

Multilingual Updates Newsletter

Information and Updates from the California Department of Education
(CDE) Multilingual Support Division (MSD)

Issue 31, January 2024

This newsletter is disseminated **quarterly** to keep you informed of new resources and guidance for supporting the English learners and multilingual learners you serve.

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Announcements

World Language Reading Challenge 2024

The CDE is excited to announce that the World Language Reading Challenge will continue in the 2023–24 school year. The World Language Reading Challenge is an annual event taking place during National World Language Week in March. The World Language Reading Challenge was developed in partnership with the California Language Teachers' Association (CLTA).

What are this year's dates?

March 3–9, 2024

How can local educational agencies (LEAs) participate?

Classes, schools, or districts interested in participating can encourage students to read authentic texts in the target language(s) March 3 through 9, 2024, and celebrate students' effort. See the [World Language Reading Challenge Guidelines](#) (PDF) and the web page below for additional information.

Submit the online form after the challenge to have your participation included in the list of participating LEAs.

Where can I find more information?

For more information about the World Language Reading Challenge and to participate, visit the [CDE World Language Reading Challenge web page](#).

Additional resources are available on the [California Educators Together World Language Reading Challenge Group](#). Educators who do not yet have a California Educators Together account will be prompted to create a free account before joining.

Questions?

If you have questions, please contact Gina Garcia-Smith, Education Programs Consultant (EPC), MSD, CDE, by email at SEAL@cde.ca.gov or by phone at 916-319-0265.

ED “Being Bilingual Is a Superpower” Initiative

The Biden-Harris Administration launched the “Being Bilingual Is a Superpower” initiative as part of the Raise the Bar: Create Pathways for Global Engagement” Initiative in November 2023.

As part of this work, the U.S. Department of Education is coming to California February 20 and 21, 2024, to visit dual language immersion programs. California was also invited to be part of a five state workgroup with New York, Texas, North Carolina, and Utah, to share about policies, processes, programs, and practices as one of the states with the highest number of DLI programs.

The [ED Press release “Biden-Harris Administration Launches “Being Bilingual is a Superpower” to Promote Multilingual Education for a Diverse Workforce” web page](#) provides additional information about this initiative.

For more information on the Raise the Bar: Create Pathways for Global Engagement Initiative see the [ED Raise the Bar: Create Pathways for Global Engagement web page](#).

Literacy and Biliteracy

AB 370: New State Seal of Biliteracy Requirements Effective January 1, 2024

Governor Newsom signed AB 370 on October 7, 2023, and the new requirements are effective January 1, 2024. These requirements apply to students starting with 2024 graduates. The [CDE State Seal of Biliteracy web page](#) has been updated to reflect the new SSB requirements, per AB 370.

For more information on AB 370, please see the [California Legislative Information AB 370 web page](#).

The CDE recorded a live webinar on the new requirements on November 8, 2023, which will be posted to the CDE SSB web page soon.

Additional information and resources including a requirements flyer, poster, and bookmark are available now. Translations of these materials will be posted soon.

If you have any questions, please contact Gina Garcia-Smith, EPC, MSD, CDE, by email at SEAL@cde.ca.gov or by phone at 916-319-0265.

Join the New California Educators Together State Seal of Biliteracy Group

The CDE MSD is excited to announce the new State Seal of Biliteracy California Educators Together Group.



What is it?

A space where the CDE MSD will share the latest news, events, and resources related to State Seal of Biliteracy and the Biliteracy Pathway Recognitions.

This space is also a place to share your own resources that may be beneficial to others and to start discussions related to the State Seal of Biliteracy or Biliteracy Pathway Recognitions.

Who is it for?

Educators and education leaders who are involved in coordinating the State Seal of Biliteracy or Biliteracy Pathway Recognitions at the classroom, school, district, or county levels.

How can I join?

Visit the [California Educators Together State Seal of Biliteracy Group](#).

If you do not yet have a free California Educators Together account, you will be prompted to create one.

Questions?

If you have questions, please reach out to Gina Garcia-Smith, EPC, MSD, CDE, by email at SEAL@cde.ca.gov or by phone at 916-319-0265.

Assessment

CAASPP and ELPAC Interim Assessment Video Series

The CAASPP and ELPAC Interim Assessment Video Series consists of six modules covering the content and purpose of the interim assessments as well as how to use related systems and resources. Some components of this video series are available now while others are under production. These videos will complement the Interim Assessment User Guide, which contains more details for educators using the CAASPP and ELPAC Interim Assessments.

