



# Multilingual Updates Newsletter

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

*Issue 26, September 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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**Grants****Dual Language Immersion Grant**

The Dual Language Immersion Grant, established by Assembly Bill 130 (2021), Chapter 44, Section 158, appropriated \$10,000,000 to be available through the 2024–25 fiscal year. The purpose of the grant program is to expand existing or establish new dual language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

Grants will be awarded to 27 recipients in fall 2022. To view the preliminary list of grantees, visit the CDE Dual Language Immersion Grant Funding Results web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21result.asp>. To learn more about the Dual Language Immersion Grant, visit the CDE Dual Language Immersion Grant Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r28/dlig21rfa.asp>.

## **Educator Workforce Investment Grant: EL Roadmap Implementation**

The two 2019 Educator Workforce Investment Grant: EL Roadmap Implementation grantees continue to provide professional learning opportunities for local educational agencies (LEAs) for the purpose of assisting them to implement the principles in the State Board of Education adopted policy for English learners. Over 14,000 educators across the state have participated in a variety of programs, workshops, webinars, and support tailored to the educators' interests.

The two grantees are the MCAP and the EL Roadmap Implementation for Systemic Excellence! (EL RISE!).

For more information regarding MCAP, visit the MCAP website at <https://mcap.qocabe.org> or contact Dr. Alma Castro, director, by email at [alma@qocabe.org](mailto:alma@qocabe.org).

For more information regarding EL RISE!, visit the EL RISE! website at <https://californianstogether.org/el-rise>, or contact Dr. Margarita Gonzalez-Amador, project administrator, by email at [margarita@californianstogether.org](mailto:margarita@californianstogether.org).

## **Biliteracy**

### **State Seal of Biliteracy Updated FAQs and Resources for 2022–23**

The State Seal of Biliteracy will continue to be awarded during the 2022–23 school year. The COVID-19 flexibilities that were in place for 2021 and 2022 graduates no longer apply to 2023 graduates. The FAQs available on the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp> have been updated for the 2022–23 school year.

The State Seal of Biliteracy Implementation Guide is a new resource available on the CDE State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp> under the "Resources" tab. This guide includes basic information on the State Seal of Biliteracy, best practices for building a State Seal of Biliteracy program, information on creating paths to biliteracy, a self-assessment tool, and other resources.

For questions about the State Seal of Biliteracy, contact Gina Garcia-Smith, Education Programs Consultant, MSD, CDE, by phone at 916-319-0265 or by email at [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov).

### **Biliteracy Pathway Recognition 2021–22 Participation Data Available**

The Biliteracy Pathway Recognition program was established in 2021 to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English.

There are three recognitions available:

- The Home Language Development Recognition,
- The Biliteracy Program Participation Recognition, and

- The Biliteracy Attainment Recognition.

LEAs may use the criteria developed by the CDE or may modify criteria to fit the needs of their students and program model. LEAs may also participate in the program by offering their own local recognition. For more information about the Biliteracy Pathway Recognitions including resources and the online participation form, visit the CDE Biliteracy Pathway Recognitions web page at <https://www.cde.ca.gov/sp/el/er/biltrcypathwy.asp>.

During the 2021–22 school year, the first year this program was implemented, 37,429 Biliteracy Pathway Recognitions were awarded in 42 languages. About 70 percent of students recognized were current or former English learners. Additional participation data from the 2021–22 school year will be available on the CDE Biliteracy Pathway Recognitions web page at <https://www.cde.ca.gov/sp/el/er/biltrcypathwy.asp> under the “Participating LEAs” tab.

For questions about the Biliteracy Pathway Recognitions, contact Gina Garcia-Smith, Education Programs Consultant, MSD, CDE, by phone at 916-319-0265 or by email at [SEAL@cde.ca.gov](mailto:SEAL@cde.ca.gov).

## Assessment

### 2022–23 ELPAC Information Guide Now Available

The *2022–23 ELPAC Information Guide* is now available on the CDE ELPAC web page at <https://www.cde.ca.gov/ta/tg/ep>. Here are the latest updates from this year’s edition:

- Further information on the Initial Alternate ELPAC and Summative Alternate ELPAC throughout the guide to support the administration of this test.
- Updated guidelines for reclassification for students who take the Summative ELPAC or the Summative Alternate ELPAC.

