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# Multilingual Updates Newsletter

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

*Issue 25, June 2022*

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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## Assessment

### New Tool for Quick Answers to Common CAASPP and ELPAC Questions

If you are looking to find specific information on the CAASPP website at <https://www.caaspp.org> or ELPAC website at <https://www.elpac.org>, you will want to know about a new, easy-to-use tool to streamline your search. The Get Answers tool at <https://ca-toms-help.ets.org/contact/get-answers> helps local educational agency (LEA) coordinators and site coordinators get the timely information they need by providing answers to their most common questions. Searches can be narrowed or expanded with key words and highlighted key words provide for a quick scan of the information. You can save time and get your questions answered immediately with this tool!

LEA Success Agents and CalTAC are available to assist with more complex questions that may require additional support.

If you have questions about the ELPAC or this tool, contact the CDE English Language Proficiency and Spanish Assessments Office at by email at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov) or by phone at 916-319-0784.

## Literacy

### Updated State Seal of Biliteracy FAQs for 2022 Graduates

These updated FAQs are in response to inquiries from the field regarding additional flexibility to the CAASPP requirement for 2022 graduates (California *Education Code* [EC] Section 51461[f]).

These FAQs are posted on the CDE State Seal of Biliteracy FAQs web page at <https://www.cde.ca.gov/sp/el/er/ssbfaq.asp>.

*New FAQs:*

**Are 2022 graduates who attended schools that administered both the CAASPP and a locally-approved, standards-aligned assessment during the 2020–21 school year able to demonstrate proficiency with either assessment?**

Yes. If an LEA administered both the CAASPP and a locally-approved, standards-aligned assessment that meets the criteria established by the California State Board of Education (SBE), the LEA may use either the CAASPP English language arts (ELA) or the locally-approved, standards-aligned assessment to demonstrate that student’s ELA proficiency.

This flexibility applies only to 2022 graduates.

**If an LEA was not able to assess all grade 11 students with the locally-approved, standards-aligned assessment that was administered in place of or in addition to the CAASPP in the spring of 2021, may the LEA still use this assessment to assess students during the 2021–22 school year for the purpose of the State Seal of Biliteracy?**

Yes. *EC* Section 51461(f) states, “For those pupils on track to graduate in 2022 and who were unable to take the assessment identified in paragraph (2) of subdivision (a), the Superintendent may use the assessments identified in Section 121 of the act adding this subdivision to determine whether a pupil obtained the achievement level on a grade 11 ELA assessment for the purposes of paragraph (2) of subdivision (a).” The law does not provide a deadline by when students must be assessed for this purpose so long as they demonstrate proficiency on a grade 11 ELA assessment that meets the criteria established by the SBE.

This flexibility applies only to 2022 graduates.

**Are 2022 graduates who attended schools that administered the CAASPP during the 2020–21 school year eligible for the State Seal of Biliteracy if they opted out of the CAASPP or were unable to take the assessment?**

Students graduating in 2022 must demonstrate proficiency in English through the CAASPP ELA or another locally-approved, standards-aligned assessment to earn the State Seal of Biliteracy. According to *EC* Section 51461(f), an equivalent assessment that meets the requirements established by the SBE may be used to demonstrate English proficiency for 2022 graduates.

This flexibility applies only to 2022 graduates.

**If an LEA did not designate a locally-approved, standards-aligned assessment during the 2020–21 school year, may the LEA designate one during the 2021–22 school year for the purposes of the State Seal of Biliteracy?**

For students on track to graduate in 2022, the CDE will award the State Seal of Biliteracy to those students who have met the requirements, including with the flexibility described in 51461(f), where ELA proficiency is demonstrated through a locally-designated grade 11 level assessment that meets the requirements of AB 121. The law does not provide a deadline by

when students must be assessed for this purpose so long as they demonstrate proficiency on a grade 11 ELA assessment that meets the criteria established by the SBE.

This flexibility applies only to 2022 graduates.

