



## EL Advisory Meeting Minutes

### April 10, 2025 9am-12pm

### ODE – Virtual Zoom Meeting

#### PARTICIPANTS

Scribe: Estephany Membreno

Advisory Group Members:		MME/ODE Staff:	Guest Presenters:
<b>Maranda Turner</b> <b>Elena Collazo Santiago</b> Manuel Vazquez Cano Jason Echeverria Jessica Dougherty <b>Yannett Ayala</b> <b>Araceli Farias</b>	Marcianne Koetje <b>Creighton Helms</b> <b>Norma Ramirez</b> <b>Gonzalez Stacey Lee</b> <b>Tereza Bottman</b> <b>Bill Rhoades</b> <b>David Contreras-</b> <b>Machado</b> <b>Arcema Tovar</b>	<b>Mary Martinez-Wenzl</b> <b>Jennifer Fontana</b> <b>Kim Miller</b> Reza Norouzian <b>Baeli Smith</b> <b>Gloria Espitia</b> <b>Kristen Rush (TSPC)</b>	

Item	Discussion
<b>9:00-9:15: Welcome-</b> <i>ODE Introductions,</i> <i>Jennifer Fontana</i>	Meeting Recorded for note taking purposes. <ul style="list-style-type: none"> <li>There was an icebreaker activity where participants shared which language they would like to learn and why.</li> <li>Jennifer provided an overview of today's agenda and emphasized that participants would be reviewing and providing feedback on the developing Multilingual Learner Student and Family Bill of Rights.</li> </ul>
<b>9:15-9:45: ML Strategic Plan Update-</b> <i>Jennifer Fontana</i>	<b>ML Strategic Plan Update</b> Questions and/or Discussion <ul style="list-style-type: none"> <li>Jennifer highlighted the status of priority areas in the Multilingual Learner Strategic Plan, noting which areas have already been initiated and describing the work completed so far or what the work will entail if it has not yet begun.</li> <li>Jennifer invited participants to share feedback, questions, or comments               <ul style="list-style-type: none"> <li><b>Yannette</b> asked about the timeline for Action 2.4, which involves supports for July-identified students. Noted it won't be ready for this school year and inquired about an approximate timeline.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Jennifer</b> noted turnover in the Office of Enhancing Student Opportunity but mentioned a toolkit and guide created by a colleague. She will follow up with the new staff, share it with Yannette, and assist with posting it to the website.</li> <li>○ <b>Tereza</b> asked what are avenues for involvement and how is ODE reaching out to different constituents. <ul style="list-style-type: none"> <li>▪ <b>Jennifer</b> noted that there are many avenues. With two meetings left this school year (May and June), there's an idea to expand the collaborative next year, potentially adding a subgroup tailored specifically for educators. Jennifer will follow-up on this question for Tereza.</li> </ul> </li> <li>○ <b>Arcema</b> asked if ODE is still considering ELPA-only tools, specifically for high school, in relation to the assessments discussed earlier. <ul style="list-style-type: none"> <li>▪ <b>Jennifer</b> shared that when developing that action and gathering feedback, we'll reach out. Many of these actions require district engagement, as ODE make decisions with hearing about the real experiences of students, educators, and staff first.</li> <li>▪ <b>Arcema</b> had a follow-up question about how to better support students in their literacy efforts.</li> <li>▪ <b>Mary</b> highlighted that changing existing policies is challenging due to ESSA's standard procedures across domains. Only California and Texas use their own systems; others must use ELPA WIDA. Concerns should be shared with Congress and ODE, as we lack authority over federal law for English learners.</li> </ul> </li> <li>○ <b>Stacey</b> asked about analyzing home language outcome data to identify trends, specifically considering whether another dual language school is needed. They are thinking beyond just identification and wondering what this might look like at a district level. <ul style="list-style-type: none"> <li>▪ <b>Jennifer</b> mentioned an action item in the Strategic Plan to create a toolbox and framework for dual language. She also noted the Visiting Teachers Program, currently partnered with Spain, and plans to expand to other Spanish-speaking countries. As the Dual Language contact at OTE, she's available to consult and connect people with districts that have started new programs.</li> </ul> </li> </ul>
<b>9:45-9:55: English Learner Outcomes Program Updates-</b> <i>Baeli Smith</i>	<b>English Learner Outcomes Program Updates</b> Questions and/or Discussion: <ul style="list-style-type: none"> <li>• Baeli provided updates on the English Learner Outcomes Program, including links for participants to view for more information; slide 28.</li> </ul>

