

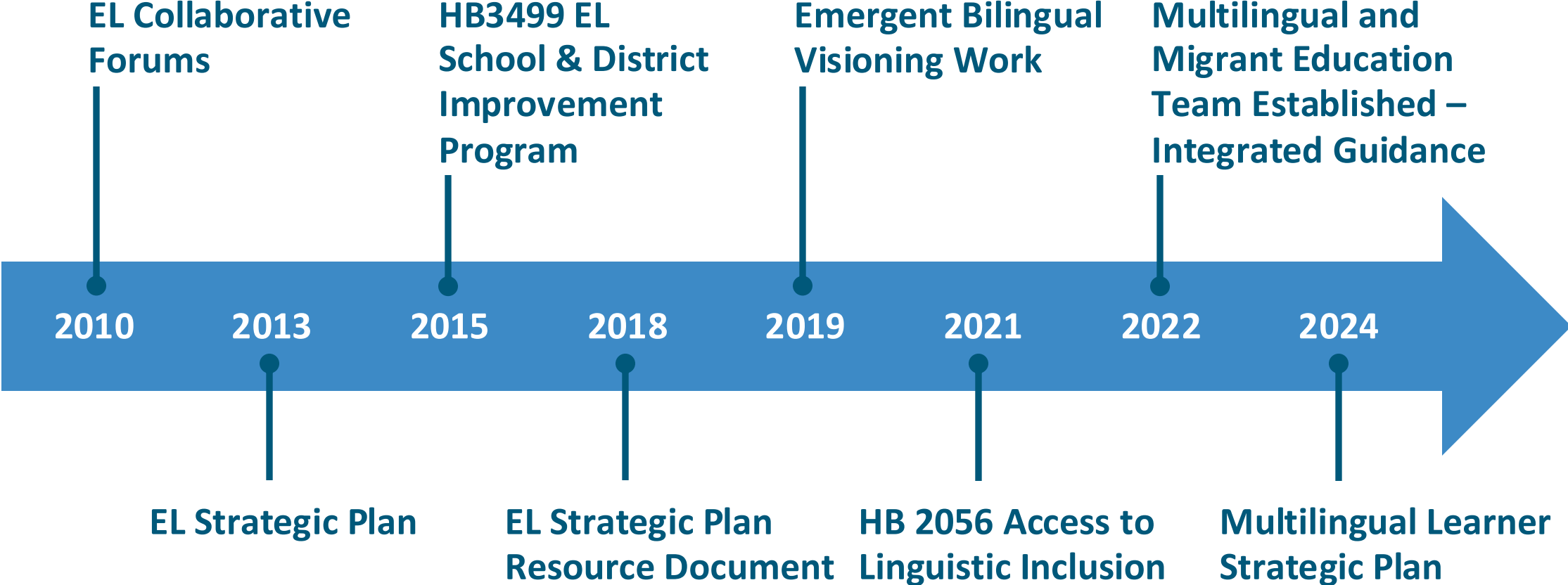
Oregon's Multilingual Learner Strategic Plan *Helping Students Soar*

Presenters:

Date



What has informed the development of Oregon's Multilingual Learner Strategic Plan?