### *State Seal of Biliteracy Inquiries:*

For more information about the State Seal of Biliteracy, visit the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.

If you have any questions, contact Gina Garcia-Smith, Education Programs Consultant, Multilingual Support Division, by phone at 916-319-0265 or by email at [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov).

## **News Release: Superintendent Thurmond Leads Hundreds of Local Districts and Charters in Pledge to Improve Literacy Efforts**

On May 20, 2022, Superintendent Thurmond hosted a special meeting with hundreds of LEA leaders and administrators from California’s school districts and charters for a conversation on statewide and schoolwide efforts to ensure all students learn to read by third grade.

More than 550 districts and charters were represented at the *Calling All Schools: The Plan to Ensure All Students Learn to Read by Third Grade* event. In conjunction with the meeting, representatives from school districts and charters signed a pledge to commit towards helping reach the third-grade literacy and biliteracy goal by 2026.

“This important milestone has evaded educational systems in our country for a very long time, but we believe that now, in California, the moment is right for us to pursue literacy and biliteracy by third grade,” said Superintendent Thurmond. “We think that these are critical things to support our students. Right now, our state has more resources than we’ve ever seen to make this possible, and we must address every aspect of how we help our families get to literacy goal.”

An emphasis on literacy and reading comprehension as part of early childhood education is paramount in the effort to ensure all students are not left behind when it comes to reading and language-based skills. It is also key to putting students on the path to graduate and attain success in future careers. When students do not learn to read by third grade, they are at greater risk of entering the school-to-prison pipeline.

It is urgent for the state, and for all schools, to redouble efforts to help students recover and expand literacy skills amidst national reports showing declines in student reading levels during the pandemic. In addition to sponsoring AB 2465 (Bonta), AB 2498 (Bonta), and SB 952 (Limón)—which would expand literacy programs and literacy interventions, and fund more dual language immersion schools—Superintendent Thurmond and the CDE are also working with the Governor to fund reading coaches and specialists for our schools.

Guest panelists joining the statewide meeting included Dr. Linda Darling-Hammond, President, SBE; Dr. Frances Gipson, Director of the Urban Leadership Program and Professor at Claremont Graduate University; Dr. Kathy Escamilla, Professor, University of Colorado Boulder and researcher of educational issues related to Spanish speaking language students in U.S. public schools; Dr. Eduardo Reyes, Superintendent, Chula Vista Elementary School District; Dr. Marilu

Gorno Tempini, Professor of Neurology and Psychiatry, University of California, San Francisco; and Dr. Tyrone Howard, Professor and the Inaugural Director, UCLA Pritzker Center for Strengthening Children and Families.

Darling-Hammond presented new resources mentioned in the revised State Budget that can support educators on the journey of helping our students to read. These include: the implementation of statewide universal prekindergarten; foundational reading skills, vocabulary, and curriculum support; funding for literacy intervention specialists and literacy coaches; distributing approved diagnostic student assessments to guide LEAs on how students are progressing; and hiring well-prepared teachers and updating teacher performance expectations in literacy.

“We are on the move; there’s a lot of knowledge in the field and there’s a lot of enthusiasm and resources that we can use to make this dream a reality,” said Darling-Hammond.

During the meeting, districts identified areas where they may need help in meeting the literacy goal and how they can receive technical assistance in the future.

Last September, Superintendent Thurmond launched an initiative to ensure students learn to read by third grade by 2026. In order to advance this goal, Thurmond pledged to secure 1 million book donations for students in need. Through a partnership with Renaissance Learning, Inc., students downloaded more than 5 million free online books as part of the literacy efforts. Superintendent Thurmond has also pledged to help secure passage of resources in the proposed state budget and legislation as well as to work with community libraries to expand student library memberships and access as part of the strategy to promote literacy in the state.

Anyone wishing to support school literacy efforts or the initiative to ensure that students learn to read by third grade may email the CDE at [statewideliteracycampaign@cde.ca.gov](mailto:statewideliteracycampaign@cde.ca.gov).

