

Centering English Learners in Schools' Responses to the COVID-19 Pandemic

Webinar

September 29, 2020



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Presenters



Delia Pompa, Senior Fellow for Education Policy, MPI



Melissa Lazarín, Senior Advisor for K-12 Policy, MPI



Julie Sugarman, Senior Policy Analyst, MPI



Shelly Spiegel-Coleman, Strategic Advisor, Californians Together



Molly Hegwood, Executive Director of English Learners, Metro Nashville Public Schools



Delia Pompa



Delia Pompa is Senior Fellow for Education Policy at MPI's National Center on Immigrant Integration Policy where her work focuses on research and policy analysis related to improving educational services for immigrant students and English Learners (ELs). Ms. Pompa came to MPI from the National Council of La Raza (NCLR), where she was Senior Vice President for Programs, overseeing its education, health, housing, workforce development, and immigrant integration work, and where she previously served as Vice President of Education. She has had a key role in shaping federal education policy through her positions as Director of the Office of Bilingual Education and Minority Languages Affairs in the U.S. Department of Education, and as Executive Director of the National Association for Bilingual Education.

Ms. Pompa came to Washington, DC to serve as Director of Education for the Children's Defense Fund after serving as Assistant Commissioner for Program Development at the Texas Education Agency. Her previous experience as Executive Director for Bilingual and Migrant Education in the Houston Independent School District and as a bilingual classroom teacher and instructor to prospective teachers at the graduate level has anchored her work.

Her influence has been felt widely throughout the field of education policy; she has served as an advisor or board member for many key institutions including the Chapter I Commission and the Stanford Working Group, the Civil Rights and Business Coalition on the Reauthorization of the Elementary and Secondary Education Act, the American Youth Policy Forum, EdReports, the National PTA, International Baccalaureate, and the Joan Ganz Cooney Center.



MPI's National Center on Immigrant Integration Policy (NCIIP)

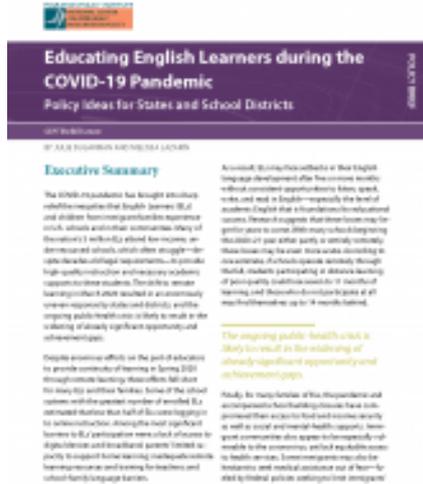
Primary Areas of Work:

- Education and Training:
 - Early Childhood
 - K-16
 - Adult Education and Workforce Development
- Language Access and Other Benefits
- Governance of Integration Policy

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Related Brief and Commentary



Educating English Learners during the COVID-19 Pandemic: Policy Ideas for States and School Districts

By Julie Sugarman and Melissa Lazarín

<http://bit.ly/elledincovid>

COMMENTARY: COVID-19 Spotlights the Inequities Facing English Learner Students, as Nonprofit Organizations Seek to Mitigate Challenges

By Melissa Lazarín

<http://bit.ly/ellstudcov>



Photo Credit: Thomas Park



Melissa Lazarín



Melissa Lazarín is Senior Advisor for K-12 Policy at the Migration Policy Institute's National Center on Immigrant Integration Policy, where she works on education issues related to immigrant children and English Learners. Her areas of expertise include education advocacy and policy development; testing, standards, and accountability; school improvement, including high school reform and learning time; and education issues facing English Learners, Latinos, and immigrants.

Previously, Ms. Lazarín was Program Director at the National Governors Association, where she oversaw issues related to educational equity. She also served in a variety of roles at the Center for American Progress. As Senior Advisor there, she authored reports on testing and standards, and helped oversee the education team's federal policy agenda and launch the organization's early childhood work as Managing Director of K-12 education policy.

Her previous roles include Director of Education Policy at First Focus, a national children's advocacy organization, and Associate Director of Education Policy at UnidosUS (formerly the National Council of La Raza). She began her policy career with Social Policy Research Associates, where she evaluated workforce development programs and race relations in high schools.

