Multilingual Updates Newsletter: COVID-19 Edition (16)

Monthly Format:

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

This Issue Includes:

- **New Resources:**
    - New CDE publication: *Improving Education for Multilingual and English Learner Students: Research to Practice*
    - Integrated and Designated English Language Development (ELD) Video Series and associated remote professional learning guide
    - Regional Education Laboratory (REL) West Supporting Young English Learners at Home: Family and Caregiver Activities
- **Benefits of Multilingualism:**
    - New Research: Relating Natural Language Aptitude to Individual Differences in Learning Programming Languages
    - US Department of Education (ED) Benefits of Multilingualism Infographic
- **Curriculum:** Ethnic Studies Model Curriculum updates
- **Grants:** Mini-Grants for Equity
- **Early Learning and Care:**
    - Upcoming Transition to California Department of Social Services (CDSS)
    - Master Plan for Early Learning and Care

Continued:

- **Webinars:**
  - Past recorded webinars
  - Upcoming webinars
- **Resources:**
  - Links to resources on the CDE COVID-19 web page relevant to English learners

New Resources

New Publication: *Improving Education for Multilingual and English Learner Students*

On November 12, 2020, State Superintendent of Public Instruction Tony Thurmond announced the release of the new CDE publication, *Improving Education for Multilingual and English Learner Students: Research to Practice*. The publication is designed to support local educational agencies (LEAs) to implement the English Learner Roadmap Policy in schools and improve instruction for both English learners and other students learning multiple languages.

The publication is in response to requests from educators for successful evidence-based practices that lead to enhanced learning environments, implementation of the English Learner Roadmap Policy and its principles, and the continuous improvement of systems and conditions to support prekindergarten through grade twelve English learner students and students learning other languages.

The CDE Multilingual Support Division led the development of this publication with assistance from well-known and respected experts within their fields. The publication demonstrates how LEAs have implemented research-based practices that positively impact multilingual and English learner students as it relates to social emotional learning, early learning and care, integrated and designated English language development, multilingual education, systems improvement, teacher development, and parent engagement.

The publication is available for free download on the CDE Improving Education for Multilingual and English Learner Students: Research to Practice web page at https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp.

Printed copies of the publication will soon be available for purchase on the CDE Press Online Ordering web page at https://cdep.klas.com.

If you have questions about this publication, contact Gustavo Gonzalez, Education Programs Consultant (EPC), Language Policy and Leadership Office, Multilingual Support Division, CDE, by phone at 916-319-0420 or by email at GGonzalez@dce.ca.gov.

Integrated and Designated ELD Video Series

The CDE developed a series of videos demonstrating integrated ELD instruction and its related designated ELD instruction during English language arts, mathematics, and science. The Integrated and Designated ELD Video Series demonstrates the relationship between the *California English Language Development Standards* (*CA ELD Standards*) and the state content standards. When used in tandem, English learners build English proficiency, refine academic use of English, and access subject area content in transitional kindergarten/kindergarten through grade twelve.

The videos in this series feature teachers delivering integrated and designated ELD instruction to English learner students. Teachers use the *CA ELD Standards* to design intentional and purposeful ELD instruction that supports English learners to learn English and apply academic use of English through various content areas. English learners are equipped with linguistic resources and experiences to meaningfully engage with grade-appropriate text and contribute to academic discussions with their peers and teachers.

The video series is available on the CDE ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp under the "ELD Video Series" tab.

Integrated and Designated ELD Video Series Webinars

The CDE Language Policy and Leadership Office will host a series of webinars on the Integrated and Designated ELD Video Series. The webinars are designed to support educators in using the ELD Video Series in professional learning (PL) settings.

Webinar Dates:

All webinars will take place from 3:30 to 4:30 p.m. on the days indicated below.

- **January 19, 2020:** ELD Video Series Overview

- **February 2, 2021:** Engaging in PL Using Grades Nine through Twelve ELD Videos

- **February 23, 2021:** Engaging in PL Using Grades Seven through Eight ELD Videos

- **March 9, 2021:** Engaging in PL Using Grades Four through Six ELD Videos

- **March 30, 2021:** Engaging in PL Using Transitional Kindergarten/Kindergarten–Grade Three ELD Videos

More information about the webinars will be sent to the Multilingual Updates Listserv and will be posted to the CDE ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp.

If you are not subscribed to the Multilingual Updates Listserv, subscribe by sending a blank email to join-multilingual-support-division-updates@mlist.cde.ca.gov.

If you have questions about the ELD Video Series or the webinars, contact Gustavo Gonzalez, EPC, Language Policy and Leadership Office, Multilingual Support Division, CDE, by phone at 916-319-0420 or by email at GGonzalez@cde.ca.gov.

ELD Video Series: Administrator's Guide for Facilitating Remote PL

The CDE Multilingual Support Division released the Administrator's Guide for Facilitating Remote PL to accompany the Integrated and Designated ELD Video Series.