Each year, the *ELPAC Information Guide* serves a wide audience. LEA staff, school staff, educators, and families can use the guide if they are looking to do any of the following:

- Understand the differences between the Initial ELPAC and the Initial Alternate ELPAC.
- Understand the differences between the Summative ELPAC and the Summative Alternate ELPAC.
- Understand the initial identification and reclassification processes for English learner students.
- Prepare teachers to understand and use their students’ ELPAC results.
- Communicate ELPAC results to parents and guardians.

For questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office at [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov).

## **Census Day Reminder to Complete Initial ELPAC and Initial Alternative ELPAC**

In order for newly enrolled students to be included in the Unduplicated Pupil Count used to determine funding for the supplemental and concentration grants under the Local Control Funding Formula, students must complete the entire Initial ELPAC (all 4 domains) or Initial Alternate ELPAC on or before Census Day, October 5, 2022.

For questions about the ELPAC, contact the CDE English Language Proficiency and Spanish Assessments Office at [ELPAC@cde.ca.gov](mailto:ELPAC@cde.ca.gov).

## **Resources**

### **CDE Recommended Literature List Search by Language Feature**

The CDE Recommended Literature List web page at <https://www.cde.ca.gov/ci/cr/rl> provides a collection of outstanding literature for children and adolescents in prekindergarten through grade twelve in all disciplines. The CDE coordinates the development of the Recommended Literature List with the assistance of teachers, teacher librarians employed by schools and public libraries, administrators, curriculum planners, and parents.

The Recommended Literature List Search at <https://www3.cde.ca.gov/reclitlist/search.aspx> allows educators and families to search for books by grade span and language. The list includes texts in a variety of languages as well as texts in English and another language in addition to English.

For questions about the Recommended Literature List, contact the Literature List Staff by phone at 916-323-6269 or by email at [LiteratureList@cde.ca.gov](mailto:LiteratureList@cde.ca.gov).

### **Resources for Parents of Multilingual Students Web Page**

The CDE Resources for Parents of Multilingual Students web page at <https://www.cde.ca.gov/sp/el/er/prntresources.asp> is now available to connect parents of multilingual students to critical information to help them navigate the California education system. This web page serves as a centralized location for parents of multilingual students to access information and learn about the different resources available through the MSD, other divisions within the CDE, and external organizations. This web page provides information and resources for parents about establishing language proficiency in English, types of language acquisition programs, and many other resources.

### **Resources for Newcomer Students**

Newcomer is an umbrella term for foreign-born students who have recently arrived in the United States. Newcomer students may include, but are not limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the LEAs. Each newcomer student's background and experience coming to the United States is unique and multifaceted. The Newcomer Students web page provides information, resources, and guidance to support LEAs serving newcomer students. The new web page is organized into four

tabs: 1) Definitions and Data, 2) Newcomer Program, 3) Funding Programs, and 4) Resources. For more information, visit the CDE Newcomer Students web page at <https://www.cde.ca.gov/sp/el/er/newcomerstudnts.asp>.

From the main Newcomer Students web page, LEAs can find the following web pages that provide additional newcomer information:

- CDE Funding Sources to Support Newcomer Students web page at <https://www.cde.ca.gov/sp/el/er/newcomerfunding.asp>

This web page provides information on the various funding sources LEAs may use to support newcomer students and their families.

- Afghan Newcomers (PDF) at <https://www.cde.ca.gov/sp/el/er/documents/afghannwcmers.pdf>

This guide provides general statistics and information about Afghan newcomers resettling to the U.S. It also provides a list of things to consider and resources to assist LEAs serving Afghan newcomer students and their families.

- CDE Unaccompanied Minors FAQs web page at <https://www.cde.ca.gov/sp/el/er/unaccompaniedminorsfaq.asp>

These FAQs are intended to help LEAs navigate through some of the different topics related to unaccompanied minors.

## **Regional Educational Laboratory Northwest: Welcoming, Registering, and Supporting Newcomer Students**

The Regional Educational Laboratory Northwest created a toolkit to assist educators and other educational partners to identify and use research-based practices, policies, and procedures for welcoming, registering, and supporting newcomer immigrant and refugee students in secondary schools. The Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools is available as a PDF at [https://ies.ed.gov/ncee/rel/regions/northwest/pdf/REL\\_2021064.pdf](https://ies.ed.gov/ncee/rel/regions/northwest/pdf/REL_2021064.pdf).

## **Center for Applied Linguistics: Welcoming Bilingual Learners with Disabilities into Dual Language Programs**

The Center for Applied Linguistics published a white paper titled “Welcoming Bilingual Learners with Disabilities into Dual Language Programs” in July 2022 in collaboration with the National Dual Language Forum. According to the Center for Applied Linguistics, “This white paper reviews evidence concerning the capacity of young learners with disabilities to acquire more than one language during the preschool and school years and the characteristics of dual language programs and classroom instruction and intervention practices that support their language development, learning, and well-being in school.”

