



English Learner Advisory Group Meeting

April 10, 2025
9:00 AM – 12:00 PM

Warm Welcome



Share your...

- Name + Pronouns
- Location & Role

Finish the sentence:

- A language I would like to learn is ____, because ____.

Meeting Objectives



- Review progress on Multilingual Learner Strategic Plan actions
- Be informed on Recent Arrivers data and SB 940 report
- Hear updates from EL Outcomes Program
- Review and provide feedback on developing Multilingual Learner Student and Family Bill of Rights

How are we advancing the ML Strategic Plan?

Priority areas:



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



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



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



Pathways to multilingualism through culturally and linguistically responsive programming

P1. 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.



Action 1.3 Oregon educational entities 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.



P1. 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.



P1. 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 2.4 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.

P1. 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.



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.



P2. 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).

P2. 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.

P2. 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 2.3 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.

P2. 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.

P2. Goal 3: Assessment practices reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring.



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 in 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.



P2. 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.



P2. 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 4.4 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.

P2. 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.



What stands out to you?
What questions do you have?



P3. 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.



P3. 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 1.4 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.



P3. 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.

P3. 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.



P3. Goal 3: In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners.



Action 3.3 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.



Action 3.4 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.

P4. 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.



P4. Goal 1: Oregon educational entities implement high-quality dual language programs that prioritize students designated as English learners.



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.

P3. 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 in 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.



P4. 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.



What stands out to you?
What questions do you have?

English Learner Outcomes Program (ELOP)

Programmatic updates:

- Cohort 2
 - Final Year of Cohort Designation
 - External Evaluator: EDNW
- Community of Practice
 - [ELOP Community of Practice](#)
- Cohort 3
 - Onboarding
 - [ELOP OKT Partnership Cohort 3](#)
- ESD/ELOP Partnership
 - [ELOP and ESD Partnership](#)
 - [COSA MEL Presentation 2025](#)
- Resource Bank
 - [Multilingual/English Learner Resource Bank](#)
- Visiting Teacher Exchange Program
 - [Spanish Visiting Teachers Flyer](#)
 - [ODE: Visiting Teacher Exchange Programs](#)
(website/program updates pending...)
- Program Updates
 - Kelly Kalkofen, returning Education Program Specialist
- Cross Office Collaboration
 - ML Collaborative
 - EL/ML District Plan

English Learner Outcomes Program (ELOP)

External Evaluation:

The EL Outcomes Program is partnering with Education Northwest, a non-profit research and evaluation organization based in Portland, to conduct an evaluation of the English Learners Outcomes Program.

The evaluation will be guided by an **advisory group**, and we hope members of this committee will join.

- 8–12 advisors, including representatives from the communities the program serves, district and ODE leaders and staff members, and educators.
- Meet quarterly for two hours throughout 2025-26. The first meeting will occur before the end of this school year.
- Co-develop an evaluation framework, interpret and make meaning of data, and hold the evaluators accountable for vetting and communicating decisions.

If you're interested in joining the English Learner Outcomes Program advisory group, please complete this form: [English Learner Outcomes Program Evaluation_Advisory Group_Interest Form](#)

For questions, please reach out to:

The English Learner Outcomes Program team at ode.elop@ode.oregon.gov

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SB 940 Report and Recent Arrivers

Senate Bill 940 came at a critical time.

