



Multilingual Updates Newsletter: COVID-19 Edition (15)

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

Issue 17, November 13, 2020

Monthly Format:

This is the fifteenth in a **special series of COVID-19 Multilingual Updates Newsletters focusing on school reopening and services for English learners**. This newsletter will be disseminated **monthly** to keep you informed of new resources and guidance for supporting the English learners you serve.

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- **Resources:**

- New resources
- Links to resources on the CDE COVID-19 web page relevant to English learners

Special Announcement

New Division Name!

The CDE Opportunities for All Branch is pleased to announce the name change of the English Learner Support Division to the **Multilingual Support Division**.

This change encompasses a view that students who bring languages other than English to California's schools are assets to the school community and their community at-large. The new name also more accurately reflects the work of the division and the assets-based

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approach toward multilingualism as supported by the California English Learner Roadmap Policy, adopted unanimously by the State Board of Education in 2017; the Global CA 2030 Initiative; the *Improving Education for Multilingual and English Learner Students: Research to Practice* (2020) publication; and the Family Biliteracy Program.

Passage of Proposition 58, also known as the California Education for a Global Economy (CA Ed.G.E.) Initiative, by California voters in November 2016 has led to an increase in the number of multilingual programs throughout the state. This initiative provided access to high-quality, innovative, and research-based multilingual language programs. This proposition also recognized that over 2.5 million of the nearly 6.2 million students in California bring a language other than English to school, including 1.1 million English learners.

Rather than a view of English learner students as only learning English, multilingual programs provide recognition of students' home languages as assets to their education. The Migrant Education Program also shares this assets-based approach in the services it provides which emphasize English learners, as 50 percent of migratory students are also identified as English learners. Multilingual programs offer an opportunity for students to learn each other's languages and to gain cross cultural understanding. This name change reflects the division's assets-based outlook and approach to supporting English learners, migratory students, immigrant students, and other multilingual students and their families in California.

This newsletter's name has also been changed to reflect the new division name.

Onward, Adelante, 起, Pasulong, trở đi, **Multilingual Support Division!**

New Resource

California RELS Comprehensive ELD Resources for LEAs Padlet

The RELS, in collaboration with the Educator Workforce Investment Grant: EL Roadmap Policy Implementation grantees Californians Together and the California Association of Bilingual Education, have been mobilizing and leveraging partnerships to collect and publish resources for the Comprehensive ELD Resources for LEAs Padlet. The California RELS' *Comprehensive ELD Resources for LEAs* Padlet contains documents and links to videos and resources related to integrated and designated ELD, as well as other areas such as services for English learners with disabilities, newcomers, and long-term English learners.

The California RELS Comprehensive ELD Resources for LEAs Padlet is available here on the Padlet website at <https://padlet.com/carelspecialists/ELD>.

About the Regional English Learner Specialists

In partnership, the CDE and the California County Superintendents' Educational Services Association (CCSESA) designate Regional English Learner Specialists (also known as Title III

Regional County Office of Education Leads) to provide technical assistance to the LEAs within each of the 11 County Superintendent regions.

More information about the RELS is available on the CDE RELS web page at <https://www.cde.ca.gov/sp/el/t3/t3leads.asp>.

If you have questions about this Padlet or about the RELS, contact Geqigula “GQ” Dlamini, Education Programs Consultant, Technical Assistance and Monitoring Office, Multilingual Support Division, CDE, by email at gdlamini@cde.ca.gov or by phone at 916-319-0704.

Assessment

New ELPAC Coordinator Training Coming in November

Calling all LEA ELPAC coordinators who are new to their role or want a refresher! The fall ELPAC sessions, hosted by county offices of education across the state, will be held in November 2020. This training picks up where the summer session left off and will cover all necessary tasks to prepare for testing and to gather feedback after testing. This training goes hand in hand with the New Coordinator Training webinars held throughout the year and, while optional, it is highly recommended.

To register, visit the 2020–21 ELPAC Training Opportunities web page at <https://www.elpac.org/training/2020-21-Training-Opportunities>, select “November 2020: New ELPAC Coordinator Training,” and find a location near you to network with other new coordinators in your region.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

New Alternate ELPAC FAQs

The newly developed Alternate ELPAC FAQs are now available on the ELPAC website at <https://www.elpac.org/>. These FAQs address the 2021 Alternate ELPAC field test, student accessibility resources, training, and more!

