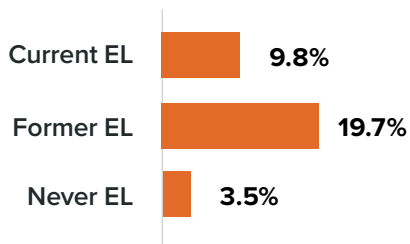
– Community member

Language is central to culture and part of the fabric of our schools and communities. Nurturing and developing multilingualism through bilingual programs supports multilingual students in maintaining a cultural connection to their community while also boosting academic achievement, language proficiency, sense of belonging, graduation rates, and eventual earnings and preparing them for the global economy (Porter et al., 2023).

There is a significant body of research that supports the effectiveness of bilingual education as an instructional approach to support multilingual learners. Many of the benefits of bilingual education extend to heritage learners and American Indian and Alaska Native students participating in heritage and language revitalization programs (Apthorp et al., 2022; Arviso & Holm, 2022; Goldenberg & Rueda, 2006). Despite these benefits, a low proportion of multilingual learners classified as English learners participate in bilingual programs in Oregon and earn the Seal of Biliteracy/Multiliteracy (ODE, 2024; Thompson & Umansky, 2023).

Investing in bilingual programs that provide pathways to multilingualism is essential to supporting student's academic growth and the growth of our communities in an inclusive learning environment that celebrates the diaspora of languages, cultures, and identities. The goals for this priority area aim to create the conditions for an ambitious expansion of multilingual programming.

Figure 5. Less than a fifth of graduating students who were ever designated as English learners received the Seal of Biliteracy/Multiliteracy upon graduation



Source: [Oregon English Learners State Report](#)

Goal 1. Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners.



Action 1.1 ODE updates state data collection procedures to include data on schools with bilingual programs, the types of bilingual programs at each school, and students who participate in bilingual programs and then reports this information.



Action 1.2 ODE advances state policies that promote the growth of dual language programming, heritage language programs, and access to the Seal of Biliteracy/Multiliteracy.



Action 1.3 Oregon educational entities evaluate current curriculum adoption policies, procedures, and rubrics to ensure high-quality and culturally responsive curriculum for dual language programs is part of the curriculum adoption process.



Action 1.4 Oregon educational entities analyze home language and outcomes data to identify opportunity sites for new dual language programs that prioritize students who are furthest from educational equity.



Action 1.5 The Oregon Cross-District Dual Language Cadre, ODE, and researchers collaborate to develop a toolkit and resource guide for planning and implementing new dual language programs.

Goal 2. Oregon educational entities offer and support Tribal language course options that promote language revitalization and preservation.



Action 2.1 ODE collaborates with the Tribal Language Advisory Committee to support individual tribal initiatives that enhance the preservation and promotion of Tribal languages.



Action 2.2 ODE partners with the nine federally recognized Tribes of Oregon, the Tribal Language Advisory Committee, and the Educator Advancement Council to expand current Grow Your Own programs and teacher licensure pathways that support Tribal language revitalization efforts.

Goal 3. All multilingual learners earn the Seal of Biliteracy/Multiliteracy.



Action 3.1 Oregon schools administer the assessment used to determine eligibility for the Seal of Biliteracy/Multiliteracy starting in grade 8.



Action 3.2 Oregon educational entities prioritize removing financial barriers to complete the Seal of Biliteracy/Multiliteracy.



Action 3.3 ODE collaborates with educational entities and higher education institutions to ensure students who earn the Seal of Biliteracy/Multiliteracy also earn world language and college credit.



Action 3.4 ODE collaborates with the Oregon Cross-District Dual Language Cadre to develop a framework for attaining the Seal of Biliteracy/Multiliteracy that uses multiple measures and does not depend exclusively on assessments.

Progress indicators for priority area 4

Implementation measures

- Data systems are established to accurately track the number of dual language schools, types of programs, and the number of participants
- Guidance on high-quality dual language programs is developed and disseminated
- Guidance and resources on best practices to support the completion of the Seal of Biliteracy/Multiliteracy are developed and disseminated

Evidence of progress

- The percentage of English learner-classified students who are enrolled in dual language immersion programs increases
- The percentage of teachers and administrators who identify as Black, Indigenous, or people of color increases
- The number of schools that host dual language immersion programs increases*
- The number of schools with heritage language courses increases*

*If data systems are established to track these measures.