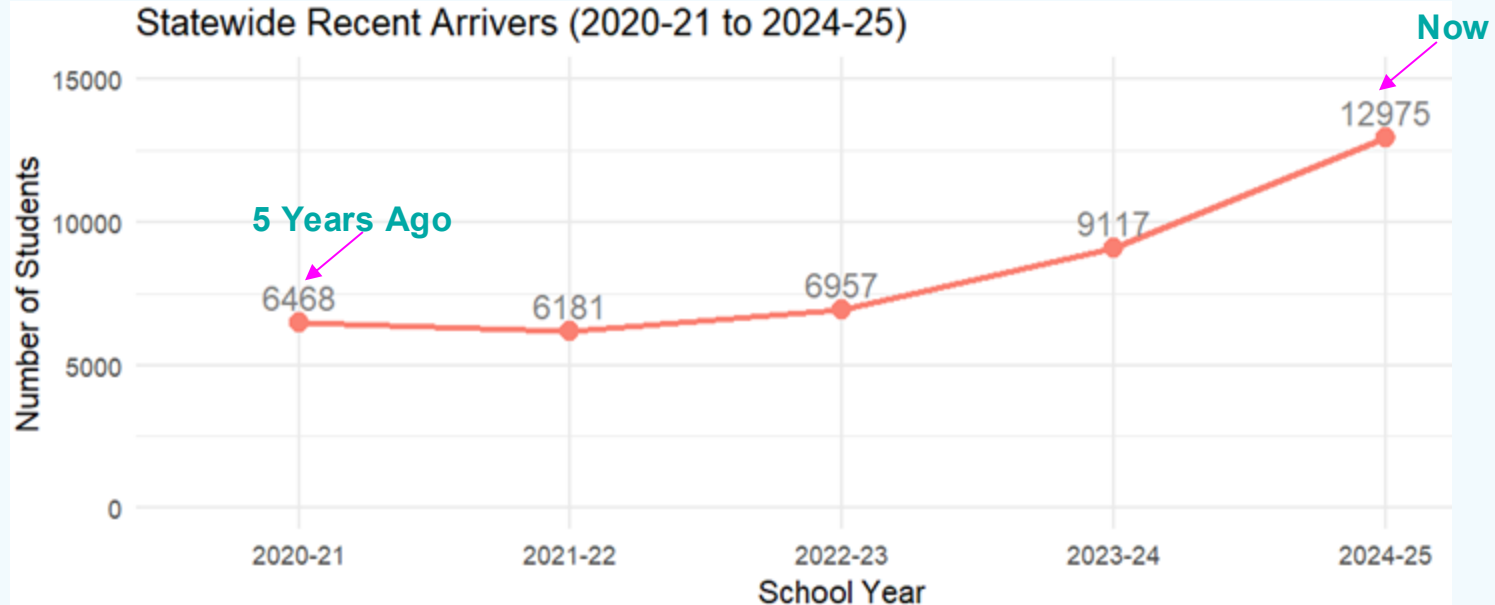
- **Lack of Clear Guidelines:**
 - Few states provide clear guidelines for evaluating non-U.S. schooling (Vazquez Cano, 2024).
- **Growing Immigrant Student Population:**
 - The number of recently arrived immigrant students is rising nationwide (Sugarman, 2023).
- **Rising Numbers in Oregon:**
 - Oregon is likewise seeing a significant increase in recently arrived students.
- **Impact of Inaccurate Evaluations:**
 - Recent arrivers currently face important challenges due to inaccurate evaluation of prior non-U.S. schooling.

Inaccurate evaluation of non-U.S. schooling directly impacts recent arrivers.

- **Unnecessary Repetition:**
 - Students may be required to repeat courses they have already taken.
- **Lack of Academic Challenge:**
 - Students may find themselves discouraged and stuck in classes that do not challenge them.
- **Credit Loss & Imbalance:**
 - Students lose credits, or end up with excess elective credits.
- **GPA Misrepresentation:**
 - Student GPAs may not reflect all of their prior learning and accomplishments.

