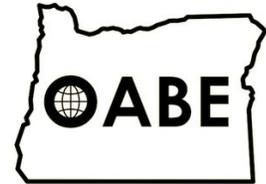




AMME

ALLIANCE FOR MULTILINGUAL
MULTICULTURAL EDUCATION



Oregon AMME & OABE Spring Institute 2017

***“Building Community Through Language
and Culture”***

April 22, 2017

Visit us at oabe.org

OAMME/OABE Spring Institute 2017

Conference Schedule

Saturday, April 22, 2017	
8:00	Registration & Continental Breakfast
8:30	Welcome
8:45	Keynote: Bill Rhoades
9:15	Keynote: Dr. Barbara Flores
10:30	Passing Time
10:40	Morning Breakout Sessions
11:50	Passing Time
12:00	Lunch
12:30	Lunch Speaker: John Lenssen
1:00	Musical Guest: El Guero Loco
1:30	Passing Time
1:40	Afternoon Breakout Sessions
2:50	Passing Time
3:00	Afternoon Breakout Sessions
4:10	Passing time
4:20	Closing Remarks and Raffle
4:30	Conference Ends

Our main conference will take place in Templeton Hall with breakout sessions in J.R. Howard Hall. Please follow signs along the path from Templeton Hall to J.R. Howard Hall.

Nursing mothers are welcome to use Geary Hall.

Keynote Speakers



Bill Rhoades

Education Management Professional and Adjunct Professor

Dr. Rhoades was the Superintendent for West Linn-Wilsonville School District from 2011-2016 and was assistant superintendent with the Hillsboro School District and Bend-La Pine School Districts prior to that. As superintendent, Dr. Rhoades has led efforts to create learning communities to support instructional leadership, advance standards-based professional development, and implement culturally responsive teaching and program models. He has also worked as a chief academic officer at the Bend-LaPine School District and held various administrative roles in the Woodburn School District. He has helped implement bilingual programs that have continued to produce quality results.



El GueroLoco

GueroLoco aka Mr. GL is a bilingual, educational hip-hop artist focused on helping students to learn another language through rhythm, repetition and motivation. GL learned Spanish while serving in the Marines Corps at the age of 17. He attended the Defense Language Institute in Monterey, California and later became fluent after working with the newly arrived migrants in his home city of Indianapolis. Mr. GL began his educational career by working as a middle school ESL/EL instructor at a public school in Indianapolis. During this time, he realized the importance of heritage speakers also being biliterate. He then reconnected with his first high school teacher, Tom Alsop, the teacher who motivated him to keep going with the language. Together they created a program through Bilingual Nation USA to help students learn Spanish with books, dvd's, music and live presentations to appeal to students learning a foreign language and for English learners to take pride in being literate in their heritage language.

John Lenssen

John Lenssen is a consultant who works with schools and organizations on issues of equity, leadership, culture, communication, conflict, bias, and organizational change. He is an adjunct faculty member at the University of Oregon, Portland State University, Pacific University, and Lewis and Clark College, teaching graduate courses in leadership, social justice, communication, and cultural competency. He currently serves on the Steering Committee of the Oregon Leadership Network, is a Board Member for Sojourn Theatre, and is an advisor to the Salem Keizer Coalition for Equality.



Barbara M. Flores, Ph.D.

Dr. Flores is a pioneer Latina scholar, activist, leader, teacher educator, children's literature writer, and international expert in the area of biliteracy development. She has conducted professional development in bilingual education and school board mentoring. Her work has been published in professional journals, books, and chapters, and she is also a sought after keynote speaker throughout the Americas. She is the creator and co-author of the first original Spanish leveled book series in the United States, **Piñata and Más Piñata** (220 titles), which will be relaunched in the fall of 2017 by Lee and Low Publishers of New York. She has been a professor since 1980 and recently semi-retired from California State University, San Bernardino. Dr. Flores holds and has held a number of leadership positions, serving on the San Bernardino City School Board as Vice President and President, and President of the California Latino School Board Association after serving as Vice President for four years. Dr. Flores was Chair of the Elementary Section for National Council of Teachers of English and was also President of the National Association for Bilingual Education as well as the Alliance for Multilingual and Multicultural Education. She is currently on the Executive Board of the California Association for Bilingual Education. Her Leadership spans politics, policymaking, pedagogy, professional development and mentoring.

