

Meeting Scribe: Erin Rothweiler and Ana Salas

Item	Discussion
<p>Welcome, Land Acknowledgement, Agenda Review – 9:30 a.m. <i>Deborah Lange</i></p>	<p>Deborah Lange, Assistant Superintendent of the Office of Equity, Diversity, & Inclusion (OEDI), began the meeting by welcoming the group to this space. Gratitude was expressed and the importance of this group was stressed as the impacts affecting our students is huge and happening now. This advisory group is by law required to advise ODE agency-wide on all things EL. There will be several presentations today from offices across ODE regarding the work being done for EL students. Assistant Superintendent Lange shared a bit about the HB3499 program that the OEDI office holds and introduced the education specialists on the team, as well as the experts from other ODE offices that join in on this work.</p> <p>Meeting Agenda: <ul style="list-style-type: none"> ■ EL Advisory Agenda November 10, 2021.docx (1).pdf </p> <p>Meeting Slidedeck: <ul style="list-style-type: none"> ■ 11.10.21_EL Advisory Meeting Slidedeck.pdf </p>
<p>Relationship, Community Building, Introductions – 9:40 a.m. <i>Deborah Lange</i></p>	<p>Advisory members were asked to introduce themselves by sharing the following information:</p> <ul style="list-style-type: none"> ● Name ● CBO affiliation ● Role in education/profession ● Why did you want to be a part of the advisory? ● What is your hope for the outcome of this advisory?
<p>ODE EL Strategic Plan – 10:10 a.m. <i>Deborah Lange</i></p>	<p>Assistant Superintendent Lange shared that the latest version of ODE's EL Strategic Plan is from 2017. The plan is long overdue for an update. OEDI plans to update the Strategic Plan during 2022 and will be looking to the advisory group for support and advice in this work. A copy of the current plan will be sent out to the advisory group for them to review and come willing to engage in ad-hoc meetings and share suggestions that they may have for updates. This plan is an inter-agency plan but also an external plan that is to be integrated in all school districts across Oregon.</p>
<p>Charter Review - 10:25 a.m. <i>Mariana Praschnik-Enriquez</i></p>	<p><i>This discussion was incorporated in the Chair Selection Process portion of the meeting.</i></p> <p>EL Advisory Group Charter 2021: <ul style="list-style-type: none"> ■ Oregon Department of Education_EL Adviosry Group_Charter 2021.pdf </p>
<p>Norms - 10:40 a.m. <i>Deborah Lange</i></p>	<p>Advisory members were asked to consider the following prompt:</p> <ul style="list-style-type: none"> ● What are 3-5 norms that would contribute to successful EL Advisory Group Meetings for you?

	<p>Assistant Superintendent Lange then shared the 4 Agreements of Courageous Conversations:</p> <ol style="list-style-type: none"> 1. Stay Engaged 2. Expect to Experience Discomfort 3. Speak Your Truth 4. Expect and Accept a Lack of Closure <p>The advisory group was asked if these 4 norms can be agreed upon by the group, or if the group would like to establish their own norms. The group unanimously decided that the 4 norms will be accepted by the group, with the understanding that the group is able to add norms as the group progresses through this work and their relationships with each other.</p>
<p>Chair Selection Process - 11:10 a.m. <i>Deborah Lange</i></p>	<p>Assistant Superintendent Lange shared what the role of the Advisory Chair looks like within OEDI advisories. The main role is collaboration with OEDI on the agendas for the advisory meetings. The advisory chair will help co-facilitate the advisory meetings.</p> <p>The advisory group was asked to consider providing nominations for the chair position. The selection process for the Advisory Group Chair is as follows:</p> <ul style="list-style-type: none"> ● interested members are to submit a letter of interest by November 24, 2021 ● ODE will create an internal folder to collect letters of interest ● ODE will send a survey to advisory members for voting by December 10, 2021 ● The member with the most votes by December 10, 2021 will hold the position of the EL Advisory Group Chair <p>It was recommended that this advisory be co-chaired, with one representative from a rural setting and one from an urban setting.</p> <p>Q: What is the time commitment for the chair/vice-chair position? A: The meetings that the chair/vice-chair would be expected to attend would take place during regular business hours. These meetings are currently scheduled for the months in between the current advisory meeting schedule.</p> <p>Q: Will the chair/vice-chair position roll into the next year? A: This is traditionally not how the position has been done. For example, with the AABSS Advisory Group, the Chair term follows the term limits set for the advisory group members. Having the chair/vice-chair position change year-to-year rather than based on term limits of members can be considered.</p> <p>Q: Can we change the name of the group from EL Advisory Group? Maybe to something that includes multilingualism. A: We can absolutely work to change the name of the advisory group to be more inclusive. This may be difficult as it includes a statute revision, since this group is in statute. (ORS 336.076)</p>
<p>Break -11:30 a.m.</p>	
<p>EL Resource Bank – 11:40 a.m. <i>Mirela Blekic</i></p>	<p>Mirela Blekic shared with the advisory group the work being done to create the EL Resource Bank. If the advisory group name is changed, the title for the Resource Bank can change as well.</p>

This Resource Bank is called out in OAR 581-020-0624. The bank is for sharing national, state, and local best practices and promising practices in serving ELL students and engaging families of ELL students. This is complicated work and ODE has begun to structure the work by the creation of organizing principles to guide the work and questions that need to be considered as the work is done.