## **Budget**

### **News Release: Superintendent Thurmond Issues Statement on Governor Newsom’s May Budget Revision**

State Superintendent of Public Instruction Tony Thurmond today issued the following statement in response to Governor Gavin Newsom’s revised budget for the fiscal year 2022–23:

“As we continue to recover from the COVID-19 pandemic, California public schools will see a much-needed infusion of investments at a time when students and schools, especially those that have been traditionally underserved, require more support than ever before. The revised budget directs a total of \$128.3 billion to education, lifts up the most critical needs including historic funding for school mental health, recruitment and retention of teachers, and literacy strategies necessary to allow students to heal and recover after two very challenging years.

“I am grateful to the Governor for ensuring that California will make these critical investments by adopting the strategy I have fought for, increasing the base funding for schools by more than \$2 billion under the Local Control Funding Formula (LCFF). This provides more per-pupil funding

for schools to address learning gaps and invest in people and programs that will serve all students.

“This education budget underscores the values I have worked with partners to author, sponsor, and advance through legislation including, among other priorities, recruitment of mental health care providers to serve in our schools. Building off the bill I sponsored, SB 1229 (McGuire), the revised budget includes \$500 million for teacher and school counselor residency programs and expands the current Golden State Teacher Grant Program to graduate students pursuing degrees to become school counselors, social workers, and psychologists allowing them to receive grants up to \$20,000. These investments will ensure that we will see more mental health professionals in our schools and joining the workforce to serve our students.

“The Governor, building on the work of CDE’s literacy taskforce and the State Board of Education, remains steadfast in his commitment to investing in literacy. I continue to support this unprecedented investment in literacy, which includes \$400 million in funding for literacy strategies, including literacy coaches, and efforts to support multilingual learners and to fund school libraries.

“This budget also carries over many of the proposals in the January budget that originated from my task force on closing the achievement gap, including funding for community schools, meals, and focus on early education.”

Important education highlights from the updated K–12 budget proposal include:

- \$3.3 billion to combat statewide declining enrollment and stabilize school budgets
- \$8 billion in one-time discretionary funds to help fight the rising cost of education, including addressing student mental health, professional development, and pension costs
- An additional \$1.8 billion for school facility construction and modernization to bring the total investment to well over \$3 billion for upgrading facilities
- An additional \$1.5 billion for Community Schools to bring the total investment to \$4.5 billion
- Over \$611 million for Child Nutrition Programs to support meals for all students
- \$100 million to support the Community Engagement Initiative that will help combat chronic absenteeism

View the PDF of the Governor's May Revise budget summary on the Department of Finance budget website at <https://www.ebudget.ca.gov/FullBudgetSummary.pdf>.

## Legislation

### SB 952: Dual Language Programs

SB 952 would establish the Expanding Culture and Language Learning in Schools Grant Program with the goal of growing capacity for high-quality dual language learning in preschools, transitional kindergarten, kindergarten, and grades 1 to 12. The bill would require the CDE to

award a minimum of 20 one-time grants of up to \$750,000 per grant to LEAs and California State Preschool Programs to expand their dual-language immersion programs.

On March 30, 2022, Superintendent Thurmond testified at the State Senate Education Committee to provide his support of SB 952.

Dual-language immersion schools are proven to promote strong academic performance among students from all backgrounds and provide public schools experiencing declining enrollment a way to attract and retain students. Superintendent Thurmond, the CDE, and partners are also redoubling efforts to help students recover and expand literacy skills amidst national reports showing declines in student reading levels during the pandemic.

Watch Superintendent Thurmond's testimony of SB 952 at the State Senate Education Committee on the CDE Facebook page at <https://www.facebook.com/CAEducation/videos/1054913638704604/>.

The full text of the bill is available on the California Legislative Information SB 952 web page at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220SB952](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB952).

### **AB 2465: Literacy Grant Program**

This bill would create the Family and Community Literacy: Supporting Literacy and Biliteracy in Schools, Families, and Communities Grant Program for the purpose of supporting the goal of all of California's pupils reading at grade level by third grade and engaging families at every stage of that process.