Morning Breakout Sessions: 10:40-11:50

Emergent Bilinguals Achieving Academic Writing Success with Culturally Responsive Genre-Based Pedagogy, *Room 115*

Presented by: Joshua Schulze, Western Oregon University

Audience: Elementary, Secondary

Supporting beginning level emergent bilingual students in writing academically is a challenge all teachers face. This workshop introduces participants to a genre based pedagogy informed by systemic functional linguistics (SFL) and shows how a middle school teacher put the theory into practice in his classroom by implementing the genre based teaching and learning cycle developed in Australia. The workshop will begin with a brief introduction to the theory of SFL and then show how the teacher drew on the cultural and linguistic resources of his Spanish speaking students to help them write persuasively about high-interest topics using academic language.

Writing Assessment for Secondary ELs: Align and Refine, *Room 116*

Presented by: Anna Orton-Boyd, Hillsboro School District

Audience: Secondary, Specialists, Administrators

In this workshop, participants will explore how one district has aligned ELP standards with ELA writing standards, ELPA21 scoring rubrics and ELD forms/functions for the purposes of monitoring student language progress and informing writing instruction. Participants will walk away with standards and rubric "crosswalk" tools which can be applied to individual contexts.

Lotta Lara: Taking Literacy Squared into Secondary Content Classrooms, *Room 122*

Presented by: Jaclyn Hernandez, Arizona State University

Audience: Administrators, Secondary, Specialists

This presentation explores the potential for using Literacy Squared® strategies in secondary classrooms to promote the use of two languages during content instruction. As biliterate students grow into middle school and high school, educators need tools to provide these students with access to rigorous content while supporting them to continue to develop Spanish as well as English. In this session, participants will review the components of a Lotta Lara lesson, hear from a teacher who has used Lotta Lara in his middle school classroom, and observe part of a lesson where Lotta Lara was implemented.

Refugees, Trauma, and the Educational Setting, *Room 124*

Presented by: Laurel Lemke and Christine van Belle, Salem-Keizer Public Schools

Audience: All

This presentation will highlight the school-based experiences of refugee students in the greater Salem-Keizer Public School District. It will discuss considerations for the compassionate welcome of these students into the educational environment. Additionally, the assessment of trauma specific to refugee students will be addressed as well as interventions and accommodations.

Family Engagement Within Multicultural Populations, *Room 135*

Presented by: Antonio Ramos and Jesus Sandoval, Oregon Migrant Education Service District
Audience: All

Urban and rural communities are encountering changes in demographics and as so, strategies for family engagement must change and adapt to meet the needs of student populations. Parents of linguistically diverse students have high aspirations for their children and want to be involved in promoting their academic success. How can we as educators harness this potential for family engagement and ensure it happens? During this session, we will highlight the various Family Engagement structures, strategies, and approaches that have been taken within the Migrant Education Program. Participants will also be encouraged to share their current practices, as the presenter guides the dialogue in identifying new ideas and ensure effective Family and Community Collaboration for Student Success.

From Bilingual Students to Educators, *Room 253*

Presented by: Jose Andres Hernandez-Galvan, Yazmin Hernandez-Alvarez, and Anya Hershberger, Hillsboro School District
Audience: All

To inform educators on how they can ensure that all their students receive a fair and equal path to a higher-level education. Using past experiences as bilingual students and future bilingual educators to share ideas and methods that can be implemented and useful for current bilingual/ bicultural students.

An Overview of Project GLAD: A Model for Language and Literacy and Sheltered Instruction, *Room 254*

Presented by: Lara Smith, Project GLAD
Audience: All

Project GLAD® is a model of professional development dedicated to building academic language and literacy for all students, especially English language learners. For over 20 years, Project GLAD® has provided exemplary training for educators both nationally and internationally resulting in students' access to quality instruction and high-levels of success. The Guided Language Acquisition Design model enhances teachers' design and delivery of standards-based instruction through an integrated approach. Project GLAD® classrooms promote an environment that respects and honors each child's voice, personal life experience, beliefs and values their culture. Participants will receive an overview of the research and curricular model, as well as view several strategies. We will discuss the training model and implementation supports so you may consider this outstanding model with your students.