This series includes:

- Introduction to the Interim Assessments—Available Now
- Interim Assessment Viewing System—Coming Soon
- How to Administer the CAASPP Interim Assessments—Coming Soon
- How to Score the Interim Assessments
 - How to Use the Teaching Hand Scoring System for the Interim Assessments—Coming Soon
 - Data Entry Interface for ELPAC Interim Assessments—Available Now
- **How to Administer the ELPAC Interim Assessments—Available Now**
 - How to Administer the ELPAC Interim Assessments: Overview
 - How to Administer the ELPAC Interim Assessments: Speaking Domain
 - How to Administer the ELPAC Interim Assessments: Kindergarten through second grade Listening, Reading, and Writing Domains
 - How to Administer the ELPAC Interim Assessments: Third through twelfth grade Listening, Reading, and Writing Domains
- California Educator Reporting System—Available now

This video series is available on the [CAASPP and ELPAC Interim Assessment Video Series web page](#).

If you have questions about the ELPAC or these resources, please contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov or by phone at 916-319-0784.

New ELPAC Domain Exemption Decision-Making Tool

Introducing the new [Domain Exemption Decision-Making Tool](#) (PDF) for the Initial and Summative ELPAC, which is located on the [CDE English Language Proficiency Assessments for California web page](#). This tool provides valuable support to individualized education program (IEP) and Section 504 plan teams in determining eligibility for a domain exemption.

- Each year, IEP and Section 504 plan teams may use this resource to determine if an English learner (EL) student or a potential EL student has a disability that precludes meaningful participation in one or more of the Initial and Summative ELPAC domains (i.e., Speaking, Listening, Reading, and Writing).
- For the Initial and Summative ELPAC, a student may only be exempted from one domain per composite, with a maximum of two domain exemptions allowed.
- To receive a score, a student must be assessed in the remaining domain within each composite.

If you have questions about the ELPAC or this resource, please contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov or by phone at 916-319-0784

Legislation

AB 714 Pupil Instruction: Newcomer Pupils: Curriculum Frameworks: High School Coursework and Graduation Requirements: Exemptions and Alternatives Signed into Law

AB 714 was signed by Governor Newsom on October 7, 2023. This bill amends California *Education Code (EC)* sections 51225.1, 51225.2, and 60811.8., and adds sections 33547 and 54450, changing requirements related to newcomer students and programs. The new requirements will go into effect on January 1, 2024. The updated requirements are available on the [California Legislative Information AB 714 web page](#) under the “Today’s Law as Amended” tab. The [CDE Newcomer Students web page](#) is being updated to reflect the new requirements.

If you have questions about AB 714, please contact Language Policy and Leadership Office (LPLO) by phone at 916-319-0845 or by email at LPLO@cde.ca.gov.

AB 1127 Teachers: Professional Development: Bilingual Teacher Professional Development Program: Eligibility Signed into Law

AB 1127 was signed by Governor Newsom on October 13, 2023. This bill reestablishes the Bilingual Teacher Professional Development Program. Superintendent Thurmond was a co-sponsor. Other co-sponsors include Californians Together and the California

Association of Bilingual Education. The new requirements will go into effect on January 1, 2024. The updated requirements are available on the [California Legislative Information AB 1127 web page](#) under the “Today’s Law as Amended” tab.

If you have questions about AB 1127, please contact the Educator Excellence and Equity Division, Teacher and Leader Policy Office, by phone at 916-445-7331 or by email at BTPDP@cde.ca.gov.

Reclassification

OPTEL Approved by SBE

The OPTEL, an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, is intended to fulfill the requirement of California *EC* Section 313.3 regarding reclassification Criteria 2 (teacher evaluation) and Criteria 3 (parent consultation), for students that take the Summative ELPAC.

For additional information on the reclassification criteria, visit the [CDE Reclassification web page](#).

The OPTEL is designed to move California closer to statewide standardized exit criteria for reclassification to meet Section 3111 (b)(2)(A) of the Every Student Succeeds Act. Please note that reclassification Criterion 1 is standardized as a performance level 4 on the Summative ELPAC.