The full text of the bill is available on the California Legislative Information AB 2465 web page at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2465](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2465).

### **AB 1868: School Accountability, English Language Acquisition Status**

This bill would require the CDE to disaggregate data by English language acquisition status, including CAASPP data.

The full text of the bill is available on the California Legislative Information AB 1868 web page at [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1868](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1868).

### **AB 1777: Migrant Education**

Beginning 2022–23 fiscal year, this bill would authorize up to two LEAs to provide an extended school year program for pupils of migrant agricultural workers and authorize the LEA to collect average daily attendance for those pupils.

The full text of the bill is available on the California Legislative Information AB 1777 web page at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1777](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1777).

## Research

### MPI Report: English Learner Testing during the Pandemic: An Early Readout and Look Ahead

The MPI released a report in May 2022 about the impacts of the pandemic on English learners. This report by Melissa Lazarin is titled, “English Learner Testing during the Pandemic: An Early Readout and Look Ahead.”

According to MPI, “This report presents an overview of English learners’ schooling experience in 2020–21 and how states approached administering their annual assessments. It then explores what data from these tests can and cannot tell us about English learners’ learning during this unprecedented period, and lays out strategies for supporting English learners in educational recovery plans.”

To access the report, visit the MPI English Learner Testing during the Pandemic: An Early Readout and Look Ahead web page at <https://www.migrationpolicy.org/research/english-learner-testing-pandemic>.

## Celebrations

### CEEL 15 Year Anniversary

Congratulations to the CEEL in the School of Education at Loyola Marymount University (LMU) for celebrating 15 years of service to multilingual and English learner communities.

The mission of the CEEL is: “The Center for Equity for English Learners enriches and supports the work of schools, school systems, educational/community partners, and policy makers through an assets-based approach. CEEL exists to serve the unique academic, social, and language needs of linguistically and culturally diverse students in California and throughout the nation. CEEL's staff provides consistent, high quality services, programs, resources, and professional development that promote equity and excellence for English learners and advance multilingualism.”

For more information on the CEEL, visit the LMU CEEL web page at <https://soe.lmu.edu/centers/ceel>.

## Resources

### MCAP Digital Academies

As part of the California Educator Workforce Investment Grant: English Learner (EL) Roadmap Implementation, the California Association for Bilingual Education (CABE) and its partners have developed the MCAP Digital Canvas Academies, providing free professional learning support that focuses on teaching strategies and programs to further the implementation of the EL Roadmap Policy.

The free academies include:

- The Dual Language Teacher Academy;
- The WRITE Initiative;

- The Bilingual Teacher Pathway;
- Preschool GLAD<sup>®</sup>: Alive, Aloud, and A Lot of Language;
- OCDE Project GLAD<sup>®</sup> en español;
- Secondary GLAD<sup>®</sup>: Shifting Practices in Secondary Classrooms;
- Instructional Practices for Preschool Teachers of Dual Language Learners;
- Language Development Through Science; and
- Special Education in Bilingual Settings.

To access these free professional learning opportunities, visit the MCAP Digital Academies web page at <https://sites.google.com/view/mcap-digital-academies>.

If you have questions about the academies, contact MCAP by email at [mcapalliance@gocabe.org](mailto:mcapalliance@gocabe.org).

## **EL RISE! EL Roadmap Implementation Guide and Toolkit for Administrators**

The California EL Roadmap Implementation Guide and Toolkit for Administrators, Volumes 1 through 5, provide district and site administrators tools to help focus internal discussions and actions on a particular principle while still connecting with the elements in the other four principles.

The California EL Roadmap Implementation Guide and Toolkit for Administrators Volume 1: Leading Implementation is available at <https://californianstogether.app.box.com/s/sf9dv4qr22qjk8e8bv3nl8ffurqlknl>.