Breakout Sessions: 1:40-2:50

Language in Action! Raising the Bar with Action Plans: A Project GLAD Strategy, *Room 122*

Presented by: Lara Smith and ELD TOSA, Reynolds School District

Audience: Administrators, Elementary, Specialists

Achieving the rigor of the new ELP standards and living out the new shifts in language teaching require a new way of approaching curriculum for ELs. In this workshop we will dive deeper into the vision of the shifts and what it means for your program design. Presenters will share how this vision is living out in the Reynolds School District with the implementation of "Action Plans". A description of how these high level, standards based performance tasks come alive within the Project GLAD Model and how they connect ELP, CCSS and 21st century learning.

Multicultural Considerations in Special Education Evaluation for Emotional and Behavioral Concerns, *Room 132*

Presented by: Laurel Lemke and Christine van Belle, Salem-Keizer Public Schools

Audience: All

This presentation will focus on multicultural considerations involved in the evaluation of students with behavioral and emotional needs. Factors such as assessment, behavior management, and the promotion of positive mental health will be discussed with emphasis on providing culturally responsive services to students and families from diverse backgrounds.

Corrective Feedback Techniques to Improve Oral Language Development, *Room 135*

Presented by: Robin Birdsong, Portland Public Schools, and Vicky Aguilar, Canby School District

Audience: Elementary, Secondary

Providing students with feedback so that they can correct and extend their language is essential for oral language development, especially in a second language. In this workshop we will identify and practice different types of corrective feedback and explore what research says about the effectiveness of the different types of feedback. This workshop is targeted to teachers in dual immersion classrooms, but will be beneficial to any educator that works with emerging bilingual students and/or second language learners.

Teachable Moments, *Room 253*

Presented by: John Lenssen

Audience: All

We will explore teachable moments, those controversial and potentially offensive words - e.g. microaggressions, and ways to respond through facilitated dialogue. We will practice observational inquiry, reflective inquiry and other forms of interruption. We will revisit the value of establishing community agreements with student buy-in.

Translanguaging Techniques Using Music, Motivation, & Multi-Media, *Room 254*

Presented by: GueroLoco, BilingualNationUSA.com

Audience:

Join GueroLoco, aka Mr. GL, on a unique language learning journey as he demonstrates techniques to inspire students to learn, using music and motivation methods in the multilingual classroom. GL is an award winning hip hop artist focused on motivating students to learn languages while taking pride in themselves, their education, and learning about other cultures. From the ABC hip hop song and reggaeton songs conjugating the verbs, to his own positive bilingual songs, GL shows how music and motivation can transform your classroom and the way your students learn. Also addressed: Advocacy, Unity, Gamification, Literacy & Bullying.

Afternoon Breakout Sessions: 3:00-4:10

Affirming Adolescent Identity Through Middle School Dual Language Programs, *Room 115*

Presented by: Jennifer Martin and Lacey King, North Clackamas School District

Audience: Secondary

As middle school dual language teachers, how can we encourage the development of students' cultural and linguistic identities? This presentation will focus on how to engage students through poetry, peer dialogue, writing, and artistic expression. In addition, presenters will offer ideas for empowering bilingual students within the classroom and the school, through community-building activities, volunteer opportunities and after-school programs.

Recruiting and Supporting International Visiting Teachers, *Room 122*

Presented by: Chrissy Chapman, Salem-Keizer Public Schools, and Cindy Bauer, Canby School District

Audience: Administrators, Elementary, Secondary

This session will inform participants of the process for hiring international visiting teachers to teach in bilingual programs. Teachers can work for up to five years in a school district, which provides the district with the opportunity to enrich their teaching staff with teachers that are bicultural, bilingual and have a diverse perspective on education. The session will also provide information on how to support international visiting teachers once they arrive. Because they are teaching in a new school system, they need different supports than a typical veteran teacher.

The Role of Dual Language Programs in the Development of Ethnic Identity of Bilingual Students, *Room 124*

Presented by Juliana Smith, Concordia University

Audience: Administrators, Secondary

The author will explain the findings of the dissertation with the title above and will explain how these findings could enlighten administrators and parents. Also, the study presented some questions for future studies.

Biliteracy Development in a 5th Grade Classroom, *Room 132*

Presented by: Danielle Reynolds-Young, Reynolds School District, and Vicky Aguilar, Canby School District

Audience: Administrators, Elementary, Specialists

A fifth grade teacher and instructional coach planned and documented a thematic unit in a fifth grade DLI classroom. The inquiry process seeks to discover how the teachers plan for instruction and assessment in order to increase student engagement and access to grade level curriculum. This session will illustrate best practices in implementing explicit language instruction in the content-based classroom and provide examples of formative and summative assessment practices that were effective with their school population.

