



English Learner Advisory Group Meeting

January 11, 2024
9:00 AM – 12:00 PM

“Warm” Welcome



Share your...

- Name + Pronouns
- Location & Role

Meeting Agenda



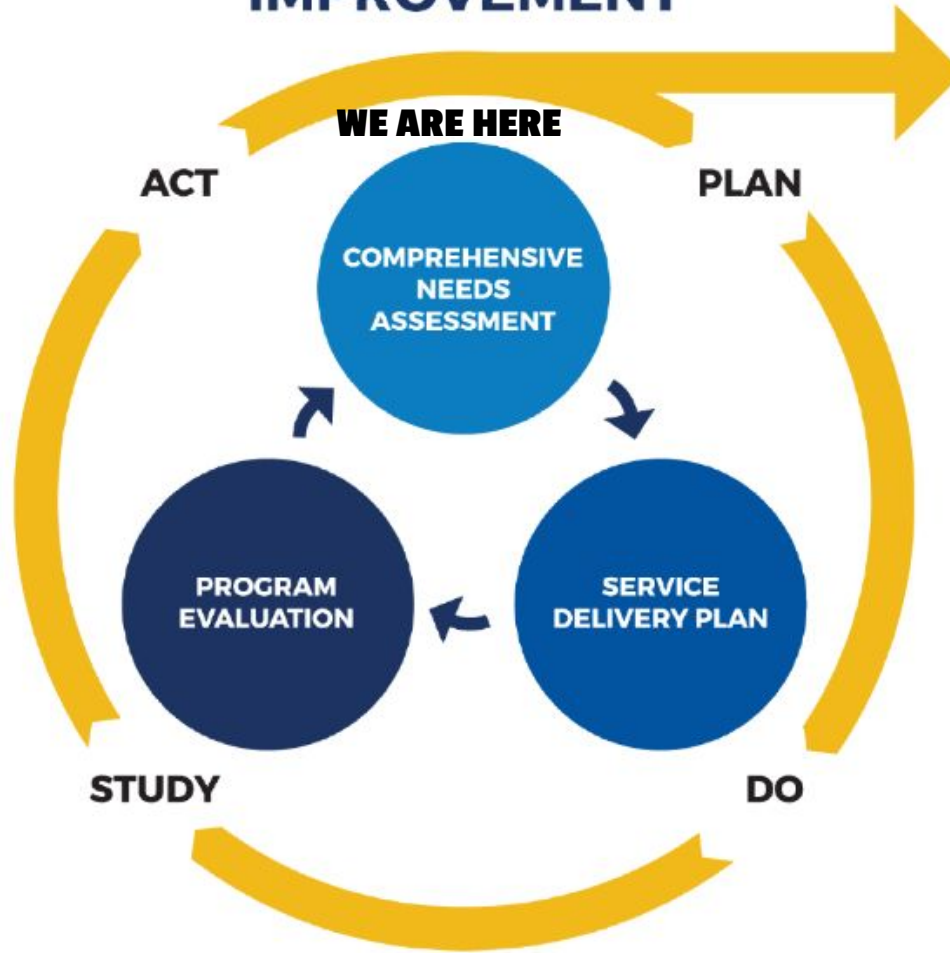
- Migrant Comprehensive Needs Assessment
- SB 940: High school credit transfer
- MLL Strategic Plan update



