



Multilingual Updates Newsletter

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

Issue 20, February 19, 2021

Monthly Format:

This is part of 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.

This Issue Includes:

- **Funding:** Summer Meal Program applications released
- **Resources:**
 - US Department of Education (ED) Parent and Family Digital Learning Guide in English and Spanish
 - National Research and Development Center to Improve Education for Secondary English Learners website
 - National Clearinghouse for English Language Acquisition Ensuring Continuity of Learning and Operations web page
 - WestEd Resources to Support Students During Challenging Times
- **State Board of Education (SBE):**
 - Distance Learning Curriculum and Instructional Guidance Project Update
 - Comprehensive Literacy State Development Grant Update
- **Webinars:**
 - Upcoming Webinars
- **CDE COVID-19 Resources:**
 - Links to resources on the CDE COVID-19 web page relevant to English learners

Funding

Summer Meal Program Applications Released

On January 29, 2021, State Superintendent of Public Instruction Tony Thurmond announced that applications are available for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO), both federally funded, state-administered programs that serve free meals to children eighteen and younger when school is out of session. During the school closures, these programs have also played a pivotal role in assisting districts with meal service for students throughout the state.

Summer meal sites are located in communities where at least 50 percent of the children qualify for free or reduced-price school meals. All meals meet the U.S. Department of Agriculture nutrition requirements and no paperwork or personal information is required for children to participate.

Organizations eligible to participate in Summer Meal Programs include schools, camps, nonprofits, tribal governments, and government agencies. **Applications are due by May 15, 2021.**

For more information about Summer Meal Programs, visit the CDE Summer Meal Programs web page at <https://www.cde.ca.gov/ls/nu/sf/index.asp>.

If your agency is interested in becoming a sponsor or hosting a meal site, contact the Summer Meals Unit by phone at 1-800-952-5609 or by email at sfsp@cde.ca.gov.

If your organization is not able to provide meal services, please consider promoting Summer Meal Sites in your community. You can locate meal sites on the CDE Summer Meal Service Site web page at <https://www.cde.ca.gov/ds/sh/sn/summersites.asp>.

If you are interested in more information about Summer Meal Program sites, download the CA Meals for Kids Mobile application on the CDE CA Meals for Kids Mobile Application web page at <https://www.cde.ca.gov/re/mo/comeals.asp>.

Resources

ED Parent and Family Digital Learning Guide in English and Spanish

The ED Parent and Family Digital Learning Guide is now available in both English and Spanish. This guide provides resources, tips, and information to parents and caregivers assisting children using technology for learning.

The Spanish version of the guide is available on the ED Office of Educational Technology web page titled Guía de Aprendizaje Digital para Padres y Familias. This page is available at <https://tech.ed.gov/publications/digital-learning-guide/parent-family-es/>.

The English version of the guide is available on the ED Office of Educational Technology Parent and Family Digital Learning Guide web page at <https://tech.ed.gov/publications/digital-learning-guide/parent-family/>.

National Research and Development Center to Improve Education for Secondary English Learners Website

The Institute of Educational Sciences-funded National Research and Development Center to Improve Education for Secondary English Learners launched a website that contains resources and information to assist policymakers and practitioners to meet the needs of secondary English learners. The resources include publications, briefs, professional learning activities, and webinars.

To access these resources, visit the National Research and Development Center to Improve Education for Secondary English Learners web page at <https://www.elrdcenter.wested.org/>.

National Clearinghouse for English Language Acquisition Ensuring Continuity of Learning and Operations Web Page

The ED Office of English Language Acquisition (OELA) has collected a repository of resources for school personnel and institutions of higher education to improve distance learning and support English learners. These free resources are organized in three areas:

- Facilitating online learning,
- Resources to share, and
- Distance learning plans.

Interested parties may also submit additional resources for consideration using the Remote Learning Resources Submission Form available on the web page.

To access these resources or submit a resource, visit the OELA New: Ensuring Continuity of Learning and Operations web page at <https://www.ncela.ed.gov/new-ensuring-continuity-learning-and-operations>.

WestEd Resources to Support Students During Challenging Times

The National Center to Improve Social and Emotional Learning and School Safety compiled this collection of vetted resources for states, districts, and schools to support students during the COVID-19 pandemic. These resources include:

- COVID-19 resources,
- Race and equity resources, and
- Capitol insurrection resources.