During COVID-19 related distance learning, PL will likely take place virtually. While the videos in this series feature in-person classroom teaching, the questions associated with the videos and the activities in this guide have been adapted for distance PL and teaching. The strategies that teachers use in these videos can be adapted to distance or hybrid learning and can still serve as models of effective ELD instruction.

The Administrator's Guide for Facilitating Remote PL is available on the CDE COVID-19 EL Resources web page at https://www.cde.ca.gov/sp/el/er/covidelresources.asp under the "Resources" tab.

If you have questions about the guide, contact Gina Garcia-Smith, EPC, Multilingual Support Division, CDE, by phone at 916-319-0265 or by email at ggarciasmith@cde.ca.gov.

Benefits of Multilingualism

New Research: Relating Natural Language Aptitude to Individual Differences in Learning Programming Languages

The 2020 study "Relating Natural Language Aptitude to Individual Differences in Learning Programming Languages" (Prat, Madhyastha, Motterella, and Kuo), found that the best computer coders "were facile problem solvers with a high aptitude for natural languages" and that "the importance of numeracy may be overestimated in modern programming education environments." This means that language skills, rather than math skills, are better predicters for computer programming skill. This study could have implications for English learners and other multilingual students who may have increased aptitude for computer programming.

The study is available on the Nature Scientific Reports Relating Natural Language Aptitude to Individual Differences in Learning Programming Languages web page at https://www.nature.com/articles/s41598-020-60661-8.

ED Benefits of Multilingualism Infographic

The ED Office of English Language Acquisition released an infographic in 2020 that highlights the cognitive, educational, sociocultural, and economic benefits of multilingualism.

The infographic is available from the ED website directly as a PDF at https://www.ncela.ed.gov/files/announcements/20200805-NCELAInfographic-508.pdf.

Curriculum

Ethnic Studies Model Curriculum Updates

At its November 18–19, 2020, meeting, the Instructional Quality Commission (IQC) recommended the revised draft Ethnic Studies Model Curriculum to the State Board of Education (SBE) following a 45-day public comment period. The IQC incorporated edits,

including those recommended by the CDE, that strengthen the content and honor the four traditional disciplines of African American, Native American, Asian American, and Chicana/o/x and Latina/o/x studies and better reflect the diversity of experiences and contributions of groups that have been marginalized and understudied. Additionally, the IQC updated and expanded an existing set of resources—where all sample lessons are housed—to further explore communities and raise the voices of identities whose experiences intersect with the core disciplines of ethnic studies, such as Arab Americans, Armenian Americans, Jewish Americans, and Sikh Americans.

This revised draft of the Ethnic Studies Model Curriculum is in alignment with state law (California *Education Code* Section 51226.7) and the SBE-adopted guidelines, which can be found on the CDE Ethnic Studies Model Curriculum Guidelines web page at https://www.cde.ca.gov/ci/cr/cf/ethnicguidelines.asp.

The model curriculum draft has been posted for a final 45-day public review period. State law requires the SBE to take final action on the model curriculum by March 31, 2021.

More information on the Ethnic Studies Model Curriculum can be found on the CDE Model Curriculum Projects web page at https://www.cde.ca.gov/ci/cr/cf/modelcurriculumprojects.asp.

Individuals or groups may submit public comment on the Ethnic Studies Model Curriculum to the CDE by email at ethnicstudies@cde.ca.gov.

Grants

Mini-Grants for Equity

Funded through a $200,000 contribution from the Stuart Foundation, the CDE will award grants of up to $20,000 each to schools, districts, and charter schools that can demonstrate how they will address equity and opportunity gaps by utilizing the funds to target educators' or students' needs in distance learning, in-person instruction, or hybrid models. Funds can be used for a variety of purposes including professional development, family engagement, or other activities that strengthen student learning and connections. More details, grant criteria, and the application process will be issued in the coming days.

Link to submit a proposal: CDE Mini Grants for Equity Submission Google Form at https://forms.gle/727mLon6TiPtQEVBA

Deadline: 5 p.m. on Friday, January 8, 2021

Criteria: The funds must be used to advance equity and to close equity gaps. The grantees are given discretion to decide how they will address the topic of equity. For example, grantees can address equity and opportunity gaps by utilizing the funds to target educators' or students' needs with in-person instruction or distance learning.

Other examples of how grants can be used include supporting educator and/or staff professional development that has been proven to be successful in targeting and/or closing equity gaps. Professional development could be in the form of training or a mentoring

program. Providing stipends for mentors who assist mentees in adjusting to the current distance learning landscape is another eligible use.

Additionally, funds can be used for purchasing items or materials needed to address inequity; however, they should not be used solely for the purpose of purchasing materials.