If you have questions about the ELPAC, please contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

Summative ELPAC LEA Certification Courses

Each LEA ELPAC coordinator, or designee, is required to complete one of the two LEA Certification courses at the Moodle Training Site, even if they have attended a locally offered training. In other words, a local training is not a substitute for LEA certification for the purpose of training test examiners. Only one person from each LEA is required to be certified through the LEA Certification course at the Moodle site.

If you have questions about the ELPAC, please contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

Available by Request: Summative ELPAC Training Binders

LEAs can request to receive, by mail, a Summative 2020–21 ELPAC Administration and Scoring training binder. To make the request, LEA ELPAC coordinators must log on to the ELPAC Administration and Scoring Training website at <https://elpac.scoe.net/AgencyLogin> and select the “Summative ELPAC Binders” button.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

Guidance on Using Eye Gaze as an Alternate Response Option—Just Updated!

The flyer Guidance on Using Eye Gaze as an Alternate Response Option, for California Assessment of Student Performance and Progress (CAASPP) and the Alternate ELPAC, is now available on the California Alternate Assessments web page at <https://www.caaspp.org/administration/about/caa/index.html> and the Alternate ELPAC Resources web page at <https://www.elpac.org/resources/alt-elpac-resources>.

This guidance document provides test examiners with important information about using eye gaze as a mode of communication when administering the alternate assessments, including considerations for students using eye gaze as a response method. This flyer also includes a table showing examples of how test examiners can present the items to students who respond with eye gaze and the corresponding item types.

Remember, it is important for the individualized education program team to determine whether the use of eye gaze as a method of communication is appropriate for the student.

If you have questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

ELPAC Delayed Assessment Letter Template Now Available

The Delayed Assessment Letter Template for Student Cumulative Files is now available on the CDE Initial ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep/initialelpac.asp>. This letter is to be kept in the student cumulative file of any student whose Initial ELPAC assessment was delayed or not administered due to the novel coronavirus disease 2019 (COVID-19) pandemic. Customize this letter by using school letterhead and inserting school information where indicated in brackets.

If you have questions about this letter template, contact the CDE English Language Proficiency and Spanish Assessments Office by email at ELPAC@cde.ca.gov.

Data

2020–21 Changes to English Learner Count

Background

LEAs must assess all new students to a California public school who have indicated a language other than English on the first three questions of the Home Language Survey with the Initial ELPAC. In light of the challenges of assessing students due to the COVID-19 pandemic, the requirement that LEAs conduct this assessment within 30 calendar days of a student’s first enrollment was extended by an additional 45 days, by Senate Bill 820 (Chapter 110, Statutes of 2020), providing LEAs a total of 75 calendar days from a student’s first enrollment to assess the student. If LEAs are not able to meet the 75-day requirement, LEAs should still endeavor to assess the student as soon as possible.

To initiate the assessment process, LEAs must update the California Longitudinal Pupil Achievement Data System (CALPADS) with an English Language Acquisition Status (ELAS) of “To-be-Determined” (TBD), and a Primary Language Code other than English or American Sign Language. During this time, as students wait to be assessed with the Initial ELPAC, LEAs should provide these students ELD services and notify parents of the temporary designation and services being provided until the Initial ELPAC can be administered and students’ official ELAS determined.

Change to English Learner Count for Local Control Funding Formula—Date Extended to December 31, 2020

Any student enrolled on Census Day who has for the first time, an ELAS of English Learner (EL) on Census Day through November 13, 2020, counts as an English learner in the Unduplicated Pupil Count (UPC) used to determine supplemental and concentration grant funding under the Local Control Funding Formula (LCFF). **The revised date by which students must first be identified as English learners is December 31, 2020** (ELAS of EL with a Start Date on or before December 31, 2020).

This revised date provides LEAs the time to assess students with the Initial ELPAC during this time of COVID-19, particularly those students who first enrolled on Census Day.

