

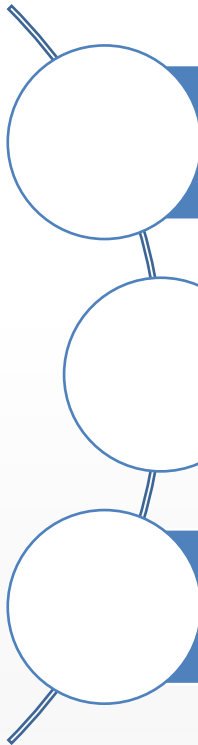




English Learners and the Continuous Education Guiding Principles and LEA Plans

June 1, 2021

Objectives

By the end of the session, participants will be able to:

-  Summarize the continuous education guiding principles related specifically to English learners
-  Address English learners in LEA continuous education plans
-  Develop ESSER activities that will pro-actively support English learners

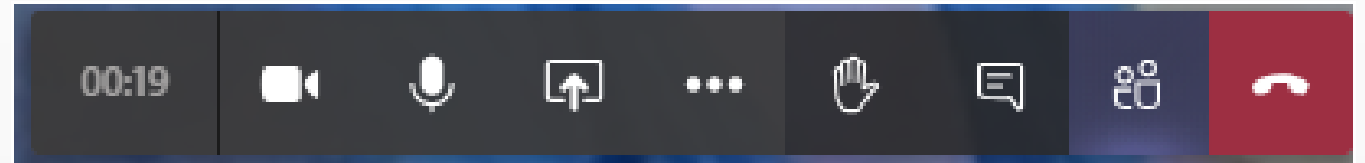
Agreements and Engagement

Agreements

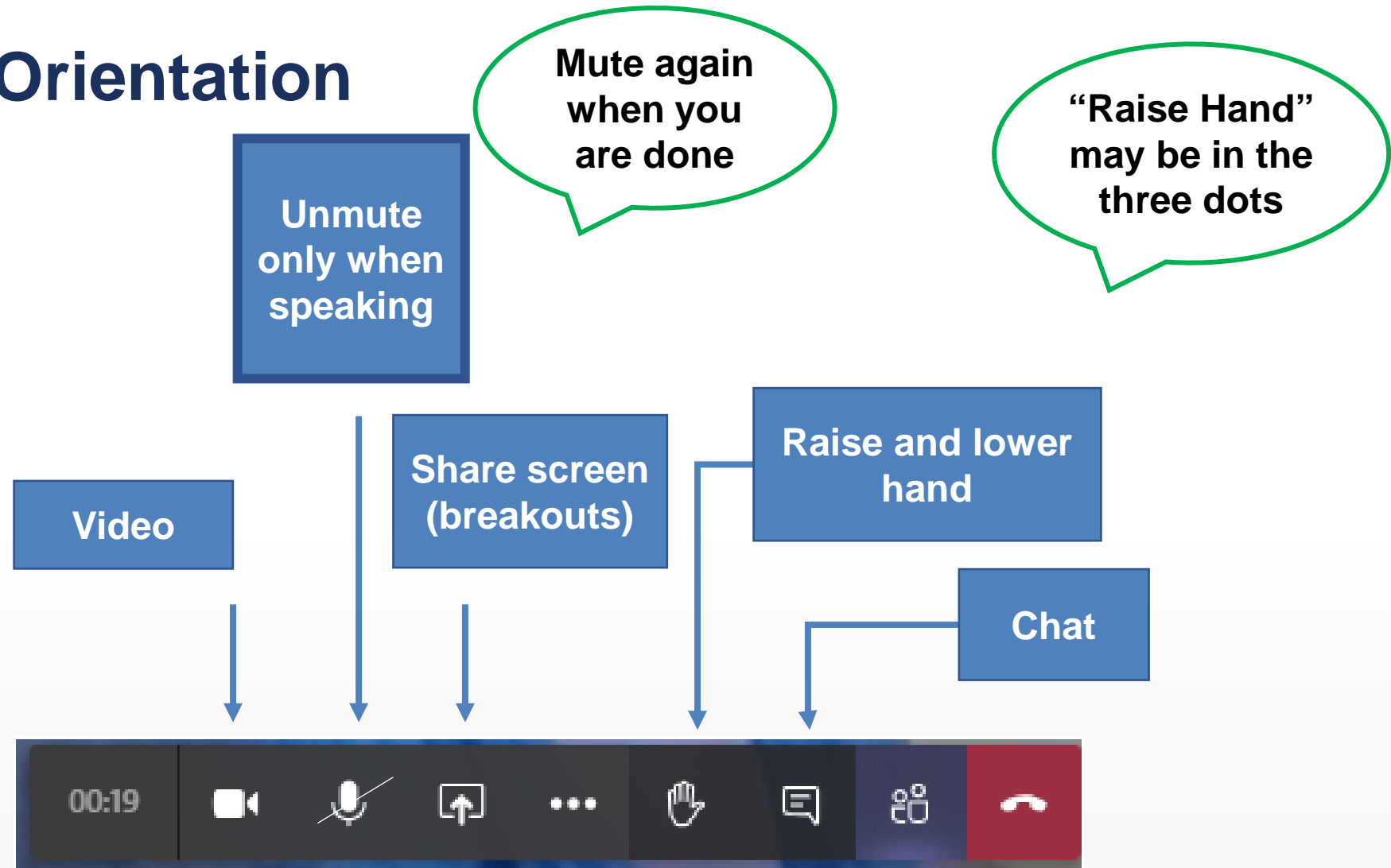
- Strive for equity of voice, monitor airtime
- Share your reflections, bright ideas, and A-ha! moments
- Actively note where you can apply your learning