Comprehensive Needs Assessment Update

PHASES

CONTINUOUS IMPROVEMENT



YOUR TEAM



**DR. MARY
MARTINEZ-WENZL**

Oregon
Department of Education
mary.martinez-wenzl@
ode.oregon.gov



**DR. DIEGO
CONTRERAS-MEDRANO**

Oregon
Department of Education
medranod@ode.oregon.gov



**MYRNA
MUNOZ**

Oregon
Department of Education
myrna.munoz@
ode.oregon.gov



**MARY CLARE
FREEMAN**

Education Consultant
RTI International
mfreeman@rti.org



**DR. KRISTEN
MCINERNEY**

Education Consultant
RTI International
kmcinerney@rti.org

The Comprehensive Needs Assessment began in June 2023

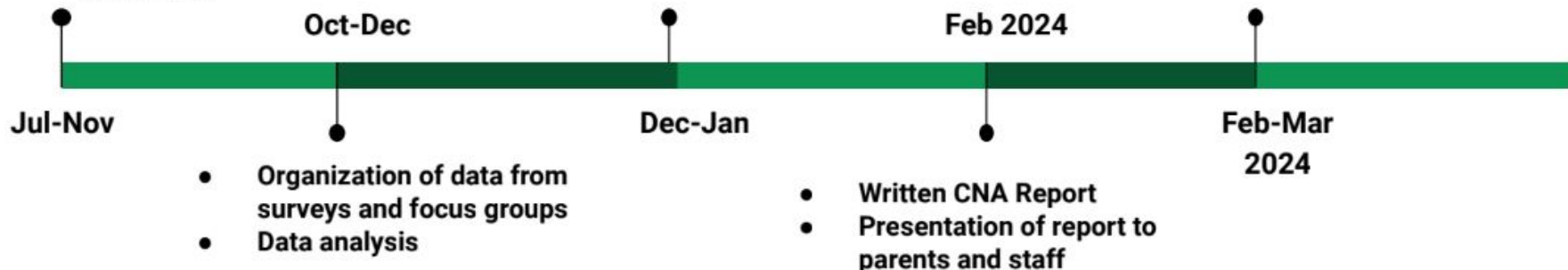
Identification of priorities and needs:

- Work sessions at the MEP kick-off event
- Surveys & focus groups with students & parents, staff and coordinators
- Work sessions with committee

Draft and Revisions of Needs Statements:

- Expert groups in January 10th
- Draft of final report
- 2022-23 Data Update

- Transition into SDP
- Focus Groups with families and staff





Concern and Need Statements Activity

Concern and Need Statements are essential for our new Service Delivery Plan

Concern Statements

The goal of these statements is to express one particular need present across all our regions. They represent common concerns that families, students, staff, and CNA committee members voiced in meetings, focus groups, and surveys.

Need Statements

These statements are meant to express possible ways to meet this need and create tools to monitor and support its improvement.

Service Delivery Plan

Need and Concern Statements inform the priorities and goals we will design for the Service Delivery Plan. They also inform the program of the strategies it needs to deploy to support regional programs.

Group Task: Brainstorm SPECIFIC solutions

Nivel 1

"Collaborate with HS counselors to help them meet the unique needs of migratory students."



Reason: Vague and not actionable.

What is collaboration?

How? When? Who? What specifically are they collaborating about?

Solution: "MEP graduation specialists and coordinators meet with HS counselors quarterly to share data, discuss individual student needs, and collaborate on upcoming opportunities for students."

Resources: consistent student data charts with agreed upon fields, meeting schedule

LEVEL UP!

Nivel 2



Reason: Specific on who is doing what, when, and how often.

Selección su grupo: *Self-select your group:*



**Instructional
Services**

3a. Math



**Instructional
Services**

3b.ELA



Support Services

4.a. MEP
Structures; Student
Civil Rights

Selección su grupo: *Self-select your group:*



Instructional Services

3a. Math



Instructional Services

3b.ELA



Support Services

4.a. MEP
Structures; Student
Civil Rights

- **Compartir la solución favorita del grupo**
Share the group's favorite solution
- **Comparte la solución que más les entusiasma**
Share what solution you're most excited about



Senate Bill 940: Study of Credit Transfer from outside the US

January 11, 2023

Kristidel McGregor, PhD (she/her)
Accelerated Learning Specialist
Phone: 971-208-0400

Kristidel.mcgregor@ode.oregon.gov

Key topics discussed in this presentation:

The Study:

- This study will investigate current processes and make recommendations about how to improve accuracy and ease of transferring credits from outside the U.S.

The Survey:

- This study will investigate current process and inform the recommendations in the report to the legislature



Photo by [Akhilesh Sharma](#) on [Unsplash](#)

Senate Bill 940

- The Department of Education shall conduct a study to identify how to improve processes to more easily and accurately transfer to high schools in this state any high school credits earned by a student outside the United States.
- The department shall submit a report no later than Sept 15, 2024, and may include recommendations for legislation.



The number of recent arrivers in Oregon is increasing, and more of these students arrive in Oregon during high school.

Total recent arrivers (excluding those who were also recent arrivers in previous years):

	2019-20	2022-23
Total	3,530	3,761
High School	789	1,005





Oregon's recent arrivers are increasingly diverse.