Resources are available on the Center to Improve Social and Emotional Learning and School Safety WestEd Resource for Current Times web page at <http://bit.ly/WestEdSELresources>.

SBE

Distance Learning Curriculum and Instructional Guidance Project

Senate Bill (SB) 98 directed the Sacramento County Office of Education (SCOE) to develop a draft distance learning curriculum and instructional guidance for mathematics, English language arts (ELA), and English language development (ELD) to be adopted by the SBE by May 31, 2021.

Starting in July 2020, SCOE, SBE staff, and the CDE have been working diligently to ensure the Distance Learning Curriculum and Instructional Guidance Project (DLGP) can be produced by the legislative deadline. The guidance will include the following:

- A framework for addressing critical standards in ELA/ELD and mathematics,
- Guidance and resources on formative and diagnostic assessment, and
- Methods for embedding social-emotional supports for pupils into distance learning curricula.

SCOE assembled a sterling writing team that includes Nancy Brynelson and Hallie Yopp (whom you might recognize as writers on the *ELA/ELD Framework*), and contributions from Doug Fisher and Nancy Fry on the assessment section of the project. The writing team also includes members from the International Society for Technology in Education (ISTE) and Computer Using Educators (CUE), who are working to produce a media-rich and interactive format of the guidance with interviews and examples from California educators.

An advisory committee for stakeholder input was created to provide ongoing feedback on the content of the DLGP. This committee includes representatives from several county offices of education and school districts, the California Teachers Association, the California Federation of Teachers, the California Charter Schools Association, the California State Parent Teacher Association, the Policy Analysis for California Education, the Education Trust-West, and Californians Together.

A Microsoft Word version of the guidance will be available to local educational agencies (LEAs) in May 2021 following the SBE adoption. LEAs can plan to have these resources to prepare for the fall 2021 school year. There are also plans to post a web accessible version. The media-rich and interactive format the ISTE and CUE are creating is expected in September 2021.

SCOE project members presented the plan to the SBE in January 2021. More information about the DLGP is included in Item #2 from the January 13–14 2021 meeting. To view Item #2, visit the CDE SBE Agenda for January 2021 web page at

<https://www.cde.ca.gov/be/ag/ag/yr21/agenda202101.asp>. In February, the SBE will post a memo with additional details and a detailed outline of the project. It will be available on the SBE Information Memoranda web page at <https://www.cde.ca.gov/be/pn/im/index.asp>.

If you have questions about this topic, contact Letty Kraus, Education Programs Consultant, Curriculum Frameworks Unit, Curriculum Frameworks and Instructional Resources Division, CDE, by phone at 916-327-1023 or by email at LKraus@cde.ca.gov.

Comprehensive Literacy State Development Grant

The CDE was awarded \$37.5 million in Comprehensive Literacy State Development (CLSD) grant funds to leverage and expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy supports to improve student outcomes over a period of five years. Project objectives include:

- Align local and state literacy initiatives through a coordinated effort to build state and local capacity over the life of the project.
- Develop and implement an evidence-based comprehensive State Literacy Plan (SLP) that aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers of students, birth through grade twelve.
- Build local capacity to establish, align, and implement local literacy initiatives that emphasize family and community involvement to address the needs of California's most vulnerable children.

The CDE will distribute several regional grant awards to county offices of education to support the project objectives outlined above. In 2021, the CDE will announce a Request for Applications (RFA) to fund the CLSD competitive grant awards. New information and guidance will be added as it becomes available.

The CDE presented an Information Memorandum on the updated draft of the Comprehensive SLP to the SBE in December 2020, which provided an overview of the draft plan, detailed the process for seeking and incorporating stakeholder feedback, and next steps. The CDE Educator Excellence and Equity Division continued revising the SLP and presented an updated draft to the SBE for their review and feedback on January 13, 2021. After hearing public comment during the meeting, the SBE made additional requests, including but not limited to the following:

- Leverage culturally sustaining pedagogies across grade bands, including specifically addressing the needs of African American students.
- Include a requirement in the Request for Applications (RFA) that disparities in literacy outcomes for significant subgroups be addressed.
- Recognize within the RFA process applications with evidence-based results and positive literacy outcomes.

A final draft will be presented to the SBE in March 2021.