Ms. Lazarín holds a bachelor's degree from Stanford University and a master's degree from the Lyndon B. Johnson School of Public Affairs at the University of Texas.



Julie Sugarman



Julie Sugarman is Senior Policy Analyst for PreK-12 Education at the Migration Policy Institute's National Center on Immigrant Integration Policy, where she focuses on issues related to immigrant and English Learner (EL) students. Among her areas of focus: policies, funding mechanisms, and district- and school-level practices that support high-quality instructional services for these youth, as well as the particular needs of immigrant and refugee students who first enter U.S. schools at the middle and high school levels.

Dr. Sugarman came to MPI from the Center for Applied Linguistics, where she specialized in the evaluation of educational programs for language learners and in dual language/two-way immersion programs. At CAL, she directed comprehensive program evaluations of instruction for ELs in K-12, and contributed to numerous research and evaluation projects, including studies of biliteracy development in two-way immersion programs and the evaluation of the STARTALK program which funds teacher training programs and language instruction for students in grades K-16 in critical languages.

She also provided evaluation expertise to the Cultural Orientation Resource Center at CAL, where she developed a toolkit to help practitioners assess the effectiveness of cultural and community orientation programs for refugees settled in the United States and collected data on overseas and domestic cultural orientation practices, successes, and challenges through practitioner surveys and learner assessments.

Dr. Sugarman earned a B.A. in anthropology and French from Bryn Mawr College, an M.A. in anthropology from the University of Virginia, and a Ph.D. in second language education and culture from the University of Maryland, College Park.

COVID-19'S IMPACTS ON ENGLISH LEARNERS



COVID-19's Impacts on English Learners (ELs)

ENGLISH LANGUAGE DEVELOPMENT

- Reduced exposure to English, especially academic English
- Limited opportunities for “productive talk” in English
- English language development may stall and the effects may be discernible years later
- Lower English language proficiency scores in grades 2-3 among ELs who were chronically absent in K-1 (Attendance Works, 2011)



COVID-19's Impacts on ELs

ACADEMIC DEVELOPMENT

- Estimates of impact
 - NWEA (2020)
 - 30 percent of annual reading gains
 - 50 percent of annual math gains
 - McKinsey & Company (2020)
 - Learning loss of 3-4 months to 12-14 months, depending on the quality of and students' participation in remote instruction
 - 1.1 million more students may drop out of school
 - Learning loss could be greater for certain groups of students



COVID-19's Impacts on ELs

SOCIOEMOTIONAL DEVELOPMENT

- Food and income security, childcare, mental health, and trauma
- Immigrant communities especially vulnerable to the virus
- Anti-immigrant rhetoric and policies targeting immigrant communities
- Discrimination and racism toward the Asian American and Pacific Islander community

KEY POLICY RECOMMENDATIONS



Key Policy Recommendations

INSTRUCTION

- Prioritize ELs for in-person instruction when it is safe
- Increase learning time for ELs to provide opportunities for language and academic enrichment
- Incorporate EL needs in professional development on digital instruction
 - Instructional strategies to support comprehension and language development
 - Selection and adaptation of materials
 - Peer-to-peer sharing



Key Policy Recommendations

EQUITY

- Leverage the role of state education agencies to coordinate a systemic and equity-focused response
- Ensure equitable funding
 - “Maintenance of equity”—shield high-poverty districts and schools from budget cuts, may apply to ELs too
 - Direct relief and recovery funds to meet EL needs
 - Address inadequate weights for ELs in state funding formulas



Key Policy Recommendations

PARENTS AND COMMUNITY

- Prioritize engagement with immigrant families
 - Meaningful two-way communication about remote learning and reopening
 - Translation and interpretation
 - Digital literacy
- Build partnerships between school districts and community-based organizations
 - Community outreach
 - Student and family supports



Key Policy Recommendations

DATA

- Address use of English language proficiency (ELP) data
 - EL student count
 - Potential adjustments to ELP indicator
- Track EL engagement in remote learning as a metric for understanding learning loss



Shelly Spiegel-Coleman



Shelly Spiegel-Coleman is currently the Strategic Advisor of Californians Together. She previously served for 13 years as the Executive Director of Californians Together, a coalition of 23 statewide professional, parent, and civil rights organizations focused on improving schooling for English learners.