Purpose and focus

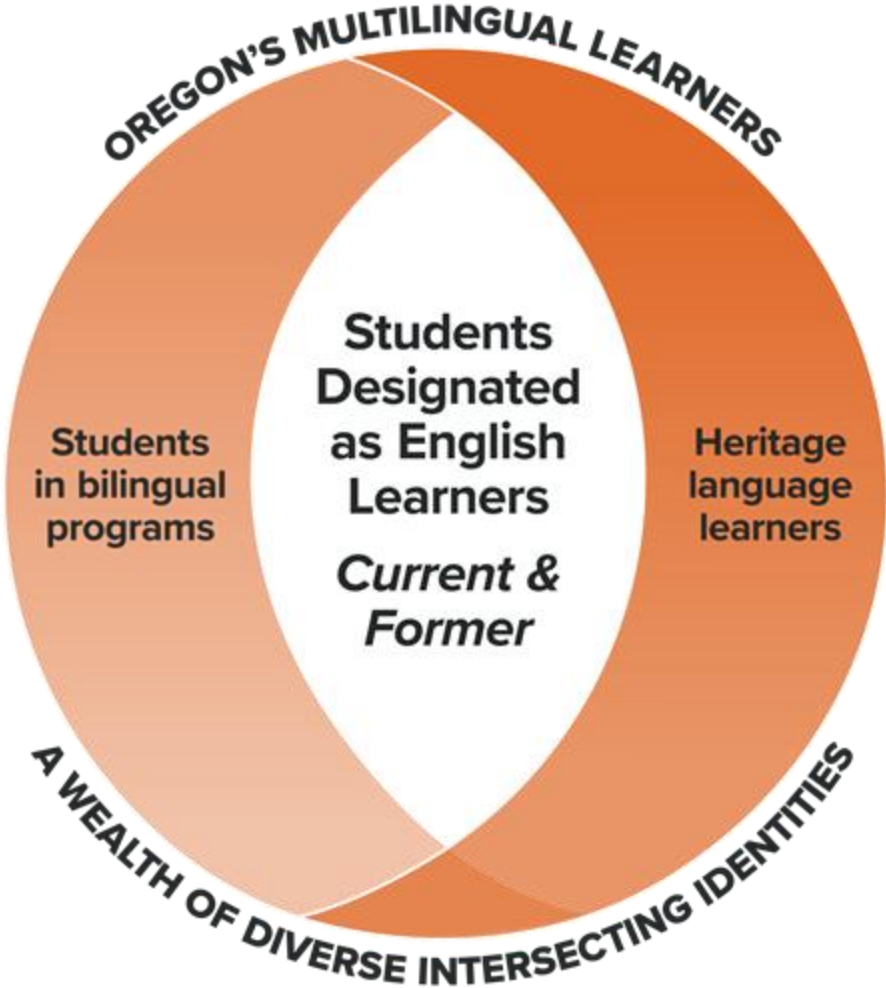
What is the purpose of the Multilingual Learner Strategic Plan?

- **To set a state focus on our students who qualify for Title III English Language Services in Oregon**
- **To ensure a shared responsibility** toward common goals across the state
- **To build shared policy and budgeting priorities**
- **To provides key areas of focus for evaluation of state progress** toward intended goals for students who qualify as English language learners
- **To catalyze action** for serving students who qualify for English language services and their families/caregivers

EL Outcomes Legislation (HB3499) directs the Oregon Department of Education to **develop and implement a statewide plan** to support students eligible for and enrolled in an English language learner program

Focus of the Oregon Multilingual Learner Strategic Plan

The Oregon Multilingual Learner Strategic Plan focuses on improving the educational experiences and outcomes of students designated as English learners while also elevating outcomes for all learners.