At the end of August 2023, WestEd, the contractor for the OPTEL project, submitted a validation study report to the CDE describing and explaining the description of the methods, general results of the field testing, and results of the validation study. In October 2023, the MSD submitted an Information Memorandum (available on the [CDE October 2023 Information Memoranda web page](#)) regarding the OPTEL to the SBE. The MSD then presented an Action Item regarding the OPTEL to the SBE on November 8, 2023, where **the SBE approved the tool and a recommended threshold level of three or above.**

For more information on this process, visit the [CDE Observation Protocol for Teachers of English Learners web page](#).

Grants

DLIG Update

The 27 DLIG grantees have completed their first year of establishing and/or expanding dual language immersion (DLI) programs within 55 schools. Grant successes include planning for a new DLI program, recruiting new staff and families, providing professional development opportunities, and acquiring or developing curriculum and resources. Grant challenges include finding qualified teachers and substitutes, recruiting families, maintaining the balance of student language groups the model requires, and finding or developing appropriate curriculum.

Looking ahead to the second year of the grant, grantees will welcome their first cohort of DLI students, begin the implementation of new DLI programs, continue the expansion of current DLI programs, provide professional learning for current and new staff, and continue to develop resources for program implementation. To learn more about multilingual programs, visit the [CDE Multilingual Education web page](#).

EWIG: ELAP Update

The Education Omnibus Budget Trailer Bill of 2022, Section 54, provides \$20 million through the 2024–25 fiscal year to support one or more competitive EWIG grants for professional learning opportunities for teachers and paraprofessionals, including **\$10 million** to develop and deliver **professional learning opportunities which support the implementation of effective language acquisition programs for EL students**, which may include:

- Integrated language development within and across content areas,
- Bilingual and biliterate proficiency, and
- Building and strengthening capacity to implement the California EL Roadmap Policy.

Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors will include strategies for high-quality instruction aligned to the Quality Professional Learning Standards.

The CDE awarded the EWIG: ELAP funds to four county offices of education (COEs) that formed consortia to provide **free professional development to all interested LEAs** throughout California. Each grantee leads a zone that will serve the counties below. The makeup of each zone is based on the number of EL students the grant will impact.

Zone A Lead Grantee: Sacramento COE

More information is available on the [Sacramento COE Educators Learn About Language Acquisition Programs web page](#).

Counties: Alameda, Alpine, Butte, Amador, Calaveras, Colusa, Contra Costa, Del Norte, El Dorado, Glenn, Humboldt, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Nevada, Placer, Plumas, Sacramento, Santa Clara, San Francisco, San Mateo, Shasta, Sierra, Siskiyou, Solano, Sonoma, Sutter, Tehama, Trinity, Tuolumne, Yolo, and Yuba.

Zone B Lead Grantee: San Bernardino County Superintendent of Schools (SBCSS)

More information is available on the [SBCSS EWIG-ELAP web page](#).

Counties: Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, Monterey, San Benito, San Bernardino, San Joaquin, San Luis Obispo, Santa Cruz, Stanislaus, and Tulare.

Zone C Lead Grantee: Los Angeles COE

More information is available on the [Los Angeles COE EL Roadmap Power in Collaboration Across California \(EPiCC\) web page](#).

Counties: Los Angeles, Ventura, and Santa Barbara.

Zone D Lead Grantee: Orange County Department of Education (OCDE)

More information is available on the [OCDE EWIG-ELAP web page](#).

Counties: Imperial, Orange, Riverside, and San Diego.

Additional consortia members across the zones include the California Association for Bilingual Education, Californians Together, California State University (CSU) San Bernardino, CSU Fullerton, National Resource Center for Asian Languages; Loyola Marymount – Center for Equity for English Learners; Stanford University Center to Support Excellence in Teaching; University of Southern California, and Sobrato Early Academic Language Model.



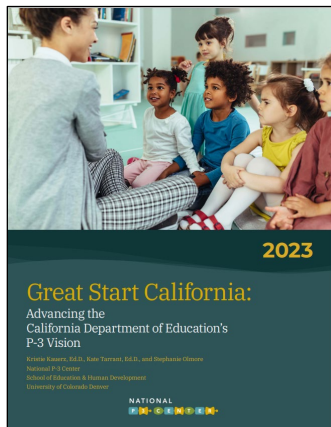
To find out more about professional learning opportunities statewide, visit the [EPiCC website](#).