Languages of Origin by Recent Arriver Speakers

	2019-20	2022-23
Total Languages of Origin	87	98
Among High School Students	56	72

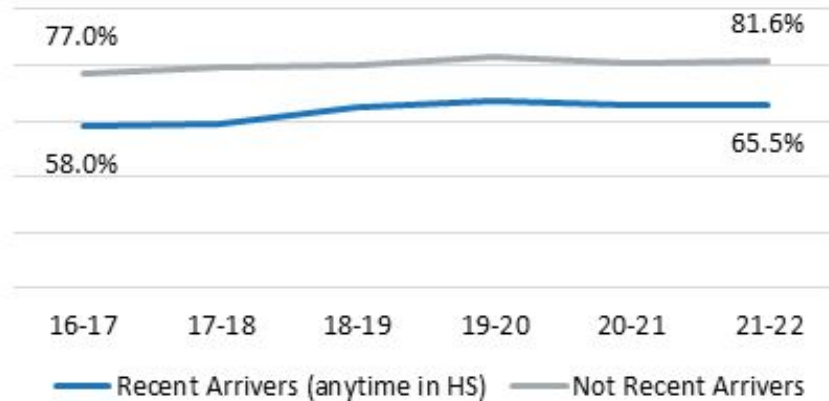
Oregon Department of Education's Equity Stance

Education equity is the equitable implementation of **policy, practices, procedures**, and legislation that translates into resource allocation, education rigor, and **opportunities** for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

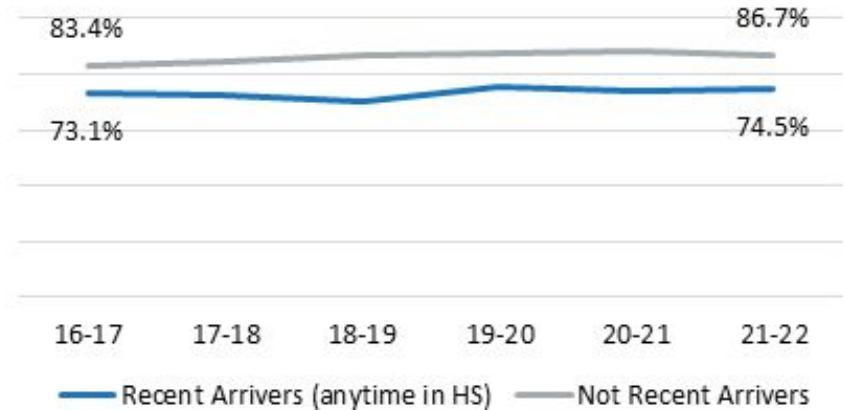


Graduation and Completer Rates by Recent Arriver Status

On-time Cohort Graduation Rate
By Expected Graduation Year (4th year after High School Entry), All Students

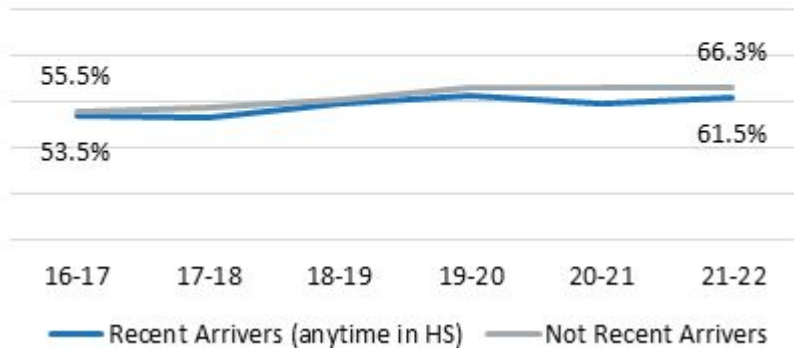


5-year Cohort Completer Rate
By Expected Completion Year (5th year after High School Entry), All Students

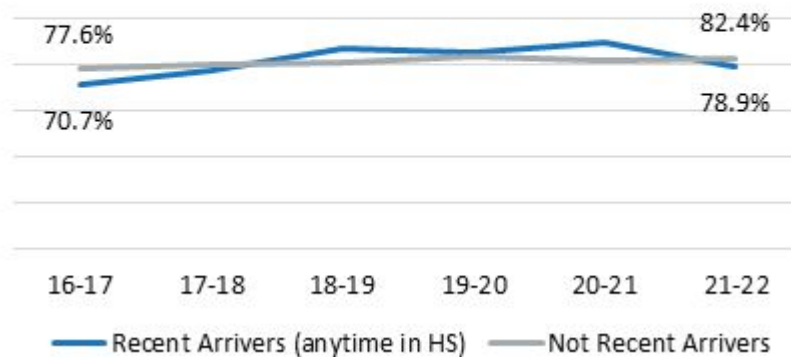


Graduation Rates by Recent Arriver Status and English Learner/Emerging Bilingual (while in High School) Status