Oregon's diverse multilingual learners

In the 2022–23 school year,
Oregon served

100,175 students

who were currently or formerly
designated as an English learner

Representing

18.4 percent

of all Oregon students

Multilingual learners ever designated
as English learners spoke at least

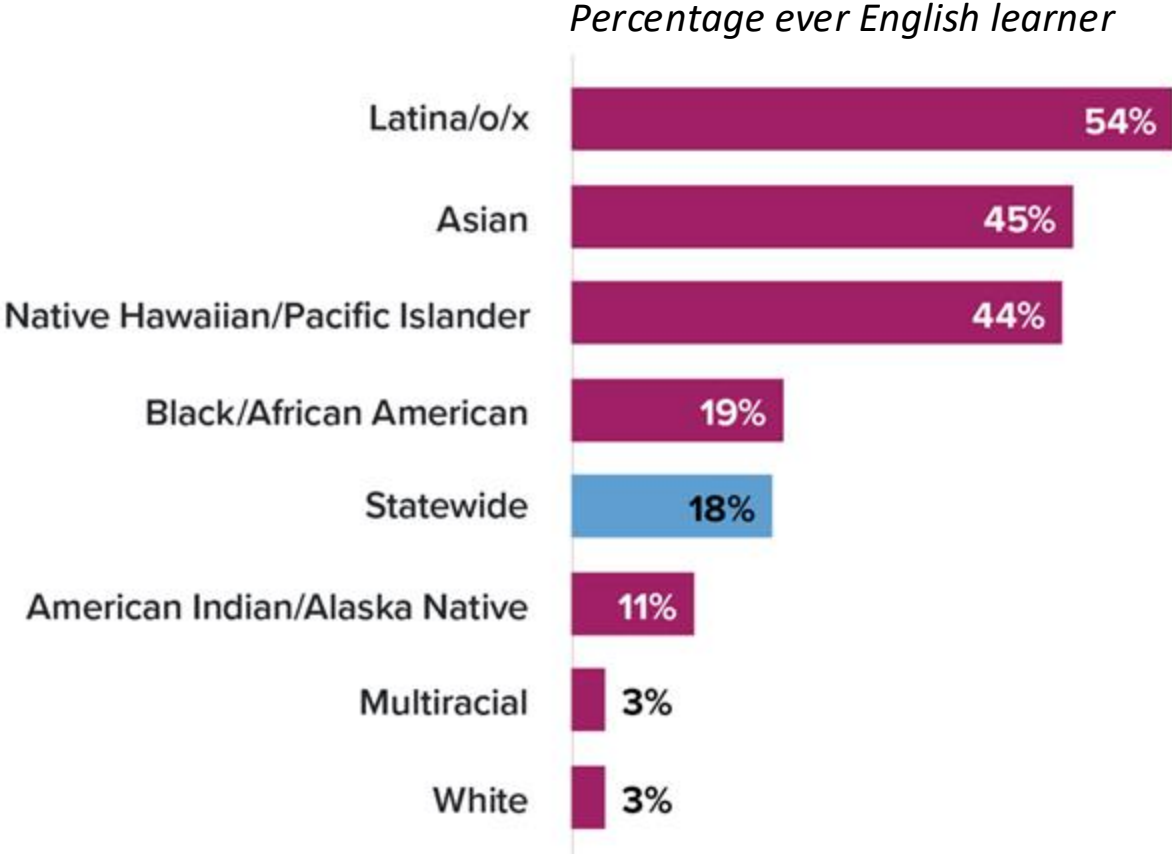
254 different languages

Present in at least

158 of the **197** districts

in Oregon

Nearly 20 percent of all students in Oregon have been designated as English learners at some point in their schooling



In the 2022–23 school year, there was a high representation of students who were currently or formerly designated as English learners within racial and ethnic groups.

Source: Oregon Department of Education analysis of 2022–23 student data.

There is language diversity across all racial, ethnic, and Tribally affiliated groups

