



# Strategies to Support English Learners during Distance Learning

---

April 29, 2020

# DME English Learner Working Group

**Project lead:** Jennifer Norton, OSSE

## **Members:**

- Hannah Cousino, OSSE
- Elba Garcia, DCPS
- Anika Harris, OSSE
- Leandra Gonzalez, Paul PCS
- Ingrid Gutierrez, Mayor's Office on Latino Affairs (MOLA)
- Maggie Marcus, PAVE
- Deena Marshall, E.L. Haynes PCS
- Alicia Passante, Center City PCS
- Santiago Sanchez, OSSE
- ChaQuan Wilder, Appletree PCS

## **On-call participants:**

- Ronal Avila, MOLA
- Eleanor Davis, Capital City PCS
- Joseph Egan, DC Bilingual
- Samantha Lincoln, Inspired Teaching
- Johanna Mamiam, Bethune PCS
- Camilo Manjarres, MOLA



# Serving Students Who Are English Learners

All students, including English learners (ELs), and their families should be able to access and engage with the online and paper materials and activities provided by their schools.

For more information, refer to the [joint guidance from U.S. Department of Justice and U.S. Department of Education](#), the [Language Access Act of 2004](#), [OSSE EL policy](#), and the [DC PSCB EL monitoring policy](#).

# Four Strategies to Support ELs During Distance Learning

1. Disaggregate participation of ELs in attendance/engagement trackers.
2. Include families' preferred language of communication in attendance/engagement trackers to help ensure language access.
3. Communicate with families in a language they can understand.
4. Bring key staff together to collaborate on promoting ELs' participation in distance learning.

# Strategy 1: Disaggregate participation of ELs in attendance/engagement trackers.

In this [sample tracker](#) to monitor student engagement, data can be filtered to disaggregate:

- If a student is EL and/or has an IEP;
- Which families/students lack the technology to participate in distance learning;
- Which families/students are facing other non-technology challenges that impede participation in distance learning;
- If students are not participating in specific courses; and
- If students are not participating on certain days or at certain times.

LEA Example: *“On a recent data pull I saw there were only 2 ELs whom we had not yet reached; I was able to follow up with their teachers and school leadership to get updates on their engagement. I can use the report to track weekly/bi-weekly reach out updates.”*

## Strategy 2: Include families' preferred language of communication in attendance/engagement trackers to help ensure language access.

- Parents with limited English proficiency are entitled to meaningful communication in a language they can understand.
- The sample tracker can also be used to note the parent's preferred language of communication so that calls can be made with an interpreter, if needed.

LEA Example: *“I used the columns in the spreadsheet for email, phone, and preferred language of communication to upload a list into a parent communication app that lets teachers send messages to parents in different languages.”*

# Strategy 3: Communicate with families in a language they can understand.

Program	Overview
<a href="#">Microsoft Translator App</a>	Offers translations of text and real-time speech. Parents receive written translations of teachers' speech/comments on their device.
<a href="#">Remind App</a>	Allows two-way messaging with automatic translation.
<a href="#">Talking Points App</a>	Allows two-way messaging with automatic translation.
<a href="#">Microsoft 365 Translate Feature</a>	Has a translate feature to automatically translate Word, Excel, OneNote, and PowerPoint in commonly spoken languages.
<a href="#">ClassDojo</a>	Student and parent communication app that translates into 30 languages.

Web-based translation software should be used with caution and is appropriate only when the translated document accurately conveys the meaning of the source document. Any use of web-based automated translation services must comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) regarding personally identifiable information from a student's educational record.

# Strategy 3: Communicate with families in a language they can understand.

- Family distance learning resources from OSSE in [English](#), [Spanish](#), [Amharic](#), [French](#), [Vietnamese](#), [Korean](#), and [Chinese](#).
- Multilingual resources for families
  - [Coronavirus Education Materials in Indigenous languages, Dialects and Spanish](#)
  - [Resources for Immigrant Families during COVID-19 in Spanish and English](#)
  - [Resources for Immigrant Families during COVID-19 in Amharic, Spanish and English](#)

## Strategy 4: Bring key staff together to collaborate on promoting ELs' participation in distance learning.

- *LEA example:*

*"I meet with the ELL teachers weekly and ask them if there are any students they are having trouble reaching. I then **check the contact logs and see if other teachers made attempts and also check on siblings at other campuses** within our LEA.*

*Then, I **email all the staff members who are connected with the family** so they can help the ELL teacher know who was successful in making contact and how they did it. This has been helpful so far in engaging some of our disengaged ELs and their families.*

*Our school is focused on inclusivity and is doing a great job at looking at all students, so **ELs have been a part of all the conversations when leadership and teachers are following up** on who has not been contacted or needs further support."*

# OSSE Division of Teaching and Learning (TAL) presents three types of: **Distance Learning Supports for Educators**

- 1. Weekly Content Sessions:** During these one-hour sessions, TAL content specialists will:
  - Share resources and provide support regarding distance learning;
  - Facilitate networking and resource sharing between educators; and
  - Provide space to discuss current challenges and potential solutions.
- 2. Distance Learning Resource Guide:** Curated list of free distance learning resources and tips for implementation.
- 3. Individualized Support and Technical Assistance:** Fill out this [request form](#) for additional resources, office hours, or customized trainings.



View the schedule, RSVP links, resource guide, and request form at:

[www.osse.dc.gov/distancelearning](http://www.osse.dc.gov/distancelearning)

# Early Access to Incoming Student Data: Tools for Schools

Kickoff training for the 2020 cycle of OSSE's Early Access Qlik applications:

- [Early Access to Students with Disabilities Data](#)
- [Early Access to English Learners Data](#)
- [High School Transition \(Bridge to High School Data Exchange\)](#)

**Purpose of Apps:** Preview of student-level data for students who are **pre-enrolled in but not yet attending** an LEA to enable LEAs to plan effectively to serve these student populations.

**Target Audience:** School Counselors, LEA Data Managers, Special Education Points of Contact, English Learner Coordinators, and all other administrative staff who plan to access and use one or more of the apps.

**Tuesday, May 12, 2020, 10-10:45 a.m.** Register for this webinar in the [OSSE Training Registration site](#).

**Questions?** [Annette.Thacker@dc.gov](mailto:Annette.Thacker@dc.gov)

