OREGON DEPARTMENT OF EDUCATION

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Meeting Scribe: Ana Salas

Item	Discussion
Welcome, Land Acknowledgement, Agenda Review – 9:30 a.m. *Deborah Lange*	Deborah Lange, Assistant Superintendent of the Office of Equity, Diversity, & Inclusion (OEDI), began the meeting by welcoming the group to this space. Gratitude and acknowledgement was expressed to our 9 Confederated Tribes of Oregon. Also shared was the ODE American Indian/Alaskan Native Education website. This advisory group is by law required to advise ODE agency-wide on all things EL. Brief overview of meeting agenda: • ESSER investments will be shared during this meeting and all the investment through the ESSER III funds **Meeting Agenda:** EL Advisory Agenda February 17, 2022 **Meeting Slidedeck:** EL Advisory Meeting Slide Deck February 17, 2022
Introduction of New Director of OEDI – 9:40 a.m. *Laura Lien*	Introduced was the new director of the Office of Equity, Diversity, and Inclusion, Dr. Laura Lien. Dr. Laura Lien worked as an OPA4 in the Director's Office for Oregon Department of Education (ODE). Led a lot of work around Equity Initiatives and more. Began her journey with the state as a research analyst and has been with the state for five and a half years. Also joining the office of OEDI is Angie Foster-Lawson, OPA4, LGBTQ2SIA+ Student Success Coordinator.
Chair Update – 9:45 a.m. *Deborah Lange*	There were no nominations or self-nominations for the chair position for the EL Advisory Group. A leadership opportunity can be discussed during the retreat that is being planned.
Grounding Activity – 9:50 a.m. *Deborah Lange*	Feedback and reflection was requested for grounding activity based on the following question. "If you had ultimate power and resources to change one policy, practice, procedure, or legislation, what would it be and how would you change it?"
CSASL grants – 10:00 a.m. *Deborah Lange*	ESSER III Set Aside Investment Plan. The State was able to take from the billion and some dollars 10% and set it aside. A plan of action was set in place to focus the funding and build areas where there may be some lack. The funds are federal money.

| | Questions will be gathered from the chat. Leader of the ESSER team is Cynthia Stinson. For additional details of the plan please visit the ESSER III Set Aside Investment Plan website (link will be provided on the slide deck provided above).

There are 12 total investments that are being used for the 10% set aside. Investment number 10 will be housed in the office of OEDI. Centering equity.

- Oregon identified ESSER priorities: Unfinished learning; health, safety, and wellness; connection; strengthening high-quality, culturally-sustaining and revitalizing instruction, leadership, and programming.
- Community and educator input was family engagement, centering equity, disparate impact, grade-level transition, sustainability.
- $56 million went into unfinished learning in 8 investments. There are also $11 million going into jumpstart kindergarten, $11 million after-school learning, $23 million unallocated. |
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| **Annual EL Report Feedback Plan –** 10:15 a.m. *Josh Rew* | Annually the Department is required by law to submit to the legislature a report on English Learners. Districts are also required to add the report to their website by **July 1, 2022.**

A Google document "Oregon English Learner Report (2019-2020)" has been developed to gather feedback. This will help the group to provide feedback on the Spanish or the English version. Deadline is flexible but would like to receive some feedback before **March 17, 2022**. Next step: gather and summarize feedback and bring it back to the advisory group to share. (Google Form can be found in the slide deck on Slide 17).

Feedback given during meeting:

- Effort to report on the framework and report on other student groups that reflect an intersectionality on English Learners
- Information about students in dual language programs in Oregon
- Free pre-school and postsecondary for our students /childcare program available with multilingual instructors/care providers
- Allowing newcomer Els and any other student the opportunity to continue their education until the age of 21 and creating pathways for them
- Changing monolingual ideologies and practices. One way we can change this is by adopting standards in languages other than English
- Continuation of free and reduced lunch programs and programs that incorporate the culture of students/families
- Support for integrated ELD
- Restructure school sites to become birth-end of life community education centers. Childcare, early childhood ed, community ed, K-12, etc...