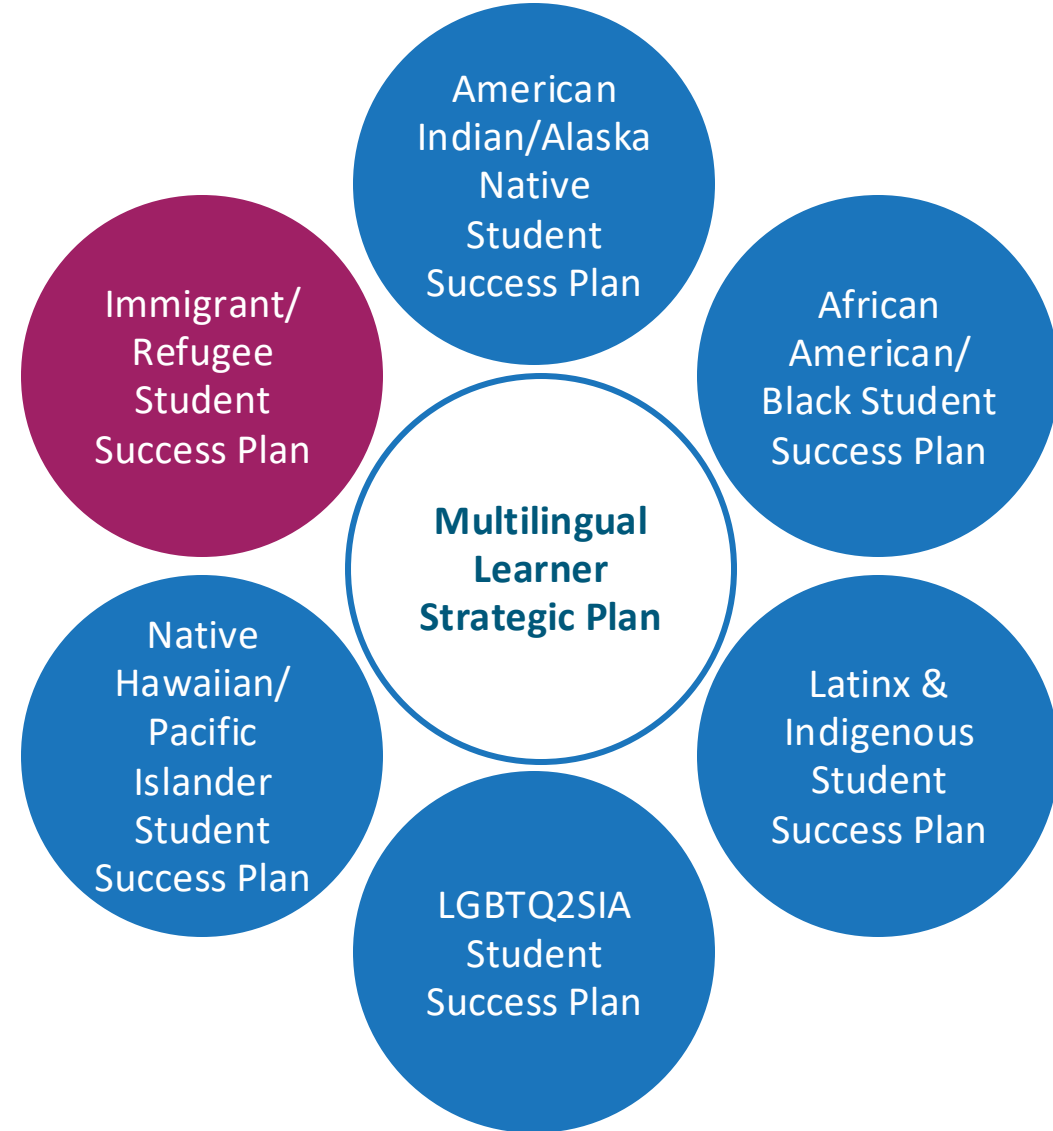
Race/ethnicity group	Number of unique home languages	Top three languages
American Indian/Alaska Native	26	English Spanish Navajo
Asian	97	Vietnamese Chinese Korean
Black/African American	70	Somali Swahili Amharic
Latina/o/x	153	Spanish English Mam
Multiracial	85	Japanese English Chinese
Native Hawaiian/Pacific Islander	45	Chuukese Marshallese Samoan
White	103	Russian Arabic Spanish

Source: Oregon Department of Education analysis of 2022–23 student data.

The plan promotes partnerships with the nine federally recognized Tribes in Oregon to uplift multilingual education for American Indian students