	<ul style="list-style-type: none"> <li>• Baeli noted that the EL Outcomes, in partnership with Ed Northwest, is seeking 8 to 12 advisory board members from the communities it serves, including district leaders, staff, and educators. The board will meet for 2 hours at regular intervals until 2026, with the first meeting before the end of this school year. <ul style="list-style-type: none"> <li>○ For questions about the advisory board, please view contact information on slide 29</li> </ul> </li> <li>• Jennifer invited questions. <ul style="list-style-type: none"> <li>○ No questions from participants</li> </ul> </li> </ul>
<b>9:55-10:25: SB 940 Report and Recent Arrivers-</b> <i>Mary Martinez-Wenzl, Kim Miller</i>	<b>Report and Recent Arriver</b> Whole Group Discussion: <ul style="list-style-type: none"> <li>• Mary provided an overview of SB940. The bill requires ODE to study and identify improved processes for transferring high school credits earned by students outside the United States.</li> <li>• Mary noted that additionally, it is a civil rights obligation to ensure students are provided with grade-level content along, shared data about recent arrivers and encouraged participants to view the SB940 Report.</li> <li>• Mary invited comments or questions <ul style="list-style-type: none"> <li>○ <b>Araceli</b> mentioned the possibility of having a recommended list of agencies to support the district. Currently their district hires interpreters who work with counselors, but there's a gap in understanding academic requirements like credits. <ul style="list-style-type: none"> <li>▪ There's a need for state or ESD-level support to help districts navigate this.</li> <li>▪ Despite newcomers sustaining enrollment in districts like Gresham where newcomer growth has risen, language needs are often overlooked.</li> <li>▪ New state-level roles, like those in adolescent literacy, don't always include language expertise as a requirement</li> </ul> </li> <li>○ <b>Mary</b> shared that there's a growing push for statewide accountability, but current metrics don't adequately reflect the needs of multilingual learners. <ul style="list-style-type: none"> <li>▪ Despite overall declining student enrollment in Oregon and resulting budget cuts in some districts, multilingual and newcomer student populations continue to grow.</li> <li>▪ Advocacy is especially important to ensure these students are not overlooked.</li> </ul> </li> </ul> </li> </ul>
<b>10:25 Break-</b>	<i>10 minutes</i>