Virtual Engagement

- Participate in chats, activities and discussions



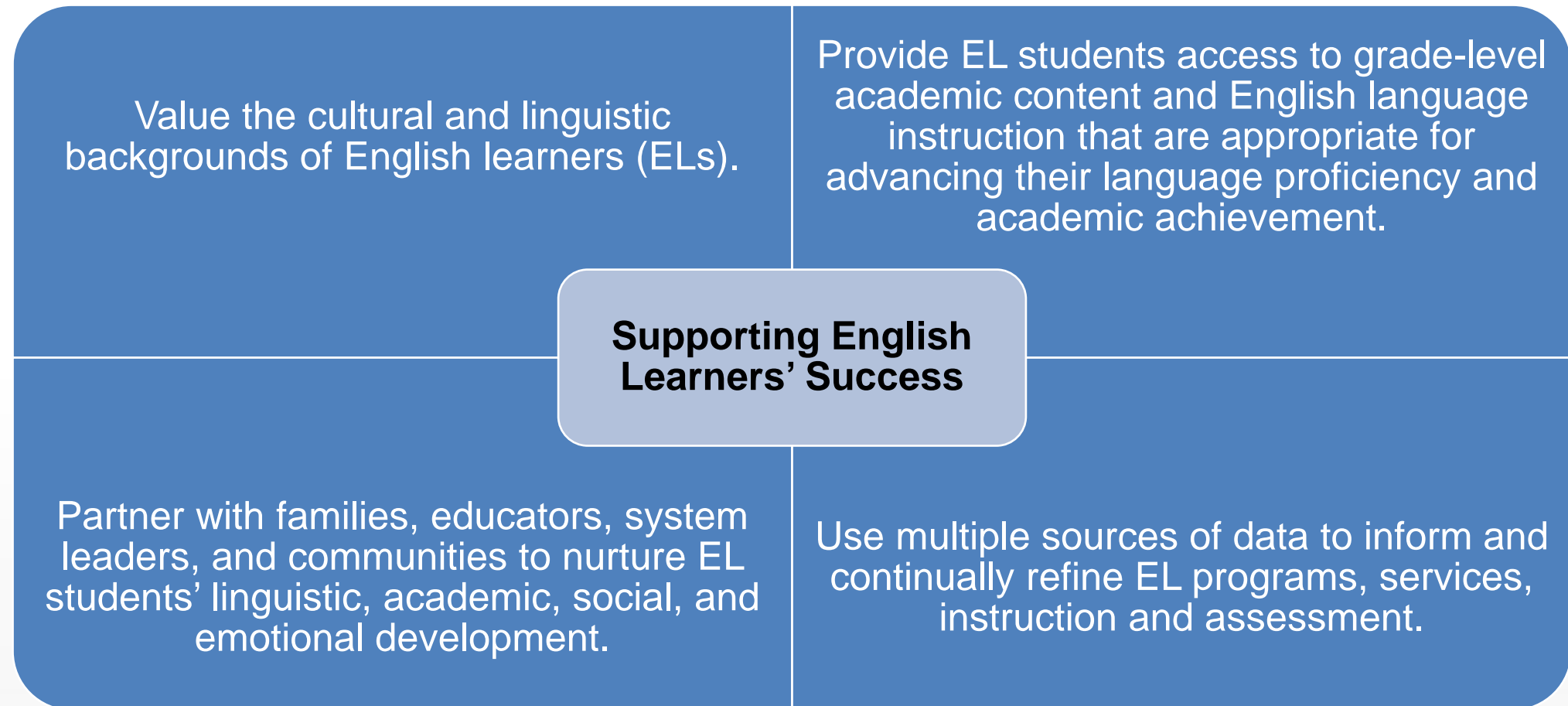
Teams Orientation



Agenda

- Continuous Education Plans and ESSER Overview
- English Learners in the Continuous Education Guiding Principles
- English Learners in the Continuous Education Plan Application
- OSSE English Learner Policy Updates
- Summer LEA English Learner Coordinator Supports

Foundational Principles for Serving English Learners





Priorities and Opportunities

Silent Reflection on the Current Context

The COVID-19 pandemic has surfaced several challenges affecting English learners, including:

Some districts and schools have been more proactive than others in attending to EL students' learning needs across learning environments.

In some locales, ELs may have inconsistent access to high-quality instruction due to limited access to devices and/or poor internet connectivity.

During remote learning, EL students may have fewer opportunities to use English socially and for content learning and language development.

Many teachers feel unprepared to engage EL students.

Families play a critical role as partners in education, but some EL families have limited access to linguistic, academic, and socioemotional resources in their preferred languages and preferred communication modalities.

ELs with disabilities, (14 percent of all ELs in public schools), require special consideration for the next school year given their intersecting special education and ELD needs.