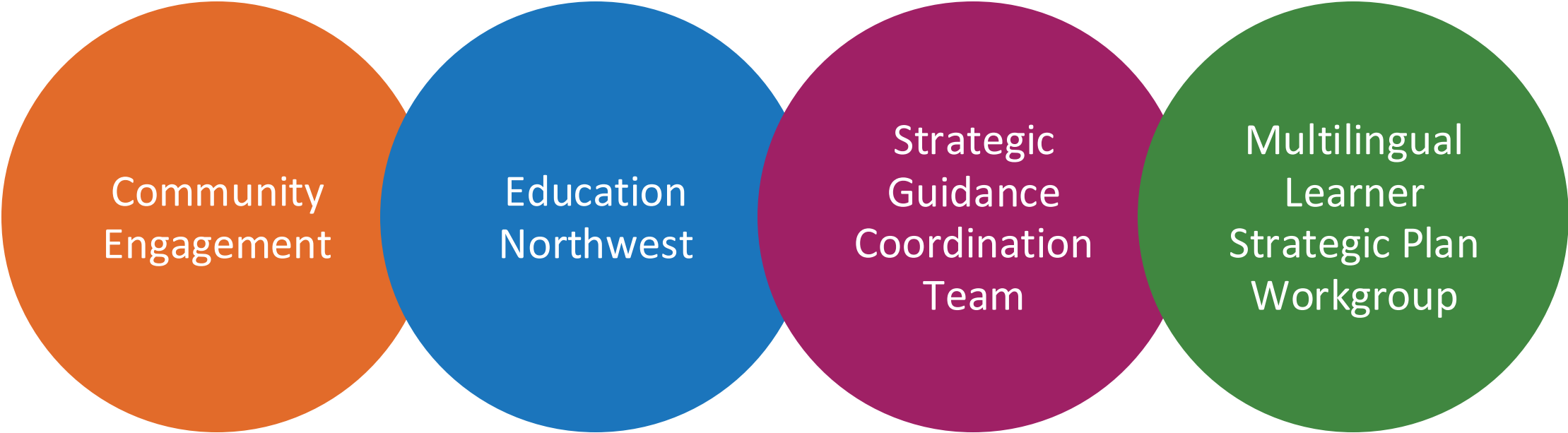


The plan purposefully aligns with other student success plans



Strategic plan development process

How was the plan developed?



Who was involved?

Community Engagement

Student focus groups

Parent and community focus groups

Educator and administrator surveys

ODE offices and other statewide agencies

Student Success advisory groups

University faculty members and researchers

Education Northwest

Dr. Karen Pérez, *Leader*

Dr. Manuel Vazquez Cano, *Managing Researcher*

Jennifer Johnson, *Senior Consultant*

Dr. Lymaris Santana, *Senior Consultant*

Strategic Guidance Coordination Team

Carmen Xiomara Urbina, *Deputy Director*

Jennifer Patterson, *Assistant Superintendent*

Mary Martinez-Wenzl, *Director of MME*

Mariana Praschnik-Enriquez, *Director of EDI*

Dan Farley, *Assistant Superintendent*

Jennifer Fontana, *Multilingual Ed. Spec.*

Strategic Plan Workgroup

English Learner Advisory Group

Education Northwest team

Cross-office ODE team

Who else contributed to the development of the Oregon Multilingual Learner Strategic plan?

56 students

from across Oregon contributed to this plan by sharing their future college, career, and linguistic aspirations during focus groups

116 parents

from across Oregon participated in focus groups and contributed to this plan by sharing their aspirations for their children, experiences engaging with schools, access to bilingual programs, and recommendations to schools

31 community members

at state advisory boards provided direct feedback about their perceived focus of the plan to an early version of the strategic plan

130 educators and administrators

from across Oregon provided direct feedback to early versions of the strategic plan and contributed to the development of specific action steps