Conscribed Opportunity: How English Learner Students' Social and Educational Experiences Narrow Over Time, *Room 135*

Presented by: Misael Flores Gutierrez, U of O

Audience: All

In this presentation we present findings from qualitative research in an urban district involving 20 in-depth interviews with teachers and administrators working with EL students. We describe how structural, psychological, and social factors increasingly limit students' social and educational opportunities among students who remain classified as ELs as they move up in grade. We focus our presentation on solutions that teachers and administrators offer for how to ensure that students acquiring English have full access to educational content and positive social experiences across grade levels.

Teachable Moments, *Room 253*

Presented by: John Lenssen

Audience: All

We will explore teachable moments, those controversial and potentially offensive words - e.g. microaggressions, and ways to respond through facilitated dialogue. We will practice observational inquiry, reflective inquiry and other forms of interruption. We will revisit the value of establishing community agreements with student buy-in.

Content Squared: Providing Rigorous Content to Secondary Students in Two Languages, *Room 254*

Presented by: Jaclyn Hernandez, Arizona State University

Audience: Administrator, Secondary, Specialists

The purpose of this presentation is to demonstrate how content-based language teaching can be used to help secondary educators provide instruction in two languages. Building upon the work of Literacy Squared as a research-based and tested biliteracy model, Content Squared provides a lesson framework to help educators think about language in addition to content. In this session, educators will learn the purpose and the components of content-based language teaching. In a partial lesson demonstration, educators will also observe how tools can be embedded in content classrooms so that students are learning content and, simultaneously, developing academic Spanish and English.

Sesiones para Padres

Parent Strand

Place/Lugar

'Council Chamber'

Sábado, 22 de abril, 2017	Saturday, April 22, 2017
8:30 Registración y Desayuno	8:30 Registration & Continental Breakfast
9:00 Bienvenida	9:00 Welcome
La Apertura: Elaine Merighi Morelock	Keynote: Elaine Merighi Morelock
10:00 Orientación para Padres	10:00 Orientation for Parents
10:30 - 11:40 * Sesión 1	10:30 - 11:40 * Session 1
11:45 - 12:30 Almuerzo	11:45 Lunch
12:40 -1:50 * Sesión 2	12:40 - 1:50 * Session 2
2:00 - 3:10 * Sesión 3	2:00 - 3:10 * Session 3
3:20 El Cierre - Rifa	3:20 Closing Remarks and Raffle
3:30 Se termina la conferencia	3:30 Conference Ends

*These workshops have been designed for parents but other conference participants are welcome to attend.
The workshops will be in Spanish but there will an interpreter for a limited number of participants.*

*Estos talleres están específicamente diseñados para padres de familia pero
otros participantes de la conferencia pueden asistir. Los talleres se llevarán a cabo en español.*



PRESENTADORA - Elaine Merighi Morelock

- PRESENTER -

*** TÍTULO: “Sus Palabras Valen Oro”**

¿Qué significa la *Mentalidad de Crecimiento*? y ¿Qué deben los padres decir a sus hijos para que tengan éxito en su futuro?

DESCRIPCIÓN DE LA SESIÓN

En esta sesión, los padres de niños en la escuela primaria aprenderán sobre 'la Mentalidad Positiva' y el impacto que tiene esta idea en nuestra motivación y productividad en la escuela y en la vida. Aprenderemos sobre la diferencia entre la *Mentalidad Fija* y la *Mentalidad de Crecimiento*. Los padres participarán en

actividades que cambiarán su forma de pensar, su conducta y sus palabras para poder apoyar y garantizar un futuro exitoso a sus hijos.

SOBRE LA INSTRUCTORA

Elaine es una madre latina de dos niños, es una profesora bicultural y trilingüe en portugués, español e inglés. Originaria de Brazil y ha enseñado inglés, portugués y literatura en escuelas públicas y privadas a niños y jóvenes. Después de mudarse a los Estados Unidos, Elaine trabajó como maestra de inglés y en educación bilingüe. También ha sido coach de la enseñanza para educadores, y ha desarrollado capacitación profesional para maestros de kínder al 12vo grado en las escuelas publicas y a nivel condado por los últimos 18 años. Además ha trabajado como profesora para educadores que están estudiando para obtener su certificado para enseñar inglés como segundo idioma en diferentes universidades en el estado de Oregon. Recientemente trabajó para el condado como especialista de inglés como segundo idioma, coordinadora del comité de padres del programa migrante y colabora con varios distritos. Actualmente, Elaine proporciona capacitación para profesores en el área de lenguaje, áreas didácticas, estrategias de enseñanza, charlas sobre la cultura, la equidad y sobre el involucramiento de los padres.