Virtual
Chart
Paper

(Santos, Hopkins, & Weddle, 2020)

Recovery Priorities

SAFE REOPENING

Ensure a safe reopening of school buildings for all students and staff

STUDENT & STAFF WELL-BEING

Support the physical, social-emotional, mental, and behavioral health of our school communities

ACCELERATED LEARNING

Assess impact of interrupted instruction and accelerate learning, at home and in person, for all students

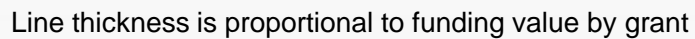
ESSER Recovery Funding

The US Department of Education has awarded the Office of the State Superintendent of Education (OSSE) three federal grants for elementary and secondary schools to receive emergency funds.


Federal Program	LEA Subgrant Funding
ESSER I-CARES Coronavirus, Aid, Relief, and Economic Security Act Elementary and Secondary School Emergency Relief Fund	\$37,805,719.23
ESSER II-CRRSA The Coronavirus Response and Relief Supplemental Appropriations Act Elementary and Secondary School Emergency Relief Fund	\$154,811,857.00
ESSER III-ARP The American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund	\$347,685,439.00

These funds may be used to support local education agency (LEA) efforts now, to plan for fall 2021, and to continue the work of recovery over the next few school years.

Staggered ESSER funding timelines allow LEAs to support the immediate needs of students and staff, as well as recover from the effects of the COVID-19 pandemic.