LEAs are encouraged to consider ways grant dollars can be used to support activities that address equity gaps in the form of community and family engagement. For instance, families who have been disengaged with schools may benefit from activities that support and strengthen engagement. Funding can be used to support activities that have been proven to strengthen family connection and involvement with their children's learning.

If your proposal is accepted, the district will be required to sign assurances that will include a reporting mechanism on the impact of the grant.

Questions about this matter can be directed to equitygrants@cde.ca.gov.

Early Learning and Care

Upcoming Transition to CDSS

The most recent budget brings tremendous change for early learning and care (ELC) in California. Effective July 1, 2021, sixteen ELC programs are transitioning to the CDSS. As a result, the CDE has been working diligently with the CDSS to prepare the transfer of significant resources, staff, and responsibilities.

At the same time, the California State Preschool Program (CSPP), special education services for young children with disabilities (IDEA Part B and a portion of Part C), the Inclusive Early Education Expansion Program (IEEEP), Quality Rating and Improvement System (QRIS) Grants for CSPP, and the American Indian Early Childhood Education Program (AIECE) remain under the CDE's leadership. State Superintendent of Public Instruction Tony Thurmond and the CDE remain committed to quality, inclusion, and equity in the early years and view early childhood programs as opportunities to build school readiness skills.

If you have questions about this matter, contact the CDE Early Learning and Care Division by phone at 916-322-6233.

Master Plan for Early Learning and Care

State Superintendent of Public Instruction Tony Thurmond issued the following statement in response to Governor Gavin Newsom's release of the *Master Plan for Early Learning and Care: California for All Kids,* a roadmap for building a more equitable, comprehensive early learning and care system in California.

"We know that bold investments early in a child's life can pay remarkable returns throughout their education and their careers. We applaud the recommendations outlined today that we know can level the playing field and make all the difference for children, such as providing universal preschool and ending disproportionate suspensions for students of color in early care."

"My team looks forward to continuing to work closely with the Governor, the Legislature, practitioners, and members of the philanthropic sector to chart a course to implement the key actions that can support child development and propel every child into a bright future."

The Master Plan is available directly as a PDF on the California for All Kids web page at https://bit.ly/MasterPlanEarlyLearning.

New Resources

New English Learner Student Web Page

The CDE Data Visualization and Reporting Office released the new CDE English Learners in California Schools web page available at https://www.cde.ca.gov/ds/sg/englishlearner.asp.

This web page includes specific information and resources for English learners including information on:

- Population
- Outcomes
- Accountability
- EL Roadmap
- COVID-19
- Monitoring
- Downloadable Files
- Additional Resources

This new web page provides an easy to access "one stop shop" for English learner data.

If you have questions about this web page, contact the CDE Data Visualization and Reporting Office, by phone at 916-323-3071 or by email at ELAccountability@cde.ca.gov.

REL West Supporting Young English Learners at Home: Family and Caregiver Activities

REL West, in partnership with RELs Northwest and Northeast and Islands, has developed a set of nine activities in English and Spanish that offer simple, fun ideas for how parents, grandparents, and caregivers can help children develop their language skills at home. The activities are based on the What Works Clearinghouse (WWC) practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School available on the ED Practice Guide web page at https://ies.ed.gov/ncee/wwc/PracticeGuide/19.

- The nine family and caregiver activities are designed to strengthen language development in either the home language or English.

- The Educators' Guide provides tips and strategies for teachers to help families and caregivers make the most out of the activities.

Questions about these resources can be directed to REL West by email at relwest@wested.org.

Webinars

Past Recorded Webinars:

Multilingual CA Project (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 in 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 was conducted fully in Spanish with a focus on oral language development in a dual-language classroom. This session presents 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 on the MCAP website directly as a PDF 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 on the MCAP website directly as a PDF at https://mcap.gocabe.org/wp-content/uploads/2020/10/I.-Jacobo-MCAP-Slides.pdf.

- **Part IV: Supporting English Learners in the Rural Setting (November 4, 2020)**

This session focuses on connecting with learners, learning, and language, by providing resources for districts and schools located in rural areas of California. This session uses

Considerations for Inclusivity and Support within Designated English Language Development in Remote Learning, a tool developed by statewide partners to highlight best practices.

Webinar recording available on YouTube at https://youtu.be/rof32M5VjSg.

Presentation slides available on the MCAP website directly as a PDF at https://mcap.gocabe.org/wp-content/uploads/2020/11/MCaP_Webinar4_Resources.pdf.

- **Part V: Designated and Integrated SLD with GLAD® en Español Pictorial Input Chart (November 18, 2020)**

This session will provide an overview of GLAD® en español. This session focuses on one key instructional strategy to support Spanish language development (SLD) and biliteracy within a dual language setting. This session explores application in a biliterate environment where the target language is Spanish. This session highlights how this strategy can be utilized with both designated and integrated SLD. This session was conducted in both Spanish and English.