The paper is available for free on the Center for Applied Linguistics Publications and Products web page at <https://www.cal.org/publications/welcoming-bilingual-learners-with-disabilities-into-dual-language-programs/>.

## **Get Connected! California Affordable Connectivity Program Resources for Schools (English and Spanish)**

CDE is partnering to launch the Get Connected awareness campaign to promote the Affordable Connectivity Program (ACP), which provides a monthly discount of up to \$30 off home internet to qualifying families of prekindergarten to adult students. Schools are invited to host enrollment events throughout the state and can use this Dropbox Toolkit at <https://bit.ly/GetConnectedCASchool> to spread awareness. This toolkit is available in English and Spanish.

All households with a child who was approved to receive free or reduced-price school meals under the National School Lunch Program or the School Breakfast Program within the last 12 months, including children who attend schools participating in the Community Eligibility Provision, are eligible for ACP benefits. More information is available on the White House Fact Sheet web page at <https://www.whitehouse.gov/briefing-room/statements-releases/2022/05/09/fact-sheet-president-biden-and-vice-president-harris-reduce-high-speed-internet-costs-for-millions-of-americans>.

Visit the Internet For All Sign Up for ACP Today web page at <https://www.internetforallnow.org/applytoday?fbclid=IwAR2IUWF0IVc2E4QhIZHFo-mKf-btwjas8ArKFVUcOfWZYIVKwyMJf3LNRUs> or call 866-745-2805 to learn more.

## **Professional Learning**

### **Professional Learning Opportunities Database**

The CDE Professional Learning Opportunities web page is provided as a convenience to California educators and professional learning providers. The database provides an input feature for providers to promote their learning opportunities and a search feature so educators may find events throughout the state addressing a variety of topics.

The CDE Professional Learning Opportunity Search Form at <https://www3.cde.ca.gov/prodevops/search.aspx> allows educators to select criteria for the learning opportunities they are seeking. Users can narrow their search by type (physical location or online), location, date, topic, and audience.

The CDE Professional Learning Opportunity Input Form at <https://www3.cde.ca.gov/prodevops/externalinput.aspx> is for providers to input upcoming professional learning events to be promoted through the Professional Learning Opportunities Database and the CDE Professional Learning News listserv.

The monthly Professional Learning News provides updates from the CDE Educator Excellence and Equity Division and shares professional learning news and opportunities happening throughout California.

For more information on these topics, please send a blank email message to [join-professional-learning-news@mlist.cde.ca.gov](mailto:join-professional-learning-news@mlist.cde.ca.gov).

## MCAP Digital Academies

As part of the Educator Workforce Investment Grant: EL Roadmap Implementation, MCAP is offering free asynchronous learning opportunities offered statewide.

The MCAP Digital Academies includes the following topics:

- 1) Dual Language Teacher Academy
- 2) Writing Redesigned for Innovative Teaching and Equity (San Diego County Office of Education [SDCOE])
- 3) Bilingual Teacher Pathway (Butte County Office of Education)
- 4) Project GLAD\* Guided Language Acquisition Design (Orange County Department of Education)
- 5) Language Development Through Science (University of San Diego)
- 6) Special Education in Bilingual Settings (San Bernardino County Superintendent of Schools)
- 7) Instructional Strategies for Preschool Teachers of Dual Language Learners (Fresno County Superintendent of Schools)

To enroll in the MCAP Digital Academies, visit the MCAP Digital Academies web page at <https://sites.google.com/view/mcap-digital-academies> .

## Highlighted Virtual Professional Learning Opportunities

### *Effective Literacy Instruction for Multilingual Learners: What It is and What it Looks Like*

The U.S. Department of Education's Office of English Language Acquisition (OELA), in collaboration with the National Committee on Effective Literacy (NCEL), and the National Association of English Learner Program Administrators (NAELPA), is hosting a webinar to share research and resources on literacy development for multilingual learners. Presenters will discuss best practices and leadership actions to promote effective literacy programs that honor the multilingual brain and leverage the linguistic and cultural assets of multilingual learners.

This webinar will take place on September 21, 2022 at 1 p.m. (4 p.m. Eastern Time).