ESSER Spending Priorities

Priority	Safely Reopen Schools	Address Specific Needs	Address Learning Loss
Budget Categories (EGMS Budget Codes)	<ul style="list-style-type: none"> Air Quality Equipment, Maintenance and Servicing (A1) Facility and Outdoor Space Upgrades and Modifications (A2) Supplemental Staffing – Operations (A3) Coronavirus Testing (A4) PPE and Other Health and Safety Supplies (A5) Sanitation Services (A6) Public Health Consulting Services (A7) 	<ul style="list-style-type: none"> Nutrition, Physical Activity, and Physical Health Supports (B1) Mental Health Services and Supports for Students (B2) Mental Health Services and Supports for Staff (B3) Educational Technology – Devices (B4) Educational Technology – Internet Access (B5) Educational Technology – Digital Services (B6) 	<ul style="list-style-type: none"> Supplemental Staffing – Instructional (C1) Diagnostic, Formative, and Interim Assessment (C2) Curriculum (C3) Intervention Programs (C4) Professional Development (C5) Summer Programs (C6) Afterschool Programs (C7) Tutors Programs and Services (C8)
Example Programs	<ul style="list-style-type: none"> COVID-19 testing protocol Outdoor learning spaces 	<ul style="list-style-type: none"> Replacement tech devices Meal program supplies Social emotional learning programming for students Staff wellness supports 	<ul style="list-style-type: none"> High dosage tutoring SWD recovery program EL recovery program 

Example Investments to Support English Learners Specifically

- Invest in a bilingual family engagement coordinator who will lead expanded family engagement programming and services for families. If more than one language group has a large presence, invest in coordinators to support each of the language groups, e.g., Spanish and Amharic.
- Expand language access systems to include more in-person staff who can skillfully provide interpretation and translation. Invest in on-demand interpretation services to meet the needs of the multiple language groups represented in your school, e.g., Language Line
- Invest in a parent training program that supports LEP parents' literacy, English language, career skills, and parenting skills e.g., an on-site parent center with computers where parents come to get training and drop in to practice their skills on the computers

Example Investments to Support English Learners Specifically

- Develop an after-school enrichment and language development program for accelerating English learners' progress
- Invest in a collaboration coach who will help develop collaborative practices across ESL and dual language teachers, content teachers, and other service providers.
- Invest in a consultant to conduct a robust English learner program evaluation.
- Develop staff through sustained schoolwide professional development that includes opportunities for coaching and feedback aligned to your school's needs.