Appendix A. Oregon Multilingual Learner Strategic Plan definitions

TYPES OF MULTILINGUAL STUDENTS

American Indian or Alaska Native current English learner. A student with a Tribal affiliation who is currently designated as an English learner. An American Indian or Alaska Native English learner may have a first language other than English at home and qualify for English learner services. They may also only speak English but qualify for English learner services due to the presence of a language other than English that has had a significant impact on the student's level of English proficiency, as defined by ESEA Title III, sec 8101[20] C[iii].

American Indian or Alaska Native heritage speaker. A student with or without a Tribal affiliation who has a connection to a Tribal heritage language through their family, community, or culture, regardless of whether they have been classified as an English learner. This includes students from American Indian and Alaska Native communities whose access to their language was diminished due to forced assimilation and who are currently engaged in revitalization efforts. Heritage speakers may include those who have been screened for services and those who have not, as well as those who have disclosed their language or Tribal affiliation background and those who have not.

Current English learner. This federally defined term is used to identify students who need additional support in school to acquire academic English proficiency. This definition is in accordance with ESEA Title III, sec. 8101 [20], which outlines the criteria for identifying English learners. Students who meet the criteria are required to take the annual ELPA21 assessment.

Dually identified English learner. A student currently designated as an English learner who also qualifies to receive special education services and has an individualized education program (IEP) or a 504 plan.

Ever English learner. Any student currently or formerly designated as an English learner. This term encompasses current, monitored, and reclassified English learners.

Former English learner. A student previously designated as an English learner who exited the English learner program after achieving English language proficiency as measured by the ELPA21 annual assessment. This term encompasses both monitored English learners and reclassified English learners. Former English learners are no longer required to take the annual ELPA21 assessment.

Heritage speaker. A student never classified as an English learner who has a connection to a second language through their family, community, or culture. This may include students who are separated generationally from their immigrant or Indigenous experience but maintain a link to the language, as well as students from American Indian and Alaska Native communities whose language was stolen through generations of forced assimilation. Heritage speakers may include students who were screened for services as well as those who were never screened.

Initially fluent English proficient student. A student whose parents reported on the Home Language Survey that a language other than English was spoken at home and therefore was administered an English proficiency screener and scored high enough on the assessment to be deemed proficient. The student may be a simultaneous bilingual, fully bilingual, or may have varying levels of proficiency or exposure to languages other than English spoken in the home.

Long-term English learner. A student currently designated as an English learner who has received English learner services for six or more years and has not acquired academic English proficiency as measured by the ELPA21 assessment.

Migratory student. A student who is younger than 22, has not graduated from high school or does not hold a high school equivalency certificate, and who is a migrant agricultural worker or a migrant fisher **OR** has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; **AND** performs, or has a parent, spouse, or guardian who performs, qualifying agricultural or fishing employment for wages or personal subsistence; **AND** has moved recently to obtain, or to accompany or join a parent, spouse, or guardian to obtain temporary or seasonal employment in agricultural or fishing work.

Monitored English learner. A student who was previously designated as an English learner and successfully exited the English learner program after achieving English language proficiency as measured by the ELPA21 annual assessment. However, the student continues to be monitored for four additional years to ensure they receive any additional English language support they may need.

Multilingual learner. This term is inclusive of all students who have been exposed to multiple languages, whether at home, in school, or in their community. It encompasses students who have ever been classified as English learners, as well as those who were never classified as such but are in a learning or community environment that supports the acquisition of multiple languages.

Never classified as an English learner. A student never designated as needing additional support to develop English proficiency. This includes students who took an English language proficiency screener when they first enrolled but scored high enough to be deemed English proficient, as well as students who never took an English language proficiency screener.

Newcomer English learner. A student currently designated as an English learner who recently arrived in the United States from another country and has been receiving English learner services for less than three consecutive school years.

Second language learner through dual language education. A student in a dual language program who never took an English proficiency screener and has no family or cultural connection to the partner language.