Ms. Spiegel-Coleman was the Senior Project Director for the Multilingual Academic Support unit for the Los Angeles County Office of Education (LACOE). She also worked as an English Language Development Consultant, Coordinator for the Bilingual Teacher Training Program and Title VII Developmental Two-Way Immersion Director for LACOE. She served as a member of the English Learner Advisory Committee to the California State Board of Education. She also served as a member of the Public School Accountability Act Advisory Committee, English Language Development Standards Project and the California Curriculum and Supplemental Materials Commission.

She was a teacher, principal, and district specialist. She received her Masters in Education with an emphasis in Bilingual Education from Whittier College, credential from UCLA and undergraduate work at California State University at Northridge.

Californians Together

Distance Learning and English Learners

Shelly Spiegel Coleman
Californians Together



<http://bit.ly/caltogschoolclos>

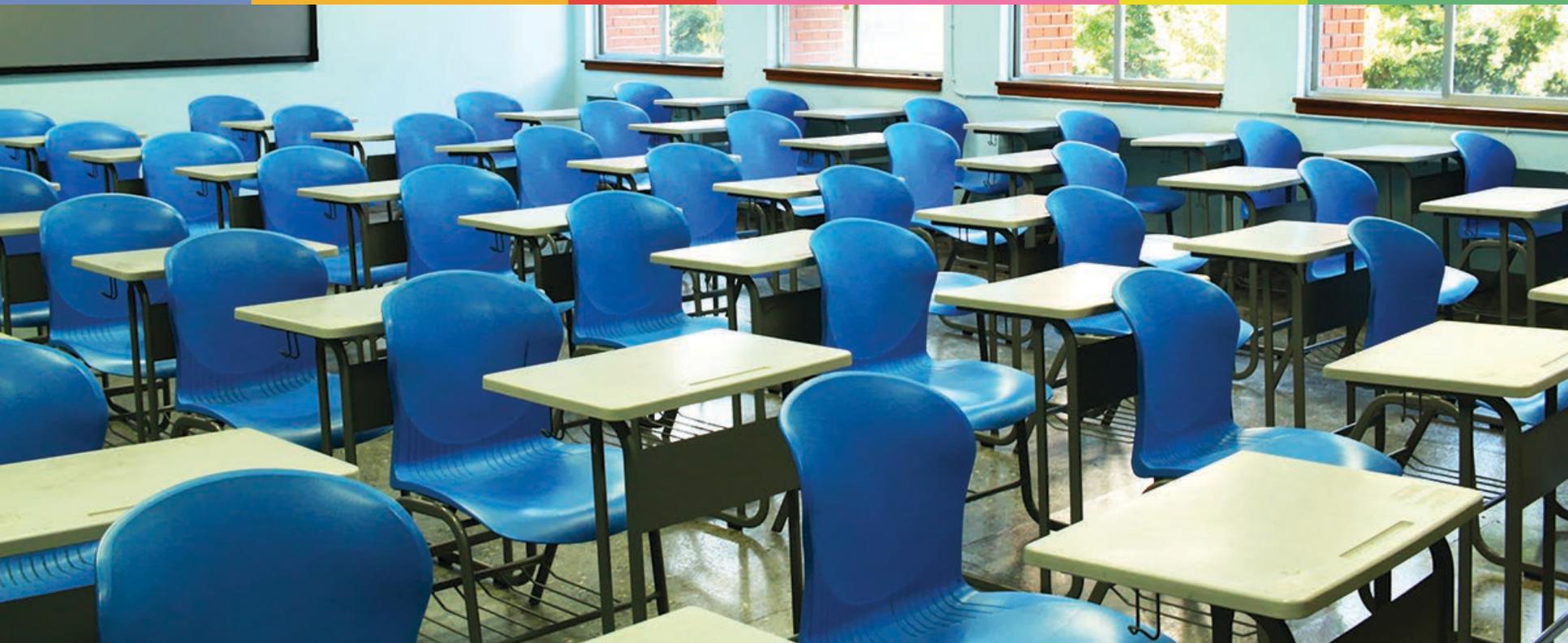
Review of COVID-19 Operations Written Reports