The California EL Roadmap Implementation Guide and Toolkit for Administrators Volume 2: Creating Assets-Oriented and Student Responsive Schools is available at <https://californianstogether.app.box.com/s/pqu2w07y4w1om28tcf7pb2r2giy6a2cl>.

For information regarding these resources and more, visit the Californians Together EL RISE Tools web page at <https://californianstogether.org/el-rise/tools>.

## **Multilingual Learning Toolkit**

Early Edge California and partners have launched a new website for educators and administrators supporting multilingual learners in Pre-kindergarten through grade 3!

The Multilingual Learning Toolkit is an online hub featuring a vetted selection of resources and best practices specifically for educators, administrators, and teacher education faculty whose work supports young multilingual learners. It is the result of a collaborative effort that includes researchers, practitioners, advocacy organizations, state agencies, and philanthropic organizations from California and across the nation. For a list of contributors, see the Multilingual Learning Toolkit Partners and Contributors web page at <https://www.multilinguallearningtoolkit.org/about/partners-contributors>.

The Multilingual Learning Toolkit features a Starter Guide, available at <https://www.multilinguallearningtoolkit.org/starter-guide>, that shares the research-backed, asset-based foundational principles for practitioners to know in order to best support multilingual learners. In addition, the Toolkit offers 11 Instructional Strategies—the essential

elements of what educators and administrators need to know to best serve multilingual learners. They are structured into key questions that an educator may have and include evidence-based strategies and resources. The Toolkit offers hundreds of associated, free, practical, and easy-to-use resources directly related to the Instructional Strategies including an array of videos, handouts, vignettes, and more from partner organizations. Start exploring the site by visiting the How to Use this Site section, where you will find all the tips you need to dive into learning.

Visit the Multilingual Learning Toolkit website at <https://www.multilinguallearningtoolkit.org> and share with your colleagues who are educators, administrators, or faculty members focused on supporting the learning experiences of multilingual learners. You can also use this helpful promotional toolkit to spread the word about this exciting, new resource!

A new video, “The Multilingual Learning Toolkit: Resources for Supporting PreK - 3rd Multilingual Children,” available on YouTube at <https://www.youtube.com/watch?v=XVIAI6bLnuU>, shows what educators and experts in the field have to say about the toolkit.

If you have questions about the toolkit, contact Early Edge California by email at [info@multilinguallearningtoolkit.org](mailto:info@multilinguallearningtoolkit.org).

## **US Department of Education Infographic: New OELA Infographic Highlights Impact of COVID-19 on Multilingual Learner Social and Emotional Well-Being**

The OELA released an infographic that highlights the impact of COVID-19 on multilingual learners and their families. The infographic includes four areas of impact:

- Economy, Community, and Society;
- School Attendance;
- Physical and Mental Health; and
- Supports and Resources.

The infographic includes facts and statistics in each of these areas as well as recommendations for supporting English learners in schools.

The infographic is available directly as a PDF at [https://www.ncela.ed.gov/files/fast\\_facts/OELA-SocioEmotionalELs-20220413-508.pdf?utm\\_source=nexus\\_newsletter&utm\\_medium=email&utm\\_campaign=sel\\_infographic](https://www.ncela.ed.gov/files/fast_facts/OELA-SocioEmotionalELs-20220413-508.pdf?utm_source=nexus_newsletter&utm_medium=email&utm_campaign=sel_infographic).

## **Webinars**

### **Virtual California Elementary Literacy Conference: Everyone Has the Right to Read!**

**Date and Time:** June 16, 2022, 8:30 a.m. to 3:30 p.m.

**Details:** This free one-day conference is hosted by the Sacramento County Office of Education, and sponsored by the CDE in collaboration with the California Collaborative for Excellence

(CCEE) in Education through the Expert Lead in Literacy grant. Join teachers, administrators, district and site colleagues, as well as other partners interested in literacy as we learn about evidence-based practices in elementary literacy, transitional kindergarten through grade six.

**Registration:** Register on the Education Speakers Network website at <https://educationspeakersnetwork.com/elsb-conference>.

