

# Providing Supports for English Learners

## Elementary and Secondary School Emergency Relief



### Introduction

With the passage of [Elementary and Secondary School Emergency Relief](#) (ESSER) I, II, and III Funds, Local Education Agencies (LEAs) have the ability to consider various approaches to continuing education during school closure and/or returning to normal operations. Under the statutes that authorized each of the ESSER funds, funds are to be used for activities and items that are reasonable, necessary, and allocable, meaning that they are necessary to respond to, prepare for, or prevent the spread of COVID-19, including activities and items [allowable under the Every Student Succeeds Act](#) (ESSA). The purpose of this guidance is to elevate the possible supports for English Learners (ELs) using ESSER II or III funding. The following sections present ideas to address mitigating potential learning loss and accelerating student linguistic and academic growth as well as suggestions for engagement of families and communities of English learners.

### Evidence-Based English Language Development Curriculum and Associated Interventions and Assessments

The Office for Civil Rights (OCR) and Elementary and Secondary Education Act (ESEA) laws, as well as Colorado state statute, require that districts and schools provide English language development (ELD) instruction for ELs, distinct from literacy instruction, that supports EL students' development of English, as part of Tier 1 instruction. In addition to providing ELD, districts and schools share an equally critical responsibility in providing access to grade level content and instruction. Evidence-based ELD curriculum and associated interventions and assessments are proven to reduce teacher plan time and promote academic and linguistic success with English learners. Consider adopting or upgrading ELD program resources to improve content and language acquisition.

- Evidence-based, ELD curriculum and associated interventions and assessments
  - Adopt or upgrade ELD resources to accelerate the English language acquisition and learning loss due to COVID
- Online ELD curriculum, if needed for virtual setting
- Professional learning for staff to implement new curricular resources
- Administering and using high-quality assessments that are valid and reliable
  - Formative, Diagnostic and Progress Monitoring Assessments for English Language Proficiency
    - LAS Links, WIDA Model, Test of English Language Learning (TELL)
    - ACTFL/TOEFL

## Planning and implementing activities related to summer learning and supplemental afterschool programs

To ensure that summer learning and afterschool programs continue with fidelity for English learners, ESSER funds can be used for planning and implementing activities related to summer learning and supplemental after school programs.

- Costs associated with ELD programming or ensuring summer and afterschool programs provides appropriate scaffolds and access to content/support for ELs
  - Operational costs
  - FTE for instructional and support staff
  - Curricular resources and materials
  - Educational software, licenses, etc.
  - Transportation

## Additional Supports to address learning loss among English Learners

English learners remain a very vulnerable population to potential learning and linguistic growth loss through the dramatically shifting learning environments and mediums. To help narrow this potential linguistic and academic learning loss, consider additional opportunities to help support this hard-to-reach population:

- Culturally and Linguistically Diverse (CLD) materials - diverse texts in classrooms, bilingual texts to support ELs and/or families
  - Example – invest in content-specific texts in students’ native languages (Photosynthesis in Vietnamese)
- Educator development, specific to EL supports
  - Social and Emotional Learning supports for educators supporting ELs
  - Providing access to content, or access to virtual content
- CLDE/ELD staffing for direct instruction (especially if more is needed now to reduce class sizes)
  - Stipends for hard to staff positions, like CLDE/ELD, SPED
  - Providing small group instruction to accelerate learning
- Promoting core content and ELD teacher collaborations, SpEd/ELD staff collaborations, ELD/GE collaborations, especially as it relates to providing supports in a virtual setting or accelerating learning due to learning loss caused by the COVID pandemic
- Tuition support and/or stipends for teachers to receive CLDE Endorsement to support accelerated access to content and/or ELD services
- Tracking student attendance and improving student engagement in distance education

- Special attention to bilingual practices and engagement of ELs (could be related to services that provide on demand translation and interpretation in technology – apps, phone messages, emails, texts)
- Providing mental health services and supports
  - Ensuring that mental health services and supports are provided in a language that students can access and understand; hiring bilingual/multilingual support providers or paying stipends for multilingual support providers to receive additional necessary credentials and schooling

### **Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies**

As districts prepare further procedures and systems for remote learning and returning to the school, communication will remain vital for all students. In order to ensure equitable linguistic access to district guidance, written and multimedia translations will be essential for English learners and their families.

- Translating written procedures to languages represented in the LEA
- Providing native language videos that describe the procedures
- Investing in communication technology that translates phone, text and email messages automatically

### **Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction, including assistive technology**

While purchasing additional technology for all students in the district, consider how you have met the needs of your English learner population. The LEA may consider additional hardware, software, and connectivity aids to assist academic and linguistic development.

- Additional devices if required for new assessments or software (For example if LAS Links is not compatible with Chromebooks)
- Headsets
- Text to translation software for students
- Hotspot devices/connections at Learning Centers

### **School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards**

In order to maintain safe learning spaces and reduce the risk of virus transmission and exposure, further considerations can ensure that ELD instruction is delivered in protected learning spaces.

- “Temporary” classrooms or space rental for ELD teachers so that they have a place to deliver targeted ELD instruction rather than “pushing in” if needed to reduce the

number of adults entering a classroom or space, to reduce class sizes, or to provide one-on-one, small group instruction to accelerate learning

## English Learner family and Community Outreach

Research suggests that ongoing and meaningful consultation with English learner parents and family members leads to stronger academic and linguistic outcomes. Some activities that could support further outreach using ESSER I, II, or III funds could include:

- Providing information and assistance to parents and families on how they can effectively support students
  - Including but not limited to: Manipulatives for virtual lessons (math, reading, ELD)
- Stipends for teachers to do home visits (in-person or virtually) and associated costs for home visits professional development
- Technology for parents to borrow and training for parents to utilize all of the various applications for hybrid, online, and remote learning
  - FTE and costs associated with the development and delivery of training and videos
- Enhanced communication resources: translation services, sharing important information, increasing digital literacy (apps/programs), helpline/set office hours with interpreter (two-way communication)
- Translated survey, focus groups to collect family needs and opportunities
- Social Emotional Learning supports for families

## WHERE CAN I LEARN MORE?

For more information on other strategies and distance learning resources, visit

[http://www.cde.state.co.us/cde\\_english/coloradodistancelearningguidanceforenglish-learners](http://www.cde.state.co.us/cde_english/coloradodistancelearningguidanceforenglish-learners)