Xilonin Cruz-Gonzalez and Manuel Buenrostro



**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS



THE 79 SCHOOL DISTRICTS REPRESENT:



44%
of English
Learners

35%
of
students

26 of 58
counties in
California

By District Size

Large (25,000 or more)	23
Medium (2,500 to under 25,000)	50
Small (Less than 2,500)	6

By District Type

Unified	32
High	13
Elementary	34

*Districts selected based on largest number of ELs (20), largest percentage of ELs (20), high EL achievement in Math or ELA (20), low EL achievement on Math or ELA (20), and districts selected in previous LCAP reports (38).



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OF ENGLISH LEARNERS

OVERVIEW OF RATING SCALE

Scoring Components

- 1 Designated & Integrated ELD
- 2 Live Interactive Instruction
- 3 Bridging the Digital Divide
- 4 Family Collaboration
- 5 Social-emotional Support
- 6 Early Childhood Education



Scoring on a scale of 1 to 4:

- 1 = No Evidence
 - 2 = Minimal Evidence
 - 3 = Some Evidence
 - 4 = Strong Evidence
- Provide evidence for scores of 2, 3, and 4.*



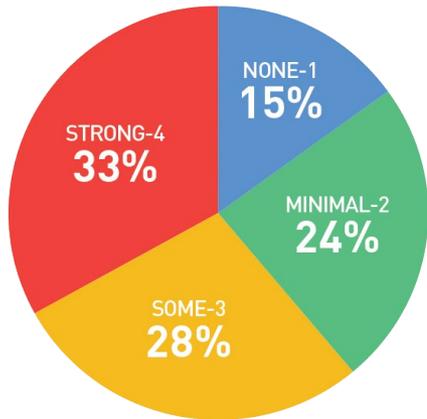
**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

1 Designated and Integrated ELD

Ensure that ELs continue to have access to both designated and integrated ELD to ensure progress toward English proficiency and achievement in all other subjects. Designated and Integrated ELD may not be explicitly mentioned, but still be described.

NONE-1	MINIMAL-2	SOME-3	STRONG-4
No mention of ELD.	Mentions ELD in general but does not provide specific language about how it was provided.	Mentions designated ELD strategies with specific language about how it was provided.	Mentions both integrated and designated ELD strategies with specific language about how it was provided.



BEST PRACTICES

Alhambra USD offered differentiated ELD instruction in breakout small group rooms on Zoom video calls.

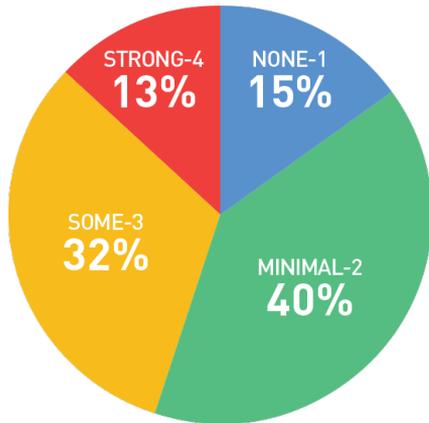
Garden Grove USD offered ELs “structured oral language practice, as well as...opportunities to process new learning through structured writing prompts with academic language and sentence frames.”



2 Live Interactive Instruction (In-Person or Virtual)

Ensure that all students have a guaranteed minimum amount of daily live interactive instruction with additional interaction for ELs.

NONE-1	MINIMAL-2	SOME-3	STRONG-4
No mention of live interaction.	Mentions live interaction with students.	Mentions live interaction with students and synchronous instruction.	Mentions live interaction with students and synchronous instruction specific for ELs.



BEST PRACTICES

Parlier USD scheduled “face to face virtual chats three days a week for teachers to speak with, hear and see students,” and “small group instruction meetings were created for students needing additional support in language acquisition”, to support language development for ELs. The district also outlined detailed schedules for ELD and academic instruction.

Only 15% of districts mentioned minimal instructional minutes



ELRISE!