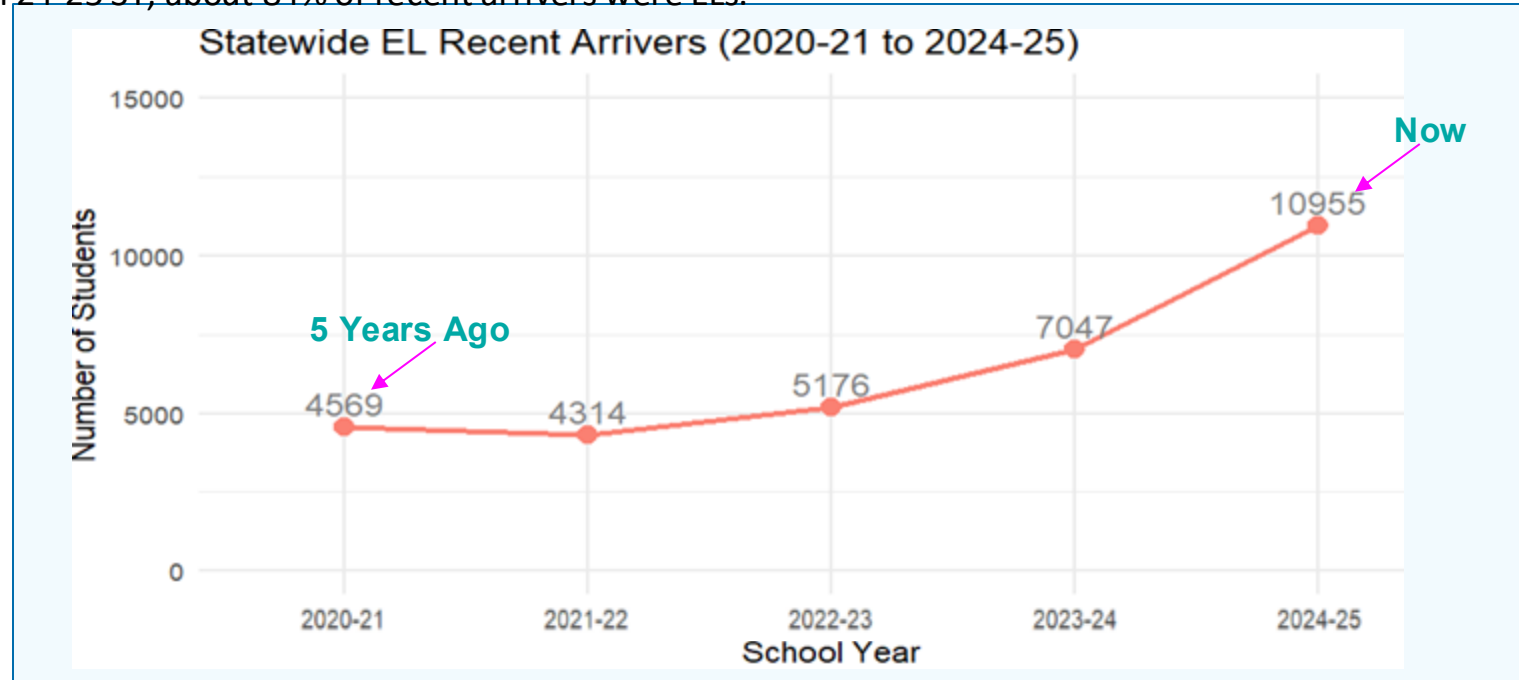
Recent arrivers have significantly increased over the past 5 years.

- The number of recent arrivers has doubled over the past 5 years.
- Substantial increases have occurred since the 23-24 school year.



Most recent arrivers are designated as English learners.

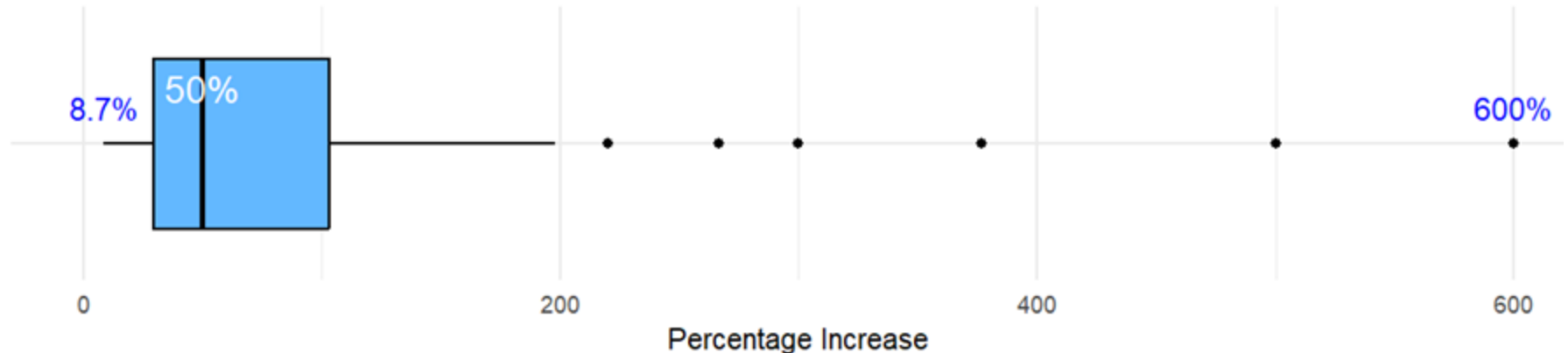
- As a result, the same increasing trend is also observed for EL recent arrivers.
- In 24-25 SY, about 84% of recent arrivers were ELs.