Resources

National P–3 Center Report on California

Over the last two years, the CDE and the Commission on Teacher Credentialing (CTC) have engaged with the National P–3 Center both to build a collective understanding of effective and impactful P–3 strategies within the CDE and the CTC, and to identify specific strategies that will inform and guide the future of our state-level P–3 alignment initiative.

The National P–3 Center recently released its report, which reviews key features of P–3 approaches and outlines a comprehensive list of potential state-level policy reform strategies for California to consider.

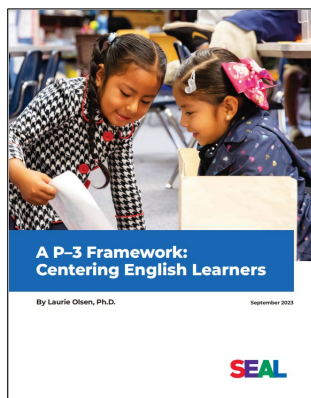


Access the report "Great Start California: Advancing the California Department of Education's P-3 Vision" on the [National P-3 Center website](#) to find out more about this important work.

A P-3 Framework: Centering English Learners

A P-3 Framework: Centering English Learners, authored by Dr. Laurie Olsen, focuses on building aligned practices for EL students and dual language learners (DLLs) success across the crucial developmental phase, ages 3-8, for language, literacy, learning, and identity, and with a focus on supporting deep, joyful learning and development.

During the past decade, increased attention to the importance of the early years in a child's education and development has led to major initiatives linking preschool to primary-grades schooling. Existing P-3 frameworks address general systems and policy issues related to creating aligned, appropriate P-3 systems. These issues are important but inadequate as a framework and guidance for practice for the millions of linguistically and culturally diverse children and families that early education and elementary schools serve throughout the United States.



[A P-3 Framework: Centering English Learners](#) (PDF) articulates a set of pedagogical and system-design principles that derive from the knowledge base on effective practices for EL/DLLs, culturally and linguistically sustaining approaches, research on dual

language development, and experiences building systems that appropriately serve immigrant and dual language communities and enable effective practices to be implemented.

ED English Learner Family Toolkit App

The ED recently released the new English Learner Family Toolkit App.

Description from ED:

The EL Family Toolkit helps families and educators stay connected to the latest tips, innovative tools, and practical resources to support English learners enrolled in U.S. schools. This FREE app from the ED is available in English, Spanish, Chinese, and Arabic and can be downloaded on Android and Apple devices!

Parents, families, and guardians can use the EL Family Toolkit to:

- Learn more about U.S. schools
- Learn about their rights in U.S. public schools
- Find out about school enrollment and attendance policies
- Get information about programs, services, and extracurricular activities
- Find advice and suggestions for helpful questions to ask when talking to school staff
- Find ways to support the safety, health, and success of EL students
- Browse quick tips by topic

Teachers, administrators, and other educational staff can use the EL Family Toolkit to:

- Find resources to support quality educational opportunities for EL students
- Get updates on professional development and resources from ED
- Find tips for using the Toolkit to engage families

To download the app, visit the [English Learner Family Toolkit on the Apple App store](#) at or the [Google Play store](#).

Webinars

Re-Launching Reclassification: Introducing the OPTEL Webinar

The CDE MSD, in partnership with the Region 15 Comprehensive Center, will host the Re-Launching Reclassification: Introducing the OPTEL Webinar on **Tuesday, January 30, 2024, from 3:30–5 p.m.**

The OPTEL is a standardized observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students. The OPTEL was

unanimously approved in November 2023 by the State Board of Education as a consistent, validated, and intentional resource to support equity in the reclassification process for EL students. It is designed to be used to satisfy Reclassification criteria 2, teacher evaluation, and 3, parent consultation.

Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (RFEP) status. Reclassification can occur at any time during the academic year, immediately upon the student meeting all the criteria.

Implementing the OPTTEL also presents LEAs and educators with opportunities for professional growth in formative assessment and ELD standards-aligned instruction, and it centers parents' voices as integral in decisions about their children's education.

LEAs may register for the webinar on the [OPTTEL Zoom Registration web page](#).

This webinar will also be livestreamed on the [CDE's Facebook web page](#).

Upon registering, if you cannot attend or need to cancel your registration, please email the Language Policy and Leadership Office (LPLO) at LPLO@cde.ca.gov. You may also contact the LPLO with any questions.

For more information on reclassification, please visit the [CDE Reclassification web page](#).