A collaboration of Californians Together, LMU-Center for Equity for English Learners, SEAL, and 20 County Offices of Education to:

- Increase educator knowledge of the CA English Learner Roadmap
- Build skills and strategies for implementing evidence based practices
- Support development of shared vision and priorities for local planning
- Promote design and sustainability of research-based language acquisition programs, including dual language programs
- Develop local policies and LEA systems focused on EL needs
- Strengthen COE capacity to support LEAs for EL success

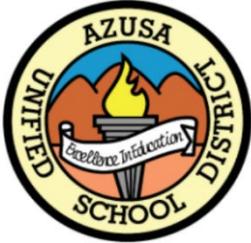


Best practices for English learners in Distance Learning	EL Roadmap Principle*	Examples of Actions	Where it fits in the LCA Template
<p>Create schedules and resource allocation plans prioritizing students with greatest needs - including English learners – including additional learning time, in person assistance, ensuring provision of designated and integrated ELD</p>	<p>2</p>	<p>Dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models Extra periods for small group designated ELD Targeted instructional support for students who have experienced learning loss through: learning hubs, individual tutoring, small group instruction, time set aside for assessing English proficiency, etc. Extended learning enrichment sessions in home language</p>	<p>Pupil Learning Loss Continuity of Learning: In-person instructional offerings, and Distance learning Pupil Learning Loss</p>
<p>Establish relationships and mechanisms for ongoing stakeholder input and communication to inform planning and improvement (with students, teachers and staff, families, community)</p>	<p>1</p>	<p>Translation/interpreters for DELAC meeting and input sessions Scheduled Student Listening sessions (in student home languages) at regular intervals in school year – how is it going Specific outreach to parents who did not connect initially. Find out what they need to be engaged and what they need from the district.</p>	<p>Pupil and Family Engagement and Outreach Stakeholder Engagement</p>

The Distance Learning Reflection Tool
<http://bit.ly/distancelearningref>

Best practices for English learners in Distance Learning	EL Roadmap Principle*	Examples of Actions	Where it fits in the LCA Template
<p>Expect the need for flexibility and change of plans, and communicate clearly, regularly and in the home languages of families what these changes entail and why they are occurring – with two-way communication mechanisms</p>	<p>1</p>	<p>Translation/interpreters for DELAC meeting and check-in/input sessions</p> <p>Use social media to reach parents, using simultaneous translation</p> <p>Designated home language personnel and mechanisms (including translation apps for teachers and parents) to support two-way communication</p> <p>Regular office hours in the evening for working families</p> <p>Prior to the start of school, teachers, support staff, administrators contact each family (elementary) to check in and at secondary with families of students who were minimally engaged in Spring about their needs, to describe distance learning, review parent/students expectations, inform about resources available and methods for ongoing communication</p>	<p>Pupil and Family Engagement and Outreach</p>

Azusa Prioritizes ELs and SPED Students

 Azusa Unified School District				
Distance Learning - Block Schedule Plan 2.0 - Elementary TK-6				
ALL STUDENTS EVERYDAY				
Mon	Tue	Wed	Thurs	Fri
Instructional Block 8:00 - 8:45	ELD - TK-3 SPED - 4-6 8:00-8:45			
Break				
Instructional Block 8:55-10:25	Instructional Block 8:55-10:25	Instructional Block 8:55-10:25	Instructional Block 8:55-10:25	Instructional Block 8:55-10:25
Break				
Instructional Block 10:35-12:05	Instructional Block 10:35-12:05	Instructional Block 10:35-12:05	Instructional Block 10:35-12:05	Instructional Block 10:35-12:05
LUNCH 12:05-12:50				
Colleague Connections Staff Meetings (All, Department, Leadership, PLCs, Committees)	Instructional Block 12:50-1:35	Instructional Block 12:50-1:35	Instructional Block 12:50-1:35	Instructional Block 12:50-1:35
	Break			
	ELD - 4-6 SPED - TK-3 1:45-2:30			
Student/Family Connections 2:30 - 3:00	Student/Family Connections 2:30 - 3:00	Student/Family Connections 2:30 - 3:00	Student/Family Connections 2:30 - 3:00	Student/Family Connections 2:30 - 3:00

CONTACT

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Shelly@californianstogether.org

Californians Together

www.californianstogether.org



When teachers have that special relationship with students, and parents feel confident that their children are getting the help they need, then we will know that school is in session.