On-time Cohort Graduation Rate for English Learners/Emerging Bilinguals
By Expected Graduation Year (4th year after High School Entry)



On-time Cohort Graduation Rate for Students who were not English Learners in High School
By Expected Graduation Year (4th year after High School Entry)



The Survey:

What are current district practices?



What we know:

Districts are asking ODE and the legislature for help

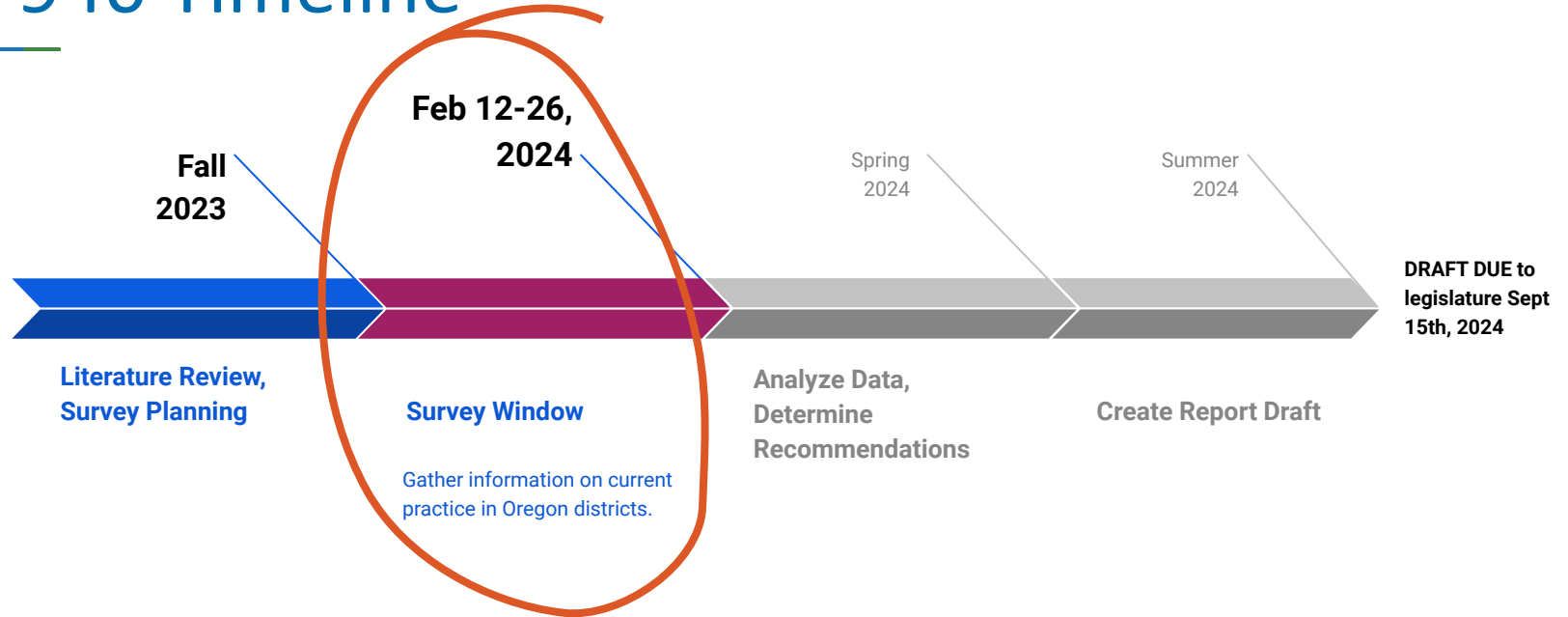
There is an opportunity gap for students who are recent arrivers

What we need to know:

How are districts currently handling credit transfer from outside the US?

- What policies are in place?
- Who is responsible for transcript evaluation?
- How are they being trained?
- What are the barriers to easily and accurately granting credit?

SB 940 Timeline



The Survey:

Please respond, and
share with your
networks!



When is it open?