Moving the date from November 13, 2020, to December 31, 2020 will become effective in CALPADS on **Tuesday, November 17, 2020**. No specific updates to CALPADS are required of LEAs. This is because students’ ELAS of EL are determined upon completion of the Initial ELPAC, and are uploaded directly to CALPADS from the assessment contractor. Students completing all four domains of the Initial ELPAC on or before December 31, 2020, will generate an ELAS record with a status of either EL or Initial Fluent English Proficient (IFEP) and an ELAS Start Date representing the date testing was completed. CALPADS will automatically include, on Certification Report 1.17—*FRPM/English Learner/Foster Youth—Count*, students who are enrolled on Census Day and who are identified for the first time as EL through December 31, 2020. LEAs are reminded that students’ ELAS of Adult English Learner (ADEL) are not determined by the Initial ELPAC. If these students do not already have an ELAS in CALPADS, LEAs should submit these records by December 31, 2020, in order to be included in Report 1.17.

LEAs should still approve their Fall 1 submission by the December 18, 2020, certification deadline in order for those data to be used for the First Principal Apportionment (P-1) calculations. During the amendment window (December 19, 2020–January 29, 2021), if an LEA's UPC on Report 1.17 increases due to additional students being identified as EL or Free or Reduced-Price Meal Eligible (through an Alternative Household Income Form or Direct Certification), LEAs should de-certify and re-certify the updated data by the close of the amendment window, January 29, 2021. The CDE will use these certified data for Second Principal Apportionment (P-2) calculations.

Note: No changes have been made to the rules regarding how students who are reclassified to Re-designated Fluent English Proficient (RFEP) are included in the UPC. Students will be included if their ELAS was EL on or before Census Day. Students with an ELAS of RFEP after Census Day will not be included in the UPC.

Change to English Learner Count for Federal Reporting

For the 2020–21 school year, the U.S. Department of Education (ED) is allowing states to report students with an ELAS of either EL or TBD as English learners. Accordingly, **for federal reporting purposes only**, the CDE will report as an English learner, all students who were enrolled on Census Day and who have an ELAS of EL or TBD on Census Day. LEAs certify these counts on Certification Report 2.8—*English Language Acquisition Status—Count by Primary Language*. This report is not being adjusted; rather, the CDE will simply include both the EL and TBD students in the EL count that is reported to ED. LEAs are reminded that the EL count on Report 2.8 and on Report 1.1 *Enrollment—Primary Status by Subgroup* will not match the EL count on Report 1.17—*FRPM/English Learner/Foster Youth—Count* because Report 1.17 includes students who were first identified as EL through December 31, 2020.

New Education Program Code Added for English Learners who Opt Out of a Language Instruction Program

All English learners are required to be in a Language Instruction Program (LIP) that provides ELD instruction. In Fall 1, English learners who do not have a LIP program record will trigger fatal Certification Validation Rule (CVR) CERT146—*Language Instruction Program record missing for English learner*. Subsequent to implementing this CVR as a fatal error, the CDE learned that some students have been opted out of participating in a LIP by their parents. Accordingly, beginning November 17, 2020, the following Education Program code will be available in CALPADS, for EL students who are not in a LIP because their parents have opted them out of a program:

- Education Program Code 307—*LIP—Parent Opted Out of EL Program*. This code is defined as “*The LEA is not providing any instructional services designed for English learners because the parent of this English learner has opted this student out of EL services. The LEA maintains a record of the action to demonstrate the parents have chosen to opt out of such services.*”

LEAs are reminded that they are still obligated to provide the students reported under this code, instruction to overcome language barriers and meet academic achievement goals to comply with state and federal requirements.

If you have questions about CALPADS, contact the CALPADS/California Basic Educational Data System (CBEDS)/County-District-School (CDS) Operations Office by email at CALPADS@cde.ca.gov or by phone at 916-324-6738.

2020–21 National School Lunch Program Application Requirements

Due to COVID-19, the United States Department of Agriculture (USDA) issued nationwide waivers to allow for the operation of the summer meal programs through December 31, 2020. This waiver has now been extended to June 30, 2021. Since National School Lunch Program (NSLP) applications are not required for the summer meal program, LEAs should not collect NSLP applications in 2020–21.

On October 14, 2020, the USDA released Policy Memorandum SP 01-2021 which stated that carryover eligibility is paused during summer meal program operations. While carryover eligibility has been paused for the purposes of the School Nutrition Programs, students may not be coded as FRPM eligible based upon the carryover window for LCFF purposes.