Continuous Education Plans Overview

Expectations for LEAs



Submit **federal grant applications** to receive emergency funds



Submit your **continuous education plan** for SY2021-22



Submit your **health and safety plan** for SY2021-22

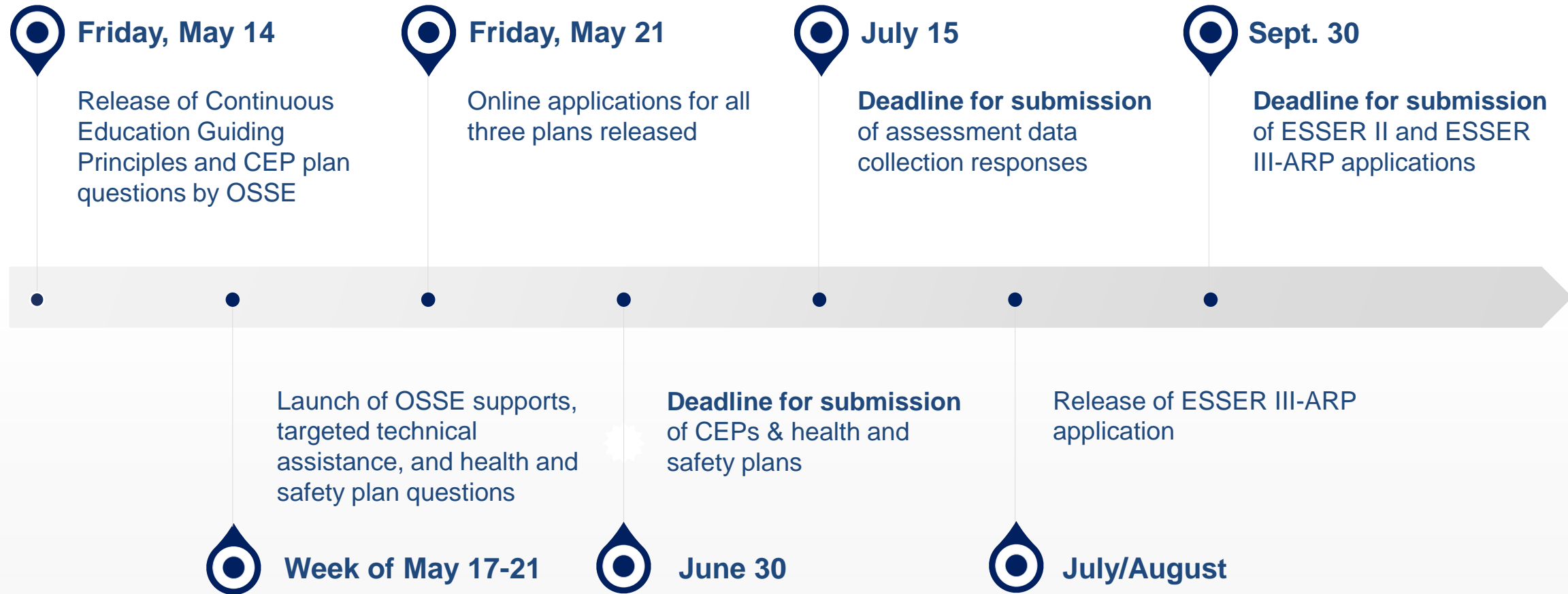


Submit your **assessment data collection responses** for SY2020-21

Continuous Education Plan (CEP) Details

Safe Reopening	Student and Staff Well-Being	Accelerated Learning
<ul style="list-style-type: none">• Support Across Learning Environments<ul style="list-style-type: none">• Including questions on how schools will serve all students 5 days per week in person, as well as students with medical certifications who participate in distance learning	<ul style="list-style-type: none">• Whole Child Supports• Educator Wellness• Family Engagement• Attendance and Re-Engagement	<ul style="list-style-type: none">• Clear Goals and High Expectations• Strategies for Accelerated Learning• Supporting Special Populations• Effective Use of Funds<ul style="list-style-type: none">• Including questions on how LEAs will use their emergency ESSER funding

Timeline for Supports & Deadlines



CEP Materials

2021-2022 Guiding Principles for Continuous Education

Continuous Education Plan (CEP) Questions

CEP Technical Appendix

CEP Resource Guide

- Provides clear and consistent expectations for serving students in person five days a week, as well as for offering distance learning under limited circumstances
- Includes CEP and 2020-21 assessment data collection questions
- We anticipate releasing the health and safety plan questions this week
- Detailed FAQs and guidance on providing complete answers in your applications
- Dedicated web site with links to resources to help you complete your applications

All materials can be found on OSSE's web site: <https://osse.dc.gov/page/guiding-principles-continuous-education-2021-2022>





English Learners in the Continuous Education Guiding Principles

3.C. Supporting Special Populations: English Learners

Identify English Learners in a Timely Manner:



- LEAs should identify English learners in a timely manner, including re-screening all students who were screened provisionally during distance learning using state-approved English proficiency screeners within 30 days in the in-person learning environment.

3.C. Supporting Special Populations: English Learners

Ensure Continuity of Services Across Environments:



- LEAs should prioritize in-person services for English learners.
- Within the first two weeks of the school year, LEAs should plan for and communicate to families about how they will ensure continuity of services across all learning environments in the screening, referring, evaluating, identifying and supporting English learners as public health guidance evolves—such as during quarantines, hospitalizations, or unplanned school closures, or for students with medical certifications who are participating in distance learning—while complying with applicable laws and state policies.

3.C. Supporting Special Populations: English Learners

Review English Learner Program Plans:



- Based on student performance during the public health emergency, LEAs should review and update their English learner program plans to ensure:
 - They are based on sound educational theory and research;
 - They have sufficient resources and personnel to implement the programs effectively; and
 - They are evaluated as effective in advancing the linguistic and academic goals of English learners, per the US Department of Education and US Department of Justice.