The Comparison Tool can help/benefit with how the money is being used. There could be that for this year provided is a scale down comparison and show the comparisons where there is weak data, which would include the financial data.

Data is collected on the instructional program. There needs to be improvement with the department in this area and the data that is collected to support not only this report but also others as well. |
| **Break –** 10:25 a.m. | |

Methods of Administration Program/ Civil Rights – 10:35 a.m. *Karin Moscon*	Feedback is requested during this section on how we can better go about the work. The team works on Civil Rights reviews and monitoring of high school and community colleges that have any kind of career technical education courses. **Section overview:** • Overview of 1953 Oregon's Civil Rights Bill, current definition of discrimination, and the 10 protected classes • Federal Civil Rights Laws • Students being trapped into Vocational Education. Preventing equitable access to programs • Thoughtful examination and step by step procedures if a student is experiencing discriminatory barriers. Providing access and translation services. • Visited are 10 high school systems and 1 community college every year • Steps taken to during the team visit and after, from interviewing students to monitoring completion of the actions and reports **Advisory Group Q&A:** **Q:** Are there any rules/policies about retaliation? **A:** Yes, all of the Civil Rights laws come with rules about retaliation. If someone files a complaint they are not allowed to be retaliated against. **Q:** Explain the process for how your group identifies the 10 high school systems per year? Also, do you have a set procedure that you go through to evaluate that system? **A:** Yes, requirements that are followed in the law. Enrollment data for the whole school in career technical education is looked at which ties into the vocational education act. The 4 areas being looked at are: gender, emergent bilingual status; students with disabilities; race, color and national origin. Other areas that are being looked at are the percentage of students of color in each class. There are also 5 different sizes of school that are being looked at for representation, graduation rates, and absenteeism. Google feedback form was shared on how we can better help the systems to help our schools and better support programs (link can be found in the slide deck on Slide 37).
Socioeconomic Measures Workgroup Feedback Sessions – 11:05 a.m. *Michael Reyes*	Goal of this project is to evaluate current measures of how we determine socioeconomic disadvantage for students. Establishing a more accurate measure. **Section overview:** • Project core values and goals are to design measures that will be helpful to communities and schools and not cause harm • Economically disadvantaged measures includes free and reduced lunches and eligibility • Socioeconomic status is the social standing or class of an individual group • Counts of schools offering free/reduced price meals to all students. There was a big need in 2020. • Reporting is mostly self-reported data. This is reported to ODE from schools and districts. Challenge is that many of these reports are tied to ESSA Accountability and SIA funding and many other grants and programs within ODE.

	• Potential alternatives keep the definition of free and reduced price eligibility. Also use direct certification and expand definition **Discussion/Advisory group Q&A:** **Q:** What is the timeline for feedback/participation on developing the new way to identify students? **A:** First is to pass temporary rules. There is connection to SSA/SIA funding sources. Timeframe could be a year or year and a half to engage community partners and figure out what kind of measure needs to be developed. A challenge for people is also self reported income. What about newcomer/refugee students? About 96% of our newcomer/refugee students in our newcomer centers are also McKinney-Vento eligible. They fall into that classification of low income. **Q:** Is there a way to collect community data and correlate with age groups? I'm thinking about food bank distribution, other social services distributions. (Without names of course but with age levels noted on their stats) **A:** Dependent on the funding source or the program and thinking about different ways of using it. There's a delicate balance that should be considered: We don't want to assume 'disadvantage' related to family/community characteristics that those families/communities do not experience as disadvantage. I wonder if another term could be considered? Factors such as differences in cost of living across the state, availability/cost of housing in different communities, types of employment available in communities all impact our families.
Break – *11:35 a.m*	
Seal of Biliteracy/ Seal of Multiliteracy **–** 11:45 a.m. *Taffy Carlisle*	The hope is to create the new seal of Multiliteracy. In 2021 65% of all recipients of the Biliteracy Seal were speakers of other languages and not native speakers. **Section overview:** • Oregon State Seal of Biliteracy and Multiliteracy 581-021-0580 • Concept of changing from Biliteracy to Multiliteracy • Rule change removes all language to equal footing. World language would need updating because of linguistic inclusion. • Timelines shared September to December 2021 - December 2021-March 2022. • Proposed rule changes refining the language of biliteracy, multiliteracy, and world languages some of these changes being reflect on the OAR • Feedback from the Rules Advisory Committee (RAC) , State Board, and external workgroup. • Proposed rules impact Racial Equity and Fiscal/Small Business Impact. This will increase the number of students that would qualify for the Biliteracy Seal by putting languages on equal footing. No out-of-pocket expense for districts on