## **Recorded Webinar: Writing Linguistically Appropriate Goals and Objectives for English Learners with Disabilities**

The Imperial County Special Education Local Plan Area (SELPA) provided this recorded webinar on writing linguistically appropriate goals and objectives for English learners with disabilities. The webinar was presented by Kevin Schaefer, Deborah E. Montoya, Ed.D., Vanessa Lopez, and Lupita Olguin-Rubio. This training was part of a series of trainings provided on behalf of the CDE and the CCEE on Improving Outcomes for English Learners with Disabilities. The webinar originally took place on March 28, 2022.

To view the webinar, visit the Imperial County Office of Education YouTube at <https://www.youtube.com/watch?v=0OcbXIP9OHQ>.

The presentation slides and resources are available on the Imperial County SELPA Linguistically Appropriate Goals and Objectives Padlet at <https://imperialcountyselpa.padlet.org/vanessalopez18/v2aikx62jwt5zrui>.

The other webinars in this series were also recorded and can be accessed on the Imperial County SELPA CA Practitioners' Guide for Educating English Learners with Disabilities: Overview of Sections 1–5 web page at <https://www.icoe.org/selpa/el-swd/training-modules>. The previously recorded webinar topics are:

- Identification of English Learners, Multi-Tiered System of Support, and Pre-Referral Interventions;
- Pre-Referral and Referral, Assessment, and Individualized Education Program Processes;
- Educational Programs and Instructional Strategies; and
- Proposing Exit from Special Education Services.

If you have questions about the webinar series, contact the Imperial County SELPA by email at [improvingoutcomes\\_el\\_swd@icoe.org](mailto:improvingoutcomes_el_swd@icoe.org).

## **Recorded Webinar: UPK Implementation**

The Early Education Division, in collaboration with the Opportunities for All Branch, at the CDE has hosted two webinars focused on working with and supporting our education partners as they consider, plan for, and implement UPK.

Access the January 13 webinar slides and video recording on the CDE YouTube channel at [https://www.youtube.com/watch?v=pKvObrEY\\_p8](https://www.youtube.com/watch?v=pKvObrEY_p8). The slides for this webinar can be downloaded at <https://www.cde.ca.gov/ci/gs/em/documents/upkplantempwebinar.pptx>.

Access the February 24 Webinar slides and video recording on the CDE YouTube channel at [https://www.youtube.com/watch?v=k7iT\\_ZZD6Ss](https://www.youtube.com/watch?v=k7iT_ZZD6Ss). The slides for this webinar can be downloaded at <https://www.cde.ca.gov/ci/gs/em/documents/februaryupkwebinar.pptx>.

## **Recorded Webinar: Increasing Full-Year Learning Opportunities for Young Learners**

The Center for District Innovation and Leadership in Early Education and the Partnership for Children and Youth recently co-presented a webinar on Increasing Full-Year Learning Opportunities for Younger Learners. The webinar examined the overlap of early education and expanded learning, the differences between After School Education and Safety and Expanded Learning Opportunities Program, and the differences between early education funds that could be braided with expanded learning funds. Early education district leaders shared how districts and their partners can leverage the unique, flexible summer learning space and the influx of resources to meet the state's dual promise of Universal Pre-Kindergarten and expanded learning. They also discussed things to consider for younger learners in planning for expanded learning and how expanded learning will look different for younger learners.

Access the recorded webinar in Google Drive at [https://drive.google.com/file/d/1bmV2COI7PURf\\_2EHDZfm60ZS3Nr47G9N/view](https://drive.google.com/file/d/1bmV2COI7PURf_2EHDZfm60ZS3Nr47G9N/view). The slides for this webinar can be accessed via Google Drive at <https://drive.google.com/file/d/1gsblwXiR4j6ggYCvGet3ZAr3WtNuER4-/view>.

## **Contact Information**

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](mailto: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](mailto:join-multilingual-support-division-updates@mlist.cde.ca.gov).