Webinar recording available on YouTube at https://youtu.be/XCn33uXaFNY.

Presentation slides available on the MCAP website directly as a PDF at https://mcap.gocabe.org/wp-content/uploads/2020/12/MCAP-Peardeck-Awareness-final-45-min-content.pdf.

- **Part VI: Using an Equity Lens for Writing Instruction (December 2, 2020)**

This session focuses on an equity-centered, culturally and linguistically responsive kindergarten through grade twelve instructional literacy approach. The San Diego County Office of Education's Writing Redesigned for Innovative Teaching and Equity (WRITE), a national academic excellence model for professional development, supports schools and districts to implement this approach to prepare students for college, career, and civic participation.

Webinar recording available on YouTube at https://youtu.be/8fhRiwGDDNc.

Presentation slides available on the MCAP website directly as a PDF at https://mcap.gocabe.org/wp-content/uploads/2020/12/MCAP_WRITE.pptx.pdf.

Multilingual California Project (MCAP) Universal Design for Learner (UDL)/EL Webinar Series 2020

Understanding the Core Concepts and Principles of UDL to Support English Learners Virtually (December 8, 9, and 10, 2020)

Participants will take away a snapshot of the history of universal design and the core concepts and design process of UDL and explore strategies connected to the framework to support English learners in a distance learning environment.

Webinar recordings/presentation slides coming soon.

Upcoming Webinars:

Suicide Prevention 101 for Parents: Recognizing Signs and What to Do

Dates:

- December 17, 2020, from noon to 2 p.m. (English)
- December 21, 2020, from 5 to 6 p.m. (Spanish)

Description: This webinar will provide suicide prevention information for parents, including:

- Recognizing warning signs for suicide,
- How to have a conversation with your teen about your concerns,
- Actions to take if your teen is having suicidal thoughts,
- Tips and resources to support emotional and mental health during COVID-19, and
- Information about raising resilient teens.

Links: Register on the CDE Zoom Webinar Registration web page at
https://us02web.zoom.us/webinar/register/WN_GxHyxXCKS2CINbcKqPtH3A (English event) or
https://us02web.zoom.us/webinar/register/WN_Q3Kay4YCTT61ipEnY6tAXA (Spanish event) or
join the CDE Facebook Live Event at https://bit.ly/CDEFacebookLive.

WestEd Integrating ELD into Secondary Mathematics

Date: January 19, 2021, at 3 p.m.

Description: Drawing upon recent recommendations regarding evidence-based instructional practices, this webinar will explore concepts and activities for developing English learners' oral language by interacting with peers and engaging in the learning and doing of science.

Link: Register on the WestEd Zoom Webinar Registration web page at
https://wested.zoom.us/webinar/register/WN_kTRB7hCDScadkK7N9BxpgA.

English Learner Roadmap Aligned LCAP Toolkit Workshops: Using Research-based Tools to Promote Equity for English Learners

Dates: Dates vary by county from November 12, 2020, to March 18, 2021

Description: This interactive workshop will help LEA teams design an LCAP that is aligned to the research-based California English Learner 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. Alignment with EL Roadmap principles and elements will be highlighted. Specifically, the English Learner Research Aligned Rubrics will be reviewed to understand how they can be used as a tool to:

1. Analyze the strengths and limitations of their proposed English learner programs and services in their existing LCAP.

2. Prioritize focus areas to refine and bolster future annual LCAP development, refinement, and updates.

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

Registration Contacts (contact the county directly at the information below to register):

Contra Costa (January 26 and February 2, 2021):

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

Imperial (December 3 and December 10, 2020):

Contact Jeanette Montano, Senior Director, Curriculum & Instruction, at jmontano@icoe.org

Kern (February 18 and 23, 2021):

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

Los Angeles (March 9 and 22, 2021):

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

Orange (December 8 and 15, 2020):

Contact Trish Walsh, Administrator of Humanities, at twalsh@ocde.us

Riverside (January 22 and March 19, 2021):

Contact Lisa Winberg, Administrator, at lwinberg@rcoe.us

Sacramento (January 14 and 21, 2021):

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

San Diego (January 29 and February 1, 2021):

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

San Mateo (January 26 and February 2, 2021):

Contact Gracie Hough, Coordinator, at ghough@smcoe.org

Santa Clara (March 2 and 16, 2021):

Contact Yee Wan, Director, at ywan@sccoe.org

Santa Cruz (November 12 and December 1, 2020):

Contact Sofia Sorensen, Multilingual Coordinator, at ssorensen@santacruzcoe.org

Tulare (February 4 and 11, 2021):

Contact Alesha Moreno-Ramirez, Staff Development & 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 (March 4 and 18, 2021):

Contact Deborah Bruns, Director, Curriculum & Instruction, at deborah.bruns@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.