Molly Hegwood



Molly Hegwood is the Executive Director of English Learners (EL) for Metro Nashville Public Schools (MNPS). The district is currently home to more than 15,000 active English learners from over 135 countries of origin speaking 145 languages. The goal of the MNPS EL program is to support English learners with the social, emotional, cultural, speaking, and academic skills needed to excel in higher education, work, and life.

Molly Hegwood's first position in MNPS was an EL teacher at John B. Whitsitt Elementary. There, Ms. Hegwood supervised an evening tutoring program and partnered with the Office of English Learners in their adult literacy program. Ms. Hegwood began her journey with the Office of English Learners in 2011 as an English Language Development Coach, supporting EL teachers, and leading professional development on effective lesson delivery for multilingual students. These experiences marked key moments in her life and fueled her desire to take bigger steps in support of English and adult learners.

In the past nine years, while leading district-wide EL initiatives, Ms. Hegwood has built a reputation for developing positive relationships with teachers, school leaders, central office departments, community members, and neighboring districts in Tennessee. She brings a spirit for collaborative leadership powered by a deep knowledge of instructional practices.

Incorporating English Learners into District-Wide Planning

Molly Hegwood
Executive Director
Office of English Learners



METRO
NASHVILLE
PUBLIC
SCHOOLS

Email: molly.stovall@mnps.org



@Molly_Stov
@MNPS_EL

MNPS Office of English Learners

The MNPS EL Team will support English learners with the *social, emotional, cultural, linguistic*, and *academic* skills necessary to excel in higher education, work, and life.

	September 2020 Number of Students	% of MNPS
Active ELs	15,842	19%
Transitional 1-4	5,109	7%
Limited English Proficient	20,861	26%

Active English Learners (EL): Students currently receiving English Learners services

Transitional Students (T1/T2/T3/T4): Students who have exited EL services but are still being monitored for 4 years

Limited English Proficient (LEP): Active English Learners + Transitional Students

Data Source: MNPS Research, Assessment, and Evaluation

Incorporating English Learners in District-Wide Practices

- Ensuring needs of ELs were prioritized during back-to-school planning
- Leveraging community partnerships