LEAs are reminded, however, that in order to be included in the UPC that determines supplemental and concentration grant funding under the LCFF, a student must be enrolled on Census Day, and have one of the following:

- An education program record of 181—*Free Meal Program*, or 182—*Reduced-Price Meal Program* with an Education Program Membership Start Date any time between July 1 *December 31, 2020*.
- An ELAS of EL or ADEL with an ELAS Start Date on or before December 31, 2020.
- A 2020–21 CALPADS direct certification match in the July, August, September, October, November, December 2020, or January 2021 direct certification match.
- Identified as a Foster Youth on Census Day, through the statewide match conducted with the California Department of Social Services, on Census Day.
- One of the following Education Program records that is open on Census Day:
 - 135—*Migrant*
 - 191—*Homeless*
 - 193—*Tribal Foster Youth*

Generally, LEAs submit a program record of 181—*Free Meal Program*, or 182—*Reduced-Price Meal Program* based on an approved NSLP application or Alternative Household Income Form. However, since LEAs cannot collect NSLP applications in 2020–21, they must collect Alternative Household Income Forms. LEAs are reminded that such forms are only needed for students who would not otherwise be identified as a student that qualifies to be counted in the UPC.

Note: The impact that the waiver extension through June 30, 2021, has on schools establishing a base year under the Community Eligibility Provision (CEP) or Provision 2 has not yet been determined by the USDA.

If you have questions about CALPADS, contact the CALPADS/California Basic Educational Data System (CBEDS)/County-District-School (CDS) Operations Office by email at CALPADS@cde.ca.gov or by phone at 916-324-6738.

Early Learning

Dual Language Learner Professional Development Grant Training

The training sessions below are part of the Dual Language Learner Professional Development Grant (PDG) which is funded by the Child Care and Development Fund (CCDF) and administered by the CDE, Early Learning and Care Division (ELCD).

If you have questions about the PDG, contact Luis Rios, Bilingual/Migrant Education Consultant, Learning Innovation and Improvement Office, ELCD, CDE, by email at lurios@cde.ca.gov or by phone at 916-445-4820.

Language Learning Project: Supporting Programs in Meeting the Needs of Young Dual Language Learners

This professional development training for the Language Learning Project is designed for early childhood education programs serving young dual language learners, children birth to five years of age who are learning a second language while continuing to develop their home language.

Sessions will occur in early 2021. Specific dates will be determined with participating programs and communities.

Participation is reserved for programs in Fresno County receiving funding through the CDE ELCD.

The application is available on the Language Learning Project website at <https://tinyurl.com/yygwd84u>. **Applications must be submitted by November 30, 2020.**

For further information please contact Jessica Gutierrez of the Fresno Unified School District at jessica.gutierrez@fresnounified.org.

Language Learning Project: Training of Trainers

The Training of Trainers Professional Development Series for the Language Learning Project is designed to develop the capacity of local programs to conduct Personalized Oral Language(s) Learning (POLL) strategies training and to support implementation of those strategies in their own programs and communities.

These modules will facilitate the scaling of POLL strategies in multiple programs and communities across Fresno, Tulare, and Kern counties. Participants will gain skills in providing professional development and support to early childhood educators in meeting the needs of young dual language learners.

Sessions will occur in early 2021. Specific dates are to be determined.

These sessions are designed for trainers from CDE ELCD funded programs in Fresno, Tulare, and Kern counties with:

- Experience providing professional development in early childhood
- Job responsibilities that include providing professional development
- Familiarity and experience working with diverse programs
- Experience working in programs serving dual language learners
- Experience and/or interest in strategies for serving dual language learners

The interest form is available on the Language Learning Project website at <https://tinyurl.com/yy2t9eb6>.

Please submit one form per agency. **The interest form must be submitted by December 14, 2020.**

Preschool Guided Language Acquisition Design (GLAD®) Professional Development Opportunity

Preschool GLAD® Fundamentals training consists of six modules delivered through a blended and job-embedded professional learning model. Training participants learn research and theory about dual language learners, develop skills to enhance relationships with children and families, practice strategies for distance learning and in-person instruction, and plan for implementation. This training is appropriate for preschool educators, assistants, coaches, and leaders. Funded by Dual Language Learner Professional Development from the Child Care and Development Fund (CCDF), CDE ELCD.