*** TITLE: “Your Words are Golden” –** What does ‘Growth Mindset’ mean? What should or shouldn't parents say to their children to ensure they have a successful future?

SESSION DESCRIPTION

In this session, parents who have children in schools will learn about the impact that the right ‘Mindset’ has in our motivation and productivity in the worlds of education, work and sports. We will learn about the main differences between ‘Growth Mindset’ and ‘Fixed Mindset’. Parents will be engaged in techniques that will change their thinking, behavior and words so they can support and promote a successful and happy future for their children.

ABOUT THE INSTRUCTOR

Elaine is a latina mother of 2 boys, bicultural educator, trilingual in Portuguese, Spanish, and English. Originally from Brazil, she taught English and Portuguese languages and literature in public and private schools to children and young adults. After moving to the US, Elaine has worked as a bilingual/ESOL teacher, instructional coach, and K-12 staff development professional in the public school system and at the county level for the past 18 years. She has also served as an adjunct professor for the ESOL/Bilingual Endorsement programs at different universities in Oregon and most recently worked at the county level as an English language learner specialist, parent advisory coordinator for the migrant program, and education consultant. Elaine currently consults with school districts and provides professional development for staff in language & content instructional approaches, culture and equity and parent involvement.

Sesión 1

(10:30- 11:40)

<p>¿Qué Pueden Hacer la Escuelas para Apoyar a las Familias (migrantes)? Salón 242</p> <p>Presentado por: Cristina Servin, Marianna Roman Distrito Escolar de Hillsboro</p> <p><i>Crear escuelas que tienen un ambiente que incluye a todos y donde las personas se sientan en casa, es esencial. Como una institución en el cual las familias migrantes confían, las escuela tienen un rol crítico en asegurarse que las familias tengan acceso a información y recursos necesarios. Esta sesión se enfocará en los planes que las familias deben tener en caso de una deportación o emergencia y cómo pueden tener eventos en las escuelas en donde los padres se pueden apoyar mutuamente, donde tengan una voz y puedan colaborar con el personal que se dedica a este trabajo.</i></p>	<p>What can Schools do to Support (Im)migrant Families? Room 242</p> <p>Presented by: Cristina Servin, Marianna Roman Hillsboro School District</p> <p><i>Creating inclusive and welcoming school environments is essential for all school communities. As a trusted institution in immigrant families' lives, schools can play a critical role in ensuring (im)migrant families have access to important information and resources. This session will focus on family preparedness plans in case of deportations or emergencies and strategies to host community events at schools to increase parent-to-parent support, parent voice, and collaboration with family engagement personnel.</i></p>
<p>El idioma ya no Debe ser una Barrera Salón 243</p> <p>Presentado por: Martha Mendez Distrito Escolar de Hillsboro</p> <p><i>¿Sabía usted que el idioma ya no es una barrera para participar en la educación de sus hijos? ¿Quiere aprender sobre sus derechos legales sobre este tema? En esta sesión, los participantes adquirirán conocimiento sobre:</i></p> <ul style="list-style-type: none">● <i>el papel que la interpretación y la traducción desempeña en la comunicación entre los padres y la escuela</i>● <i>los derechos civiles de los padres de estudiantes que están aprendiendo inglés</i>● <i>cómo abordar situaciones cuando existe la limitación del idioma</i>● <i>la relación entre el rendimiento escolar del estudiante y la participación de los padres</i>● <i>los medios de comunicación y la capacitación.</i>	<p>Language Should No Longer Be a Barrier Room 243</p> <p>Presented by: Martha Mendez Hillsboro School District</p> <p><i>Did you know that language is no longer a barrier to be able to participate in your child's education? Do you want to know your legal rights in regards to this? In this session, participants will acquire knowledge about:</i></p> <ul style="list-style-type: none">● <i>the role that interpretation and translation play in the communication between parents and the school</i>● <i>the civil rights of ELL parents</i>● <i>how to approach situations where language is a barrier</i>● <i>the correlation between school achievement and parent participation</i>● <i>and means of communication and training</i>