Additionally, State Literacy Team members continue to volunteer their time to develop a series of videos on critical topics in literacy and curate resources for an online resource repository. We plan to post the videos and resources in March 2021, which will coincide with the anticipated approval of the SLP by the SBE. A suite of resources, including a Literacy Planning Tool, will also be included in the online resource repository. This suite of tools will allow county offices of education, LEAs, and school sites to engage in a Root Cause Analysis and planning for improved literacy outcomes.

For additional information, visit the CDE Comprehensive Literacy State Development Grant web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>.

Stay informed by joining the Comprehensive Literacy State Development Grant listserv by sending a blank email to join-california-literacy-state-development-program@mlist.cde.ca.gov.

If you have questions about this topic, contact the Comprehensive State Development Grant Program staff by phone at 916-323-4630 or by email at CLSDP@cde.ca.gov.

Webinars

Upcoming Webinars

CDE Improving Education for Multilingual and English Learner Students: Research to Practice Webinar Series

Session #2: Chapter 1: The Power and Promise of California’s Multilingual Learners—A Deeper Dive for Administrators and Teachers New to the Field

Date: February 17, 2021, 3:30 to 5 p.m.

Description: The CDE Multilingual Support Division, with the support of the Region 15 Comprehensive Center at WestEd, will host a series of webinars on the new CDE publication, *Improving Education for Multilingual and English Learner Students: Research to Practice*. The webinar series is designed to engage the field and support educators in incorporating the publication in professional learning settings. The publication chapter authors will be the featured presenters for each webinar.

The recording of the first webinar in the series will be posted at a later date.

Link: To register for the second webinar in the series, go to <https://bit.ly/CDE-EL-Feb-17-21>.

CDE Integrated and Designated ELD Video Series Webinar Series

Session #3: Engaging in Professional Learning Using Grades Seven Through Eight ELD Videos

Date: February 23, 2021, 3:30 to 5 p.m.

Description: The CDE Multilingual Support Division, with the support of the Region 15 Comprehensive Center at WestEd, will host a series of webinars on the CDE Integrated and Designated ELD Video Series. The webinars are designed to engage the field and support educators in incorporating the ELD Video Series in professional learning settings.

The recording of the first and second webinars in the series will be posted at a later date.

Link: To register for the third webinar in the series, go to <http://bit.ly/CDE-EL-Video-Feb23>.

MCAP Innovations Webinar Series

Between February and July 2021, LEAs can explore eight researched-based Professional Learning Innovations offered by the California Association for Bilingual Education (CABE) and five county offices of education. Based on the initial identification of equity gaps through the Liberatory Design framework, LEAs will learn how to implement key Professional Learning Innovations (supporting Principles 1 and 2 of the English Learner [EL] Roadmap Policy) to address gaps in EL opportunities and achievement across the Pre-Kindergarten–16 pipeline.

For questions regarding MCAP Innovations, visit the MCAP Innovation Offerings web page at <https://mcap.gocabe.org/innovation-page/> or email MCAP staff at mcap@gocabe.org.

Dual Language Teacher Academy

Dates: March 6 and April 10, 2021, 8 a.m.–2 p.m. each day

Description: This program includes two Saturday modules that will prepare dual language teachers and their colleagues with higher levels of academic Spanish and the pedagogical practices to teach in and support a Spanish dual language program. All modules are aligned with *the Guiding Principles for Dual Language Education, 3rd edition*, and the EL Roadmap Policy.

Link: For session and registration information, visit the MCAP Innovation Dual Language Teacher Academy web page at <https://mcap.gocabe.org/innovation1-dlta/>.

Parent and Family Engagement Leadership Building Multilingual and Multicultural Communities

Dates: March 6, April 10, June 12, and July 10, 2021, 9 a.m.–12 p.m. each day

Description: This program includes four modules that build leadership capacity in families and draw upon community funds of knowledge to inform, support, and deepen relationships in a multicultural and multilingual community.

Link: For session and registration information, visit the MCAP Innovation Parent and Family Engagement Leadership Building Multilingual and Multicultural Communities web page at <https://mcap.gocabe.org/innovation-parent-family-engagement-leadership-building-multilingual-and-multicultural-communities/>.

Bilingual Teacher Pathway

Dates: March 4 and 18, April 15 and 29, and May 6 and 20, 2021, 3:30–5 p.m. each day

Description: This program includes six webinars for bilingual paraprofessionals in California that are interested in becoming bilingual teachers. Online courses that act as prerequisites to the credential program and/or exam support are offered.