This training is offered at no cost to approved agencies/districts. All training and materials are covered under grant funds. Virtual training will be presented through a combination of synchronous and asynchronous formats. Preschool GLAD® Handbook and Activity Guide will be included for each participant. Schedules will be determined for each agency/district.

If you are interested in participating, fill out an interest form available through Google Forms at <https://forms.gle/6zAm6XhT9n41Devb7>.

For questions, contact Christie Baird, Preschool GLAD Program Coordinator for the Orange County Department of Education by email at cbaird@ocde.us or by phone at 714-327-8181.

Supporting Dual Language Learners throughout the Pandemic Learning Summit

The Dual Language Learner Professional Development Grant is funded by the Child Care and Development Fund (CCDF) and administered by the CDE, ELCD.

This Professional Learning Series (PLS) for preschool educators is designed to both increase system capacity and to improve educator effectiveness in meeting the needs of dual language learners and their families. All content will be contextualized for COVID-19 realities, and is a fully virtual professional learning opportunity.

The learning summit sessions will anchor this series where preschool teachers and program leaders will learn side by side, ideally as teams. Additionally, program leaders will be supported to lead local learning network sessions composed of their regional educators. Sobrato Early Academic Language (SEAL) will provide resources and training for these program leaders to facilitate those learning network sessions through a “training of trainer” model.

Participants will engage in synchronous and asynchronous activities which will allow them to enact and utilize strategies and enhance learning. Participants will engage in pre-series work and reflection activities designed to make deeper meaning of the research and pedagogical theories.

For more information contact SEAL at jen@seal.org.

Funding

Superintendent Thurmond Announces \$45 Million in Grant Funding to Support At-Risk Students and Their Families at Community Schools

On October 30, 2020, State Superintendent Thurmond announced that all California-based school districts, county offices of education, and classroom-based charter schools can apply for the California Community Schools Partnership Program (CCSPP), a \$45 million grant-funded initiative to support and expand existing community schools.

The CCSPP was appropriated from the Federal Trust Fund (Elementary and Secondary School Emergency Relief [ESSER] Fund). Funds are also appropriated as part of California Senate Bill (SB) 820, Chapter 110 and the Budget Act of 2020. To find more information on the ESSER fund, visit the CDE Coronavirus Aid, Relief, and Economic Security (CARES) Act ESSER Funding web page at <https://www.cde.ca.gov/fg/cr/caresact.asp> and the ED Office of Elementary and Secondary Education ESSER Fund web page at <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund>.

Please see the CDE Request for Applications: CCSPP web page at <https://www.cde.ca.gov/fg/fo/r17/ccspp20rfa.asp> for the CCSPP application. **Applications are due December 4, 2020, by 11:59 p.m.**

The CDE will hold a series of webinars to assist LEAs with the application process. Two webinars have already been scheduled. Eligible LEAs are required to register in advance for the webinars, which are scheduled November 10 and 18, 2020.

Please direct all questions to the CCSPP’s email address at CCSPP@cde.ca.gov.

Acquiring Devices and Connectivity for Students

As we are nearing the December 30, 2020, deadline for CARES Act fund availability, the CDE wants to remind our schools and districts to get orders completed now. In an effort to support our schools, the CDE has partnered with a few major technology companies and internet service providers to make it easier for schools to acquire necessary equipment and services for their students. Please see the link below for detailed information on these programs.

If you have not yet placed your orders, the CDE strongly encourages you to start the process now. Devices are in high demand across the country.

If your school or district has already placed orders for the needed devices and there is still funding available, the CDE reminds everyone that these funds can and should be used to support transitional kindergarten through twelfth grade pupil academic achievement and mitigating learning loss related to COVID-19 school closures. Many of the providers at the link below have availability of devices that will support teaching staff, remote and hybrid learning, professional development, and much more.

Do not delay on your orders; the CARES Act funding is only available until **December 30, 2020!**

Please see the CDE Acquiring Devices and Connectivity for Students web page at <https://www.cde.ca.gov/eo/in/techdevices.asp> for details.

If you have questions, contact the CDE Digital Divide team at DigitalDivide@cde.ca.gov.