2.C. Family Engagement

Engage Families in Ongoing Two-Way Communication:

- LEAs should review methods of two-way communication used during the public health emergency and should make plans to continue using effective methods with families.
- LEAs should also engage students and families to identify lessons learned during distance learning and gather feedback on what they need for a successful transition to in-person learning, and this feedback should inform the development of LEAs' continuous education plans.
- To engage families, LEAs should use multiple methods of frequent and proactive outreach – including but not limited to surveys – in families' preferred language.



2.C. Family Engagement

Ensure Language Access:



- LEAs should translate family-facing documents into the major languages spoken by their families and make available interpretation services for in-person and virtual meetings with families, to the extent practicable and in compliance with the Language Access Act.

3.A. Setting Clear Goals and High Expectations for All Students

Address Needs of Students Typically Furthest from Opportunity:



- The comprehensive continuous education plans should focus on accelerating the learning of students with the most significant learning gaps, as well as students typically furthest from opportunity, including students with disabilities; English learners; at-risk students; students experiencing homelessness; students who are incarcerated; migrant students; students of color; students in foster care; and students marginalized based on gender and/ or gender identity, including LGBTQ+ students.
- These approaches should account for the unique impact the pandemic may have had on students from these groups (e.g., disproportionate illness and deaths from COVID-19 among Black and Latino DC residents; COVID-19 outbreaks in carceral settings).



English Learners in the LEA Continuous Education Plan Application

CEP Application Question 18: English Learners



Describe the LEA's plan to serve **English learners**, including students participating in distance learning, including:

- a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
- b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

A complete answer to this question will:

- Avoid conflating English learner instruction with special education services or general student instruction; and
- Explain in detail how the LEA will deliver English language development instruction to ELs with fidelity across in-person and distance learning environments.

Which English learner metrics will OSSE review to track the implementation of these plans?

Topic	Review Question	Data Source(s)	LEA Target	OSSE Review Timeline	Follow-Up Mechanism
EL Identification	Has the LEA completed timely and accurate English learner screening for all students who need it?	English learner data collected during the enrollment audit, including native language, EL screener score, EL screener status, and EL screener date	100% of students who need screening are screened within 30 days of the first day of school	October 2021	OSSE to arrange support conversations with select LEAs after metrics review, as needed

Which English learner metrics will OSSE review to track the implementation of these plans?

- LEAs are required to complete screening for English learner identification based on home language survey responses for students who are enrolling in a District school for the first time as well as students who were screened provisionally in the 2020-21 school year and still have Provisional English Learner (PEL) or Provisional Not English Learner (PNEL) status.
- If the home language survey indicates that the primary language of a student enrolling in a District school for the first time is a language other than English, the LEA must screen for English proficiency using a state-approved screener and provide parent notification within 30 days of the first day of school.

Which English learner metrics will OSSE review to track the implementation of these plans?

- In October 2021, OSSE will review English learner identification data already collected by the state as part of the annual enrollment audit to determine if 100 percent of students needing screening were screened in a timely manner, including native language, EL screener date, EL screener score and EL screener status.
- If OSSE finds that not all students needing screening were screened in a timely manner, OSSE will contact LEAs for support meetings as needed.

English Learner Identification

- Must screen per the OSSE English Learner policies and procedures
- Must screen all students with PEL or PNEL using a state-approved screener
- For K students that scored FES or higher on the 2-domain screener → complete screening using the 4-domain screener
 - **NOTE: ONLY for students who scores FES or higher on the 2-domain, NOT students who are already identified as EL, i.e., scored LES or NES.**
- **Note:** WIDA K Screener will be available this summer, details on the next slide

WIDA Screener for Kindergarten

- OSSE is pleased to announce the release of the WIDA Screener for Kindergarten for the 2021-22 school year.
- The new WIDA Screener for Kindergarten features:
 - Engaging story and activity-centered test experience
 - Responsive test design that lets students stop when they reach the extent of their current language skills
 - Local scoring of student responses means score reports can be generated immediately after testing
 - Effective identification tool when used as either a two-domain (Listening and Speaking) or four-domain (Listening, Speaking, Reading and Writing) test