Link: For session and registration information, visit the MCAP Innovation Bilingual Teacher Pathway web page at <https://mcap.gocabe.org/innovation-bilingual-teacher-pathway/>.

Dual Language Preschool

Date: Dates to be determined

Description: In partnership with the Fresno County Superintendent of Schools Office (FCSS), First 5 Fresno County built the Lighthouse for Children Child Development Center. FCSS will offer five professional learning modules for those interested in designing a high-quality dual language preschool program and best practices for developing language in early learners.

Link: For session and registration information, visit the MCAP Dual Language Preschool web page at <https://mcap.gocabe.org/innovation-dual-language-preschool-preschool-early-literacy-development/>.

Project Guided Language Acquisition Design (GLAD®)

Date: Dates to be determined

Description: The Project GLAD® National Training Center has provided exemplary training for educators both nationally and internationally, resulting in increased student access to quality education and high levels of success. Educators, coaches, and administrators develop deep cognition through well-designed lessons that build upon biliteracy, second language acquisition, and reading and writing research.

Link: For session and registration information, visit the MCAP Project GLAD® web at <https://mcap.gocabe.org/innovation-project-glad/>.

Special Education in Multilingual Settings

Date: March 6, 2021, 9–11 a.m.

Description: This program provides educators, including site and district EL specialists, with strategies to support English learners with disabilities in any instructional setting and develop Individualized Education Plans with linguistically appropriate goals. These Saturday sessions (more to be scheduled) will highlight connections to the EL Roadmap Policy and the *CA Practitioner's Guide for Educating English Learners with Disabilities*.

Link: For session and registration information, visit the MCAP Innovation Special Education in Multilingual Settings web page at <https://mcap.gocabe.org/innovation-special-education-in-multilingual-settings/>.

Writing Redesigned for Innovative Teaching and Equity (WRITE)

Date: March 8, April 5, May 3, and June 1, 2021, 3:30–5:30 p.m. each day

Description: This innovation focuses on an equity-centered, culturally and linguistically responsive kindergarten–grade 12 instructional literacy approach in English and Spanish. This national academic excellence model for professional development supports schools and districts to implement an approach to prepare students for college, career, and civic participation.

Link: For session and registration information, visit the MCAP Innovation WRITE web page at <https://mcap.gocabe.org/innovation-writing-redesigned-for-innovative-teaching-and-equity-write-institute/>.

Language Development Through Science

Date: February 27, 2021, 10 a.m.–12:30 p.m.

Description: This innovation focuses on supporting Elementary kindergarten–grade 6 educators with strategies to provide language instruction through science.

Link: For session and registration information, visit the MCAP Innovation Language Development Through Science web page at <https://mcap.gocabe.org/innovation-language-development-through-science/#>.

Structuring District and School Site Support for Newcomer Students (In partnership with Californians Together)

Every year, at all points in the school year, immigrant students enroll in California schools as newcomers. These newly-arrived students from other nations enter our schools with a set of unique needs. This workshop, designed for site and district administrators and EL directors/coordinators provides an overview of who these newcomers are and their needs, and effective school and district responses. Learn about newcomer program models, supporting effective instruction, approaches to assessment and placement, and creating safe-havens. Tools and resources will be provided for inquiry, planning, and strengthening services.

For more information or registration on these professional development opportunities, contact your local county office of education (see below) or Dr. Margarita Gonzalez-Amador, English Learner Roadmap Implementation for Systemic Excellence! (EL RISE!) Project Administrator, at info@elroadmap.org.

Contra Costa (February 25, 2021)

Contact Sonia Trujillo, EL Specialist Coordinator, Title III, Region IV, at strujillo@cccocoe.k12.ca.us

Sacramento (March 3, 2021)

Contact Graciela Garcia-Torres, Curriculum Specialist, at gtorres@scoenet.net

Santa Clara (February 24 and March 17, 2021)

Contact Yee Wan, Ed.D., Director of School Climate, Leadership, and Instructional Services Department at yee_wan@scocoe.org

Tulare (March 18 and May 3, 2021)

Contact Alesha Moreno-Ramirez, Staff Development and Curriculum Specialist, at alesha.ramirez@tcoe.org

English Learner Roadmap 101 for Parents and Families (In partnership with Sobrato Early Academic Language)

Families play a crucial role in the success of their children's academics. Ensuring they are informed about the EL Roadmap Policy will serve as an important bridge to foster stronger school relationships, personal investment, and robust implementation of the EL Roadmap Policy. In this session, district and school site personnel will be prepared to deliver EL Roadmap workshops to their families so they are:

- Familiar with the EL Roadmap context, policy, and principles, and
- Poised to understand their role in effective implementation the EL Roadmap at their child's school.