Webinars

Past Recorded Webinars:

MCAP Fall 2020 Webinar Series

- **Part I: Designated ELD-Sentence Unpacking in Small Groups Promoting Equity for English Learners During Distance and Hybrid Instruction (September 23, 2020)**

This session is focused on distance learning teaching strategies for grades K–12 that can be implemented during designated ELD to actively engage English learners in grade level core content instruction.

Webinar recording available on YouTube at <https://youtu.be/luHV3-R7KTU>.

Presentation slides available on the MCAP Google Drive at <https://drive.google.com/file/d/1itTLweFeWvIHl4nQB1UufBwr2b179xlb/view?usp=sharing>.

- **Part II: Promoting Oracy in Spanish Instruction (October 7, 2020)**

This session is conducted fully in Spanish with a focus on oral language development in a dual language classroom. This session will present a strategy that will promote the strategic use of academic language in the classroom.

Webinar recording available on YouTube at <https://youtu.be/cTdg8RSRHHQ>.

Presentation slides available in PDF format on the MCAP website at <https://mcap.gocabe.org/wp-content/uploads/2020/10/MCAP-Fall-Webinar-Session-2-Resources.pdf>.

- **Part III: How to Design Engaging ELD resources to Maximize EL Student and Parent Access (October 21, 2020)**

This session showcases how to maximize English learner access and participation with free designated English language development distance learning resources.

Webinar recording available on YouTube at <https://youtu.be/bHVfA5uXHQA>.

Presentation slides available in PDF format on the MCAP website at <https://mcap.gocabe.org/wp-content/uploads/2020/10/I.-Jacob-MCAP-Slides.pdf>.

Note: A recording of Part IV of this training series will be available in the future.

Upcoming Webinars:

MCAP Fall 2020 Webinar Series

Dates:

- Part V: November 18, 2020, at 3:15 p.m.
- Part VI: December 2, 2020, at 3:15 p.m.

Description: These free sessions will present strategies that can be implemented during remote instruction. Topics are currently being developed in county office partnership.

Links:

- To register for Part V, visit the MCAP Webinar Registration Series 5 web page at https://us02web.zoom.us/webinar/register/WN_NavQd8bMRUCnTu19OdffcA
- To register for Part VI, visit the MCAP Webinar Registration Series 6 web page at https://us02web.zoom.us/webinar/register/WN_A0BSr6R3T9GedFwAwkt4xg

CDE Assessment Update Webinar

Date: November 19, 2020, from 2 to 3 p.m.

Description: During this webinar for LEA CAASPP and ELPAC coordinators, the CDE Assessment Division will present updates on California’s assessments. A question and answer session will be included, during which participants will have the opportunity to ask CDE staff any questions they might have about the assessments.

Link: Register on the CAASPP 2020–21 Training Opportunities web page at <https://www.caaspp.org/training/caaspp/2020-21-training-opportunities.html>

CASEL Webinar in Spanish: El Aprendizaje Social y Emocional: Una Presentación en Español

Date: November 20, 2020, from 10 to 11 a.m.

Overview: This webinar is a Spanish-language version of CASEL’s previous webinar, “A (Re)introduction to Social and Emotional Learning: CASEL’s Definition and Framework.”

Description (in Spanish): CASEL introdujo el término “aprendizaje social y emocional” (SEL, por sus siglas en inglés) hace 26 años. Desde entonces, nuestra comprensión de SEL continúa

creciendo y hoy SEL se considera una parte integral de la educación y el desarrollo. Esta presentación de CASEL es recomendada para principiantes y los familiarizado con el término. Registrarse para aprender sobre la reconocida “rueda” de CASEL y la definición de SEL, y oír de un educador que avanza el aprendizaje social y emocional en su comunidad.

Link: Register on the CASEL Upcoming Webinars web page at <https://casel.org/weekly-webinars/>.

COVID-19 Resources and Information

Links to Resources Relevant to English Learners on the CDE COVID-19 Web Page

For the latest updates on information and resources regarding COVID-19 and California’s response, visit the CDE Coronavirus Response and School Reopening Guidance web page at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>.

For questions regarding English learner programs and services, please contact the Multilingual Support Division by email at MSD@cde.ca.gov or by phone at 916-319-0938. You may also visit the CDE English Learners web page at <https://www.cde.ca.gov/sp/el/>.

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.