This work will be led and coordinated by ODE to ensure compliance with the law. Stakeholders and community thought partners will be engaged and consulted throughout the process. The work has been divided into 4 Phases:

1. Initial building and testing
2. Feedback and revision
3. Full development and implementation
4. Maintenance and future development

Next steps for the Resource Bank are:

- Develop/finalize a list of topics and subtopics
 - Get feedback from stakeholders
- Develop prototype research-practice brief

A survey to begin getting feedback from the advisory group on the list of topics & subtopics for the Resource Bank will be sent in the next couple of weeks.

Q: Will the advisory group be reviewing items for the Resource Bank prior to its launch in June?

A: Yes, we will be asking for feedback on the list of topics and on the research-practice briefs.

WRAP Program - 11:55 a.m.
Beth Blumenstein, Caitlin McRae

ODE received a 5-year grant (October 2020-September 2025) from the U.S. Department of Education in the amount of \$9.8 million. This would be going towards the increase of access to well rounded courses for students across the state.

The focus on well rounded courses include:

- Course content
- Course topic
 - Arts, Arts integration, STEM/Career Technical Education CTE
- Instructional practices

Well rounded courses are equity focused. Some of the barriers that may be encountered:

- Sustainable funding and availability of resources
 - Material resources, staff capacity, and community resources
- Course access barriers for underserved and underrepresented students
 - Staff bias and gate keeping, course scheduling, cost of courses, location and time, student feeling unsafe or unwelcome in courses

Q: When the survey of students occurred was there any mention of well-rounded courses being culturally inclusive?

A: The process did not include direct student input/responses.

Q: There is a need for instructors to reflect the communities. Are they teachers at the school already or would new staff be hired?

A: Not within the scope of the grant currently. But is being considered to partner with the Educator Advancement Council (EAC).

Q: Can part of this grant include guidelines for private institutions that have members that wish to instruct students in the type of preparation or teaching courses that need to be completed prior to entering classrooms?

A: N/A

Some ideas for more inclusive options for students: Mariachi, folk dancing, tribal/regalia/dance offerings, etc.

Q: What about school districts with DL programs?

A: N/A

Q: I'm also thinking and wondering about coordination with credits and double dipping as it relates to elective options, when ELD courses are offered during the school day and could that be a flexible zero period or after school option so students could take these classes in the school day?

A: N/A

Q: I am wondering if families and students are included as a part of the engagement process, as they are the ones who know what are the barriers and challenges they experience accessing these courses?

A: WRAP conducted a survey that did reach parents/caretakers. As we move forward, I believe we are working to include additional engagement that includes broader reach to students and their families. Once WRAP begins implementing courses we will also collect data on student and family satisfaction with the course offerings.

Well-Rounded Access Program (WRAP):
[Oregon Department of Education : Expanding Access to Well-Rounded Education : Standards : State of Oregon](#)

ELPA 21 Updates –
12:10 a.m.
Ben Wolcott

- ELPA 2021:
- ODE re-activated its remote identification policy from last year.
 - This policy is a stop gap and not a long term solution to students who need to be identified through means other than in-person testing.
 - ODE is pursuing remote summative testing on the ELPA summative for those students whose families are declining in-person interactions due to health and safety reasons.
 - Honoring high school proficiency on the high school ELPA summative
 - Grade 9-12 ELPA Summative

Q: How will I know if my district needs to do any remote testing?
A: The final criteria is not yet ready. Either there is a health and safety issue that cannot be resolved through any mutually agreeable solution except via remote testing.

Q: What is the US Department Of Education position on this?
A: We do expect feedback from the US Department Of Education.

	<p>Q: Will there be a future meeting to discuss this policy? HB 2056: Access to Linguistic Inclusion? A: Ad-Hoc Meeting scheduled for November 18, 2021.</p> <p>This should not be considered as banking. We can call this “Carrying Domains forward”. Students' responses are preserved and are used to score for future tests.</p> <p>HB 2056: Access to Linguistic Inclusion https://docs.google.com/document/d/15MnOJznCuRPD3yqyw4L1GeVOOWUgBDJN/edit#heading=h.gjdgxs</p>
<p>Title III Updates - 12:20 a.m. <i>Susy MerkarSKI</i></p>	<p>Language instruction for Els and immigrant students Title III update. Title III is in Every Student Succeeds Act (ESSA). Title III is specifically the Language instruction for English Learners and Immigrant Students. The Language Use Survey (LUS) will help the school determine if the student qualifies for additional Title III support.</p> <p>Q: What is the timeline? A: Due to Covid it was put aside. The plan is to offer a runway.</p> <p>Q: Is this language use survey used by every district? Is it a requirement? A: The language use survey cannot be changed and must be used by every school district.</p>
<p>Wrap-Up - 12:25 a.m. <i>Deborah Lange</i></p>	<p>Reach out to support staff for any additional questions or documents needed from today's meeting. There will be another meeting on December 16, 2021. Name change request has been submitted. Letters of interest will be due by November 24, 2021 for the EL chair position. Folders will be created for voting. An official letter will be presented to the person selected for the chair position.</p>
<p>Adjourn - 12:30 p.m.</p>	

Next Meeting: December 16, 2021, 9:30 a.m. - 12:30 p.m.