ELD Standards Webinar Series

The CDE MSD, in collaboration with the Region 15 Comprehensive Center, will host a monthly webinar series to revisit the California ELD Standards. The Wednesday webinars will include detailed presentations of the Proficiency Level Descriptors, Part I, Part II, and Part III of the standards, and how the standards can be used for providing high quality integrated and designated ELD instruction for English learner students.

Webinar 1: Revisiting the California ELD Standards (Recorded)

This webinar will take place on Wednesday, **January 24, 2024, from 3:30–5:00 p.m.** This is the first of five webinars in the series. This webinar will provide an orientation to the California ELD Standards. It will include an overview of the six chapters and introduce the proficiency level descriptors and Parts I–III of the standards and more. The target audience is new and veteran teachers and administrators who are new to the ELD standards or would like to refresh their familiarity.

This webinar was recorded and will be posted to the [CDE ELD Standards web page](#) at a later date.

Webinar 2: Professional Learning for Successful Implementation of the California ELD Standards

This webinar will take place on **Wednesday, February 28, 2024, from 3:30–5:00 p.m.** This is the second of five webinars in this series. This webinar will highlight the following chapters in the California ELD Standards publication to support professional learning for implementation:

- Chapter 4: Theoretical Foundations and the Research Base of the California English Language Development Standards
- Chapter 5: Learning About How English Works; and
- Chapter 6: Foundational Literacy Skills for English Learners

The target audience is new and veteran teachers and administrators who are new to the ELD standards or would like to refresh their familiarity. Register to attend webinar two on the [ELD Webinar Two Zoom Registration web page](#).

Webinar 3: California ELD Standards Proficiency Level Descriptors

This webinar will take place on **Wednesday, March 20, 2024, from 3:30–5:00 p.m.** This is the third of five webinars in this series. This webinar will provide a detailed presentation of the California ELD Standards Proficiency Level Descriptors and how they are intended to be used as a guide for teachers to provide English learner students with targeted instruction in ELD and differentiated instruction in academic content areas. The target audience is new and veteran teachers and administrators who are new to the Proficiency Level Descriptors or would like to refresh their familiarity. Register to attend webinar three on the [ELD Webinar Three Zoom Registration web page](#).

Webinar 4: California ELD Standards Part I: Interacting in Meaningful Ways

This webinar will take place on **Wednesday, April 24, 2024, from 3:30–5:00 p.m.** This is the fourth of five webinars in this series. This webinar will provide a detailed presentation of Part I of the California ELD Standards, Interacting in Meaningful Ways, and discuss developing appropriate integrated and designated ELD for English learner students. The target audience is new and veteran teachers and administrators who are new to Part I of the standards or would like to refresh their familiarity. Register to attend webinar four on the [ELD Webinar Four Zoom Registration web page](#).

Webinar 5: California ELD Standards Part II: Learning About How English Works

This webinar will take place on **Wednesday, May 22, 2024, from 3:30–5:00 p.m.** This is the fifth of five webinars in this series. This webinar will provide a detailed presentation of Part II of the California ELD Standards, Learning About How English Works, and discuss developing appropriate integrated and designated ELD instruction for English learner students. The target audience is new and veteran teachers and administrators who are new to Part II of the standards or would like to refresh their familiarity. Register to attend webinar five on the [ELD Webinar Five Zoom Registration web page](#).

If you have any questions, please email the Language Policy and Leadership Office at LPLO@cde.ca.gov.

Recentering the ELA/ELD Framework Webinar Series

The CDE invites educators to join us for an exciting webinar series designed to re-center the *ELA/ELD Framework* as the primary guidance for teaching California students to read, write, speak, listen, and use language from transitional kindergarten through grade twelve.

Approved by the SBE in 2014, the *ELA/ELD Framework* provides a blueprint for the implementation of two sets of interrelated standards: the California Common Core State Standards: ELA & Literacy in History/Social Studies, Science, and Technical Subjects and the California ELD Standards. The debate about how to teach literacy has gained much attention in the nation and the state in recent years. The *ELA/ELD Framework*, however, has long advocated for a comprehensive and integrated model of literacy that offers evidence-based literacy instruction in the classroom, including explicit instruction in phonics, phonemic awareness, and other decoding skills, as well as development of vocabulary, comprehension, writing, speaking, and listening skills.