Student with limited or interrupted formal education. A student currently designated as an English learner who enters school in the United States after grade 2, has had at least two years less schooling than their peers, and functions at least two years below grade level in reading and mathematics.

Waived English learner. A student currently designated as an English learner whose guardians decided to waive English learner support. English learners who waived services do not receive support to develop English proficiency but are required to take the annual ELPA21 assessment.

TYPES OF PROGRAMS

Dual language immersion program. A program with the goals of full bilingualism and biliteracy in English and a partner language, grade-level academic achievement in both program languages, and cross-cultural awareness. Program design includes a K–12 trajectory and is structured around a language allocation plan that is characterized by no less than 50 percent of instruction delivered in the partner language. Programs may either be one-way or two-way, which is determined by the composition of enrolled students. Programs may enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Two-way dual language program enrollment must maintain at least 50 percent native speaker student enrollment.

Heritage language program. A program designed to revitalize or maintain the language and culture of a group of students' heritage. Programs may include courses during the school day or outside of regular school hours and are intended to serve students who may have experienced language loss.

Language revitalization. These programs involve working directly with members of Tribal communities whose languages are threatened or endangered to support their efforts to save or revive these languages. The nine federally recognized Tribes of Oregon are working to preserve and revitalize their ancestral heritage, culture, language, and customs. Native language revitalization is a complex and interdisciplinary subject that recognizes not only the damages incurred through the actions of colonization but also the amazing resilience and persistence of Indigenous people.

OTHER KEY TERMS

Access to Linguistic Inclusion (HB 2056). Repeals the statute that mandated nearly all instruction in Oregon be conducted in English. Expands the definitions of language arts and world language as well as the opportunities that schools and districts may offer to students, such as course credit options for multilingual students.

Authentic assessment. Authentic assessment captures students' knowledge and skills without bias of barriers that may interfere with true demonstration of learning. Some barriers to authentic assessment may include the language in which the assessment is administered, the format of the assessment, the technology used to administer the assessment, a dominant culture bias implicit in the assessment, or other barriers for students with physical disabilities (i.e., ableism). Authentic assessment may also refer to language-specific features of the content being assessed.

Culturally and linguistically responsive. Educational practices, instruction, and curricular materials that recognize, affirm, and value student funds of identity and knowledge and support student identity development and autonomy. The understanding of intersectional identities is a foundational element in culturally and linguistically responsive practices.

ML/EL plan (aka Lau plan, local service plan). District English learner service plans that address each aspect of the district's program for all English learners at all grade levels and all schools in the district. Plans should contain enough detail and specificity so each staff person can understand how the plan is to be implemented. Plans should also contain the procedural guidance and forms the staff member needs to carry out their responsibilities under the plan.

Equitable access. Conditions in which all students are supported by eliminating systemic barriers that diminish student and family opportunity to engage in the educational system and by providing educational opportunities that eliminate disparate educational outcomes.

High-quality dual language programs. These programs are designed to serve native speakers of the target language and consistently implement a program structure that reflects research-based guiding principles. Programs are staffed by educators who are proficient in both languages and have the pedagogical background to teach in dual language settings. Teachers successfully implement instructional strategies that support bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement and are supported by school and district leaders who elevate dual language immersion programs. Families and community members are engaged as decision-making partners to support the program.

High-quality professional learning. High-quality professional learning uses research-based principles for adult learners to deepen educators' focus on content and equitable instructional practices. High-quality professional learning is interactive and collaborative: It uses models; provides coaching, feedback, and reflection; and sustains continuous learning. This comprehensive approach enhances educators' skills and knowledge, leading to changes in practice that result in more equitable outcomes for all students.

Integrated English language development (ELD). A service delivery model in which educators teach language and content simultaneously by designing lessons focused on content standards with scaffolding that supports multilingual students at their respective language proficiency levels. Students experience explicit language development opportunities throughout the school day, not just in language classes.

Intersectional identities. Multilingual learners' complex identities may include overlapping and influencing social identities (such as race, gender, socioeconomic status, or immigration status) that interact with their classification as an English learner. Intersectional identity categories may bring additional layers of experience with systemic or institutional discrimination or bias that affect educational outcomes.