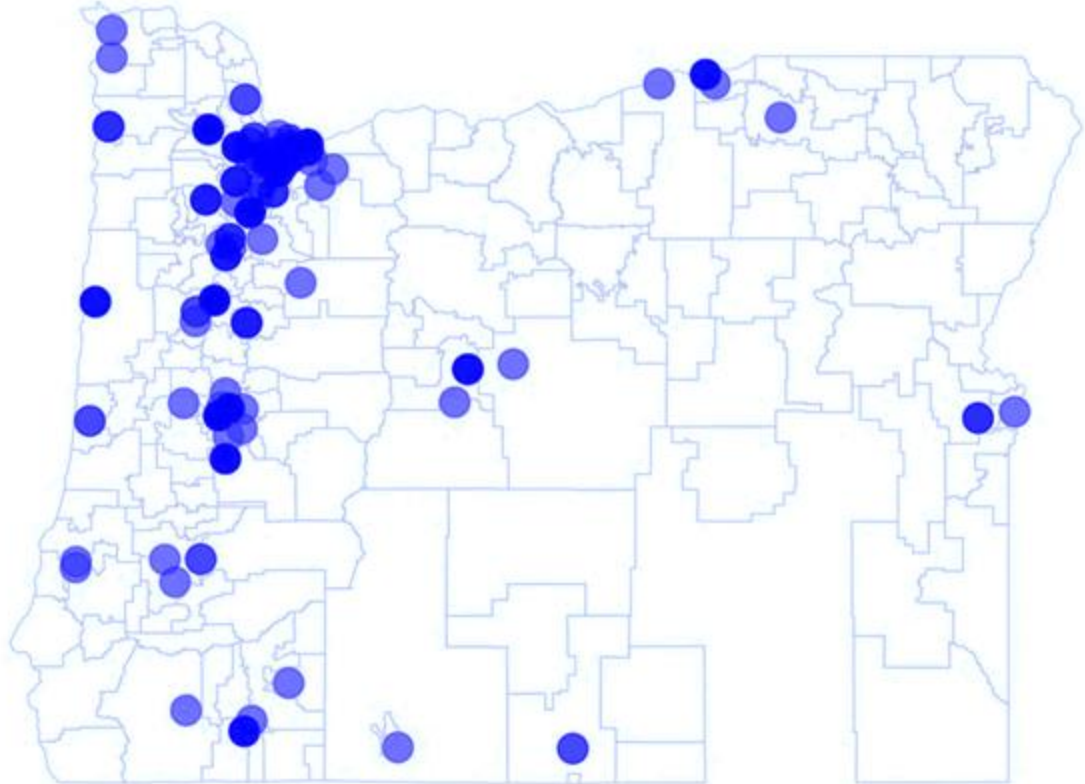
65 individuals at state offices

including ODE, TSPC, and the EAC, provided direct feedback on early versions of the strategic plan and feedback on the development of specific action steps

13 university faculty and staff members

from educator preparation programs and research centers provided feedback on the development of specific action steps

Who else contributed to the development of the Oregon Multilingual Learner Strategic plan?