Register on the OELA Webinar Registration web page at [https://us06web.zoom.us/webinar/register/WN\\_NgyKUOG8SraHzLj4nNL6w](https://us06web.zoom.us/webinar/register/WN_NgyKUOG8SraHzLj4nNL6w).

### *Dual Language Pedagogy Institute for Elementary Administrators/Leaders*

The Dual Language Pedagogy Institute for Elementary Administrators/Leaders is a four-part series designed to support planning, implementing, strengthening, and sustaining dual language programs. It draws from a "hot off the presses" chapter written by Dr. Laurie Olsen from the recently released CDE book, *Improving Multilingual and English Learner Education: from Research to Practice*. New research findings, updated case studies, and promising practices will engage participants in key strategies to implement

and expand effective, transformative, and sustainable dual language programs and pathways that center and elevate English learners.

Administrators and other leaders will engage in workshop style sessions that will address: matching a model to context, whole school versus strand, how to recruit and support teachers and effective instruction, how to engage families in bilingual school partnerships, how to build assessment systems that honor biliteracy, and how to be an advocate and champion of dual language. Participants will leave with concrete, actionable protocols and activities they can replicate with site teams to build their own effective programs.

The intended audience for this four-day institute is site administrators, district staff and administrators, superintendents, site/local teams of educators, and county office of education staff.

This institute will take place on September 22, October 11, November 1, and December 13, 2022.

To register visit the SDCOE Dual Language Pedagogy Institute web page at <https://sdcoe.k12oms.org/902-223185>.

### *Improving Outcomes for English Learners with Disabilities Virtual Institute for Administrators*

The Imperial County Special Education Local Plan Area (IC SELPA) is hosting a free virtual institute focused on the *California Practitioners Guide for Educating English Learners with Disabilities* (virtual institute funded by the CDE). LCAP Priorities, Special Education State Performance Plan Indicators, and EL Roadmap Principles are highlighted throughout this institute.

Each session takes place from 1 to 2 p.m. on the following dates:

- September 28, 2022
  - Chapter 3: Special Education Referral Process for English Learners
- October 5, 2022
  - Chapter 4: Assessment of English Learners for Identification as Students with Disabilities
- October 26, 2022
  - Chapter 5: Developing an Individualized Education Program for English Learners
- November 9, 2022
  - Chapter 6: Educational Programming: Access and Equity For English Learners with Disabilities
- November 16, 2022
  - Chapter 7: Teaching and Learning to Meet Student Needs (Part 1)
- December 7, 2022

- Chapter 7: Teaching and Learning to Meet Student Needs (Part 2)
- January 10, 2023
  - Chapter 8: Exiting English Learners from Special Education Status
- January 25, 2023
  - Chapter 9: Reclassifying Students with Disabilities from English Learner Status

To register, visit the ICOE Virtual Institute Registration web page at <https://icoe.k12oms.org/1168-221912>.

For questions about this webinar, contact Brenda Sandoval by phone at 760-312-6154 or by email at [bsandoval@icoe.org](mailto:bsandoval@icoe.org).

### *Improving Outcomes for English Learners with Disabilities Introductory Webinar Series*

The IC SELPA is hosting a free introductory webinar series focused on the *California Practitioners Guide for Educating English Learners with Disabilities* (webinar series funded by the CDE). The target audience for this series includes multi-disciplinary teams, special education teachers, EL coordinators, school psychologists, speech and language pathologists, administrators (county, district, and site level), and SELPA administrators and staff. Teams are encouraged to participate in the complete series, but may select to participate in individual sessions.

Each session takes place from 8:30 a.m. to 3 p.m. on the following dates:

- September 26, 2022
  - An Overview of Section 1: Identification of English Learners, Multi-Tiered System of Supports , and Pre-Referral Interventions
- October 25, 2022
  - An Overview of Section 2: Pre-Referral and Referral, Assessment, and Individualized Education Plan Processes
- January 26, 2023
  - An Overview of Section 3: Education Programs and Instructional Strategies
- March 9, 2023
  - An Overview of Section 4 and 5: Proposing Exit from Special Education Services and Reclassification from English Learner Status

To register, visit the ICOE Introductory Series Registration web page at <https://icoe.k12oms.org/1168-222310>.

For questions about this webinar, contact Brenda Sandoval by phone at 760-312-6154 or by email at [bsandoval@icoe.org](mailto:bsandoval@icoe.org).

### *Creating Conditions for Dual Language Learners to Thrive in Early Education*

EL RISE! is hosting a professional learning series for early educators designed to improve educator effectiveness in meeting the needs of dual language learners (DLLs) and their families in the foundational years of preschool.