Multilingual educator. An educator who has reading, writing, speaking, and listening proficiency in at least two languages and can teach in a variety of program settings in the languages in which they are proficient.

Multi-tiered systems of support (MTSS). An integrated, systemic framework designed to use data-based problem-solving to respond to the needs of all students. MTSS is an early detection and prevention system that identifies the needs of students as they encounter obstacles to learning and provides support to move students forward.

Nine federally recognized Tribes of Oregon

- | | |
|--|---|
| 1. Burns Paiute Tribe | 6. The Klamath Tribes |
| 2. Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians | 7. Confederated Tribes of Siletz Indians |
| 3. Coquille Tribe | 8. Confederated Tribes of the Umatilla Indian Reservation |
| 4. Cow Creek Band of Umpqua Tribe of Indians | 9. Confederated Tribes of Warm Springs Indian Reservation |
| 5. Confederated Tribes of the Grand Ronde Community of Oregon | |

Professional learning community (PLC). A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.

Seal of Biliteracy/Multiliteracy. An award that recognizes public high school graduates who have attained a level of biliteracy and oral proficiency in two or more languages.

ACRONYMS

COSA. The Coalition of Oregon School Administrators was founded in 1974 to give Oregon's education leaders a united voice in helping to shape public policy, advocate for schools, and speak on behalf of students.

CTE. Career and technical education supports students in acquiring technical skills, developing professional practices, and exploring career opportunities they might pursue after high school.

EAC. The Educator Advancement Council is a partnership aimed at helping Oregon achieve high-quality, well-supported, and culturally responsive educators in every classroom.

ELPA. The English Language Proficiency Assessment measures and reports on students' English language proficiency in reading, writing, speaking, listening, and comprehension.

ESOL. English for speakers of other languages.

HECC. The Higher Education Coordinating Commission is Oregon's commission and agency working to improve equitable access to and success in higher education and workforce training. The HECC coordinates funding and policy for postsecondary education and training and convenes partners across the public and private higher education arena.

OELA. The Office of English Language Acquisition provides national leadership to help ensure that English learners and immigrant students attain English proficiency and achieve academic success. In addition to preserving heritage languages and cultures, OELA is committed to prompting opportunities for biliteracy or multiliteracy skills for all students.

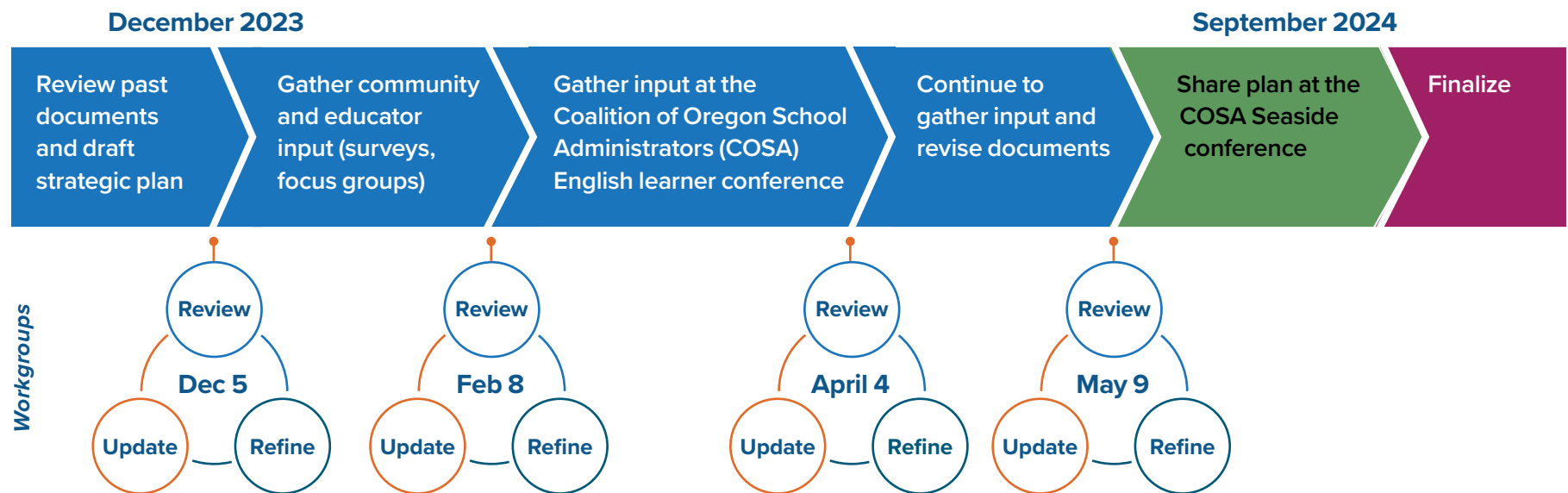
OIE. The Office of Indian Education promotes the understanding and application of educational Tribal sovereignty and advocates for strengthening the government-to-government partnership with the nine federally recognized Tribes of Oregon.