Re-Opening Teams Equitable Access for English Learners



Instructional Alignment and
Professional Development



Technology support and
device distribution



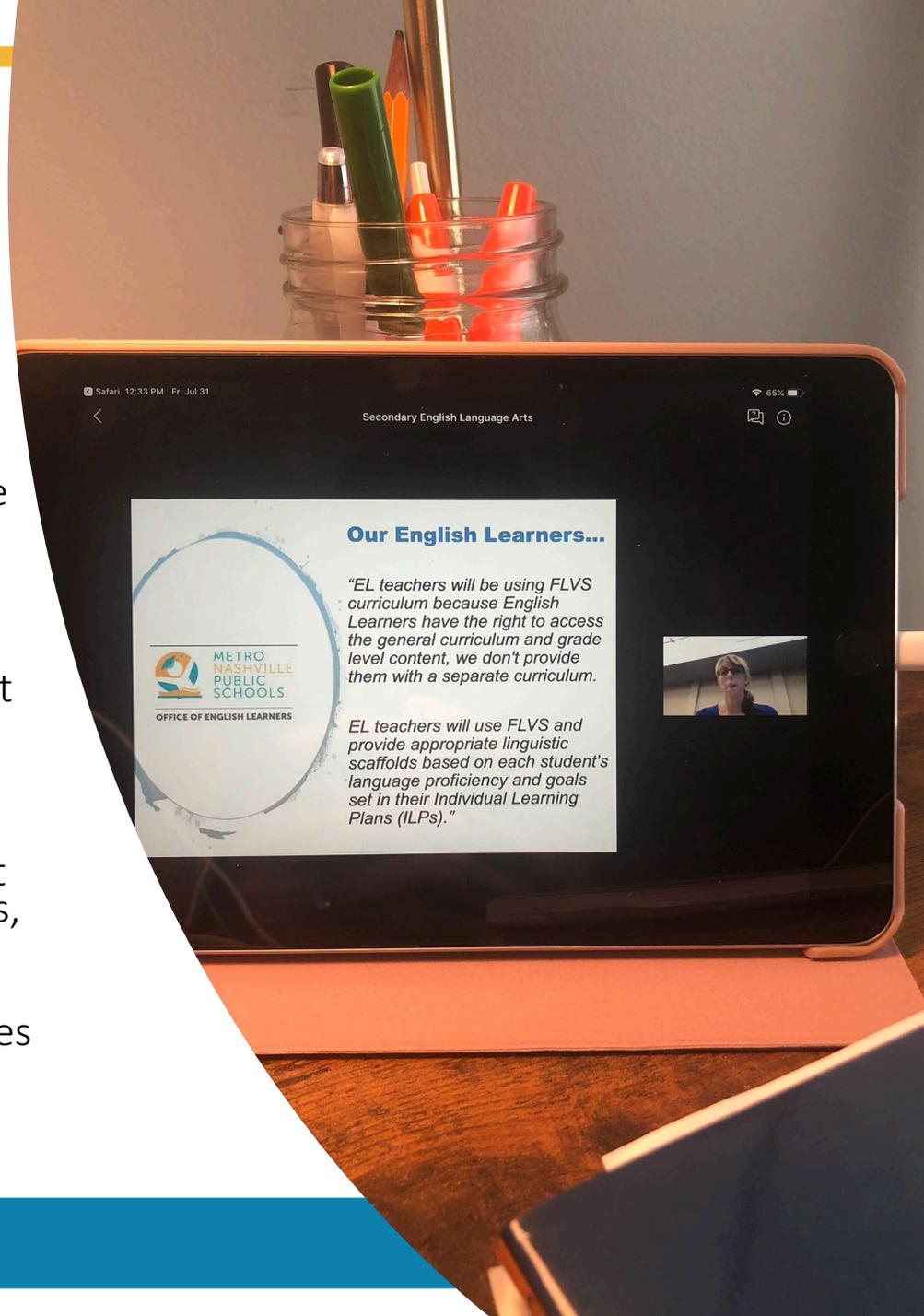
Social Emotional Learning
(SEL) support: Navigator Role



Facilities

Instructional Alignment and Professional Development

- Consistency and clear messaging from the start of the school year
- EL supports added to district-wide curriculum
- All content area professional development includes EL instructional strategies embedded
- District-wide virtual learning playbook:
 - Roles and responsibilities for content teachers to provide accommodations, co-plan with EL teachers, and follow Individual Learning Plans (ILPs)
 - Translation and interpretation services included throughout the playbook