WIDA Screener for Kindergarten

- Prior to the release of the WIDA Screener for Kindergarten, students were assessed using the Kindergarten-WAPT. This screener will still be available to LEAs for the 2021-22 school year, however LEAs are encouraged to utilize the new WIDA Screener for Kindergarten as the K-WAPT will be phased out next school year.
- Beginning in early August 2021, LEA ACCESS Test Coordinators and Test Administrators will gain access to the WIDA Screener for Kindergarten training in the WIDA Secure Portal.
- TCs and TAs will also be able to download and print the Test Administrator Manual and all paper testing materials.
- Prior to administering the new Kindergarten screener, all TCs and TAs must complete the training and pass with an 80% or higher.
- To learn more about the Kindergarten screener, visit the WIDA Screener for Kindergarten webpage or contact Michael.Craig@dc.gov or (202) 257-3371.

State EL Policies and Procedures Updates

On page 4, Who are English Learners (ELs)?

- Clarification that OSSE uses the student's age on Sept. 30 of the given school year as the age for qualifying for EL services for the school year.

On pages 7-9, Step 2: Identification

- Resources related to accommodations for EL screening have been added.
- The newly released WIDA Screener for Kindergarten has been added.
- The K-WAPT will be retired at the end of the 2021-22 school year.

Coming Soon! English Language Proficiency Benchmark Assessment

- OSSE is in the process of working to make available a WIDA-aligned English language proficiency assessment for LEAs to use.
- LEAs will be able to administer the assessment to current English learner students in grades K-12 to assist with program placement and annual goal setting for 2021-22 school year, given the absence of ACCESS scores for many students for two consecutive years.
- Be on the lookout for more information coming soon!
- LEAs will be asked to provide:
 - ☐ Account administrator name
 - ☐ Account administrator email
 - ☐ Account administrator phone number
 - ☐ Number of tests needed per site



Summer Supports for LEA EL Coordinators

Register Today!

Title	Dates	Audience
Office Hours with the Office of Multilingual Education	June 24, 11 a.m.-12 p.m. July 22, 11 a.m.-12 p.m. Aug. 19, 11 a.m.-12 p.m. Sept. 16, 11 a.m.-12 p.m.	LEA English learner coordinators, LEA leaders, and school leaders
LEA Implementation of the WIDA ELD Standards, 2020 edition	June 8, 2-3:30 p.m.	LEA EL coordinators, principals, instructional coaches, and other school/LEA leaders
The Principles of Evaluating Your LEA's English Learner Program	June 30, 9-10:30 a.m. July 14, 9-10:30 a.m. July 21, 9-10:30 a.m. July 28, 9-10:30 a.m.	Teams from LEAs (at a minimum, school administrators, data managers, and EL coordinators)
New LEA English Learner Coordinator Orientation	July 28, 2021, 1:30-3 p.m.	New LEA English learner coordinators, and any LEA EL coordinator interested in a refresher on EL policies
English Learner Identification and Data	Aug. 5, 2021, 10-11:30 p.m.	LEA EL coordinators, data managers, and enrollment coordinators

Register Today!

Title	Dates	Audience
Going Deeper With LEA Implementation of the WIDA ELD Standards, 2020 edition: For LEA Leaders Only	Aug. 2, 2021, 10:30 a.m.-12 p.m. Aug. 4, 2021, 10:30 a.m.-12 p.m. Aug. 6, 2021, 10:30 a.m.-12 p.m.	All grades K-12 LEA leaders and EL coordinators. Teams of leaders and EL coordinators are encouraged to participate together.

Next Steps

- Discuss with your LEA leaders ways to leverage ESSER funds specifically to support for LEA's English learner students
- Review your EL identification and parent notification procedures and identify any improvements that are needed
- Review your EL program, plans, and any refinements needed
- Register for upcoming EL coordinator sessions

Exit Ticket

- What is refinement you are planning for your EL identification processes or EL program?
- What is one way you would like to use ESSER funds to support your EL students?