<p><b>10:35-11:45:</b>  <b>Multilingual Learner Parent and Student Bill of Rights-</b> <i>Jennifer Fontana</i></p>	<p><b>Multilingual Learner Parent and Student Bill of Rights</b></p> <p>Breakout Group Discussions:</p> <ul style="list-style-type: none"> <li>• Breakout Group 1 [<a href="#">notes</a>] Jennifer <ul style="list-style-type: none"> <li>○ Maranda Turner, Elena Collazo Santiago, Kim Miller</li> </ul> </li> <li>• Breakout Group 2 [<a href="#">notes</a>] Mary <ul style="list-style-type: none"> <li>○ Stacey Lee, Bill Rhoades, Norma Ramirez Gonzalez, Kristin Rush</li> </ul> </li> <li>• Breakout Group 3 [<a href="#">notes</a>] Baeli <ul style="list-style-type: none"> <li>○ Yannette Ayala, Araceli Farias, David Contreras-Machado, Arcema Tovar, Gloria Espitia, Creighton Helms</li> </ul> </li> </ul> <p>Whole Group Share-Out:</p> <ul style="list-style-type: none"> <li>• <b>Arcema</b> commented that while there is funding to support ELs, particularly the 0.5 FTE, other Title III funds are too small to make a significant impact. Without accountability and guidance on how to use the funds, they are being absorbed into general funds.</li> <li>• <b>Stacey</b> shared that a similar disconnect exists in the early literacy grant work—specifically around internal pushback. <ul style="list-style-type: none"> <li>○ In Greater Albany, there's ongoing tension as the business department attempts to reassign roles (e.g., replacing a literacy coach with a behavior dean) to save general funds.</li> <li>○ The team is pushing back to ensure fidelity to the commitments made in the Integrated Guidance</li> </ul> </li> <li>• <b>Arcema</b> added that the Integrated Guidance includes an accountability component and that districts are required to report accurately on spending. <ul style="list-style-type: none"> <li>○ There's a shared commitment to transparency and integrity in reporting, reinforcing that misrepresentation is not acceptable.</li> </ul> </li> <li>• Jennifer invited feedback <ul style="list-style-type: none"> <li>○ <b>Room 3:</b> Yannette emphasized that the group discussed key points from the U.S. Department of Justice and DOE guidance on English learners. The focus was on ensuring equal participation in educational programs, clarifying the identification process, and providing sufficient staffing. She highlighted the importance of directing funding to support EL/ML efforts and avoiding segregation or separation of EL students. Timely evaluation for special education was also noted. <ul style="list-style-type: none"> <li>▪ From a parent perspective, Yannette stressed the need for districts to share information with limited English proficient parents in a language they understand, including providing translations for essential communications like report cards and language assistance programs.</li> </ul> </li> </ul> </li> </ul>
--	--

	<ul style="list-style-type: none"> <li>▪ Discussion included the NYC Public Schools Parents' Bill of Rights, which outlines the student journey and centers protections for students' immigration status. <ul style="list-style-type: none"> <li>• It also includes a 10-day timeframe for ELD placement, details on eligibility requirements, and students' rights to access specific programs—including bilingual education.</li> <li>• Section 9 was highlighted for affirming students' right to participate in bilingual programs.</li> </ul> </li> <li>▪ David noted that students have the right to receive core content instruction at the same level as others, with no segregation, referencing a previous comment on the issue.</li> <li>○ <b>Room 2:</b> Stacey noted that the Rhode Island and IDRA layouts were effective for their simplicity and accessibility. They emphasized using plain language, being concise, and ensuring the content isn't overwhelming. Graphics, photos, and infographics should be used to enhance accessibility. The group also highlighted the importance of being asset-focused and avoiding scare tactics, pointing out that one resource discussed federal and ICE policy changes without providing useful resources, which they found unnecessary. <ul style="list-style-type: none"> <li>▪ Additionally, language wise discussed an example from New York that used the word "critical," but it wasn't helpful because it was not well-defined. They suggested either defining it very specifically or using simpler language</li> </ul> </li> <li>○ Jennifer shared her reflections on ensuring meaningful student participation and making the Advisory Group's work more accessible. She proposed structuring their 3-hour meetings to include time for students to provide authentic feedback, with plans to discuss this further in June.</li> <li>○ The group closed out by sharing how they were feeling, with remarks expressing a sense of urgency, uncertainty, excitement, hope, staying grounded in values and more.</li> </ul>
<b>11:45 Wrap-up-</b> <i>Meeting dates</i> <b>Jennifer</b>	2024-2025 EL Advisory Meeting Dates (Thursdays: 9:00-12:00) <ul style="list-style-type: none"> <li>• October 17, 2024</li> <li>• January 9, 2025</li> <li>• April 10, 2025</li> <li>• June 5, 2025</li> </ul>
<b>12:00 Adjourn</b>	