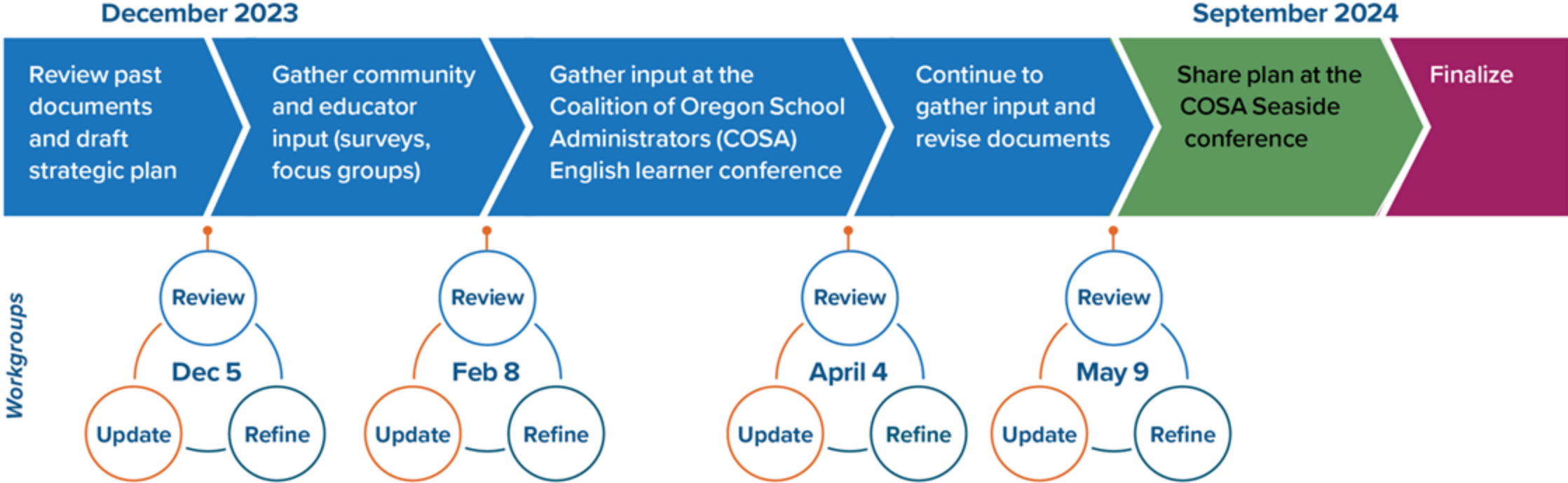


Educator and administrator survey 287 responses

Region	Respondents*
Central Oregon	9
Eastern Oregon	12
Mt. Hood/Columbia Gorge	4
Oregon Coast	11
Portland Metro	90
Southern Oregon	10
Willamette Valley	67

*Only among respondents that identified a region.

Timeline for the development of the Oregon Multilingual Learner Strategic Plan



Oregon's Multilingual Learner Strategic Plan

Vision

All adults share the responsibility of contributing to educational systems that ensure multilingual learners designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations. All Oregon students graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and ready for college and career.

Mission

To transform Oregon's education system, ensuring that all multilingual learners experience culturally and linguistically responsive and affirming learning environments, rigorous instructional programming, and pathways that equip them to pursue their current and postsecondary visions of success.

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



Priority area 1.
**Authentic and responsive community
engagement and partnerships**



Priority area 1 goals

Authentic and responsive community engagement and partnerships

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

Goal 2. *Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners.*

Goal 3. *Students, families, and caregivers have consistent access to high-quality interpretation and translation services.*



Priority area 1. Goal 1

Authentic and responsive community engagement and partnerships

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

Goal 1 action steps



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.



Priority area 1. Goal 2

Authentic and responsive community engagement and partnerships

Goal 2. *Families, caregivers, and communities are engaged as authentic partners in informed decision-making and advocacy to ensure the success of multilingual learners.*

Goal 2 action steps



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.

Goal 2 action steps



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.



Priority area 1. Goal 3

Authentic and responsive community engagement and partnerships

Goal 3. *Students, families, and caregivers have consistent access to high-quality interpretation and translation services.*



Goal 3 action steps



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 3.3 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 3.2 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.

Progress indicators for priority area 1

Implementation measures

- State and local advisory boards include multilingual students and community members
- Oregon educational entities disseminate student and parent bills of rights
- Oregon districts' Integrated Guidance applications and English learner plans describe clear strategies to engage multilingual students and parents

Evidence of progress

Multilingual learners' sense of belonging increases overall and for different multilingual groups as measured by the Student Educational Equity Development Survey



Priority area 2.
Systems, instruction, and
assessment improvements



Priority area 2 goals

Systems, instruction, and assessment improvements

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.*

Goal 2. *Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities.*

Priority area 2 goals

Systems, instruction, and assessment improvements



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

Goal 4. *Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career-connected learning opportunities, and enrichment opportunities.*

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.*



Priority area 2. Goal 1

Systems, instruction, and assessment improvements

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.*

Goal 1 action steps



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).



Priority area 2. Goal 2

Systems, instruction, and assessment improvements

Goal 2. *Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities.*

Goal 2 action steps



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.

Goal 2 action steps



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.



Priority area 2. Goal 3

Systems, instruction, and assessment improvements

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

Goal 3 action steps



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.

Goal 3 action steps



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.