- Feb 12-26th (you will receive an email)

How long will it take to complete?

- 5-10 minutes

Who should take the survey?

- Anyone who works on transferring credit earned outside the US:
 - Counselors
 - Registrars
 - Administrators
 - EL teachers
 - TOSAs
 - ESD employees

The background of the slide is a photograph of several autumn leaves in shades of orange, red, and yellow, scattered across a dark teal, textured surface that resembles marbled paper or stone. The leaves are of various shapes, including some with prominent veins and others that are more elongated.

Questions?

Kristidel McGregor, PhD (she/her)


Accelerated Learning Specialist

Phone: 971-208-0400

Kristidel.mcgregor@ode.oregon.gov



Multilingual Learner Strategic Plan

- 
- Review priority students for the Multilingual Learner Strategic Plan
 - Share current draft of the strategic plan priority areas and goals
 - Breakout group discussion to give feedback on priority areas and goals

Which group(s) of students is this plan for?





Updated vision, mission, priority areas and goals



Vision

All multilingual learners are valued and supported for the rich and diverse lived experiences, languages, heritage and cultural knowledge they carry forward for current and future generations.

Mission

Oregon's education system provides culturally responsive and sustaining learning environments with high-quality multilingual instruction and pathways from pre-K to graduation that enable multilingual learners the freedom to pursue their post-high school vision of success.

Priority areas

**Authentic engagement and partnerships
responsive to whole and sovereign
peoples and communities**

**Systemic instructional changes for
future-ready multilingual learners**

**Transformative educators and
administrators who teach and lead for
multilingual student success**

**Culturally and linguistically responsive and
sustaining pathways to multilingualism**

Draft priority area: Community & family engagement

Authentic engagement and partnerships responsive to whole and sovereign peoples and communities

Goal 1 – Create the conditions for districts to co-construct integrated partnership plans with multilingual families and communities for informing, consulting, involving, and collaborating in their student's Pre-K – graduation success.

Draft priority area: Instruction and graduation

Systemic instructional changes for future-ready multilingual learners

Goal 1 - Partner with school districts to increase the implementation of Oregon's early literacy framework practices specific to multilingual students in monolingual and bilingual settings

Goal 2 – Implement assessments that accurately capture multilingual student's academic and linguistic progress

Goal 3 – Increase access to schedules conducive to post-secondary readiness, and enrichment opportunities

Goal 4 - Increase the rate of multilingual learners earning a [standard/regular] high school diploma and the seal of biliteracy

Draft priority area: Educator and admin recruitment and training

Transformative educators and administrators that teach and lead for multilingual student success

Goal 1 – Coordinate and-align statewide efforts to increase the recruitment, retention, and advancement of multilingual educators of color.

Goal 2 – Increase the number of administrators who hold endorsements and specialized training focused on multilingual education.

Goal 3 - Partner with state, district, and community agencies to create the systems and structures that ensure all new educators earn an ESOL endorsement

Draft priority area: Pathways to multilingualism

Culturally and linguistically sustaining pathways to multilingualism

Goal 1 – Increase the number of multilingual students who access effective dual-language programs

Goal 2 – Increase the number of heritage, Indigenous, and/or tribal language course options that support multilingualism

Goal 3 – Increase the number of boards, superintendents, administrators, and educators with the skills and pedagogical knowledge to lead and teach in high-quality dual language programs

Priority Area Focus Groups Discussion questions

1. **Review the goals for each priority area**
2. **Discuss the following questions:**
 - Are these the right goals for the priority areas?
 - Is there something missing?
 - What would success look like if we met these goals?
 - How could we measure progress?

[Breakout Group 1 Notes](#)

[Breakout Group 2 Notes](#)

[Breakout Group 3 Notes](#)

[Breakout Group 4 Notes](#)



EDNW Exit Slip: educator and administrator surveys

For the next MLL Strategic Plan workgroup session on February 8th think about what actions will be needed to meet the goals.

Consider...

- implementation strategies
- funding needs
- policy changes



2023-24 Meetings



Dates	Time	Work Session Topics
October 5	9:00-12:00	Introductions Multilingual Strategic Plan ELPA Proposed Scoring Change
January 11	9:00-12:00	Migrant CNA, SB940, MLL Strategic Plan update
April 4	9:00-12:00	MLL Strategic Plan workgroup session
June 6	9:00-12:00	TBD

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