TSPC. The Teacher Standards and Practices Commission is Oregon's [licensing agency](#) for all educators. It approves teacher preparation programs offered by [Oregon colleges and universities](#); licenses teachers, administrators, and other personnel employed in Oregon schools; and takes disciplinary actions when educators commit crimes or violate competent and ethical performance standards.

Appendix B.

Oregon Multilingual Learner Strategic Plan development process

Figure B1. Oregon Multilingual Learner Strategic Plan development process



This plan was iteratively developed from December 2023 to September 2024 by the Oregon Department of Education (ODE) in partnership with Education Northwest and a Multilingual Strategic Plan Workgroup. Building on previous efforts from ODE to develop strategies that improve support for multilingual learners, Education Northwest, ODE, and the workgroup drafted an initial high-level plan with a focus on areas and goals. Education Northwest then collected extensive feedback from educators, administrators, parents, students, and community members across the state to refine the plan. Over four hundred individuals contributed to the development of this plan through focus groups, including:

56 students

from across Oregon contributed to this plan by sharing their future college, career, and linguistic aspirations during focus groups

116 parents

from across Oregon participated in focus groups and contributed to this plan by sharing their aspirations for their children, experiences engaging with schools, access to bilingual programs, and recommendations to schools

31 community members

at state advisory boards provided direct feedback about their perceived focus of the plan to an early version of the strategic plan

130 educators and administrators

from across Oregon provided direct feedback to early versions of the strategic plan and contributed to the development of specific action steps

65 individuals at state offices

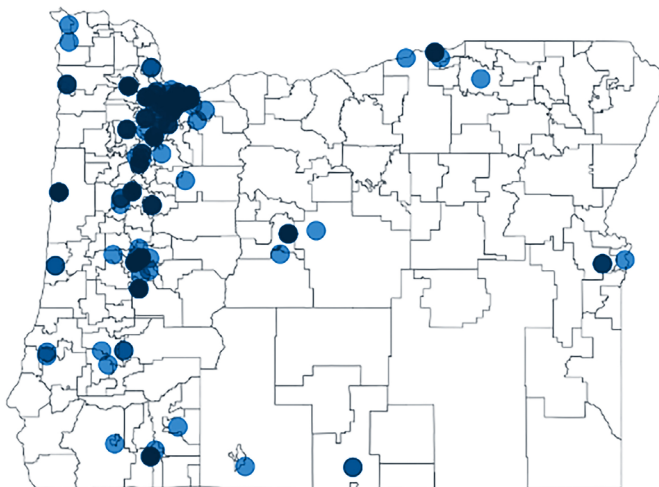
including ODE, TSPC, and the EAC, provided direct feedback on early versions of the strategic plan and feedback on the development of specific action steps

13 university faculty and staff members

from educator preparation programs and research centers provided feedback on the development of specific action steps

Education Northwest also administered a statewide survey and collected 287 responses from Oregon K–12 educators and administrators. The survey was another opportunity for educators and administrators to provide feedback on an early version of the strategic plan, share barriers and opportunities for serving multilingual learners, and identify specific actions the state could take to better support them. We received survey responses from across the state (figure B2).

Figure B2. Map of survey respondents



Source: Author's analysis of survey responses.

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