seals or certificates. ODE provides certificates and seals. There may be an increased cost for districts for the assessments.

Next steps:

- Bring all input, suggestions, and changes to the Rules Advisory Committee and the State Board in March
- Build guidance on the new rules for statewide communication
- Build promotional materials and plan for the Oregon State Seal of Multiliteracy
- Continue articulation work with HECC and statewide postsecondary schools

Feedback form provided in slide deck on Slide 65.

Advisory Group Q&A

Q: Can non-English language be in any other language?
A: We are tied to a degree to the available assessments. We also have a portfolio option that would engage community members that speak in that language in helping to create a portfolio of the four language domain.

Q: Is there U.S. data that can be shared regarding how Oregon compares to other states?
A: Yes, the National Biliteracy Seal group is collecting data on the 2021 school year.

Q: Will this data be included in the ODE Equity Report?
A: It has been added to the state report card and legislative report. Follow up on ODE Equity Report will be done.

Q: Can students opt into a different district to obtain a seal if desired?
A: Have not looked into this. Currently students can take the assessment at any time in high school.

Q: How can we further promote this to allow more students?
A: Communication plan needs to be established and need to have a certain amount of people representing student populations at the table in districts. There also needs to be district accountability on how information is being received and shared. Another area of improvement is to better provide access to students that are experiencing disabilities, especially students with modified diplomas.

Q: Can you repeat what you said about tribal languages? They can also put together a portfolio option, correct?
A: The education department knows the intermediate high proficiency target and they do their own assessment. The tribe assesses the language and notifies ODE of the students that have met the target language.

Q: If they don't have access in their district to the assessment, is there a pathway for access to the necessary resources for students to complete the assessment to earn the seal?
A:The window has been extended for accepting the Biliteracy Seal. Even if the district is not involved the student will earn the Biliteracy Seal.

	Q: If we still promote this to more students will ODE give an option of a state process in which a student is not in a district? **A:** Something that needs work. **Q:** The EL Annual Report includes some data in the number of Seals by district. Wondering if we could add the number of students that speak another language? **A**: This is something that can be expanded in some of the data in the EL Report. **Q**: Is the portfolio option well utilized? **A**: Work needs to be done to the rubric. This would provide stronger guidance for districts. **Q**:Looking at unintended consequences. Consider the literacy piece of the multiliteracy piece to include equitable perspectives. **A**: There are also different assessment options. Where if the language doesn't have a domain that language would not require that domain. **Q:** Is there a way to make sure the students in the state participate regardless of district? **A:** This may be something to be considered. **Q:** Wondering about safeguards for equitable access for students of color to the steps required in the Seal? **A:** Notification form that districts that have to submit. Includes a list of people at the table. There is no measure to see if those communication plans are effective. Something needs to be done by asking districts. **Q:** Could this be a consideration for Indigenous languages in Mexico/Central America (or elsewhere) too? **A:** Warm Springs has created a document that helps them assess their language. This is a possible resource to share. There are also connections with the education department with Central American, Guatemala, and Mexico. Partnering with these organizations to help validate proficiency. A thought was shared for the schools to be more involved. They could start getting interest about the Biliteracy Seal before the middle school year, maybe grade 5. To start the process earlier.
Wrap- up – 12:15 p.m. *Mariana Praschnik-Enriquez*	Questions & upcoming meetings A retreat is being planned for this Advisory Group in the summer and feedback is requested for topics and pre-planning.

 Next Meeting: April 21, 2022, 9:30a.m.-12:30p.m.