Sesión 2

(12:40 - 1:50)

<p>Motivación para la Graduación Salón 242</p> <p>Presentado por: Jesús Sandoval y Melchor Gomez Centro de Servicios de Educación Migrante de Oregon</p> <p><i>Este taller se centrará en lo que como padres podemos hacer para motivar, apoyar y cultivar las habilidades esenciales que nuestros estudiantes necesitarán para graduarse de la escuela secundaria y posiblemente ingresar a la universidad.</i></p>	<p>Motivation Towards Graduating Room 242</p> <p>Presented by: Jesús Sandoval and Melchor Gomez Oregon Migrant Education Service Center</p> <p><i>This session will explain what we, as parents can do to motivate, support and help students gain the essential abilities they need to graduate from high school and continue ingresar en la educación pos-secundario.</i></p>
<p>Padres Exitosos, Hijos Exitosos Salón 243</p> <p><i>Presentador: Carlos Ordaz Distrito Escolar de Canby</i></p> <p><i>En esta sesión los participantes analizarán la importancia del cumplir las metas propuestas y tener un plan para desarrollarlas así como el papel que juega cada decisión de los padres en la vida y desarrollo de sus hijos.</i></p>	<p>Successful Parents, Successful Children Room 243</p> <p>Presented by: Carlos Ordaz Distrito Escolar de Canby</p> <p><i>During this session participants will analyze the importance to meet their goals, have a plan on how to develop them, and the impact of their decisions on their children's lives.</i></p>

Sesión 3

(2:00- 3:10)

<p><i>El liderazgo: Destrezas y Habilidades para Padres</i> Salón 242</p> <p>Presentado por: Jesús Sandoval y Melchor Gomez Centro de Servicios de Educación Migrante de Oregon</p> <p><i>Liderazgo es una Visión/Misión</i> <i>Durante esta sesión los presentes identifican sus propias destrezas y habilidades de liderazgo. Además elaborarán objetivos para su familia, así como establecer la diferencia entre exigir y motivar para alcanzar sus metas.</i></p>	<p><i>Parents as Leaders</i> Room 242</p> <p>Presented by: Jesús Sandoval and Melchor Gomez Oregon Migrant Education Service Center</p> <p><i>Leadership is a vision/mission</i> <i>During this session parents will identify their own leadership skills. In addition, they will organize an action plan for their own home environment, and distinguished the difference between expect and motivate children to reach their goals.</i></p>
<p><i>Adivina, Adivinador</i> <i>El poder de los textos populares para apoyar la lectura en casa</i> Salón 243</p> <p>Presentado por: Carlos Ordaz Distrito Escolar de Canby</p> <p><i>Durante esta presentación los participantes aprenderán acerca de cómo los cuentos tradicionales mexicanos y las historias apoyan y fomentan la lectura en la casa.</i></p>	<p><i>"Adivina, Adivinador"</i> <i>The power of traditional stories to support reading at home</i> Room 243</p> <p>Presented by: Carlos Ordaz Canby School District</p> <p><i>During this workshop participants will learn how mexican traditional texts and stories can support and encourage reading at home.</i></p>

Oregon Alliance for Multilingual Multicultural Education Board Members

Oregon AMME strives to cultivate a multilingual, multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that value native languages, lead to English and academic proficiency, and prepare our nation's students for the global economy.

Robin Farup-Romero, President

Marisol Kreuzer, Vice President

Berta Lule, Treasurer

Sonta Thompson, Secretary

Chris Hesselbein, Technology Support

Travis Reiman, Member at Large

Antonio Ramos, Member at Large

Amy Torres, Member at Large

Dovina Israel Greco, Planning Committee Member

Contact us at oregonamme@gmail.com

Oregon Association for Bilingual Education

Board Members

OABE's mission is to advocate for Oregon students, by promoting bilingual education programs, based on solid research, pedagogy and professional development. Our organization prioritizes closing the opportunity gap for English language learners through native language instruction and English language development.

Cindy Bauer, President

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Oscar Moreno Gilson, Regional Representative

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Kinsey Martin, Regional Representative

Elaine Morelock, Regional Representative

Vicky Aguilar, Regional Representative

Contact us at oabeseecretary@gmail.com

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Exhibitors

East-West Discovery - Icy Smith

Imagine Learning - Andy Van Ausdal

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