Priority area 2. Goal 4

Systems, instruction, and assessment improvements

Goal 4. *Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career-connected learning opportunities, and enrichment opportunities.*

Goal 4 action steps



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.

Goal 4 action steps



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.

Priority area 2. Goal 5

Systems, instruction, and assessment improvements



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.*



Goal 5 action steps



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.

Progress indicators for priority area 2

Implementation measures

- State cross-agency programs meet regularly to plan initiatives that improve instruction and support for students designated as English learners
- ODE develops and disseminates new guidance and resources focused on identifying and serving students designated as English learners
- Oregon educational entities' English learner plans and Integrated Guidance applications describe clear strategies to increase access to grade-level academic courses, accelerated learning, and career-connected learning opportunities
- Oregon educational entities implement practices to welcome, register, support, and award credits for newcomer students

Evidence of progress

- Oregon offers interim and summative assessments in languages other than English
- Math and language arts achievement increases for multilingual learners overall and for different multilingual groups
- The participation rates of secondary multilingual learners in grade-level core content courses, accelerated learning courses, and career and technical education (CTE) courses increase
- The four- and five-year cohort graduation rates of multilingual learners increase overall and for different multilingual groups
- The college enrollment rate for multilingual learners increases overall and for different multilingual groups.



Priority area 3.
Transformative educators
and administrators



Priority area 3 goals

Transformative educators and administrators

Goal 1. *Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners.*

Goal 2. *Preservice educators and new administrators have the capacity to support multilingual education.*

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

Priority area 3. Goal 1

Transformative educators and administrators



Goal 1. *Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners.*

Goal 1 action steps



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.

Goal 1 action steps



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.

Priority area 3. Goal 2

Transformative educators and administrators



Goal 2. *Preservice educators and new administrators have the capacity to support multilingual education.*

Goal 2 action steps



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.



Priority area 3. Goal 3

Transformative educators and administrators

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

Goal 3 action steps



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.

Goal 3 action steps



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.

Progress indicators for priority area 3

Implementation measures

- State-level agencies establish a process to collaborate and advance recommendations for specialized training on how to serve multilingual students, to be provided to all educators and administrators.
- Professional development opportunities focused on multilingual education are available across the state for educators, administrators, and school staff members.

Evidence of progress

- The percentage of teachers and administrators with ESOL endorsements and dual language and bilingual specializations increases.
- The percentage of teachers and administrators who identify as Black, Indigenous, or people of color increases.
- The retention rates of teachers and administrators who identify as Black, Indigenous, or people of color increases.
- The percentage of teachers and administrators who are multilingual increases.



Priority area 4.
Pathways to multilingualism



Priority area 4 goals

Pathways to multilingualism

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

Goal 2. *Oregon educational entities offer and support Tribal language course options that promote language revitalization and preservation.*

Goal 3. *All multilingual learners earn the Seal of Biliteracy/Multiliteracy.*



Priority area 4. Goal 1

Pathways to multilingualism

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

Goal 1 action steps



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.

Goal 1 action steps



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.

Priority area 4. Goal 2

Pathways to multilingualism



Goal 2. *Oregon educational entities offer and support Tribal language course options that promote language revitalization and preservation.*

Goal 2 action steps



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.

Priority area 4. Goal 3

Pathways to multilingualism



Goal 3. *All multilingual learners earn the Seal of Biliteracy/Multiliteracy.*

Goal 3 action steps



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.

Progress indicators for priority area 4

Implementation measures

- Data systems are established to accurately track the number of dual language schools, types of programs, and the number of participants
- Guidance on high-quality dual language programs is developed and disseminated
- Guidance and resources on best practices to support the completion of the Seal of Biliteracy/Multiliteracy are developed and disseminated

Evidence of progress

- The percentage of English learner-classified students who are enrolled in dual language immersion programs increases
- The percentage of multilingual learners who earn the Seal of Biliteracy/Multiliteracy increases
- The number of schools that host dual language immersion programs increases
- The number of schools with heritage language courses increases

Questions



Thank you!

Contact

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