The sessions will focus around four themes critical to DLL success:

- Partnering with Families
- Complex Oral Language
- Making Languages Visible & Tangible
- Early Literacy & Engaging with Text

Participants will begin by exploring how to affirm children's home language, culture and identities in the school community, in order to make learning more relevant, meaningful and successful. In addition, because language develops deeply when it is embedded in and through thematic content, these sessions will be organized around a thematic unit that will be shared with participants.

Participants will learn to model expressive language and create environments where rich vocabulary and concepts come to life. They will learn how to use visuals to help children make meaning and how to provide other critical scaffolds. Finally, participants will learn strategies to provide access to and authentic opportunities to engage with interesting, complex and rich text.

Participants will engage in synchronous and asynchronous activities, during and after sessions, which will allow them to enact and utilize strategies to enhance learning.

The intended audience is early education/preschool teachers, administrators, directors, and leads/teachers on special assignment.

Sessions will be held from 3:15 to 5:15 p.m. on September 27, October 5, November 29, and December 8, 2022.

To register, visit the SDCOE Creating Conditions for Dual Language Learners to Thrive web page at <https://sdcoe.k12oms.org/902-218900>.

### *Centralizing the Needs of English Learners: ELD for Elementary Teachers and Administrators Institute*

Equitable access to a comprehensive education including both integrated and designated ELD instruction is a civil right for English learners. These six sessions, with embedded pre-work, will support teachers in designing responsive designated ELD lessons that build upon students' knowledge across the disciplines. Teachers will expand their understanding of backward planning to identify English learners' strengths and needs to provide targeted language instruction.

Scaffolds and supports presented in these sessions include language functions, graphic organizers, differentiated frames, language transfer strategies, and formative assessments that ensure students can effectively engage with complex texts and tasks. Through this work, teachers will develop the tools needed to create the academic

conditions students need to flourish. When English learners are centralized, we can prevent Long Term English Learners.

The intended audience for this four-day institute is classroom teachers, teachers on special assignment, and site administrators.

This institute will take place on September 28, October 6, October 18, and November 3, 2022.

To register visit the SDCOE Centralizing the Needs of English Learners web page at <https://sdcoe.k12oms.org/902-223184>.

### *EL Master Plan Institute*

EL RISE! is hosting a free virtual institute on designing a local policy aligned to the EL Roadmap. Participants will engage in discussion to guide planning for the development of visionary policies, programs, and services that ensure equitable opportunities and outcomes for English learners. Participants will receive resources included in the Center for Equity for English Learners' English Learner Master Plan Playbook to develop a strategy for beginning or refining their approach to writing their EL Master Plan. Alignment with EL Roadmap principles and elements will be highlighted. The intended audience is administrators and district teams from the EL RISE! 20 county offices of education.

Sessions will be held from 9 a.m. to noon on October 18 and November 2, 2022.

To register, fill out the EL RISE! EL Master Plan Institute Google Form at <https://docs.google.com/forms/d/e/1FAIpQLSfqMOnUEgKctC1ncC7ltH0KijcggI9fB1vDtBqjxq0kNPLgQg/viewform>.

For questions about this webinar series, contact Californians Together at [info@californianstogether.org](mailto:info@californianstogether.org).

### *EL Roadmap Aligned LCAP Toolkit Workshop*

EL RISE! is hosting a free interactive workshop that will help LEA teams design an LCAP that is aligned to the research-based California EL Roadmap Policy. This workshop focuses on identifying action, 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 ways they might be used to identify and analyze the needs of their English learners. Alignment with the EL Roadmap principles and elements will be highlighted. Moreover, the training will help LEA teams use Dashboard data to better understand English learners' achievement.

Sessions will be held from 9 a.m. to noon on February 8 and 22, 2023.

To register, fill out the EL RISE! EL Roadmap Aligned LCAP Toolkit Workshop Google Form at [https://docs.google.com/forms/d/e/1FAIpQLScIDFIDDQU1-ucRj0QfCHMTPLBaZLVwy2tryLX2v64\\_51C4AA/viewform](https://docs.google.com/forms/d/e/1FAIpQLScIDFIDDQU1-ucRj0QfCHMTPLBaZLVwy2tryLX2v64_51C4AA/viewform).

For questions about this webinar series, contact Californians Together at [info@californianstogether.org](mailto:info@californianstogether.org).

## Contact Information

For questions regarding multilingual and English learner programs and services, please contact the MSD 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/er/>.

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).