Equal access to technology support and device distribution



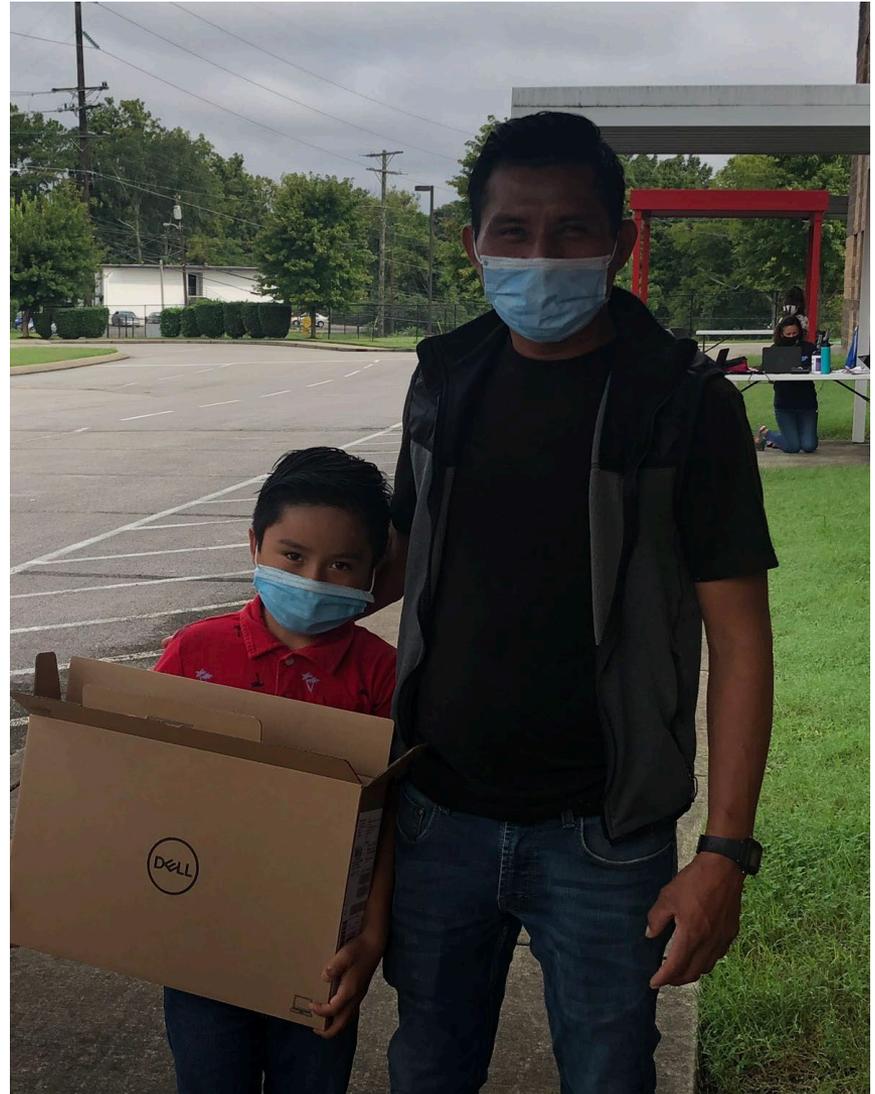
Laptops and hot spots distributed at schools, EL registration sites, and technology support hubs



1-on-1 technology support hubs created in areas of district with the highest number of EL students

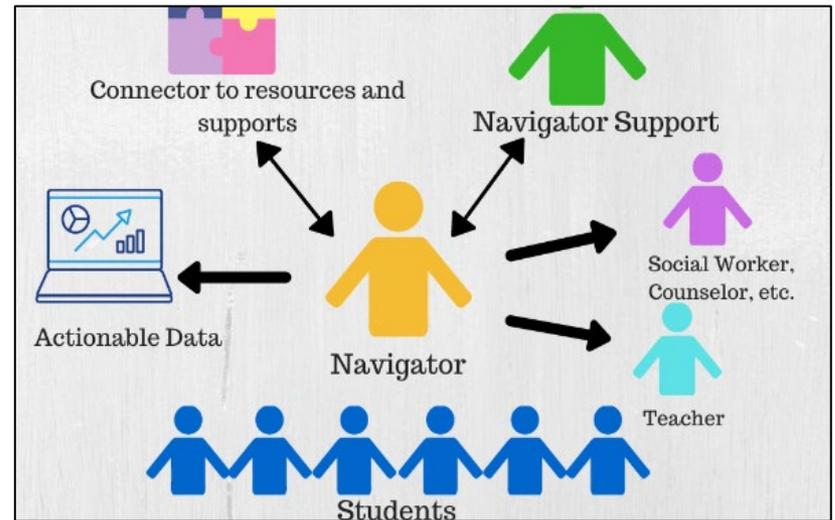


District-wide phone support created with district connection to an interpreter



SEL Support: Navigator

- Mentor and advocate for a small group of students to help them “navigate” a path of success through a personalized system of support
- Interpretation and translation plans required for schools' plan



8. Have you developed a plan for interpretation for non-English based students and families? *

- Yes, we have a plan.
- No, I need support in this area.

9. Please share comments, questions, needs below. *

Enter your answer

Leveraging Community Partnerships

Communication and Expertise



هل قمت بتسجيل طفلك في المدرسة بعد؟
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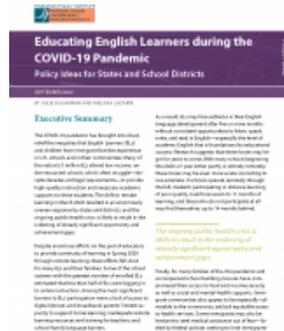
Reporters can contact:

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