We encourage all school, district, county, state, and institution of higher education educators to attend this webinar series. The webinars will feature the primary writers of the *ELA/ELD Framework*, Dr. Hallie Yopp Slowik, Dr. Pamela Spycher, and Nancy Brynelson, and other special guests. Join us to learn:

- Why the document is as relevant today as it was in 2014.
- How it is organized by the themes of foundational skills, meaning making, language development, effective expression, and content knowledge.
- What it offers that teachers, specialists, consultants, and administrators can use immediately to improve literacy instruction and outcomes.
- How it supports State Superintendent of Public Instruction's literacy campaign to ensure that all California students learn to read by third grade.

Join us on this journey from **3:30 to 4:45 p.m. on the following dates:**

- **February 13, 2024:** Teaching Effective Expression: Writing, Discussing, Presenting, and Using Language Conventions (Register by February 9, 2024)
- **March 12, 2024:** Teaching Content Knowledge Wide Reading, Engaging with Informational Text, and Engaging in Research (Register by March 8, 2024)
- **April 9, 2024:** Assessing Student Progress and Providing Needed Interventions (Register by April 5, 2024)
- **May 14, 2024:** Systems for Implementation and the California Literacy Roadmap (Register by May 10, 2024)

The September webinar can be viewed on the [ELA/ELD Session One YouTube web page](#) and the October webinar can be viewed on the [CDE Facebook page](#).

To participate in the discussions and breakouts in each webinar, please register via the [ELA/ELD Webinar Series Zoom registration web page](#).

Please contact Dr. Bonnie Garcia, Statewide Literacy Co-Director, Statewide Literacy Office, at statewideliteracycampaign@cde.ca.gov with any questions.

CalNEW Newcomer Student Webinar Series

In this series of webinars, expert practitioners and researchers will share their knowledge on emerging best practices, resources, and knowledge that support

newcomer education. The webinars are a project of the CalNEW Program, an ongoing initiative administered by the California Department of Social Services in collaboration with the CDE. Webinar planning is conducted by the Californians Together technical assistance team.

All webinars will be recorded and posted on the [California Newcomer Network CalNEW Videos web page](#).

To participate in the webinar series, **register via the [CalNEW Webinar Series Zoom registration web page](#)**.

The webinars include:

- **Resources for District Practitioners Serving Newcomers (Posted)**
District administrators and researchers discuss their approaches to supporting immigrant students through administrative structures, summer school, community liaisons, and curriculum that explores the immigrant experience. Accompanying resources and references will be provided. Recording available on the [California Newcomer Network CalNEW Videos web page](#).
- **Instructional Paradigms & Strategies for Newcomers (Posted)**
Newcomer pedagogy experts share their approaches to creating a responsive classroom environment, supporting the earliest stages of literacy and oracy, and leveraging technology to enable student language access. Recording available on the [California Newcomer Network CalNEW Videos web page](#).
- **Writing & Research on Newcomer Education
March 7th, 3:30-4:30 p.m. (PST)**
Leading researchers discuss their recent work exploring the school climate that newcomers experience, best practices in newcomer education, and the history of newcomer education in the United States.

NCELA Recorded Webinars

In case you missed any of the 2023 webinars from NCELA, the [NCELA Webinars web page](#) includes links to recorded webinars.

A selection of webinars from this page that may be of interest are:

- **English Learner Family Toolkit** (Recorded December 5, 2023)
- **Supporting Multilingualism for All: Implementing the State Seal of Biliteracy Parts 1 and 2** (Recorded November 6 and 13, 2023)
- **Raise the Bar: Supporting Pathways to Multilingualism Beginning with Early Learning** (Recorded November 2, 2023)
- **Elevando Expectativas: Propiciándole a cada estudiante un camino hacia el multilingüismo** (Recorded October 11, 2023)
- **Raise the Bar: High Quality Dual Language Programs for ALL Students** (Recorded August 16, 2023)

- **Raise the Bar: Create Pathways for Global Engagement and Multilingualism for ALL!** (Recorded August 3, 2023)

Contact Information

For questions regarding multilingual and EL programs and services, please contact the Multilingual Support Division by phone at 916-319-0938 or by email at MSD@cde.ca.gov. You may also visit the [CDE English Learners web page](#).

To subscribe to the Multilingual Updates Listserv and receive this newsletter along with other updates, send a blank email to join-multilingual-support-division-updates@mlist.cde.ca.gov.