In 24-25 SY, 88 districts reported an increase in recent arrivers.

- These increases varied in magnitude; ranging from 8.7% to 2300% (not shown in the figure).
- Overall, the median increases was around 50%.

Variation in Districts' Recent Arrivers Percentage Increases (2324 to 2425)





SB 940 Study Report

SB 940 required ODE to conduct a study.

- [Senate Bill 940](#) (2023) directed the Oregon Department of Education (ODE) to study the evaluation process for high school credits earned outside the U.S.
- **Study Objectives:** Identify how to improve processes to accurately transfer the high schools credits earned outside the U.S.
- **Methodology:**
 - **Survey:** 189 participants, including counselors, administrators, and registrars.
 - **Focus Groups:** Five discussion sessions with the impacted education partners.

Findings highlighted various challenges.

- **Limited Awareness:** Limited knowledge regarding existing guidance on international credit transfer, including resources such as ODE's [guidance for the implementation of Access to Linguistic Inclusion \(HB 2056\)](#).
- **Inconsistent Practices:** Wide variation in recognizing students' prior academic achievements, leading to inequitable treatment.
- **Challenges in Obtaining Records:**
 - Difficulties retrieving academic records from foreign institutions.
 - Lack of standardized translation practices causing confusion and delay.

Findings also highlighted various needs.

- **Lack of Standardized Training:**
 - Staff evaluating transcripts report to have little to no formal training or written guidance to follow.
- **Resource Constraints:**
 - Limited funding for professional evaluation services.
 - Dependence on non-certified translators and online tools.
 - Lack of assessment tools and heavy reliance on transcripts.
- **Placement Issues:**
 - Variations in interpreting grading systems and course content.
 - Misalignment of international coursework with U.S. requirements.

Recommendations indicate that state-level changes are needed.

- **Facilitate Standardized Training:**
 - Train counselors, registrars, and staff on evaluating international transcripts.
 - Create a collaborative network of school professionals.
- **Strengthen Partnerships:**
 - Collaborate with embassies and consulates to verify academic records.
- **Revise State Policies:**
 - Clarify credit transfer regulations under OAR 581-021-0210.
- **Increase ODE Staff Capacity:**
 - Hire specialists to support international student evaluations.

Recommendations also indicate that local-level changes are needed.

- **Expand Use of Credential Evaluation Services:**
 - Utilize professional services to ensure accurate credit assessments.
- **Implement Placement Exams in Home Languages:**
 - Use validated assessments to evaluate prior learning.
- **Centralize the Evaluation Process:**
 - Designate a district-level office for prior schooling evaluation.
- **Conduct Comprehensive Schooling History Interviews:**
 - Gather detailed educational background information from newcomer students.

SB 940 report aligns with the ML Strategic Plan.

- ***Priority Area 2; Goal 5; 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.***
- **Addresses Credit Transfer Barriers:**
 - The report identifies inconsistencies in evaluating international credits for immigrant students and offers recommendations to resolve them.
- **Promotes Equitable Graduation Pathways:**
 - By centering on prior schooling evaluation, it helps prevent delayed graduations caused by miscredited coursework.

BREAK



English Learner Student and Family Bill of Rights

How can a multilingual learner student and family bill of rights hold us accountable?

P1. Goal 1: Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities.



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.

Breakout Group Discussions



Review reference documents provided in order to provide feedback on the elements that we should ensure are included in Oregon Multilingual Learner Student and Family Bill of Rights.



What did your breakout group members consider to be essential elements?

2024-25 Meetings



Dates	Time
October 17	9:00-12:00
January 9	9:00-12:00
April 10	9:00-12:00
June 5	9:00-12:00

Closure: One word, how was our time together today for you?



Thank you

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arigatō 감사합니다

הודות Mh'gōi

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благодаря köszönöm