All print and media resources will be provided in English and Spanish so district and school site personnel are able to empower families to support schools in centralizing the needs of English learners.

For more information on these professional development opportunities or to register, contact your local county office of education (see below) or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at info@elroadmap.org.

Kern COE (March 11, 2021)

Contact Lisa Vargas, Title III/EL Coordinator, Curriculum and Instruction, Accountability, at anvargas@kern.org

Los Angeles (February 23, 2021)

Contact Mirna Miranda-Welsh, Coordinator II/Title III EL Specialist, at Miranda-Welsh_Mirna@lacoed.edu

Santa Clara (April 26, 2021)

Contact Yee Wan, Ed.D., Director of School Climate, Leadership, and Instructional Services Department at yee_wan@sccoe.org

San Diego (March 8, 2021)

Contact Izela Jacobo, Coordinator, at izela.jacobo@sdcoe.net

San Mateo (April 22, 2021)

Contact Erica Ng, EL Coordinator, at eng@smcoe.org

Ventura (May 13, 2021)

Contact Leticia Ramos, Director, English Learner and Dual Language, at leramos@vcoe.org

Institute for English Learners/Emergent Bilinguals: The California English Learners Roadmap Policy in Action (In partnership, the National Resource Center for Asian Languages)

This series of three webinars, guided by the four principles of the EL Roadmap, will include presentations by in-service teachers, facilitated discussions, and strategies to develop and share best practices for teaching English learners and emergent bilingual students.

For more information or registration on these professional development opportunities, contact nrcal@fullerton.edu or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at info@elroadmap.org.

The Spring 2021 Institute includes 3 webinars:

- **Day 1:** Responsive Teaching and Learning for Language Learners (February 25, 2021, 4–5:30 p.m.)
- **Day 2:** Assets-Oriented and Needs-Responsive Schools (March 18, 2021, 4–5:30 p.m.)

- **Day 3:** Intellectual Quality of Instruction and Meaningful Access (April 22, 2021, 4–5:30 p.m.)

Registration: Register by February 5, 2021: <https://iels2021.eventbrite.com> (Zoom links will be sent after registration).

EL RISE!: English Learner Roadmap Aligned Local Control and Accountability Plan (LCAP) Toolkit Workshops: Using Research-based Tools to Promote Equity for English Learners (In partnership with the Center for Excellence for English Learners)

This interactive workshop will help LEA teams design an LCAP that is aligned to the research-based EL Roadmap Policy and focuses on identifying actions, services, programs, and resources that ensure equitable opportunities and outcomes for English learners. Participants will engage with the resources included in the Toolkit and explore the ways they might be used to identify and analyze the needs of their English learners. The training will help LEA teams to identify the Dashboard data and how to use the additional features that are a click away to focus on the achievement of English learners, and more effectively understand the achievement and status of their English learners.

For more information or registration on these professional development opportunities, contact your local county office of education (see below) or Dr. Margarita Gonzalez-Amador, EL RISE! Project Administrator, at info@elroadmap.org.

Kern COE (February 18 and 23, 2021)

Contact Lisa Vargas, Title III/EL Coordinator, Curriculum and Instruction, Accountability, at anvargas@kern.org

Los Angeles COE (March 9 and March 22, 2021)

Contact Mirna Miranda-Welsh, Coordinator II/Title III EL Specialist, at Miranda-Welsh_Mirna@lacoed.edu

Santa Clara COE (March 2 and March 16, 2021)

Contact Yee Wan, Ed.D., Director of School Climate, Leadership, and Instructional Services Department at yee_wan@sccoe.org

Tulare (February 4 and 11, 2021)

Contact Alesha Moreno-Ramirez, Staff Development and Curriculum Specialist, at alesha.ramirez@tcoe.org

Ventura (February 9 and 16, 2021)

Contact Leticia Ramos, Director, English Learner and Dual Language, at leramos@vcoe.org

Yolo COE (March 4 and March 18, 2021)

Contact Heather Schlaman, Program Specialist, English Learner Services and Assessment at Heather.Schlaman@ycoe.org

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 phone at 916-319-0938 or by email at MSD@cde.ca.gov. 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.

